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TRANSLATION AND ANALYSIS OF SOME DOCUMENTS
FROM ENGLISH INTO SPANISH AND FROM SPANISH
INTO ENGLISH

Thesis Submitted to Obtain the Licentiate Degree in English with Concentration in Translation

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Abstract

This thesis principal focus is to analyze the effect of the procedures and methods used to translate some documents from English into Spanish for Rescate Wildlife Rescue Center and from Spanish into English for UNICEF. This analysis will be done by using several translation procedures to achieve natural and accurate translations and to find the most accurate representation for the language culture of the target texts, so their source language meaning is not lost, and the principal message is comprehended by the reader.

This thesis is focused on studying and responding the following research question: What is the effect of the procedures and methods used to translate the documents from Spanish into English and from English into Spanish for Rescate Wildlife Rescue Center and some documents from Spanish to English for UNICEF? Through this translation process, the researcher discovered that there is an effective method of translating texts through semantic translation. The investigator concluded that through the correct uses of translating methods all the translations were render in an effective form.

Resumen

El enfoque principal de esta tesis es analizar el efecto de los procedimientos y métodos utilizados para traducir varios documentos del inglés a español para Rescate Wildlife Rescue Center y de español a inglés para UNICEF. Este análisis se realizará mediante el uso de varios procedimientos de traducción con el fin de encontrar la representación más precisa de la cultura del idioma de los textos de destino, de modo que no se pierda el significado del idioma de origen y el lector comprenda el mensaje principal.

Esta tesis se centra en estudiar y dar respuesta a la siguiente pregunta de investigación: ¿Cuál es el efecto de los procedimientos y métodos utilizados para traducir los documentos del español al inglés y del inglés al español para Rescate Wildlife Rescue Center y algunos documentos del español al inglés para UNICEF? A través de este proceso de traducción, el investigador descubrió que existe un método eficaz para traducir textos a través de la traducción comunicativa. El investigador concluyó que, mediante el uso correcto de los métodos de traducción, todas las traducciones se realizaron en forma eficaz.

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Chapter I

Introductory Framework

For a long time, translators have done their work to communicate ideas or to transmit the message that an author wanted to transmit to an audience in another language. Of course, every text is unique, so every document is translated using different procedures and techniques. Therefore, the research will demonstrate the effect of the procedures and methods used in the translation of the documents for Rescate Wildlife Rescue Center.

1.1 Problem Statement

Translations have been done for ages, as a way of communication. Many types of documents have been translated throughout human history; however, in the case of the documents to be translated in this paper for Rescate Wildlife Rescue Center and UNICEF, the purpose is to communicate different aspects related to the wildlife in Costa Rica and COVID 19, respectively. Consequently, in order to express those aspects, it is necessary to translate the documents and apply translation procedures to obtain natural, accurate, and cohesive target texts. The project also seeks that the content of each translation can be understandable to every person who reads them, and can be used by future generations of students and researchers as a guide.

Moreover, the focus of the investigation is the usage of procedures and methods to translate the documents from Spanish into English for Rescate Wildlife Rescue Center and from English into Spanish for UNICEF, in order to find out the correct way of translating the texts using the procedures and methods as stated by important authors in the field. In order to do this, there are four specific steps that have to be developed. The first one is to

translate the documents; second, to apply various translation techniques to the documents in order to achieve accurate texts; third, to evaluate the effect of the translation techniques applied on the documents, and forth, to create a glossary with the most relevant terminology found in both texts. Subsequently, the research question of the present investigation is What is the effect of the procedures and methods used to translate some documents from English into Spanish for Rescate Wildlife Rescue Center and from Spanish into English for UNICEF?

1.2 Objectives of the Investigation

The objectives of any investigation are substantial because they are created by the researcher in order to discover or prove something. Each research has a general objective, which is the main purpose of the study, and at least three specific objectives, which are the phases to accomplish the central objective. In the case of this research, there are five objectives including the general objective, and all of them appear as follows.

1.2.1 General Objective

- To analyze the effect of the procedures and methods used to translate some documents from English into Spanish for Rescate Wildlife Rescue Center and from Spanish into English for UNICEF.

1.2.2 Specific Objectives

- To translate some documents from English to Spanish for Rescate Wildlife Rescue Center and from Spanish into English for UNICEF.
- To apply various translation techniques to the documents in order to achieve accurate and natural texts.

- To evaluate the effect of the translation techniques applied on the documents.
- To create a glossary with the most relevant terminology found in the texts.

1.3 Justification of the Study

Since ancient times, people have the necessity to communicate ideas. However, at some point, the people started to talk in different languages. Consequently, the necessity to communicate messages between different languages became the reason why translation and interpretation exist. Since then, translation has evolved through the study and application of different methods and techniques. It has to be stated that there are many techniques that can be applied to a text in order to translate natural and accurate documents. For example, some techniques that are going to be used for the realization of this project are: transposition, modulation, borrowing, calque, and adaptation, among others. The idea of these procedures is to carry out the translations of any type of document that is necessary to translate. Moreover, the techniques used in any document will vary depending on the text that is going to be translated, as it depends on the type of text given.

The translation techniques can be used to translate all documents, and thus inform future generations of students about the topic. However, the center of the study is mainly the stuff of the organization, future generations of students, and future investigators.

The research is convenient because the researcher only has to utilize books and digital sources for performing the research. Before the investigation, the researcher gathered all the information needed to accomplish the research; even, the documents given by the non-profit organization to make the translation and the analysis of each file, and the use of digital sources for additional information on the topic. Therefore, the project initiates with the help of these sources to help the non-profit organization with the translation of the

documents and to inform future generations of translators about the effect of procedures and methods used to translate the documents selected. Moreover, the staff from the organization will access the information in the corresponding language.

The researcher will analyze the effect of the procedures and methods used to translate the documents from Spanish into English and from English into Spanish for the selected non-profit organizations. The study will use a color-coding technique to analyze the documents, and thus to be more aware of the application of various translation techniques to achieve accurate and natural texts, to evaluate the effect of the translation techniques applied on the documents, and to create a glossary with the most relevant terminology found in both texts.

1.4 Antecedents

Throughout years, translation has evolved through many studies realized by investigators around the world about different forms to translate documents. In order to understand this evolution, it is necessary to know about some important advances. First of all, it is necessary to know how when the translation could be indeed necessary for human communication. In the article *The History of Translation: First translations and Bible translations written by Language Direct* (2014), it is stated the story of the Tower of Babel, which is one of the most popular stories believed to be the origin of translation. According to the verses of the bible, the successors of Noah committed a serious sin after the flood, as they failed to build a civilization fitting to God's will. Instead, they constructed a tower that they could ascent to reach heaven and confront His authority. As God interfered, the tower was destroyed. God made them speak different languages and located them in separate parts of the world. As people tried to discover ways to comprehend each other, translation

was born. In other words, translation appeared because the necessity of people to communicate around the world.

Another important character in translation is Saint Jerome. The article *GALA Celebrates International Translation Day by The Globalization and Localization Association* (2016) stated that Saint Jerome (342-420 AD), the patron saint of translators, is known for his translation of the Bible into Latin. The importance of Jerome's translation can be appreciated not only by Biblical scholars, but also by modern-day linguists, as well. What differentiated his translation were the exposition's clarity, the translation's fidelity, and the use of original source texts. Moreover, Saint Jerome proposed returning to the original source text, which was the Hebrew version, as a manner to correct mistakes presented over the years by imprecise translations and careless copyists. After 23 years of labor (382-405 AD), Jerome completed his translation, later recognized as the Vulgate. For practically a thousand years, the Vulgate was the source for translations into other languages and continues a vital legacy of translation and Biblical studentship as well as a cause for celebration by those in the translation industry. In few words, the importance of Saint Jerome is that his translations were clear and loyal to the original text, but the most important is that he translated the original source text to the target language, instead of using another translation as base.

Nowadays, translation has advanced a great deal. The translator can use a variety of methods and procedures to make the duty in a proper manner. Consequently, the next two theses will serve to exemplify their use. The first thesis was presented by Fabiola Mora Sanchez. It is called *Evaluation of the Procedures and Methods Used to Translate the Documents Basic Training on the Risk of Education from English into Spanish for La Cometa and "El Riesgo Educativo como Creación de la Personalidad y de La Historia,*

Información La Cometa, and Elaboración de Tipos Documentales de Uso Frecuente" from Spanish into English for La Cometa and Covao High School (2017). She stated that the project was made with the purpose of answering the question, what is the effect of the procedures and methods used to translate Basic Training on the Risk of Education from English into Spanish for La Cometa and "El Riesgo Educativo como Creación de la Personalidad y de la Historia, Información La Cometa and Elaboración de Tipos Documentales de Uso Frecuente" from Spanish into English for both La Cometa and COVAO High School? Subsequently, she carried out a qualitative research based on three instruments which were the text analysis, the color-coding, and glossaries. The project was successful because with those instruments the translator was able to do a deep analysis of the documents and translate them accurately. As it can be seen, the investigation used procedures and methods to translate the selected documents, and their effectiveness at the time of translating.

The second thesis was written by Andrea Feliu Gonzalez. The paper is entitled *Analysis of Procedures and Methods Used to Translate Some Documents from English to Spanish and Others from Spanish into English for Universidad Nacional de Costa Rica (2020). The purpose of her research was to find out the effect of the applying technical translation methods and procedures in the translation of two specific documents; "Technology in Language Use, Language Teaching, and Language Learning" and "Language Teacher Cognition in Applied Linguistics Research: Revisiting the Territory, Redrawing the Boundaries, Reclaiming the Relevance" from English to Spanish, and "Escenarios para un nuevo régimen internacional de cambio climático" from Spanish to English, for Universidad Nacional de Costa Rica. In order to get the results, the researcher analyzed the documents, and based on the analysis, she selected some translation*

techniques to apply to the documents, and, in addition, created two glossaries that included terminology the researcher considered difficult or served as a support for the understanding of the texts. The results showed the effect of the translation method and techniques have on the target texts.

As mentioned before, the translation has evolved, and throughout the years it will, as well. Consequently, the last antecedent deals with the future of translation, as it is important to know about what professionals think about it. In this case, the article selected is entitled *What is the Future of Translation by CSOFT International* (2018). There are a number of multipurpose and efficient translation tools in existence, which skilled translators must know and must consider when dealing with clients. SDL Trados is the actual market leader in translation tool software, and this tool uses an effective system that allows translators to successfully make comparisons and bring to light errors between original source material and their translation. Another development in translation tool advance is Lilt, as it generates recommendations via an adaptive machine translation system, and according to its creators the software learns from its human operators and over time can improve accuracy and productivity. These are two examples of innovations in technology for translation that allow translators to rapidly navigate large amounts of work, and that stamp their own ability and experience into their translations.

Another point is that human translation is still valued for its instinctive power of interpretation, which machines have not yet replicated, and its insight would be trusted unequivocally when translated by expert linguists who are native in the language in question. Human translation is more delicate in translation works such as translating important documents, personal documents, or writing literary works. The introduction of translation devices into the translation industry also presents the intriguing option of a

positive alliance between translators and translation systems. Good aspects of translation tools, such as their multi-functionality and timesaving, can theoretically permit translators to employ their knowledge and skills, and even harnessing the benefits of automated translation practices. As it can be seen, mechanized tools of translation cannot replace the work of a translator, but it can improve the tasks of any translator. All these have an impact on how translations are made. That is why even at present time, the ways to translate a text are still being analyzed, and the translation works on this research are going to be analyzed.

1.5 Scope

The main target of any investigation is to answer its own research question. In the case of this research, the main purpose of the study is to analyze the effect of the procedures and methods used to translate the documents from Spanish into English and from English into Spanish for Rescate Wildlife Rescue Center. Consequently, in order to fulfill that objective, the researcher expects to complete the investigation by doing the translation of the documents. Therefore, the researcher will read and analyze the texts in order to apply translation procedures to translate some documents from Spanish into English and from English to Spanish in order to achieve accurate and natural texts to evaluate the effect of their application on the documents. Furthermore, the researcher will create two glossaries in order to make understandable the most relevant terminology found. Therefore, to carry out this investigation, a lot of dedication and effort is necessary. If the research at its end gives positive results, it means that all effort invested on this investigation has been successful.

Chapter II

Theoretical Framework

The research has features that need to be explained to understand all the terms related to it. First, the text analysis section, in which elements of the text analysis, such as text styles, stylistic scales, text functions, and translation methods will be explained. Second, the translation techniques, in which the procedures to translate the texts will be explained. Third and last, the glossaries section that deals with the relevance of the glossaries in the translation of texts.

2.1 Text analysis

To carry out meaningful analysis of the text, it is important to understand the documents that are going to be translated. According to Newmark (1988), it is necessary to read the original texts for two purposes: first, to understand what the text is about and second, to analyze it from a 'translator's point of view. The second purpose is to determine its intention and the way it is written for selecting the appropriate translation method and identifying frequent and particular problems (1998, p. 11). In order to fulfill the first purpose, which is to understand the text, is necessary to read. According to Newmark (1988), understanding the text involves both, a general and a close reading. The general reading is meant to get its essence. Sometimes, it is important to read encyclopedias, textbooks, technical papers, or textbooks to understand the subject and the concepts. Moreover, a close reading is essential in any challenging text, as everything that does not make good sense in its context has to be searched; acronyms, which could be non-existent;

figures and measures; and names of people and places, almost all words that start with capital letters (1988, p. 11).

In the case of the second purpose, which is to analyze the text from a 'translator's point of view, there are important aspects to analyze. According to Newmark (1988), translators have to search for the intention of the text because it cannot be separated from its understanding, they go together, and the title could be remote from the content and the intention. The intention of the text represents the Source Language writer's attitude to the subject matter (1998, p. 12). Another important aspect is the intention of the translator. According to Newmark (1998), the intention of the translator is same of the author of the Source Language text (1988, p. 12). As it can be seen, the translator must have the same intention of the author, depending on the type of text that the author wrote.

A final aspect is the readership. According to Newmark (1988), based on the variety of language used in the original, it is necessary to distinguish the readership of the original and then of the translation, and to decide how much importance you have to give to the Target Language readers. In addition, the usual text for translation is normally for an educated, middle-class readership in an informal style. All this will help the translator to select the degree of emotional tone, formality, and generality that must be expressed when a translator works on a text (1988, p. 13). Moreover, the text analysis is used to understand the meaning of each, and to decide the best way to translate them into the target language according to the point of view of the translator. This demonstrates how sources texts have to be translated and to transmit correctly the message of the original text. In the case of this study, the elements of the text analysis will be explained below.

2.1.1 Text Styles

Translators must know what kind of message they have to transmit in a translation. For that, it is necessary to know the style of the text, which is the type of text. According to Newmark (1988), there are 4 types of texts: narrative, description, discussion, and dialogue. First, narrative, which is a dynamic sequence of events, where the emphasis is on the verbs or, for English, the emphasis is on verbs plus verb-nouns or phrasal verbs. Second, description is static and has emphasis on adjectival nouns, adjectives, and linking verbs. Third, discussion, that is a treatment of ideas with emphasis on abstract nouns, connectives, logical argument, mental activity, and verbs of thought. Fourth and final, dialogue, is a text which has an emphasis on colloquialisms and phaticisms (1988, p. 13).

2.1.2 Stylistic Scales

According to Newmark (1988), the stylistic styles will help translators to decide on the degree of emotional tone, formality, and generality (or specificity) and it must be expressed when translators work on the text (1988, p. 13).

2.1.2.1 Scale of formality

The scale of formality shows how formal or informal is the vocabulary used on a text. According to Newmark (1988), there are eight stylistic scales. First, officialese, for example, *the consumption of any nutriments whatsoever is categorically prohibited in this establishment*. Second, official as for example, *the consumption of nutriments is prohibited*. Third, formal, for instance, *you are requested not to consume food in this establishment*. Fourth, neutral, for example, *eating is not allowed here*. Fifth, informal, such as, *please don't eat here*. Sixth, colloquial, for example, *you can't feed your face here*. Seventh, slang,

for example, *lay off the nosh*. Finally, taboo, for example, *lay off the fucking nosh* (1988, p. 14). As it can be seen, the elements of the scale of formality and their examples show how formal or informal can be the vocabulary used on a text.

2.1.2.2 Scale of generality or difficulty

The scale of generality or difficulty shows how general or specific is the vocabulary used on a text. According to Newmark (1988), there are six elements, such simple, popular, neutral (which use only use basic vocabulary), educated, technical, opaquely technical, which is only comprehensible for an expert (p. 14). In other words, the scale of generality shows how technical or non-technical the vocabulary of a text can be.

2.1.2.3 Scale of Emotional tone

According to Newmark (1988), there are four elements in the scale of emotional tone. First is intense ('hot' tone with abundant use of intensifiers), for example, absolutely wonderful... ideally dark bass... enormously successful... superbly controlled. Second is warm, for example, gentle, soft, heart-warming melodies. Third is factual ('cool'), for example, significant, exceptionally well judged, personable, presentable, and considerable. Fourth and final is understatement ('cold'), for example, not... undignified (1988, p. 14-15). As it can be seen, a tone of a text can be intense, warm, factual, or understatement depending of the emotional degree that it has.

2.1.3 Text function

The function of a text shows what kind of message an author of a text wants to transmit. Furthermore, the text function is associated to type of style (text) and the stylistic

scales because it has to transmit the same idea of the original. According to Newmark (1998), there are three type of text function which are informative, expressive, and vocative.

2.1.3.1 Informative

The idea of an informative text is to inform about something. According to Newmark (1988), the center of the informative function is the external situation, the facts of a topic, reality outside language, plus reported ideas, or theories. For translation purposes, typical informative texts are concerned with any topic of knowledge; however, texts about literary subjects often express judgments of value and tend to be expressive. The format of an informative text is regularly standard: an agenda or minutes of a meeting, an article in a newspaper or a periodical, a scientific paper, a textbook, a technical report, a thesis. However, it must be noticed two points; informative texts compose the immense majority of the staff translator's work in translation agencies, private companies, multi-nationals, and international organizations. Secondly, a high amount of such texts are poorly written and sometimes imprecise, and it is typically the translator's job to 'correct' their style and their facts. Consequently, regardless of the old sayings ('translation is impossible', etc.), the majority of translations at the present time are better than their originals - or at least should be so (1988, p. 40-41).

2.1.3.2 Expressive

The intention of an expressive text is indeed to express something. According to Newmark (1988), the base of the expressive function is the mind of the originator, the speaker, the writer of the text. The text is used to express the feelings of the author

irrespective of any reply. For the purpose of translation, the characteristics expressive texts are:

1. Serious imaginative literature. There are four principal types: lyrical poetry, novels, plays, short stories. However, lyrical poetry is the most intimate expression, while plays are more clearly addressed to a large audience. 2. Authoritative statements. These are texts of any nature, which derive their authority from the high position or the linguistic and reliability competence of their authors. Usually, authoritative statements are political speeches, documents etc., by ministers or party leaders; scientific, philosophical, and academic works written by acknowledged authorities; and statutes and legal documents. 3. Autobiography, essays, personal correspondence (1988, p. 39).

2.1.3.3 Vocative

The purpose of a vocative text is to persuade about something. According to Newmark (1988), the essence of the vocative function is the receiver of the message. In this circumstance, the term 'vocative' is used in the sense of calling upon the readership to act, feel or think, in fact to react in the way intended by the text. The purpose of typical vocative texts is to sell the book, entertain the reader, or both. Some of them are: instructions, notices, publicity, propaganda, and persuasive writing (cases, requests, and theses).

The first factor to recognize vocative texts is the relationship between the readership and the writer, which is recognized in various types of personally or socially established grammatical forms or relations of address and other variant forms; imperatives, indicatives, infinitives, impersonal, subjunctives, passives; family and/or first names, titles; tags, such as 'please'. All of them perform their part in determining commands, persuasion, or

requests, asymmetrical or symmetrical relationships, relationships of equality or power. The second factor is that these texts must be written in a language that is instantly understandable to the readership. Therefore, for translation, the cultural and linguistic level of the SL text has to be revised before it is given a pragmatic impression (1988, p. 41-42).

2.1.4 Translation Methods

A translation method is the type of translation used in a document. The type of translation depends on its emphasis in the source language or the target language. There are various methods according to the emphasis; however, in the case of this project just two are applied. One is semantic translation, which it is emphasized on the source language, and the second is the communicative translation, which is emphasized on the target language.

2.1.4.1 Semantic translation

The semantic translation is a type of translation that is emphasized on the source language. According to Newmark (1988), it considers the aesthetic value, beauty, and natural sound of the SL text. It is a translation that compromises the meaning where is right, so that no assonance, repetition, or wordplay appear in the finished version. Additionally, it may translate fewer important cultural words by functional terms or a culturally neutral third, without cultural equivalents, and it may make other minor concessions to the readership. Consequently, it is more flexible, concedes the creative exception to 100% fidelity, and permits the translator's instinctive empathy with the original (1988, p 46).

2.1.4.2 Communicative translation

The communicative translation emphasizes on the target language. According to Newmark (1988), it aims to render the exact contextual meaning of the source text in such a manner that both language and content are readily suitable and understandable to the readership (p. 47).

2.2 Translation Procedures

The translation procedures are techniques used to translate specific parts of a text, such as sentences, phrases, and words. According to Newmark (1988), they are employed for sentences and smaller units of the language (p. 81). These procedures have been studied by many scholars, such as Gerardo Vázquez-Ayora and Peter Newmark; however, the perspectives of the scholars regarding the definition and number of procedures are different. In the case of this research, only 13 techniques are going to be explained. The translation techniques are: Transposition, Modulation, Omission, Amplification, Explicitation, Literal Translation, Punctuation changes, Compensation, Equivalence, Adaptation, Borrowings, Calque, and Sentence Inversion.

2.2.1 Transposition

Transposition, according to Newmark (1988), is a procedure that involves a modification in the grammar from SL to TL (1988, p. 85). Moreover, according to Vázquez-Ayora (1977), it is a procedure that replaces a part of the source text with another which will carry the main semantic content in the target text (p. 268). There are many forms of transpositions, for example from verb to noun, from noun to verb, from adjective to verb, from verb to adjective, from noun to adverb, from adverb to noun, from a possessive article

to a definite article, from a definite article to a possessive article, and others. Every transposition changes the grammar in a translation without changing the original meaning.

Vázquez-Ayora (1977) created a vast list of examples that use transposition as a translation procedure. Some of them are the following. First, adverb to verb: *He'll be back soon* / *No tardará en llegar*. Second, from adverb to noun: *Early last year* / *A principios del año pasado*. Third, from adverb to adjective: *He is ten years younger than I* / *Tiene diez años menos que yo*. Fourth, from verb to adverb: *As you may have observed* / *Como ustedes tal vez lo han observado*. Fifth, from adjective to noun: *A medical student* / *Un estudiante de medicina*. Sixth and final, adjective to verb: *It seems to be incompatible with* / *No parece armonizar con* (p. 271-278).

2.2.2 Modulation

Modulation, according to Vázquez-Ayora (1977), is a change of the conceptual base within a preposition, without changing its meaning. This change forms a different metaphorical basis or a modified point of view. In other words, the meaning must be the identical, but the symbols are different between languages (1977, p. 291). There are many forms of modulation, such as from general to specific, from specific to general, reversal of terms, one part for another, from passive to active, from active to passive, from positive to negative, from negative to positive, and others. Every modulation changes point of view of words, phrases, and other units of a language without changing the original meaning.

Vázquez-Ayora (1977) elaborated a vast list of examples that apply modulation as a translation procedure. Some of them are the following. First, from general to specific: *To hang up the washing* / *Tender la ropa*. Second, from specific to general: *To go for sail* / *Ir de paseo en barco*. Third, one part for another: *Up to my nose* / *Hasta las orejas*. Fourth,

reversal of terms: *Allowable error / Error admisible*. Fifth, from positive to negative: *Keep going / No se detenga*. Sixth, from negative to positive: *Winter isn't far away / El invierno se aproxima*. Seventh and final, change of symbols: *The stage is set / Está preparado el terreno* (p. 294-301).

2.2.3 Omission

The omission is a technique that allows to omit unnecessary and redundant words from a text in order to create its natural translated version. The most common are omissions of articles, auxiliaries, and redundant words. Vázquez-Ayora (1977) generated an immense list of examples that apply omission as a translation procedure. Some of them are the following. First, abusive redundancies: *Through collective and cooperative action / Mediante cooperación colectiva*. Second, auxiliary can with perception verbs: *I can taste salt in my coffee / Siento la sal en mi café*. Third, auxiliary can with other infinitive verbs: *The positive motivators can induce / Los motivadores positivos inducen*. Fourth, prepositions of idioms: *Hurry up / Apresúrate*. Fifth and final, articles and other determiners: *He has a secretary / Tiene secretaria* (p. 367-370).

2.2.4 Amplification

Amplification is a translation technique that amplifies the meaning of a language unit in a translation. The most common are amplifications of verbs, adverbs, adjectives, and pronouns. Vázquez-Ayora (1977) produced a huge list of examples that utilize amplification as a translation procedure. Some of them are the following. First, adverb: *Unless the context requires otherwise / A menos que el contexto exija una interpretación diferente*. Second, verb: *To endanger / Poner en peligro*. Third, adjectives: *The combination*

made him conspicuous / El conjunto le daba aspecto notorio. Fourth and final, pronouns: By either contracting government / Por uno u otro gobierno contratante. (p.337-341)

2.2.5 Explicitation

In regard to explicitation, according to Vázquez-Ayora (1977), the target language expresses what is implied in the context of the source language. In fact, there are frequently important semantic and metalinguistic indices understood in English that the translator must make explicit in Spanish (p. 349). Moreover, Vázquez-Ayora formed a big list of examples that use explicitation as a translation procedure. Some of them are the following. First, explanation: *The Secretary of State testified against the provision that automatically excludes all OPEC members / En las audiencias previas el Secretario de Estado argumentó en contra de la disposición que excluye ipso facto a los miembros de la OPEC. Second, specification: To help resolve the basic question of delegation / Para resolver los problemas básicos de la delegación de poderes. Third, realization: If the assistance of the police authorities at the place of an intermediate stop is desired / Si el Estado que deporta desea obtener la asistencia de las autoridades de policía en el lugar donde se haga escala (1977, p. 350).*

2.2.6 Literal Translation

Literal translation is used when a sentence, in a target text, almost has the same structure and meaning of the source text. According to Newmark (1988), it is the correct procedure if the source language and target language' meaning match, or are resembled more closely than any alternative; in other words, the pragmatic and the referent effect are equivalent (p. 70). Moreover, for Vázquez Ayora (1977), literal translation occurs when

two sentences, one in the source language and the other in the target language, have accurate correspondence of meaning and structure between them (p. 257). Such author designed a large list of examples that employ literal translation as a procedure. Some of them are the following. One: She is reading / *Ella está leyendo*. Two: I have left my book on the table / *He dejado mi libro sobre la mesa*. Three: He always says he is a good teacher / *Siempre dice que es un buen profesor*. (p. 257)

2.2.7 Punctuation changes

Punctuation changes are very important in the translation of any text. According to Newmark (1988), punctuation gives a semantic sign of the connection between sentences and clauses, which may vary in relation to languages (p. 58). In this research, the languages used in the translations are English and Spanish. Consequently, it is very important to know the punctuation of both languages. In the case of these languages, they are very similar in punctuation; however, they have few differences. According to King (2020), some differences of punctuation between English and Spanish are the following:

First, there is only punctuation at the end of a sentence in English. However, a punctuation mark is placed at the beginning and the end of the sentence in Spanish for expressing excitement or asking a question. An upside-down exclamation point or upside-down question mark will initiate the sentence, and a right-side up mark will finish it. Two examples are: *¡Qué suerte!* (*How lucky!*), and *¿Quieres cenar conmigo mañana?* (*Do you want to have dinner with me tomorrow?*)

Second, when writing numbers in Spanish, a comma will isolate the whole numbers from decimals, and a period will separate numbers by the thousands in place of a comma. For example, thirteen-thousand dollars and twelve cents will be \$13.000,12 in Spanish.

Finally, there are few simple modifications in capitalization between both languages, since languages, days of the week, and months of the year are not capitalized in Spanish.

However, there are more circumstances where Spanish does not capitalize words that English does, but those are the first categories that anyone encounter (para. 75-80).

2.2.8 Compensation

Compensation, according to Newmark (1988), occurs if there is a loss of sound-effect, meaning, pragmatic, or metaphor effect in one part of a sentence and is compensated in a different part, or in an adjacent sentence (p. 90). In other words, every loss of content in a segment of translation will be compensated according to its context. Moreover, Vázquez-Ayora (1977) formed a list of examples that make use of compensation as a translation procedure. One example is the following. *And the gamblers stood and clawed at the handles of the machines as if they hated what they were doing / Y los jugadores, de pie ante las máquinas, tiraban de sus manivelas con tanto furor como si la odiasen.* Here, the compensation made deals with *con tanto furor*, which expresses the natural phenomena, but loses the figurative effect (p.379).

2.2.9 Equivalence

Equivalence is a change of an idiom or sentence in the source language for an idiom or sentence that expresses the equivalent meaning in the target language. For Vázquez-Ayora (1977), the use of this procedure in a translation will require different units, in most cases with 'significance specializations' in which the total effect is considered. Additionally, any equivalence depends primarily on the message and the situation, that is, it works on the level of content and not on the level of expression (p. 315). Furthermore, this author formed

a list of examples that apply equivalence as a translation procedure. One example is the following. *God bless you!* / *¡Salud!* Another is: *They are as like as two peas* / *Se parecen como dos gotas de agua*. A final example is: *To pull somebody's leg* / *Tomar el pelo de alguien* (p. 315 – 317).

2.2.10 Adaptation

Adaptation occurs when a situation in the source language is modified in the target language in order to transmit the same message in a natural way. According to Vázquez-Ayora (1977), this occurs when the same message is communicated with a different equivalent expression (p. 322). Moreover, he designed a list of examples that utilize adaptation as a translation procedure. One example is the following: *You have to play my way because it is my ball* / *Tienes que jugar como yo quiero porque la pelota es mía, como reza el dicho inglés* (1977, p. 328).

2.2.11 Borrowings

According to Bosco (2020), borrowings are words taken directly from the source language into target language without translation. Several English words are ‘borrowed’ into other languages; for example: *funk* in culture and *software* in the field of technology. English, as well, borrows numerous words from other languages; *café*, and *résumé* from French; *kindergarten* and *hamburger* from German; *bandana* and *sugar* from Sanskrit. Additionally, borrowed words are regularly written in italics when they are believed as ‘foreign’ (p. 17-18). In addition, it is important to provide examples of borrowings in Spanish that are used in English, *taco* and *burrito*. Of course, there are words in English that are used in Spanish; some examples are *software* and *hardware*.

2.2.12 Calque

Calque, according to Grassilli (2016), is a phrase or word borrowed from another language word-for-word, literal translation. The term calque is borrowed from French and it derives from the verb *calquer*, which means to trace, to copy. The verb to calque is used when it is about borrowing a phrase or word or from another language, while its components are translated in order to generate an original lexeme in the target language. However, it is sometimes problematic to demonstrate that a specific word is a calque. This frequently needs a lot of documentation compared to an untranslated term because a similar phrase may have arisen in both languages autonomously in some cases. This is less probable to happen when the grammar of the offered calque is reasonably different from the borrowing language or that calque comprehends less evident imagery. Calquing is different from phono-semantic matching. While any calque contains semantic translation, it does not involve phonetic matching (in other words, it retains the approximate sound of the borrowing through matching it with a similar-sounding pre-existing morpheme or word in the target language).

Calques are frequently perceived in internationalized or specialized fields such as quality assurance (*assurance qualité, aseguramiento de calidad* taken from English). Some examples that have been absorbed into English include standpoint and beer garden from German *Standpunkt* and *Biergarten*; breakfast from French *déjeuner* (which maintains the same meaning of breakfast in Québec, but now means lunch in Europe). Additionally, some calques can become extensively accepted in the target language (such as standpoint and beer garden from German, breakfast from French, and peso mosca and Casa Blanca from Spanish which become flyweight and White House in English).

The significance of other calques can be quite obscure for most people, especially when they associate them to specific fields or subjects such as law and science. *Solución de compromiso* is a Spanish legal term taken from English and means compromise solution; although, Spanish attorneys comprehend it, the meaning is not easily understood by nonprofessionals. A failed calque can be tremendously unnatural, and can produce unwelcome humor, often interpreted as indicating the absence of capability of the translator in the target language (2016, para. 3-6)

2.2.13 Sentence Inversion

Sentence inversion, in translation, is frequently used for giving naturalness to the target text. According to Cambridge dictionary (2020), sentence inversion occurs when the normal word order of a structure is reversed (inverted). The following situations are the most common cases where inversions are used in English, according to Cambridge Dictionary. First, the most usual inversion is the subject-verb word order. A statement normally has the subject (s) before the verb (v), but the order changes in questions. In order to make question, the subject and the verb are reversed with a modal verb (m) or an auxiliary (aux) before the subject (s). Some examples are the following: *She sings / Does she sing?, They are working / Are they working?, Joe can swim / Can Joe swim?*

Second, an inversion happens in the case of negative adverbs. According to the Cambridge Dictionary (2020), this inversion is used in formal styles. When an adverb is used with negative meaning (such as: hardly, never, rarely, seldom, scarcely) in front position for emphasis, we invert the subject (s) and modal verb/auxiliary. Some examples are the following. First: *Never have we witnessed such cruel behavior by one child to*

another. (or We have never witnessed ...). Second and final: Seldom does one hear a politician say 'sorry' (or One seldom hears ...).

Third, an inversion occurs with expressions which begin with not. According to the Cambridge Dictionary (2020), the subject and verb after not plus a prepositional phrase or a clause in initial position are inverted. Some examples are the following. First: *Not for a moment did I think I would be offered the job, so I was amazed when I got it.* Second and final: *Not till I got home did I realize my wallet was missing.* Finally, the last inversion takes place with the words here and there. According to Cambridge the Dictionary (2020), inversion can happen after here and after there when they function as an adverb of place. After here and there, a main verb without an auxiliary verb or modal verb can be used. Some examples are the following. First: *Here comes the bus!* Second: *Here is your coffee.* Third: *I opened the door and there stood Michael, all covered in mud.* Fourth and final: *She looked out and there was Pamela, walking along arm in arm with Goldie* (2020, p. 1). On the other hand, in the case of Spanish, the most common inversion is related to adjectives. They are normally used after nouns. However, adjectives can be also written before nouns for emphasis, especially in literary works; for example: *La torre blanca / La blanca torre.*

2.3 Glossaries

A glossary is a list of terms with their definitions that are difficult to understand in a text, and it is commonly used with specialized terminology in books. It also exists in the translation field; however, it is used in a more specific way. In the case of translations, besides the terms and definitions, the translated term is also included. According to Marot (2017), a glossary is a collection of terms with their meanings which is, generally, a specialized group of terms regarding a specific language, subject or text. It is a type of

concise dictionary structured in alphabetical order. Commonly, good glossaries contain crucial terminological data in the source language, as well as recognized translations of each term in the target language or languages (2017, para. 3-4).

A glossary, in case of translation, it is a dictionary that contains terms, their definitions, and their translation. It is, indeed, useful for translators because they can find the meaning of a term and its accepted translation, and thus, they will acquire knowledge, not only about new words, but also about the translated version of the same term. Furthermore, glossaries are also important to the translation process. According to Lionbridge (2013), a glossary helps to eradicate uncertainty in the translation process, as it will enforce consistency, lessen the overall cost of translation over time, and reduce the time that takes to translate a text (para. 1).

According to Gapper (2008), the following steps are used to make a glossary. The first step is to determine the nature of the glossary. For accomplishing it, the following questions are useful. One, who is the glossary for? Two, what is the intended user like? Three, what will you primarily use the glossary for? Four and final, where and under what circumstances will it be used? The second step is to define the content. Once the nature of the glossary is defined, it is necessary to determine its content. Of course, the information within a glossary is different depending on its purpose; therefore, it is necessary to select only the necessary information according to the following parts. One part is the terms that are included are those of a particular topic or field, terms not found in general dictionaries, fundamental terms for understanding the topic, and options for each term: abbreviations, acronyms, affixes, expressions, initials, proper names, short forms, words, and others.

Moreover, it is relevant to include the information about each term in the glossary; for example, it is a phrase or a word; the grammatical category; definition or explanation

according to the most convenient type of definition; equivalent/s in the terminal language; equivalent/s in the original language; collocations in the terminal language; idiomatic expressions related to the term, and synonyms or antonyms. The last part is the information provided in the glossary is chronological indication (archaic, neologism, obsolete), field, gender, geographical indication which is its regional use, illustrations or photographs, scientific name; singular or plural; sociological indication (familiar, popular, vulgar, and others), spelling options, trade name; transitive or intransitive; preferred, accepted, not accepted use or even if it is an anglicism, and others), and use or restrictions for each term.

The third and final step is to define the format. After the content of the glossary is defined, it is necessary to apply a format for the glossary. For accomplishing this step is necessary to determine how the terms will be sorted, to define the order of aspects in each article, and to specify font, size, etc. for each aspect (Gapper, 2008, p. 76-77). The glossary will be completed after doing the previous steps. In the case of this project, two glossaries will be done to provide the most relevant terms and its definitions. One of the glossaries will be for the source texts in English, and the second one will be for the source texts in Spanish.

Chapter III

Methodological Framework

Any investigation must accomplish a result and in order to fulfill the objective, every stage in the research has to apply specific instruments. Those tools and the steps throughout the procedure reveal how the investigation will reach the objectives that are formulated in the first chapter of the research.

3.1 Research Approach

The research approach indicates the type of research methodology that the study will be about. The most significant methods are: the quantitative and the qualitative. In order to establish the type of approach that will be used in this investigation, both methods will be described below.

3.1.1 Quantitative Research

A quantitative research is used to quantify the problem by generating numerical data or information that can be converted into functional statistics. It is utilized to quantify and generalize results of attitudes, behaviors, opinions, and other established variables from an enormous sample population (DeFranzo, 2011, par. 4). As it can be seen, the intention of any quantitative study is the use of mathematical data to obtain the results for a research.

3.1.2 Qualitative Research

The qualitative research is utilized to discover and gain an exhaustive understanding of individual experiences, opinions, thoughts, and trends, and to dig profounder into the

problem at hand (Farnsworth, 2019, par. 3) As for this study, the qualitative research was the elected approach, since the purpose of the researcher is to complete the four specific objectives and to accomplish the general purpose of the research, which is the analysis of the effect of procedures and methods used to translate some documents from Spanish into English and from English into Spanish for Rescate Wildlife Rescue Center

In the case of the first specific objective, which is the translation of documents from Spanish into English and from English to Spanish for Recate Wildlife Rescue Center; a text analysis chart will be prepared to analyze general aspects of the texts. Next, the second specific objective, which is to apply various translation techniques to the documents, deals with achieving accurate and natural texts and also analyzing the texts through a color-coding technique. Then, the third objective, which is to evaluate the effect of the translation techniques applied on the documents, will be accomplished by the interpretation of the mentioned color-coding in the translation.

Finally, the fourth specific objective, which is the creation of a glossary with the most relevant terminology found in both texts, will be carried out by using glossary charts. This chart will show the most relevant terms that appear in the documents in order to make understandable that terminology found. In other words, the analysis of the effect of the procedures and methods used to translate some documents from Spanish into English and from English into Spanish for Rescate Wildlife Rescue Center, will be accomplished by means of three text analysis, color-coding, and glossaries which follow the qualitative method for collecting and analyzing the data.

3.2 Research Design

A design is applied to demonstrate how something is completed and used in many areas. Every investigation has a design to develop and accomplish it. Of course, this study follows a definitive tactic in its development, and can be achieved by only one kind of design: a descriptive research.

3.2.1 Descriptive Research

According to Adi Bhat (2020), a descriptive research is a method that describes the aspects of the phenomenon or population that is being examined. This methodology concentrates more on the ‘what’ of the study subject, instead on the ‘why’ of it. In few words, it ‘describes’ the subject of the study, without involving ‘why’ it occurs (2020, par. 1-2). Moreover, the descriptive research is a qualitative method concentrated on the description of the features of a subject. It is performed by describing the texts. In the case of this study, the descriptive method is the elected one, as the purpose of this paper is to analyze the effect that procedures and methods have in the translation of some documents from Spanish into English and from English into Spanish for Rescate Wildlife Rescue Center.

3.3 Information Sources

According to Lexico, an information source is a person, place, or thing from which something can be gained or commenced (2020, par. 1). Therefore, the sources can be individuals, items, or places that the researcher discovers in order to get the data necessary for any type of investigation that must be done. In this research, the information is gathered

from diverse sources such as articles, books, color-coding, dictionaries, encyclopedias, glossaries, the Internet, text analysis, and tables.

3.3.1 Primary Sources

Primary sources, in accordance with the University of Minnesota Croockston (2020), are archives of incidents or proofs as they are first described or actually occurred without any commentary or interpretation. It is information presented for the first time or new materials on which other study is based on. Furthermore, they are sources that announce new discoveries, impart fresh information, or show innovative thinking. Some examples are autobiographies, correspondence, diaries, dissertations, government reports, interviews, letters, memos, personal narratives, photographs, poems, scholarly journal articles, symposia, speeches, and theses (2019, par. 2-3). In other words, the primary sources are new materials that researchers can locate for gathering the required information of the research.

3.3.2 Secondary Sources

According to Santiago Canyon College (2020), secondary sources analyze, describe, evaluate, interpret, process, and summarize primary sources. It is a source that is normally one or more stages removed from the occasion or time period and are written or made after the circumstance with the advantage of retrospection. They often lack the proximity and inventiveness of the original material. In addition, these materials can be written or non-written. Some examples are abstracts, academic books, atlases, bibliographies, biographies, commentaries, dictionaries, encyclopedias, history books, indexes, journals, literature

reviews, magazines articles, newspapers after the incident, review articles, textbooks, and works of criticism and interpretation (2020, par. 21-32). In few words, secondary sources are data based on original information.

3.3.3 Tertiary Sources

In accordance with the University of Saskatchewan (2020), tertiary sources of information are based on a compendium of primary and secondary sources. Some examples are almanacs, bibliographies, dictionaries, directories, encyclopedias, guidebooks, indexes, manuals, and textbooks (2020, par. 1-5). As it can be seen, tertiary sources are information created by compilation of data from primary and secondary materials.

3.4 Analysis Categories

Every research includes definitions that can be definitely comprehended without a deep knowledge of the topic. Nevertheless, some concepts must be reviewed to understand the entire investigation. These concepts will be displayed and explained below.

3.4.1 Translation Procedures

Translation procedures, according to Newmark (1988), are applied to sentences and the smaller units of language (p. 81). In other words, the translation procedures are used to translate text sentences and words. In the case of this investigation, the document will be translated using the translation procedures.

3.4.2 Glossary

A glossary, according to the Cambridge Dictionary (2020), is an alphabetical list, with explanations of the phrases in a text that are difficult to comprehend (2020, par. 1). Thus, a glossary is a list of terms, with definitions, that are difficult to understand in a text. In the case of this investigation, the most relevant terminology in the texts will be explained through the use glossaries.

3.4.3 Translation

Translation, according to the Cambridge Dictionary (2020), is the process of translating something from one language to another, or something that is translated (2020, par. 1). In other words, translation refers to a translated work or the process of translating a word, phrase, or text from one language to another one. In the case of this investigation, the translation of some documents will be done in order to complete the research.

3.5 Data Collection Instruments

The data collection instruments are the tools to reach the purpose of the investigation. Each instrument is used to complete each specific objective; in other words, each tool is assigned to complete each objective, as they were chosen for a specific purpose. The selected instruments and the intention for each of them are explained below.

3.5.1 Text Analysis

The text analysis is a chart that will be use in order to analyze each text form a translator's point of view; in other words, is a general analysis of each text. This instrument has six specific criteria to complete the chart based on the elements a text analysis written

by Newmark in 1988 (detailed in Chapter II). The criteria of the chart are Text Style, Stylistic Scale of Formality, Stylistic Scale of Generality, Stylistic Scale of Emotional tone, Text function, and Type of translation.

The elements are written on the first column. For each element of text analysis mentioned before, there are two columns that have to be filled by the researcher; the second and third one will be used by the researcher to write the required information for each text. The instrument will be used to analyze the source texts in order to translate them correctly. In other words, it is the demonstration of how sources texts have to be translated.

3.5.2 Color-Coding

The color-coding is a technique in which the translator assigns a color to each translation procedure used in order to show their incidence and behavior on the translated texts (detailed in Chapter II). This instrument has nine specific criteria based on the translation techniques used on the texts; for example, Adaptation, Amplification, Compensation, Equivalence, Explicitation, Literal Translation, Modulation, Omission, and Transposition. For each technique, a different color will be used. Adaptation will be dark red; Amplification will be purple; Compensation will be green; Equivalence will be blue; Explicitation will be orange; Literal translation will be silver; Modulation will be light blue; Omission will be light green; and Transposition will be red. The idea is to analyze the translated text within the color of the used techniques. Moreover, the purpose of this instrument is to apply various translation techniques to the documents in order to achieve natural and accurate texts, and to evaluate the effect of the translation techniques applied on the documents.

3.5.3 Glossaries

The glossary chart is a table of terms and definitions with the most relevant terminology found in both texts. This instrument has four columns to complete the table based on the terminology found on the source text in English and Spanish. There will be two charts. The first will be for the vocabulary in English. The criteria of the chart are English term, Spanish term, grammatical category, and definition. The second will be for the vocabulary in Spanish. The criteria of the chart are Spanish term, English term, grammatical category, and definition. The elements of the glossary are written on the second column. The idea is to write the required information in for each column. In addition, it has to be stated that the purpose of this instrument is to create a glossary with the most relevant terminology found in both texts; therefore, it will be provided the meaning of the most significant terms found in the selected translated texts.

3.6 Collection Data Process and Data Analysis

The analysis of procedures and methods used to translate some documents from Spanish into English and from English into Spanish for Rescate Wildlife Rescue Center is a process. In order to complete the study, the researcher will do the following. First, the researcher will read the source documents in order to be familiarized with texts. Second, the researcher will render the translations of the texts. Third, the researcher will send the chapters and translations to the tutor, the grammar reader, and the philologist for their respective corrections. Fourth, with the corrected texts, the researcher will fill the text analysis chart to find out if the translations transmit correctly the message of the original text. Fifth, once the revision is done, the researcher, from the translated texts, will choose 30 paragraphs of the texts (15 from each text) to carry out the color-coding of those

paragraphs. Sixth, the glossaries of the most relevant terminology will be created. Seventh, the conclusions will be generated according to the results of the research. Eighth and final phase, the recommendations will be composed, as to share with further investigators on the outcomes of the study.

Of course, the instruments will be applied throughout different times of the research. The three instruments will serve to fulfill the objectives of the research. All of them will be applied and fully explained in Chapters V and VI. The instrument created to translate the documents from Spanish into English and from English to Spanish for Rescate Wildlife Rescue Center in a natural and accurate way is the text analysis chart and so, the translator can be sure that the message of the texts was transmitted correctly the original texts.

The following instrument, dealing with the application of various translation techniques to the documents in order to achieve natural and accurate texts and to evaluate the effect of the translation techniques applied on the documents, is the color-coding. The color-coding will be carried out after the text analysis chart is completed. The use of these techniques will be showed in the research by using specific colors in the color-coding in the chosen paragraphs. Finally, the glossary is an instrument used to gather the most relevant terminology found in both texts. This tool will be applied after the color-coding technique in this case.

Chapter IV

Translated texts

Translation from English into Spanish

Preguntas de la entrevista de Aleida para el blog del sitio web

Nos gustaría presentar a Aleida, nuestra especialista en rehabilitación y coordinadora del Centro de Rescate. Ella es la responsable del cuidado y el manejo de todos los animales en este centro, y queríamos saber en qué consiste su complejo trabajo. Aleida trabaja muy duro y durante muchas horas, por lo que estamos muy agradecidos de que gustosamente nos proporcionara parte de su valioso tiempo para obtener esa información.

¿Por cuánto tiempo ha trabajado en Rescate?

Hasta el 14 de septiembre (2020), he trabajado aquí durante quince años.

¡Guau, eso es increíble! Entendemos que cada día es diferente, pero ¿qué hace usted en un día típico en el Centro de Rehabilitación?

Comenzamos a las 6 a. m. pesando y alimentando a todos los animales. Realizo una revisión general de los animales para comprobar que estén bien; por ejemplo, si un animal no lo está, le damos el tratamiento necesario. Luego, lleno la documentación con todos los pesos y tratamientos y hago los horarios de alimentación del día. También, estoy a cargo de la gestión de voluntarios, por lo tanto, les asigno los trabajos que deben realizar, es decir, alimentar a los animales, limpiar los hábitats de rehabilitación o ponerles hojas frescas.

De hecho, yo también limpio los hábitats y reviso los hábitats de cuarentena y de preliberación para evaluar si los animales están listos para salir. En otras palabras, calculo cuántos días les quedan en cuarentena y cuándo y dónde se liberarán. Asimismo,

compruebo el aseo del Centro y que los hábitats y los suelos en cada área estén limpios. Si necesito estar con un animal en estado crítico, los voluntarios deben cubrir mis funciones laborales.

¿Cuál es su parte favorita del trabajo?

¡Todo! No hay nada que no me guste.

¿Cuál es la parte más desafiante?

Cuando los animales vienen en estado crítico; por ejemplo, cuando el tucán llamado Grecia perdió parte de su pico y cuando un oso hormiguero vino sin nariz. Pensamos que ambos animales no lograrían sobrevivir, pero luchamos por ellos e, incluso, se nos ocurrió la solución de la prótesis para ayudarlos. Grecia está viviendo bien en nuestro Santuario de Cuidados de Por Vida y el oso hormiguero pudo regresar a la naturaleza en nuestro sitio de liberación en Guanacaste.

Claramente, este es un trabajo desafiante, pero también extremadamente gratificante. ¿Qué consejo le daría a alguien que está buscando una carrera en esta área de trabajo?

Paciencia, ya que también es una vocación. Necesitas pensar, ¿realmente quiero trabajar con animales? La gente no siempre considera las partes feas del trabajo como la caca y la muerte. Si realmente amas a los animales, entonces este trabajo es para ti. Por ejemplo, no solo necesitas preocuparte por darles comida, sino también por exactamente qué tipo de comida y cuánta. Si estás preparado para hacer todo esto, entonces es para ti.

¿Cuál es su recuerdo más preciado aquí en Rescate?

Grecia. (Poner un enlace del video de YouTube de Rescate sobre Grecia)

Por último, ¿cuál es su animal salvaje favorito y por qué?

Es una decisión difícil. Me encantan todos, pero mis favoritos son los monos, en especial, los monos aulladores porque necesitan más trabajo. A menudo, los recibimos muy jóvenes y necesitan mucha alimentación y cuidado, y son expresivos, por lo que se crea un vínculo emocional entre el cuidador y el mono. Yo quiero que sobrevivan y por eso se necesita tanto esfuerzo. Además de los monos, me gustan los polluelos.

Muchas gracias por hablar con nosotros, Aleida, ¡será mejor que te dejemos volver con los animales!

Copia del blog de Arturo Barrett, voluntario

Mi nombre es Arturo Barrett, soy de Middlesex, New Jersey, y fui voluntario en Rescate Wildlife Rescue Center durante mis vacaciones de invierno en enero del 2020. Llegué al centro de rescate justo después del año nuevo y pasé dos semanas aprendiendo y explorando lo que la instalación tenía que ofrecer en términos de sus innumerables especies. Dado que soy un estudiante de zoología, Rescate Wildlife Rescue Center me atrajo instantáneamente cuando buscaba un programa del que pudiera obtener experiencia, así como la oportunidad de exponerme al paisaje biodiverso de Costa Rica.

Debido a que muchos de mis familiares son costarricenses que viven en este pequeño país centroamericano, a menudo, ellos me recomendaban Rescate Wildlife Rescue Center como el destino perfecto para continuar mi educación y también para sumergirme en un ambiente natural e inmensamente acogedor. Gracias a sus méritos, Rescate Wildlife Rescue Center se ha ganado la reputación de ser uno de los mejores centros de rehabilitación animal no solo de Costa Rica, sino de toda América Central, lo cual se debe a sus incansables esfuerzos para aumentar el interés del público en la conservación de las especies del país y los hábitats que llaman hogar.

El mensaje para preservar la biodiversidad de Costa Rica se traduce con facilidad en los proyectos y las tareas en los que voluntarios, como yo, podemos ayudar. Estos incluyeron, pero no se limitaron, a preparar dietas para los animales del Centro de Rescate, ayudar al personal de Rescate Wildlife Rescue Center en sus rutinas diarias y crear campañas para patrocinar a los animales que se encuentran en el Santuario de Cuidados de Por Vida.

Para preparar las dietas, los voluntarios pasan mucho tiempo en la cocina cortando ciertas frutas y verduras y ayudando a alimentar a algunos de los animales. Realmente respeté el compromiso y la dedicación que todo el personal puso en sus tareas en el Centro de Rescate, lo cual me llevó a trabajar tan duro como ellos lo hicieron durante el tiempo que estuve allí, y estoy seguro de que mantienen ese nivel de excelencia hasta el día de hoy. Es útil hablar español cuando se trabaja con o alrededor del personal, pero ellos no dudaron en parar y conversar con los voluntarios que no hablan dicho idioma, para así ayudarles a sentirse bienvenidos y como uno de los suyos.

Una tarea diaria que disfruté inmensamente fue ayudar en el centro de reproducción de guacamayos. Les proporcioné alimentos y agua con la ayuda de otros voluntarios y con Elaido, un miembro del personal, a quien me gusta llamar el “gurú de guacamayos”. En gran medida, Eladio está a cargo del importante trabajo de cuidar y monitorear a los guacamayos en el Centro de Reproducción y, como nativo del área de Alajuela, él ha estado con el Centro de Rescate desde sus humildes comienzos. En mi corta estadía de dos semanas, aprendí gran parte de la historia del Centro de Rescate durante mis conversaciones con él, así como el comportamiento y la anatomía de los guacamayos de Costa Rica.

Además de mi tiempo en el centro de reproducción de guacamayos, pasé mis días trabajando en proyectos de enriquecimiento con la Dra. Analia Roca, la cálida y cautivadora veterinaria voluntaria que está a cargo del Programa de Enriquecimiento Ambiental en Rescate Wildlife Rescue Center. Ella no solo es veterinaria, sino que también cuenta con una maestría en comportamiento animal.

Analia me expuso a un aspecto vital del centro de rescate que no se observa en otros centros de rehabilitación animal. Su pasión y creatividad en la formación de artilugios inteligentes para mantener a los animales entretenidos y activos en sus hábitats me inspiró a trabajar estrechamente con ella y me permitió aprender de sus experiencias trabajando con animales.

Ella muestra mucho entusiasmo por su trabajo, lo cual se manifiesta en sus proyectos, que logran ayudar a los animales a expresar sus extraordinarios comportamientos naturales y eso es muy importante cuando necesitan permanecer bajo el cuidado humano. Estos proyectos incluyen escaleras hechas de bambú utilizadas para el ejercicio de los guacamayos y los tamarinos, y ramas huecas llenas de alimentos para fomentar la alimentación natural y los hábitos alimenticios de tapires y zorros grises. Analia es una veterinaria a quien realmente admiro y de ella adquirí una gran cantidad de conocimiento.

Mi tiempo viviendo en el dormitorio en Rescate Wildlife Rescue Center fue cómodo y los compañeros de habitación con los que compartí el espacio fueron muy divertidos y cautivadores. Gente de todo el mundo, desde Brasil hasta España, desde Alemania hasta Italia e, incluso, otro estadounidense de Minnesota (fue bueno no ser el único “gringo”). Sin embargo, se trató de una experiencia que nunca había tenido. Estoy seguro de que regresaré un día y pasaré más tiempo ahí para ayudar a educar a la comunidad costarricense

en lo que el país y el Rescate Wildlife Rescue Center tienen que ofrecerles respecto a la protección y la conservación de las especies nativas de vida silvestre.

Me gustaría darle un agradecimiento especial a Ronald, otro miembro del personal, quien se tomó su tiempo libre para “mostrarme las cuerdas” alrededor de las instalaciones. Asimismo, le agradezco mucho a Isabel, al veterinario del personal y al resto del personal veterinario, quienes me dieron muchas oportunidades para ayudar a los animales que necesitaban rehabilitación; también fue un placer hablar con ellos. Por último, un agradecimiento especial a Jeanne Marie por permitir inscribirme en el programa de voluntariado. Mi tiempo allí es un recuerdo que espero nunca olvidar.

**Copy of Copy of Rescate Wildlife Rescue Center - SEO _ Content - Homepage
Page Brief (EXISTING)**

H1: Bienvenido a *Rescate Wildlife Rescue Center* para la conservación de la vida silvestre, el santuario de animales más antiguo de Costa Rica.

Cuerpo del texto: *Rescate Wildlife Rescue Center* (antiguo Zoo Ave) es una fundación sin fines de lucro dedicada a conservar la vida silvestre de Costa Rica. El Santuario de Animales y Centro de Conservación de la Vida Silvestre es el más antiguo de su tipo y cuenta con treinta años de experiencia en la rehabilitación de la vida silvestre, la cría de especies en peligro de extinción, la preservación de los hábitats y la prestación de cuidados de por vida.

Rescate es un raro tesoro en las afueras de San José, con sede en Alajuela, a solo veinte minutos del Aeropuerto SJO. Lo que nos hace únicos es nuestra dedicación para rehabilitar animales huérfanos, heridos o confiscados en nuestro centro de rehabilitación de vida silvestre para luego liberarlos de vuelta en la naturaleza.

A través de nuestros dos sitios de liberación, ofrecemos un amplio hábitat protegido para que la vida silvestre liberada prospere. Solo aquellos animales que no sobrevivirían en la naturaleza, debido a razones de salud o de comportamiento, se mantienen en nuestro Santuario de Vida Silvestre, la única parte del centro de rescate que está abierta al público. Anualmente, recibimos alrededor de 2700 animales y liberamos a la mayoría de ellos de vuelta a la naturaleza.

Una parte considerable de nuestro trabajo ocurre en nuestro centro de conservación de animales con programas de reproducción que protegen a las especies en peligro de extinción. Dado que la parte más importante de nuestro trabajo no es visible para el público, también dependemos de donaciones. Obtenga más información sobre nuestra singularidad y ayúdenos a continuar nuestra valiosa misión, al hacer una donación para apoyar nuestro Santuario de Vida Silvestre y Centro de Conservación de Vida Silvestre mediante nuestra plataforma de donación.

Visite nuestro Santuario de Cuidados de Por Vida y así comprenderá por qué *Rescate Wildlife Rescue Center* es tan valioso. Dentro de nuestro santuario de animales encontrará hermosos jardines botánicos y más de 125 especies de animales (más de 800 animales) que han sido rescatadas y no pueden ser devueltas a su hábitat natural (incluidos perezosos, monos, jaguares, tapires, aves y reptiles). Los grandes recintos altamente vegetados están naturalmente diseñados para ofrecerle a estos animales calidad de vida y enriquecimiento.

Nota: Ya dejamos de utilizar el nombre Rescate Animal Zoo Ave, pues creemos que este nombre puede ser engañoso. *Rescate Wildlife Rescue Center* refleja de mejor manera nuestra misión y enfatiza que NO somos un zoológico. Nuestra historia como Zoo Ave revela cómo transformamos un zoológico existente, que explotaba animales, en el centro de

rescate de vida silvestre más grande de América Latina. Para obtener más información sobre nuestra misión, continúe leyendo.

Nuestra misión es proteger y restaurar la biodiversidad del país a través de la rehabilitación de la vida silvestre, la cría de especies en peligro de extinción, la preservación de los hábitats y la provisión de cuidados de por vida a animales no liberables.

Centro de Rehabilitación de Fauna y Clínica Veterinaria

Cría de especies en peligro de extinción

Conservación del hábitat y liberación de vida silvestre

Santuario de Cuidados de Por Vida

Llamado a la acción: Para ayudarnos a continuar con nuestra misión y preservar la vida silvestre única de Costa Rica, por favor, done y visítenos.

Copy of Copy of Rescate Wildlife Rescue Center - SEO _ Content - Our

History As Zooave Page Brief (NEW)

H1: *Zooave, ubicado en Costa Rica, ahora se denomina Rescate Wildlife Rescue Center, nombre que refleja nuestra misión y visión,*

Cuerpo del texto: Anteriormente, el Zoo Ave, Costa Rica, era un zoológico privado en ruinas ubicado en La Garita de Alajuela, cuyas instalaciones y objetivo era la exportación y la exhibición de vida silvestre. La principal motivación de las instalaciones era obtener ganancias de la vida silvestre. A finales de la década de los ochenta, Dennis Janik (el fundador de *Rescate Wildlife Rescue Center*) compró el antiguo Zooave con el fin de rescatar a los animales que vivían allí y ofrecerles una mejor calidad de vida.

En 1990, Dennis Janik creó la Fundación Restauración de la Naturaleza (una organización sin fines de lucro) para transformar el antiguo Zoo Ave en un centro de

rescate y santuario de vida silvestre sin fines de lucro. La visión de esta nueva organización sin fines de lucro era no solo mejorar la vida de los animales que vivían en el antiguo zoológico, sino también rescatar y liberar la vida silvestre, brindar cuidados de por vida a los animales no liberables y criar especies en peligro no liberables.

El nombre Zoo Ave fue cambiado y se convirtió en Rescate Animal Zoo Ave bajo una nueva administración y visión, priorizando la conservación y el bienestar animal. El objetivo era eliminar el zoológico -previamente inadecuado- y trasladar a los animales a una reserva natural de 36 acres, que bordea el río Itiquís y forma un corredor biológico crucial.

A mediados de la década de los noventa, la instalación en La Garita de Alajuela había evolucionado para incluir un Centro de Rescate de Vida Silvestre (ENLACE) altamente funcional, un Santuario de Cuidados de Por Vida (ENLACE) para animales no liberables y un Centro de Cría para la Conservación de Especies (ENLACE) para la reproducción y la liberación de especies en peligro de extinción.

Muchos animales rescatados nativos del Valle Central han sido liberados en la propiedad de 36 acres en La Garita. Sin embargo, dado que *Rescate Wildlife Rescue Center* salva especies nativas de todo Costa Rica, era necesario establecer sitios de liberación en otras áreas para garantizar que los animales rescatados se liberaran en los tipos de hábitat apropiados.

En consecuencia, a fines de la década de los noventa, la Fundación Restauración de la Naturaleza estableció el Refugio de Vida Silvestre Bosque Escondido, un bosque tropical seco de 1,800 acres en la Península de Nicoya, y Golfito, una selva tropical de 90 acres en la península de Osa. En estos dos sitios de liberación, el personal experimentado y dedicado proporciona un sencillo proceso de liberación altamente efectivo para la vida silvestre

rescatada, lo cual garantiza las tasas de supervivencia más altas posibles.

¿Por qué decidimos cambiar nuestro nombre a *Rescate Wildlife Rescue Center* en el 2020?

Cuando nos dimos cuenta de que los visitantes internacionales confundían a Zoo Ave con un zoológico, nos preocupó que nuestra misión pudiera ser malinterpretada por este nombre. Típicamente, un zoológico es un establecimiento que mantiene a los animales con el objetivo principal de exhibirlos y así generar ganancias al atraer visitantes; esta nunca ha sido nuestra intención. Para entender por qué somos diferentes de los zoológicos y otros centros de rescate, siga leyendo nuestra sección sobre Singularidad.

Por su parte, para los costarricenses, el Zoo Ave siempre ha sido conocido por curar y liberar a la mayoría de los animales que se reciben. Dado lo anterior, hemos mantenido Zoo Ave en nuestro nuevo logotipo para conservar la continuidad de nuestros seguidores locales.

Llamado a la acción: Si desea ayudarnos a continuar cumpliendo con nuestra misión y visión, rescatar animales salvajes nativos y devolverlos a la naturaleza donde pertenecen, puede hacer una donación (ENLACE) o una adopción virtual (ENLACE, cuando la página y el programa estén listos) de un jaguar, un mono, un tapir u otro animal no liberable, que no puede ser devuelto a la naturaleza, en nuestro Santuario de Cuidados de Por Vida (ENLACE).

**Copy of Rescate Wildlife Rescue Center - SEO _ Content - Visiting Page Brief
(EXISTING)**

Visítenos

H1: ¿Está buscando un lugar donde pueda observar animales cerca de usted? En lugar de visitar el Zoológico de San José, visite el Centro de Rescate de Vida Silvestre Rescate Animal Zooave, donde podrá ver animales salvajes en hábitats grandes y altamente naturales.

/FINAL DEL TEXTO

Cuerpo del texto: Esta es la copia del artículo. Debe contener todas las palabras clave anteriores, incluidas las palabras clave primarias, secundarias y especializadas. Asegúrese de que las palabras clave principales y secundarias aparezcan en este párrafo.

¿Ha estado navegando por la red preguntándose dónde ver animales cerca de su lugar de residencia en Costa Rica? Bueno, no hay mejor lugar para comenzar que en el Centro de Rescate de Vida Silvestre Rescate Animal Zooave.

El Centro de Rescate de Vida Silvestre Rescate Animal Zooave es un centro sin fines de lucro, cuyo propósito es el rescate, la rehabilitación y la liberación de la vida silvestre. Este se ubica en La Garita de Alajuela, a solo quince minutos del Aeropuerto Internacional Juan Santa María. Mucho más cerca del aeropuerto que el Zoológico de San José, el Centro de Rescate de Vida Silvestre Rescate Animal Zooave es un lugar donde podrá ver animales y, con su visita, realmente ayudará a devolver los animales salvajes heridos, huérfanos o confiscados a sus hábitats naturales.

Durante su visita puede ver más de 800 animales que están siendo provistos de atención de alta calidad en el Santuario de Cuidados de Por Vida en los centros de rescate, ubicados entre 36 acres de bosque natural. Los animales que visitas en el Santuario de Cuidados de Por Vida no son liberables debido a desafíos físicos o psicológicos que les impiden sobrevivir en la naturaleza. Además de cuidar a 800 animales en el Santuario de Cuidados de Por Vida, el Centro de Rescate de Vida Silvestre Rescate Animal Zooave

rescata a más de 2 700 animales cada año, de los cuales solo el 2 % necesita permanecer bajo cuidado de por vida.

Además de ser un gran lugar para ver animales, también encontrará una impresionante variedad de flores y plantas en los jardines botánicos de nuestro Santuario de Cuidados de Por Vida, que tienen una extensión de 13 acres y rodean los hábitats de animales salvajes. Existen más de 125 especies de animales para ver, entre ellos, perezosos, jaguares, monos, tucanes, coyotes, pumas, gatos pequeños y muchas más especies de aves, mamíferos y reptiles. Los grandes hábitats están naturalmente diseñados para ofrecerles a los animales calidad de vida y enriquecimiento físico y psicológico.

Cuando venga al Santuario a visitar a nuestros animales, encontrará un amplio estacionamiento gratuito en una propiedad privada, el cual tiene un guardia de seguridad a tiempo completo. Nuestros caminos están pavimentados y los baños públicos son totalmente accesibles, también ofrecemos sillas de ruedas gratuitas. Para los más pequeños de su grupo, usted puede alquilar adorables mini vagones y carretillas, que lo ayudarán a transportar fácilmente a los niños y sus pertenencias por el santuario y los mantendrán entretenidos.

Dentro del Santuario de Cuidados de Por Vida encontrará muchas cosas que hacer, además de ver a los animales. Explore nuestra tienda de regalos, que cuenta con artesanías locales, pruebe nuestros deliciosos helados caseros de jugo fresco en nuestra heladería, beba una fabulosa taza de café costarricense en nuestro café o vea animales desde una perspectiva completamente diferente en nuestro emocionante tour por la copa de los árboles en una tirolesa (ENLACE). Se trata de una aventura tanto para los jóvenes como para los adultos.

Venir a ver animales al Centro de Rescate de Vida Silvestre Rescate Animal Zooave es una gran actividad educativa para niños y adultos, ya que tendrán la oportunidad de ver animales en sus hábitats naturales y aprender sobre su importancia en el ecosistema.

La Mini Granja es un área que incluye dos hectáreas, rodeada de pastos verdes, recintos cómodos y senderos amplios. Visitarla es una excelente manera de pasar tiempo con la familia. Aquí puede ver animales domésticos, tres caballos miniatura, un burro miniatura, un cerdo miniatura, ovejas, gallinas, conejos, conejillos de indias, pájaros del amor, periquitos, palomas, canarios, faisanes -tanto dorados como plateados- y numerosos pavos reales, incluidos los raros pavos reales blancos.

Además de ver a los animales de la Mini Granja, usted tendrá la oportunidad de acariciarlos y alimentarlos bajo la cuidadosa supervisión de nuestros cuidadores entrenados. Aquí, a través del contacto directo con los animales, los niños de todas las edades aprenden amor y respeto por los animales que ven y comprenden el importante papel que pueden desempeñar los animales domésticos en términos de servirles como compañeros a los humanos. Asimismo, la Mini Granja se utiliza como herramienta de enseñanza para nuestro programa de educación ambiental.

Cuando esté listo para tomar un descanso de ver a los animales, relájese y refréscuese en nuestro restaurante Kivu (ENLACE), donde encontrará comidas caseras frescas con opciones para complacer a todos, desde sabrosa comida típica costarricense hasta deliciosa cocina de estilo americano. Puede complementarlas con una refrescante Margarita, un Mojito u otro cóctel sin alcohol y una amplia variedad de postres fabulosos.

Así que, si está en Costa Rica buscando un lugar para observar animales cerca de usted, visite el Centro de Rescate de Vida Silvestre Rescate Animal Zooave, uno de los mejores para ver en el país.

/FINAL DEL TEXTO

Llamado a la acción: Este es el objetivo del artículo. ¿Queremos inspirar a las personas a donar? ¿Queremos promover el rol de voluntariado? ¿Queremos atraer a las personas y que vengan al parque? ¿Queremos educar a las personas sobre el bienestar de nuestros animales o los procesos dentro del santuario? Esto debería dar forma al tipo de artículo que creamos e indicar qué enlaces debemos incluir en el artículo de principio a fin. Por favor, escriba el párrafo final a continuación.

Cuando viene a visitar a los animales en Rescate Wildlife Rescue Center, usted está ayudando a preservar la increíble biodiversidad de Costa Rica. Todo el trabajo crucial de conservación, rescate, rehabilitación y liberación de la vida silvestre que se lleva a cabo en Rescate Wildlife Rescue Center es posible gracias a generosas donaciones, así como a las tarifas de entrada que pagan las personas que vienen a visitar a los animales en nuestro Santuario de Cuidados de Por Vida. También puede ayudar a los animales participando en nuestro Programa de Voluntarios (ENLACE). Si no puede visitar a los animales en persona, aún puede ayudarlos haciendo una donación para apoyar su cuidado y rehabilitación (ENLACE).

/FINAL DEL TEXTO

Imágenes: Estos son enlaces de las imágenes que usaremos en el artículo. Deben almacenarse en una carpeta de Google Drive. ¿Hay algunos? A continuación, enlace todos y haga referencia a ellos en el artículo cuando sea posible.

Por favor, elimine este texto y agregue enlaces a las imágenes de G Drive aquí.

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Copy of Rescate Wildlife Rescue Center - SEO _ Content - Wildlife at Rescate

Wildlife Rescue Center - New Page Brief

Vida Silvestre del Centro de Rescate de Vida Silvestre Rescate (anteriormente “Nuestros animales”)

Especies amenazadas autóctonas y otros animales en peligro de extinción en el Santuario de Cuidado de Por Vida del Centro de Rescate de Vida Silvestre Rescate Animal Zooave

/FINAL DEL TEXTO

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El Centro de Rescate de Vida Silvestre Rescate Zooave rescata a más de 2 700 animales anualmente y otros 800 se encuentran bajo cuidado de por vida. Hay tres áreas principales en el Centro de Rescate de Vida Silvestre Rescate Animal Zooave: el Santuario de Cuidados de Por Vida (ENLACE), el Centro de Cría para la Conservación de Especies (ENLACE) y el Centro de Rehabilitación para la Vida Silvestre (ENLACE); en todas estas áreas viven animales en peligro de extinción.

Las especies en peligro de extinción son animales que se están extinguiendo en la naturaleza. En nuestro Santuario de Cuidado de Por Vida se encuentran muchas especies locales en peligro de extinción como el mono araña de Geoffroy, el guacamayo verde y el loro de nuca amarilla e, incluso, algunas especies en peligro crítico como el mono ardilla de corona gris. También hay animales en peligro de extinción de otros países que viven en el Santuario de Cuidados de Por Vida, entre ellos, la grulla de corona gris, que es nativa de

África y aparece en la lista de especies en peligro de extinción en toda su área de distribución nativa.

Muchos animales en peligro de extinción entran en nuestro Centro de Rehabilitación de Vida Silvestre (ENLACE), donde la gran mayoría de ellos son devueltos a la naturaleza. Aproximadamente, el 2 % de los animales salvajes que rescatamos no pueden ser liberados y encuentran un hogar para siempre en nuestro Santuario de Cuidados de Por Vida (ENLACE).

Asimismo, existen muchas especies en peligro de extinción que viven en nuestro Centro de cría para la conservación de especies. Muchas especies en peligro de extinción, que actualmente viven en santuarios de todo el mundo, se ven impedidas de reproducirse, ya que la mayoría de los santuarios no tienen la capacidad de liberar a las crías de nuevo en la naturaleza. No obstante, aquí en el Centro de Rescate de Vida Silvestre Rescate, cuando rescatamos animales en peligro de extinción y no son aptos para ser liberados de nuevo en la naturaleza, les presentamos a otros animales en peligro de extinción en nuestro Centro de Cría para la Conservación de Especies y les damos la oportunidad de reproducirse.

Si estos animales en peligro de extinción tienen éxito y producen crías, nos aseguramos de que sus bebés se críen de tal manera que sobrevivan en la naturaleza. Cuando son lo suficientemente mayores y aptos, estas especies en peligro de extinción son liberadas en la naturaleza, donde continúan contribuyendo a las poblaciones de especies en peligro de extinción en Costa Rica.

/FINAL DEL TEXTO

Llamado a la acción: Este es el objetivo del artículo. ¿Queremos inspirar a las personas a donar? ¿Queremos promover el rol del voluntariado? ¿Queremos atraer a las personas y que visiten el parque? ¿Queremos educar a las personas sobre el bienestar de

nuestros animales o los procesos dentro del santuario? Esto debería dar forma al tipo de artículo que creamos e indicar qué enlaces debemos incluir en el artículo de principio a fin. Por favor, escriba el párrafo final a continuación.

Si desea ayudar a las especies en peligro de extinción en Costa Rica, puede hacerlo visitando animales en peligro de extinción en nuestro Santuario de Cuidados de Por Vida en La Garita (ENLACE) y, también, haciendo una donación (ENLACE) para apoyar a las especies en peligro de extinción que rescatamos.

/FINAL DEL TEXTO

El blog de Helen

Helen: Desde América Central hasta el RU – voluntariado durante la COVID-19

A los cinco meses de haber iniciado nuestro año de viaje sabático, mi socio (Joe) y yo llegamos a Costa Rica con la idea de ser voluntarios durante dos semanas en un centro de rescate de vida silvestre sin fines de lucro. Fue entonces cuando estalló la pandemia en América Latina: de la noche a la mañana, las fronteras comenzaron a cerrarse y los vuelos se quedaron en tierra casi sin previo aviso, convirtiendo nuestro viaje soñado en un confinamiento. Por ello, pasamos cuatro días como voluntarios en Rescate Wildlife Rescue Center antes de tomar la difícil decisión de viajar de regreso a Reino Unido (RU) y terminar nuestro viaje.

El centro de rescate, llamado en ese momento Rescate Animal Zooave, sintió el impacto inmediato del anuncio de la cuarentena, ya que el 99 % de sus ingresos se generan a partir de los boletos de admisión al Santuario de Cuidados de Por Vida, hogar de más de 800 animales que no pueden ser devueltos a la naturaleza. El Centro de Rescate sabía que necesitaban pedir donaciones, pero esto parecía una tarea imposible, ya que no contaba con

un equipo de mercadeo ni experiencia. Entonces, Joe y yo nos asociamos con otra voluntaria, Steffi de Alemania, para establecer una operación de recaudación de fondos para la organización benéfica.

A pesar de tener que irnos después de solo unos días, nos sentimos tan conmovidos por el increíble trabajo que Rescate Wildlife hace para proteger y restaurar la biodiversidad de Costa Rica (lea más en “Sobre Nosotros”) que continuamos este proyecto al regresar a casa. De esta forma, nosotros hemos pasado los últimos seis meses estableciendo un modelo operativo de recaudación de fondos para la organización benéfica mientras buscamos un empleo a tiempo completo.

Los tres trabajamos en equipo para renombrar la organización benéfica a Rescate Wildlife Rescue Center, un nombre que refleja mejor su misión y propósito: Rescate Wildlife no mantiene ningún animal en cautiverio que pueda ser liberado en la naturaleza, y, por lo tanto, no es un zoológico. Mi socio les construyó un sitio web nuevo y más atractivo y los dos configuramos las herramientas adecuadas y un plan para comenzar a recaudar fondos a nivel internacional.

El mes de agosto (el cual coincidía con el treinta aniversario de la organización benéfica) pudimos lanzar el cambio de marca, el nuevo sitio web y finalizar el plan para que la organización benéfica ahora pueda hacerse cargo del trabajo de recaudación de fondos: ¡un logro increíble en tan solo seis meses y con un equipo de tres voluntarios! La experiencia fue muy gratificante, ya que no solo pude aplicar mis habilidades para salvar miles de animales y tener un impacto positivo en el mundo, sino que también aprendí mucho y desarrollé habilidades en nuevas áreas. Aunque aparentemente no está relacionado, el proyecto me ayudó a conseguir un trabajo a pesar de la recesión.

Mi consejo para cualquiera que se enfrente a la aterradora perspectiva del desempleo durante una pandemia es que emprenda proyectos personales y use sus habilidades de formas que nunca creyó posibles, ¡nunca se sabe lo que podría resultar de ello! Si bien el futuro parece brillante, Rescate sigue luchando con los cierres impredecibles a corto plazo, por lo que también planteamos una campaña de recaudación de fondos: #SalvarRescate. Así que he dedicado 25 semanas para salvar a Rescate, ¿puede donar \$25?

My Virtual Internship Experience from California

Mi experiencia durante mi pasantía virtual desde California

Este verano, pensé que la COVID-19 había arruinado mis posibilidades de encontrar una pasantía hasta que vi una publicación en el sitio web de mi universidad para solicitar trabajo en un centro de rescate de vida silvestre costarricense (Rescate). Recuerdo que le envié un correo electrónico a Helen (directora de la junta directiva de Rescate) y en una semana pude empezar mi nuevo rol como pasante virtual de mercadeo/publicidad para Rescate Wildlife Rescue Center.

Al unirme a este equipo, me comprometí a contribuir con la misión de Rescate: proteger y restaurar la biodiversidad de Costa Rica a través del rescate, la liberación y la rehabilitación de vida silvestre. Una cosa que aprendí con rapidez fue que el equipo se preocupa inmensamente por sus animales y hará todo lo posible para garantizar su bienestar. Lo anterior lo pude observar durante los primeros días en los que me reuní con el personal del Rescate, incluyendo a Jeanne, Alexa, Anna y otros.

Si bien pensé que la parte más difícil sería comunicarme y completar mis tareas en línea, fue un desafío para el cual estaba más que dispuesta y lista para asumir. Steffi, quien es la jefa de mercadeo, me enseñó todo lo que necesitaba saber sobre publicidad y

mercadeo para Rescate. Aunque a veces resultó difícil, fue un cambio de vida el poder contribuir al proceso de obtener más apoyo para la vida silvestre de Rescate. Helen también estaba bajo la tutela de Steffi y cualquiera podía ver su dedicación por enseñarnos las tareas integrales: crear una lista de prospectos donantes potenciales o cómo crear un plan de recaudación de fondos. Fue inspirador ver su trabajo en Rescate y cómo eso ha tenido un impacto positivo en sus vidas.

Yo fui incluida en el debut de Rescate en GoFundMe, junto con mi compañera de práctica profesional, Emily. Fue reconfortante saber que incluso en todo el mundo, todavía podíamos compartir y diseñar ideas creativas juntas. Me intrigó conocer lo que se destina a la recaudación de fondos y todos los pasos intermedios y estoy orgullosa de haber sido parte de los progresos que la campaña ha hecho hasta ahora. Uno de mis logros más notables mientras trabajaba en Rescate fue la creación del Sorteo de 48 horas de la copa Rescate, que realicé con la ayuda de mis amigos y familiares. Solo durante ese fin de semana, ¡recaudé casi \$300 para donar a la campaña de GoFundMe!

Yo no podría haber pedido trabajar en una pasantía tan notable y transformadora como la de Rescate, pero estoy muy agradecida de haber tenido la oportunidad. Dejo este lugar con el mayor respeto y admiración por el equipo de Rescate y con toda una vida de habilidades y oportunidades aplicables. Nunca pude visitar Rescate físicamente, aunque siento que estuve allí todo el tiempo. Animo a cualquiera que lea esto a que se arriesgue en Rescate, ya sea mediante la donación o el voluntariado, ¡tendrá la mejor experiencia de su vida!

RESCATE ANIMAL VETERINARY INTERNSHIP PROGRAM**PROGRAMA DE PRÁCTICAS VETERINARIAS DE RESCATE ANIMAL****ZOOAVE****ACERCA DE RESCATE ANIMAL ZOOAVE**

Rescate Animal Zooave es una instalación registrada de rehabilitación de vida silvestre sin fines de lucro fundada en 1989 y está ubicada en 34 acres de bosque natural en la provincia de Alajuela, Costa Rica. La misión de Rescate Animal Zooave es proteger y restaurar la biodiversidad del país a través de la rehabilitación de la vida silvestre, la cría de especies en peligro de extinción, la preservación del hábitat y la provisión de cuidado de por vida de animales no liberables.

Existen tres centros principales en Rescate Animal Zooave, un Centro de Rescate de Vida Silvestre y Clínica Veterinaria (equipada con rayos X digitales, ultrasonido, entre otros) de última generación, un Centro de Reproducción de Vida Silvestre en Peligro y un Santuario de Cuidados de Por Vida que consta de 35 acres de exuberante bosque tropical con más de 125 especies de animales.

Aproximadamente, 800 de las aves, los mamíferos y los reptiles que han sido rescatados no pueden ser liberados debido a razones de salud o comportamiento, por lo tanto, estos se encuentran en el Santuario de Atención de Por Vida de Rescate Animal Zooave, incluidos: el jaguar, el tapir, el puma, el coyote, el gato tigre, el ocelote y numerosas especies de monos, aves y reptiles. Siga este enlace para obtener fotos del Centro de Rescate y el Santuario de Cuidados de Por Vida:

[https://www.dropbox.com/sh/rb2239e59ebx7cp/AABM8tIO42u5o3InBC6HncBea?](https://www.dropbox.com/sh/rb2239e59ebx7cp/AABM8tIO42u5o3InBC6HncBea?dl=0)

dl=0

Además de las instalaciones de rehabilitación, cría y santuario en Alajuela, Rescate Animal Zooave también mantiene dos sitios de liberación. Uno es el Refugio de Vida Silvestre Bosque Escondido, el cual es un bosque tropical seco de 1,800 acres ubicado en la Península de Nicoya, y Gofito, una selva tropical de 90 acres en la provincia de Puntarenas, para que los animales salvajes regresen a su entorno natural. Los internos veterinarios pueden participar en un viaje al Refugio de Vida Silvestre Bosque Escondido*, donde verán de primera mano el paso final para liberar con éxito a los animales en la naturaleza. Siga este enlace para ver fotos del Refugio de Vida Silvestre Bosque Escondido:

<https://www.dropbox.com/sh/nxju43yix1oqawx/AADnTSNJQG8kcEjD6lgSN-5Ia?dl=0>

* Puede requerir tarifas de transporte adicionales

* También se pueden hacer arreglos para que los estudiantes permanezcan en la península de Nicoya después del programa y exploren el área (bajo su propio costo). La península de Nicoya tiene hermosas y seguras playas de arena blanca y mucha selva tropical para explorar. Siga este enlace para ver las actividades que se pueden hacer en la península de Nicoya: <https://nicoyapeninsula.com/>

DESCRIPCIÓN DEL PROGRAMA

Los estudiantes trabajarán directamente con un veterinario experimentado en vida silvestre y con personal de rehabilitación capacitado. Anualmente, se admiten más de 2000 animales salvajes en el centro de rescate, donde se incluyen animales huérfanos, lesionados, electrocutados, confiscados y mascotas entregadas. Además, hay 800 animales salvajes no liberables en el Santuario de Cuidados de Por Vida que requieren atención médica. La carga de casos variará ampliamente dependiendo de la época del año y la especie, la edad y

la condición de los animales admitidos en el centro durante la práctica. Las especies típicas incluyen loros, paseriformes, aves rapaces, monos, perezosos, varios pequeños mamíferos, iguanas, tortugas y otros reptiles.

Esta pasantía le ayudará a prepararse para una carrera en medicina veterinaria. Usted le ayudará a nuestro equipo veterinario en la clínica a la hora de realizar exámenes, tratamientos, cirugías y diversos procedimientos. Además, brindará asistencia en la ingesta de animales salvajes heridos y huérfanos, proporcionará limpieza y alimentación diaria de rutina a los animales que actualmente residen en la clínica, recolectará sangre y otras muestras de laboratorio, realizará análisis de laboratorio en nuestro laboratorio interno y ayudará en las necropsias para determinar la causa de la muerte.

Los pasantes deben esperar un entorno ocupado y muy variable con una gran cantidad de casos de emergencia y/o confiscaciones que llegan en cualquier momento. En gran medida, el nivel de participación en casos clínicos dependerá del nivel de habilidad y experiencia del estudiante, así como el número y el tipo de casos presentados durante el período de la práctica.

REQUISITOS / EXPERIENCIA

Buscamos individuos serios y apasionados que tengan el deseo de dedicarse a ayudarnos a devolver la vida silvestre costarricense a la naturaleza donde pertenece. Se requiere estudios de preveterinaria, medicina veterinaria o un campo similar. Se prefiere cierta experiencia trabajando con animales, particularmente en un entorno clínico.

Las habilidades como el uso del idioma español, así como la experiencia de viajar a un país tropical y vivir en un entorno grupal, son aspectos útiles, pero no necesarios. La flexibilidad, la capacidad de trabajar con personas de diversos orígenes y la habilidad de mantener una actitud positiva en situaciones estresantes son esenciales. Las vacunas contra

la rabia y el seguro médico internacional son muy recomendables. Si viaja desde un país donde se produce fiebre amarilla, necesitará un certificado de vacunación contra la fiebre amarilla.

HORARIO

Los estudiantes participan en actividades de rehabilitación y clínica durante ocho horas al día, cinco días a la semana, con dos días libres para descansar o viajar. La clínica cuenta con personal desde las seis de la mañana hasta las seis de la tarde. Los estudiantes trabajan un horario flexible dependiendo de las necesidades de la clínica, el número de casos y la época del año.

LAVANDERÍA Y LIMPIEZA

Se espera que los huéspedes de la casa limpien sus aposentos a diario; sin embargo, hay un servicio de limpieza una vez por semana para la limpieza profunda, el lavado de sábanas y toallas y la lavandería. El servicio de lavandería personal está disponible por un costo modesto.

ALOJAMIENTO

El alojamiento se proporcionará en una residencia segura con seis camas (dos dormitorios), baño y área de cocina compartida. Rescate Animal Zooave está cercado y tiene seguridad las veinticuatro horas.

Sigue este enlace para ver fotos de la casa de huéspedes:

<https://www.dropbox.com/sh/vq7nzwtvvn5rdux/AADGco-KVw86lXrTzvnAP87Ya?dl=0>

COMIDAS

•Desayuno: Se proporcionan huevos, frutas, cereales, leche, café y té. Los estudiantes deben preparar su propio desayuno.

- Almuerzo y cena: Nuestro restaurante sirve comidas cocinadas (los alimentos vegetarianos, veganos, sin gluten y de otras dietas especiales se atenderán con mucho gusto bajo petición).

- La comida también se puede comprar a la carta en el restaurante en el Santuario de Cuidados de Por Vida.

Siga este enlace para ver fotos del restaurante y el buffet:

https://www.dropbox.com/sh/b9pxkf0ip9tvn9l/AAAGwH42eC_pPDmGkwmM6tyNa?dl=0

WIFI

El wifi está disponible las veinticuatro horas del día en el alojamiento para voluntarios y en varios sitios en todo el Santuario de Cuidados de Por Vida.

VISAS

Los ciudadanos de la mayoría de los países no necesitan una visa para ingresar a Costa Rica durante visitas menores a noventa días. Sin embargo, usted debe tener un pasaporte vigente y un boleto de regreso para salir de Costa Rica. Siga este enlace para averiguar cuáles son los requisitos para los ciudadanos de su país: <http://www.costarica-embassy.org/index.php?q=node/51>.

TRANSPORTE

El Aeropuerto Internacional Juan Santa María (SJO) está a solo quince minutos en automóvil o taxi del Rescate Animal Zooave. Los taxis locales y Uber están disponibles en el aeropuerto a un precio muy razonable; sin embargo, el transporte también se puede organizar a través de Rescate Animal Zooave si es necesario.

Asimismo, hay una parada de autobús justo en frente del Rescate Animal Zooave, con autobuses muy baratos que lo llevarán al centro comercial City Mall u otros centros comerciales en Alajuela, también hay más autobuses de larga distancia que van al centro de

San José. A diario, los autobuses turísticos salen de San José a todas las principales zonas turísticas del país, lo que le facilita visitar otras áreas del país durante o después de su estadía con nosotros.

CAMBIO MONETARIO

La moneda extranjera se puede cambiar en el aeropuerto a la llegada o en cualquier banco o cajero automático en todo el país. Los bancos tienen las mejores tarifas. Muchas empresas también cambian las divisas, pero las tarifas tienden a ser mucho más altas.

COSTOS

El pago del programa de prácticas veterinarias contribuye directamente al costo del programa de prácticas veterinarias. Las cuotas de la práctica veterinaria deben ser pagadas en su totalidad para confirmar su colocación. A largo plazo, los pasantes pueden hacer arreglos para los pagos programados. El costo de la práctica veterinaria es de \$250 dólares estadounidenses por semana durante la temporada baja (septiembre-abril) y \$300 dólares estadounidenses por semana durante la temporada alta (mayo-agosto). Hay una estancia mínima de dos semanas. Los estudiantes latinoamericanos calificados pueden solicitar patrocinio para reducir el costo del programa.

¿QUÉ INCLUYE?

- Traslado al aeropuerto
- Alojamiento
- Los alimentos para el desayuno (leche, cereales, huevos, fruta, café y té) se proporcionan para autoservicio.
- Almuerzo y cena preparados (comidas vegetarianas disponibles bajo petición)
- Ropa de cama

- Entrenamiento

¿QUÉ NO INCLUYE?

- Vuelos u otros transportes a Costa Rica
- Seguro
- Vacunas
- Costos de visa
- Atención médica

MÉTODOS DE PAGO

Por favor, no envíe el pago hasta que se apruebe su solicitud y asegúrese de inmediatamente notificarnos su realización poniéndose en contacto con Jeanne Marie Pittman vía jeannemarie@wildlifeaidint.org para confirmar su colocación.

RESCATE ANIMAL VOLUNTEER PROGRAM-ENGLISH

PROGRAMA DE VOLUNTARIO DE RESCATE ANIMAL ZOOAVE

¿ESTÁ USTED INTERESADO EN EL VOLUNTARIADO?

Por favor, LEA la siguiente información. Para obtener más información o postularse como voluntario, por favor, comuníquese con Jeanne Marie Pittman vía jeannemarie@wildlifeaidint.org.

ACERCA DE RESCATE ANIMAL ZOOAVE

Costa Rica, uno de los países con mayor biodiversidad del mundo, alberga más de 500 000 especies. ¡Casi el 4 % del total estimado de especies en el mundo! El voluntariado con Rescate Animal Zooave es una oportunidad emocionante para experimentar Costa Rica

y dedicar su tiempo y sus habilidades en apoyar nuestra misión de proteger y restaurar la biodiversidad de Costa Rica a través del rescate y la liberación de vida silvestre, la cría de especies en peligro y el cuidado de por vida de la vida silvestre que no se puede liberar. Rescate Animal Zooave se encuentra en La Garita de Alajuela, a solo cuarenta minutos de San José y a quince minutos del Aeropuerto Internacional Juan Santa María.

Hay tres centros principales en Rescate Animal Zooave, un Centro de Rescate de Vida Silvestre y Clínica Veterinaria de última generación, un Centro de Reproducción de Vida Silvestre en Peligro y un Santuario de Cuidados de Por Vida, que consta de 34 acres de exuberante bosque tropical con más de 125 especies de animales. Aproximadamente, 800 de las aves, los mamíferos y los reptiles que han sido rescatados no pueden ser liberados debido a razones de salud o de comportamiento y se encuentran en el Santuario de Atención de Por Vida de Rescate Animal Zooave.

Los recintos extremadamente grandes y altamente vegetados en el Santuario de Cuidados de Por Vida permiten a los animales no liberables vivir sus vidas en un ambiente seguro, sereno y natural. Como voluntario, usted vivirá y trabajará dentro del Santuario de Cuidados de Por Vida. Una gran variedad de animales no liberables encuentra refugio en el parque, incluidos el jaguar, el tapir, el puma, el coyote, el gato tigre, el ocelote y numerosas especies de monos, aves y reptiles. También hay muchos animales liberados y vida silvestre nativa que viven gratis en el parque, incluidos agutíes, iguanas, tucanes y grandes paujés, por nombrar algunos.

Siga este enlace para ver fotos del Centro de Rescate de Vida Silvestre:

<https://www.dropbox.com/sh/rb2239e59ebx7cp/AABM8tIO42u5o3InBC6HncBea?dl=0>

Siga este enlace para ver fotos del Santuario de cuidados de por vida:

<https://www.dropbox.com/sh/cne2c1p67g5g9pw/AAAqwoM3bBYeLjQJLPe0BJC>
Ca?dl=0

Además de liberar vida silvestre en el Santuario de Cuidados de Por Vida en La Garita de Alajuela, Rescate Animal Zooave también mantiene dos sitios de liberación. Uno es el Refugio de Vida Silvestre Bosque Escondido, un bosque tropical seco de 720 hectáreas en la Península de Nicoya, y el otro es Golfito, una selva tropical que cuenta con 37 hectáreas en la provincia de Puntarenas, donde los animales salvajes son devueltos a su entorno natural.

Como voluntario de Rescate Animal Zooave, usted tendrá la oportunidad de ayudar en el Refugio de Vida Silvestre Bosque Escondido. La península de Nicoya es una zona muy hermosa con playas blancas, seguras, limpias y repletas de vida silvestre (más información en <https://nicoyapeninsula.com/>). Los voluntarios pueden optar por explorar la zona durante y después de su colocación como voluntarios en Rescate Animal Zooave. Estaremos encantados de ayudarle con los preparativos del viaje.

REQUISITOS PARA VOLUNTARIADO:

- Debe tener 18 años de edad o más
- Hablar inglés o español con fluidez
- Certificado de seguro de salud
- Prueba de TB negativa o vacunación de TB (si se trabaja en el cuidado de animales)
- No se requiere formación específica para ser voluntario, aunque diferentes roles pueden adaptarse a varios niveles de experiencia / intereses.
- Los voluntarios deben ser de naturaleza flexible y práctica y estar preparados para trabajar con personas de diversos orígenes.

ROLES DE VOLUNTARIADO

Los voluntarios pueden ayudar con cualquiera de las siguientes tareas en el Santuario de Cuidados de Por Vida:

- Crear artículos de enriquecimiento ambiental (juguetes, rompecabezas de alimentos, entre otros)
- Observaciones conductuales
- Mantenimiento del recinto
- Ayudar con la preparación de dietas
- Ayudar a alimentar a los animales
- Recopilar follaje, troncos y ramas
- Jardinería / Paisajismo
- Construcción
- Educación de visitantes

ALOJAMIENTO

El alojamiento se proporcionará en una residencia segura de seis camas (dos dormitorios) con baño y área de cocina compartida. Rescate Animal Zooave está cercado y tiene seguridad las veinticuatro horas.

COMIDAS

- Desayuno: Se proporcionan huevos, frutas, cereales, leche, café y té. Los estudiantes preparan su propio desayuno.
- Almuerzo y cena: Nuestro restaurante sirve comidas cocinadas (los alimentos vegetarianos, veganos, sin gluten y de otras dietas especiales se atenderán con mucho gusto bajo petición).

- La comida también se puede comprar a la carta en el restaurante en el Santuario de Cuidados de Por Vida.

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WIFI

El wifi está disponible las veinticuatro horas del día en el alojamiento para voluntarios y en varios sitios en todo el Santuario de Cuidados de Por Vida.

VISAS

Los ciudadanos de la mayoría de los países no necesitan una visa para ingresar a Costa Rica durante visitas menores a noventa días. Sin embargo, usted debe tener un pasaporte vigente y un boleto de regreso para salir de Costa Rica. Siga este enlace para averiguar cuáles son los requisitos para los ciudadanos de su país: <http://www.costarica-embassy.org/index.php?q=node/51>.

TRANSPORTE

El Aeropuerto Internacional Juan Santa María (SJO) está a solo quince minutos en automóvil o taxi de Rescate Animal Zoo Ave. Los taxis locales y Uber están disponibles en el aeropuerto a un precio muy razonable; sin embargo, el transporte también se puede organizar a través de Rescate Animal Zoo Ave si es necesario. También hay una parada de autobús justo en frente de Rescate Animal Zoo Ave, con autobuses muy baratos que lo llevarán a centro comercial City Mall u otros centros comerciales en Alajuela, también hay más autobuses de larga distancia que van al centro de San José. A diario, los autobuses

turísticos salen de San José a todas las principales zonas turísticas del país, lo que le facilita visitar otras áreas del país durante o después de su estadía con nosotros.

CAMBIO MONETARIO

La moneda extranjera se puede cambiar en el aeropuerto a la llegada o en cualquier banco o cajero automático en todo el país. Los bancos parecen tener las mejores tarifas. Muchas empresas también cambiarán divisas, pero las tarifas tienden a ser mucho más altas.

Rescate Wildlife Rescue Center - SEO _ Content - Donating Category Page

Brief

Cuerpo del texto: Esta es la copia del artículo. Debe contener todas las palabras clave anteriores, incluidas las palabras clave primarias, secundarias y especializadas. Asegúrese de que las palabras claves principales y secundarias aparezcan en este párrafo.

Bienvenido a nuestro sitio de recolección de donaciones para los animales. Somos un santuario de animales sin fines de lucro acreditado por el GFAS y dependemos únicamente de las amables donaciones de amantes de los animales y la vida silvestre como ustedes, ya sea donando a través de nuestra plataforma en línea o donando un artículo para nuestros equipos de veterinaria o enriquecimiento.

Lea más para comprender lo que hacemos por los animales salvajes en peligro de extinción y amenazados en el Centro de Rescate de Vida Silvestre de Rescate Animal Zooave y descubra a dónde van sus donaciones para la vida silvestre, además de cómo donar a nuestro santuario de vida silvestre en línea ahora, mensualmente o una sola vez. Cada donación ayuda.

¿Qué nos convierte en una de las mejores organizaciones benéficas de animales a las que donar?

Rescate Animal Zooave no obtiene absolutamente ningún beneficio. Todas las donaciones se destinan a nuestros centros para ayudar a rehabilitar animales rescatados, proteger especies en peligro de extinción o proporcionar atención de por vida a la vida silvestre no liberable.

Brindamos el mejor cuidado posible a todos los animales que rescatamos. Además de proporcionar dietas balanceadas, excelente atención veterinaria y hábitats apropiados, aseguramos su bienestar psicológico a través de nuestro programa de enriquecimiento ambiental. Nuestro equipo de enriquecimiento, dirigido por un veterinario con una maestría en comportamiento animal, ha creado innumerables plataformas, columpios, puentes, alimentadores, rompecabezas y otras herramientas. Este enriquecimiento ambiental proporciona la estimulación física y mental necesaria para garantizar que los animales conserven su comportamiento natural, el cual es vital para su exitoso regreso a la naturaleza y previene el comportamiento estereotípico que a menudo se ve en animales bajo cuidado humano.

En el 2017, nuestro fundador Dennis Janick recibió el Premio Carole Noon a la Excelencia del Santuario, después de ser elegido por su innovación y liderazgo en el apoyo al bienestar de la vida silvestre nativa en Costa Rica. Lea más aquí [HIPERVÍNCULO: <https://www.sanctuaryfederation.org/2017/10/18/founder-of-rescate-animal-in-costa-rica-recipient-of-global-award-for-sanctuary-excellence/>]. Nuestro fundador, personal y voluntarios están orgullosos de lo que hacemos y usted también puede estarlo. Lea más sobre el Centro de Rescate de Vida Silvestre Rescate Animal Zooave aquí [ENLACE A LA PÁGINA ACERCA DE NOSOTROS CUANDO ESTÉ DISPONIBLE]

¿A dónde van sus donaciones de animales?

La gran mayoría de sus donaciones de vida silvestre se destinan a alimentar a nuestros animales y proporcionarles atención veterinaria de emergencia.

- Cuadro 1 con imagen: donar \$25 puede alimentar a un guacamayo durante 1 mes
- Cuadro 2 con imagen: donar \$80 puede alimentar a un mono aullador durante 1 mes
- Cuadro 3 con imagen: donar \$150 puede alimentar a un ocelote durante 1 mes

El resto de las donaciones al santuario van a nuestro programa de enriquecimiento ambiental [ENLACE A LA PAGINA DE ENRIQUECIMIENTO AMBIENTAL], programas de cría y mejoras continuas de las instalaciones del santuario, para que los animales siempre reciban el mejor cuidado posible.

- Cuadro 4 con imagen: donar \$80 financiará una nueva cámara para la observación de animales, lo que le permitirá a nuestro especialista en comportamiento animal diseñar nuevos esquemas de enriquecimiento ambiental
- Caja 5 con imagen: donar \$300 financiará un taladro de mesa, que puede duplicar nuestra producción de columpios y puentes para los animales

/FINAL DEL TEXTO

Llamado a la acción: Este es el objetivo del artículo. ¿Queremos inspirar a las personas a donar? ¿Queremos promover el voluntariado? ¿Queremos atraer a las personas y que visiten el parque? ¿Queremos educar a las personas sobre el bienestar de nuestros animales o procesos dentro del santuario? Esto debería dar forma al tipo de artículo que

creamos e indicar qué enlaces debemos incluir de principio a fin. Por favor, a continuación, escriba el párrafo final.

¿Cómo donar a nuestro santuario de animales y rescate de vida silvestre?

Actualmente, hay tres formas principales de donar a nuestro santuario. Usted puede tomar la decisión de cómo desea hacer su donación para los animales a través de cualquiera de los siguientes enlaces:

1. Haga una donación monetaria mensual o única mediante el siguiente botón [INSERTE el widget que viene con dos opciones: 1 es pagar a través de PayPal y enlaces a nuestro PayPal; 2 es pagar por transferencia bancaria y, cuando se hace clic, muestra los detalles bancarios]

2. Compre un artículo para los animales a través de la lista de deseos de Amazon [HIPERVÍNCULO a la lista de deseos de Amazon <https://amzn.to/2FTDKWV>]

3. Contáctenos [hipervínculo de enviar un correo electrónico a: jeanne.marie@rescatewildlife.org] si desea donar alimentos, equipo veterinario, materiales de enriquecimiento animal o cercas para hábitats de animales.

Gracias por apoyar a nuestros animales y ser una parte valiosa de nuestra causa.

Número de identificación fiscal: 3006171553

Número de teléfono: +506 2433 8989

/FINAL DEL TEXTO

Imágenes: Estos son enlaces a las imágenes que usaremos en el artículo. Deben almacenarse en una carpeta de Google Drive. ¿Hay algunos? A continuación, enlace todos y haga referencia a ellos en el artículo cuando sea posible.

Por favor, elimine este texto y agregue enlaces a las imágenes de G Drive aquí.

/FIN DE LOS ENLACES

Rescate Wildlife Rescue Center - SEO _ Content - Volunteering Page Brief**(EXISTING)**

H1: Este es el encabezado del artículo. Las personas verán esto cuando hagan clic en una página web. Por favor, a continuación, escriba una oración breve puntual que incluya la palabra clave primaria y secundaria.

Voluntariado en Costa Rica: Ofrecemos increíbles oportunidades de voluntariado y pasantías en vida silvestre para personas interesadas en el trabajo voluntario en Costa Rica o que deben completar una pasantía como parte de sus estudios.

/FINAL DEL TEXTO

Cuerpo del texto: Esta es la copia del artículo. Debe contener todas las palabras clave anteriores, incluidas las palabras clave primarias, secundarias y especializadas.

Asegúrese de que las palabras clave principales y secundarias aparezcan en este párrafo.

Si está buscando ser voluntario durante su viaje a América Central o debe completar una pasantía como parte de sus estudios, no hay mejor lugar para ser voluntario que Costa Rica, uno de los países con mayor biodiversidad del mundo, dado que es el hogar de más de 500 000 especies, ¡casi el 4 % del total estimado de especies en el mundo!

Muchas instancias ofrecen oportunidades de voluntariado y pasantías en relación con la vida silvestre de Costa Rica, por lo que puede ser difícil determinar cuál es el mejor lugar para usted. Los programas de voluntariado y pasantías del Centro de Rescate de Vida Silvestre Rescate Zooave en Costa Rica le brindarán experiencia en una organización sin fines de lucro acreditada por el GFAS, ¡junto con animales increíbles como jaguares, leones de montaña, perezosos, seis especies de monos, docenas de especies de aves y mucho más!

¡Los programas de voluntariado y las pasantías se pueden configurar en función de sus habilidades, intereses o requisitos para que pueda beneficiarse del programa tanto como nuestros animales se benefician de sus esfuerzos! Nuestros programas de voluntariado y pasantías en Costa Rica tienen roles en el cuidado veterinario, cuidado de animales, mercadeo y más. Siga leyendo para obtener más detalles.

TIPOS DE PROGRAMAS DE VOLUNTARIADO EN COSTA RICA

- **Voluntario:** Obtenga experiencia trabajando con animales y/o experiencia laboral. El costo varía según la época del año, consulte a continuación. Estancia mínima: una semana.
- **Pasante:** un programa adaptado a los requisitos de su institución educativa. El costo varía según la época del año, pregunte a continuación. Estancia mínima: Basada en los requisitos de su programa de estudio.
- **Asistente:** más de tres años de experiencia profesional en el área funcional. Contáctenos (abajo) para discutir cómo sus habilidades podrían beneficiar a la caridad. Estancia mínima: dos meses.

¿DÓNDE ESTÁN LOS PROGRAMAS DE VOLUNTARIADO Y PASANTÍAS DE RESCATE ANIMAL ZOOAVE DE COSTA RICA?

El sitio principal de Centro de Rescate de Vida Silvestre Rescate Animal Zooave se encuentra en La Garita de Alajuela, a solo cuarenta minutos de San José y a quince minutos del Aeropuerto Internacional Juan Santa María. Aquí es donde se trabaja y se encuentra el alojamiento, pero podría haber oportunidades para visitar otros sitios.

Hay tres centros principales: un Centro de Rescate de Vida Silvestre y Clínica Veterinaria de última generación, un Centro de Reproducción de Vida Silvestre en Peligro de Extinción y un Parque de Conservación, que consta de 35 acres de exuberantes jardines

botánicos con más de 125 especies de animales, entre ellos, aves, mamíferos y reptiles que han sido rescatados y que, por razones de salud o de comportamiento, no se pueden rehabilitar por completo para reintroducirlos en su hábitat natural. Los grandes recintos están naturalmente diseñados para permitirle a la vida silvestre no liberable una alta calidad de vida con mucho enriquecimiento natural.

Además de liberar la vida silvestre en el Parque de Conservación en La Garita de Alajuela, también mantenemos dos sitios de liberación: el Refugio de Vida Silvestre Bosque Escondido, un bosque tropical seco de 720 hectáreas en la Península de Nicoya, y Golfito, un bosque tropical lluvioso de 37 hectáreas en la provincia de Puntarenas. Nuestros voluntarios de Costa Rica tendrán la oportunidad de ayudar en el Refugio de Vida Silvestre Bosque Escondido.

ALOJAMIENTO PARA VOLUNTARIOS Y PASANTES DE RESCATE ANIMAL ZOOAVE

Se proporcionará alojamiento para voluntarios y pasantes de vida silvestre en Costa Rica. Este consiste en un alojamiento seguro dentro del lugar con baño compartido y cocina/sala de estar. El Centro de Rescate de Vida Silvestre Rescate Animal Zooave está cercado y tiene seguridad las veinticuatro horas.

REQUISITOS PARA VOLUNTARIOS Y PASANTES DE RESCATE ANIMAL ZOOAVE:

- Debe tener 18 años de edad o más
- Hablar inglés o español con fluidez
- Certificado de seguro de salud
- Prueba de TB negativa o vacunación de TB (si se trabaja en cuidado de animales).

- Poder comprometerse a un mínimo de una semana de estadía (o mínimo dos meses para los asistentes)

- No se requiere alguna formación específica para ser voluntario, aunque diferentes roles pueden adaptarse a varios niveles de experiencia / intereses.

- Los voluntarios deben ser de naturaleza flexible y práctica y estar preparados para trabajar con personas de diversos orígenes.

¿QUÉ SE INCLUYE PARA LOS VOLUNTARIOS Y PASANTES DE RESCATE ANIMAL ZOOAVE EN COSTA RICA?

- Traslados desde y hasta el aeropuerto
- Alojamiento con agua caliente
- Tres (3) comidas al día: Los voluntarios preparan su propio desayuno con la comida proporcionada.

- Almuerzo buffet y cena de cocina típica costarricense preparada por el chef de nuestro restaurante (comidas vegetarianas disponibles bajo petición)

- Ropa de cama

- Entrenamiento

Nota: los roles de asistente pueden diferir según el acuerdo.

¿QUE NO SE INCLUYE PARA LOS VOLUNTARIOS?

- Vuelos u otros transportes a Costa Rica

- Seguro

- Costos de la visa

- Atención médica

COSAS QUE HACER EN COSTA RICA - VIAJES PARA VOLUNTARIOS

Costa Rica es un hermoso, escarpado, boscoso y fuertemente lluvioso país en el corazón de América Central, con extensas costas en los lados del Caribe y el Pacífico. La capital, San José, está llena de cultura e historia y ofrece una amplia oportunidad para degustar la cocina local y disfrutar de una activa vida nocturna. Fuera de la ciudad, Costa Rica es conocida por sus playas, sus volcanes y la jungla protegida repleta de vida silvestre, que incluye coatís, monos, perezosos y numerosas especies de aves, las cuales abarcan aproximadamente una cuarta parte del país.

Enfrente a los rápidos de aguas blancas, recorra en tirolina increíbles barrancos, visite un antiguo volcán, sumérjase en las aguas termales, bucee en los arrecifes bajo las deslumbrantes aguas azules o simplemente relájese en una inmaculada playa de arena blanca con una “agua de pipa” (agua fresca de coco). Sea cual sea su interés, podemos ayudarle a organizar unas vacaciones en Costa Rica antes o después de su estancia voluntaria en Costa Rica.

RESCATE WILDLIFE RESCUE CENTER OVERVIEW

Misión:

Proteger y restaurar la biodiversidad de Costa Rica a través de la rehabilitación y la cría de especies en peligro de extinción, la preservación de los hábitats y el cuidado de por vida para la vida silvestre que no se puede liberar, así como educar al público en general sobre la importancia global de la biodiversidad y la preservación de los hábitats.

Rescate Wildlife Rescue Center es una instalación registrada de rehabilitación de vida silvestre sin fines de lucro fundada en 1989 y ubicada a lo largo de 34 acres de bosque natural en la provincia de Alajuela, Costa Rica. La misión de Rescate Animal Zooave es proteger y restaurar la biodiversidad del país a través de la rehabilitación de la vida

silvestre, la cría de especies en peligro de extinción, la preservación del hábitat y la provisión de cuidado de por vida para animales no liberables.

Hay tres centros principales en la instalación de Rescate Wildlife Rescue Center en Alajuela, un Centro de Rescate de Vida Silvestre y Clínica Veterinaria de última generación, un Centro de Reproducción de Vida Silvestre en Peligro y un Santuario de Cuidados de Por Vida, que consta de 35 acres de exuberante bosque tropical con más de 125 especies de animales. Más de 3000 animales salvajes son admitidos en Rescate Wildlife Rescue Center anualmente, incluidos osos perezosos, jaguares, tapires, pumas, coyotes y monos, así como numerosas especies de aves, pequeños mamíferos y reptiles.

Aproximadamente 800 de estas aves, mamíferos y reptiles que han sido rescatados no pueden ser liberados debido a razones de salud o de comportamiento. Las especies en peligro de extinción no liberables se mantienen en el Centro de Reproducción de Vida Silvestre en Peligro de Extinción, donde tienen la oportunidad de contribuir a la supervivencia de sus especies a través de la exitosa reproducción y liberación de crías. Las especies de vida silvestre no liberables más comunes son provistas de un santuario de por vida en el Santuario de Cuidados de Por Vida.

Además de las instalaciones de rehabilitación, cría y santuario en Alajuela, Rescate Wildlife Rescue Center también mantiene dos sitios de liberación. Uno es el Refugio de Vida Silvestre Bosque Escondido, un bosque tropical seco de 1 800 acres en la península de Nicoya. El otro es Golfito, una selva tropical de 90 acres en la península de Osa, donde los animales salvajes regresan a su entorno natural.

Rescate Wildlife Rescue Center ha mantenido estos sitios de liberación desde finales de la década de los noventa y ha liberado muchos miles de animales en ellos, incluidas varias especies amenazadas a nivel mundial como el mono araña de Geoffroy

(*Ateles geoffroyi*), el mono ardilla de América Central (*Saimiri oerstedii*) y paujiles (*Crax rubra*), así como varias especies locales amenazadas, entre ellas, la chachalaca cabecigrís (*Ortalis cinereiceps*), el periquito bronceado (*Brotogeris jugularis*) y el guacamayo rojo (*Ara macao*). Los monos araña de Geoffrey son los primates más amenazados de Costa Rica. El Centro de Rescate de Vida Silvestre ha desarrollado muchas prácticas de liberación blanda de gran éxito, que han dado como resultado una excelente integración y altas tasas de supervivencia.

Siga este enlace para ver fotos del Centro de Rescate de Vida Silvestre, el Santuario de Cuidados de Por Vida, del Centro de Reproducción de Especies en Peligro y los sitios de liberación: <https://www.dropbox.com/sh/fl16454jlekamla/AACeo9SYuW5EU2w-P-3A63Tta?dl=0>

CENTRO DE REHABILITACIÓN DE FAUNA Y HOSPITAL VETERINARIO:

El Centro de Rehabilitación de Vida Silvestre tiene unidades de cuidado separadas para varios taxones, incluidos primates, loros, aves rapaces, pequeños mamíferos y reptiles. Cada unidad de cuidados está equipada con una clínica de cuidados intensivos, incubadoras, un recinto a prueba de moscas y una serie de recintos de aclimatación paso a paso. Asimismo, las unidades de cuidados intensivos tienen equipos, suministros y refrigeración separados.

Desde el Centro de rescate de vida silvestre, los animales rehabilitados se trasladan a recintos de aclimatación más grandes en el bosque circundante. El hospital veterinario está equipado con un quirófano, un laboratorio y tres unidades de cuidados intensivos, cada una tiene incubadoras y tanto suministros como equipos separados.

CENTRO DE CRÍA DE ESPECIES AMENAZADAS:

El Centro de Reproducción de Especies en Peligro de Extinción tiene numerosos recintos grandes y altamente naturalizados para varias especies en peligro de extinción que incluyen: el mono araña de Geoffroy (*Ateles geoffroyi*), el mono ardilla de América Central (*Saimiri oerstedii*) y el paujil (*Crax rubra*), así como varias especies localmente amenazadas, entre ellas, la chachalaca cabecigrís (*Ortalis cinereiceps*), el periquito bronceado (*Brotogeris jugularis*) y el guacamayo rojo (*Ara macao*). La instalación cuenta con equipos, suministros de alimentación y personal por separado del Santuario de Animales de Cuidados de Por Vida.

SANTUARIO DE CUIDADOS DE POR VIDA:

El Santuario de Cuidados de Por Vida brinda atención de por vida para más de 800 animales salvajes no liberables, incluyendo jaguares, tapires, pumas, coyotes y monos, así como una amplia variedad de aves, pequeños mamíferos y reptiles. El santuario de animales está abierto al público y sirve para educar a la gente local sobre los problemas de la vida silvestre. Los animales alojados en el Santuario están provistos de recintos muy grandes y naturalizados y siempre tienen la oportunidad de salir de la vista del público si así lo desean.

Translation from English into Spanish

Guía para hablar sobre el Coronavirus de manera sencilla, clara y tranquilizadora

Guide to talk about Coronavirus in a simple, clear, and comforting way

Coronavirus

(COVID-19)

What mothers, fathers, and educators must know on how to protect their daughters, sons, and students.

The texts this document have been extracted from:

United Nations Children's Fund, 'Coronavirus (COVID-19): lo que los padres deben saber', UNICEF, Madrid, 2020, <www.unicef.org/es/historias/coronavirus-lo-que-los-padres-deben-saber>, accessed 5 March 2020.

United Nations Children's Fund '¿Cómo explico una epidemia a los más pequeños?', UNICEF, Madrid, 2020, <www.unicef.es/educa/blog/explicar-epidemia-educacion-infantil>, accessed 10 March 2020 © United Nations Children's Fund (UNICEF) March 2020

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How is Coronavirus (COVID-19) spread?

The virus is transmitted by direct contact with the respiratory droplets that an infected person can expel when coughing or sneezing, or by touching surfaces contaminated with the virus. The COVID-19 can survive in a surface several hours, but can be eliminated with simple disinfectants.

What are the coronavirus symptoms?

Fever, cough, and respiratory failure are some of the symptoms. In more severe cases, the infection can cause pneumonia or breathing difficulties. In rare cases, the disease can be life-threatening. These symptoms are similar to those of the flu or a common cold, which are much more common than COVID-19. For that reason, to know if a person is infected is necessary to do a test. It is important to note that the main measures to prevent COVID-19 are the same as those of the flu or influenza: wash your hands frequently and take care of respiratory hygiene (covering your mouth or nose with your elbow flexed or with a tissue or handkerchief when coughing or sneezing and then discarding it in a closed trash). In addition, a vaccine is available for seasonal, reason why it is important that both you and your child are up-to-date with their calendar of vaccination.

How can you reduce the risk of infection?

Here are four precautions you and your family can take to prevent contagion:

1. Wash your hands frequently with soap and water or with a disinfectant that contains at least 60% of alcohol.
2. Cover your mouth and nose with a flexed elbow or a tissue when coughing or sneezing. Then, dispose the tissue immediately.
3. Avoid close contact with a person who has a cold or flu symptoms.
4. See a doctor if you have a fever, cough, or shortness of breath.

Should I wear a face mask?

The use of a face mask is recommended in the presence of respiratory symptoms (coughing or sneezing) to protect other people. If no symptoms are present, there is no need to wear a mask.

If you wear a face mask, you should use it and discard it properly to ensure its effectiveness and to avoid the risk of transmitting the virus.

However, the use of the mask is not enough to stop the contagion. It is necessary to wash hands frequently, to cover mouth and nose when coughing and sneezing, and to avoid direct contact with one person who has a cold or presents symptoms similar to those of the influenza (coughing, sneezing, or fever).

Does COVID-19 affect boys, girls, and adolescents?

This is a new virus; therefore, it is not available or sufficient information on how it affects children and adolescents. It is known that any person can become infected, regardless of age, but until the moment there are registered relatively few cases of COVID-19 among children and adolescents. The disease is fatal on rare occasions, and so far, the fatal victims have been elderly people who already suffered from a disease.

What should I do if my son or daughter has COVID-19 symptoms?

You should seek medical assistance, but do not forget it is flu season in the northern hemisphere and that some COVID-19 symptoms, such as cough or fever, may be similar to those of the flu or the common cold, which are much more common.

It is important to maintain good hygiene practices, such as washing your hands frequently, as well as to be up to date with your child's immunization schedule, so that your child is protected against other viruses and bacteria that can cause diseases.

As with other respiratory infections such as the flu, you should seek medical help as soon as you or your child begin to develop symptoms and avoid going to public places (such as the workplace, school, or public transport) as not to infect other people.

What should I do when a member of my family has symptoms?

If you or your son or daughter have fever, cough, or breathing difficulties, you must see a medical professional as soon as possible. You can call your doctor beforehand, if you have traveled to an area where cases of the new coronavirus have been registered or if you have been in close contact with a person who has traveled to one of these areas and has respiratory symptoms.

Should my children stop going to school?

If your child presents symptoms, ask a medical professional for help and follow his instructions. Nevertheless, as we as with other respiratory infections like the flu, it is better to keep your child well rested at home if he or she has symptoms and avoid going to public places to prevent spreading the illness to others.

If your son or daughter does not present any symptom like fever or cough, or unless a public health advisory, an important warning, or any other public announcement concerning his or her school is emitted, the best thing is to keep going to classes.

Teach them to take care of themselves and to have suitable hand and respiratory hygiene habits so he or she puts them in practice in the school and in other places: to wash hands frequently (see below), to cover mouth and nose when coughing or sneezing with the flexed elbow or handkerchief and then to discard the tissue in a closed trash can, and not to touch their eyes, hands, or nose without having washed their hands well, previously.

What is the best way to wash your hands?**Step 1**

Wet the hands with water.

Step 2

Apply a sufficient amount of soap on wet hands.

Step 3

Rub the entire surface of the hands, including the back, the space between the fingers and under the nails, for a minimum of 20 seconds.

Step 4

Rinse hands with sufficient water.

Step 5

Dry the hands with a clean cloth or a single-use towel.

Wash your hands often, especially before eating and after coughing, sneezing, or blowing your nose. If soap and water are not available, use hand sanitizer containing at least 60% alcohol. However, if your hands are visibly dirty, always wash your hands with soap and water.

What precautions should fathers, mothers, tutors, and myself take if we travel?

Anyone planning to travel abroad should always check the travel alert of the destination country in order to learn about entry restrictions, the probability of a quarantine has been decreed when entering the country or any other relevant travel warnings.

In addition to the precautions that you should normally take when traveling, and to avoid being quarantined or denied entry to your home country, it is advisable to check the

latest COVID-19 update on the website of International Air Transportation Association*, which includes a list of countries and restrictive measures.

* <www.iatatravelcentre.com/international-travel-document-news/1580226297.htm>

While traveling, all fathers, mothers, or guardians should follow the standardized hygiene measures that are recommended for themselves and their children: wash hands frequently or use an alcohol-based disinfectant with a minimum of 60% alcohol, practice good respiratory hygiene (covering your mouth and nose with your elbow flexed or with a tissue when coughing or sneezing and immediately after, discard the used tissue), as well as to avoid close contact with anyone who is coughing or sneezing. In addition, it is recommended that you always carry with you a hand sanitizer, a packet of disposable handkerchiefs and disinfectant wipes.

Another important recommendation is to clean the seat, the armrests, the touch screen, etc. with a disinfectant wipe once you are inside an airplane or other vehicle. Moreover, use a disinfectant wipe to clean the surfaces of the keys, doors knobs, the remote controls, etc. at the hotel or other lodging where you and your children are staying.

The virus is transmitted by direct contact with respiratory droplets that an infected person can expel when coughing or sneezing, or touching surfaces contaminated by the virus. The COVID-19 can survive in a surface several hours, but it can also be eliminated with simple disinfectants.

Can a pregnant woman transmit the virus to the fetus?

At the moment, there is not enough evidence to determine whether the virus can be transmitted from mothers to fetuses during pregnancy, nor the consequences that this can have afterwards on the baby. It is a matter that is being investigated.

Pregnant women should continue to take appropriate precautions to protect themselves from exposure to the virus and seek medical assistance if they begin to develop symptoms such as fever, cough or breathing difficulties.

Is it safe for a mother infected with coronavirus to continue breastfeeding her baby?

If the mother has symptoms, but she is well enough to breastfeed her baby, she will have to wear face mask whenever she is near the baby (for example, while breastfeeding the baby), to wash her hands before and after having contact with the child (including while breastfeeding), and to clean or to disinfect surfaces that can be contaminated. These precautionary measures must be followed at all times if a person who knows he/she is infected with COVID-19 or suspects that he/she could be and he/she is in contact with other people, as for example, boys and girls.

If a mother is very sick, it is advisable to pump her breast milk to give it to the baby in a cup and/or with a clean spoon, following all times the same measures to prevent infection.

How do I explain an epidemic to the little ones?

All the following recommendations are intended for boys and girls in early childhood education (up to 6 years approximately, depending on the degree of maturity). At other ages, we must use other approaches more appropriate to their level of competence and that allow them to learn and develop according to their age.

The mass media and the social alarm sometimes precipitate the work of families and educators, forcing to us to explain things we never thought that we would need to have to talk about our little ones. It is not the end of the world: you just have to have priorities very clear.

Is the Coronavirus a tiny bug with a crown?

For a few weeks now, it seems that nothing other than COVID-19 ("the coronavirus") has been talked about in media, streets, families, educative centers, and even in infantile education classrooms.

It does not seem the most suitable subject to speak about in the kindergarten assembly, but sometimes the boys and girls are the ones who propose it because they are nervous due to the expectation they notice around them, and they need to express themselves. However, how can we face this situation from an educational point of view? If you already know our proposals for education in children's rights, perhaps you imagine how by approaching the subject in a way that we protect the rights of the children we are responsible for. In this case, their rights to protection and health, especially.

Protecting their Emotions

Very young boys and girls have not yet acquired the sufficient maturity to be able to understand some biological, social, and economic aspects of diseases. Usually, when we speak to them about health problems, we often use euphemisms like calling virus and bacteria "invisible bugs," we refer to the disease as "pain" or to say that sick people "are bad." These imprecisions do not contribute to their scientific formation (for which there will still be time), but contribute to

another very important aspect of the education in this stage: to protect their emotional welfare.

The priority at this stage should be, precisely, to protect children from all that information that they cannot yet process, and which can lead them to develop anxiety and fears due to uncertainty.

In this sense, it is appropriate to:

- Prevent them from watching or listening to the news and reports with a sensationalist or a morbid approach of the situation.
- Avoid exposing them for a long time to the news about the problem, even if the treatment is adapted: the time we also dedicated to a subject can transmit restlessness, although the tone is not alarmist.
- Avoid involving them in adult conversations on the situation, especially if they are heated or include felt jokes and double entendres. Although, we are not speaking with them, they know what we are talking about and draw their own conclusions.
- Spend time clearing their doubts and concerns, in a language adapted to their comprehension ability, but do not mislead them. If you feel that you lack the resources to transmit information, you can resort to some of the stories that are published each year about health and diseases, as they allow boys and girls to process the emotional impact through imagination. Some interesting titles may be recommended in your nearest library or bookstore.

Protecting their Health

At this stage of their development, it is also very important to lay the foundations of self-protection skills that will allow them to be responsible for their own and other people's health throughout their lives. It is not necessary an exhaustive treatment of causes and effects of the diseases to have an educational influence on protective behaviors that are available to children from a very early age and that also allow them to develop their sense of self-efficacy and their self-confidence:

- Hand washing with water and soap: not only to learn to wash hands correctly, but also to acquire the habit and to be able to demand and to promote this necessity in different contexts (for example: to remind other children, to remember it in a restaurant...).
- Recognize the everyday circumstances in which we are in contact with dirt and be able to take precautions. For example: handling dirt, contact with domestic animals, precautions when dealing with garbage and feces...
- Learn and internalize those hygienic measures that protect others, for example: the use of tissues and napkins, learning to blow and wipe your nose, avoid sharing cutlery and glasses...
- Acquire respect for the environment: small contributions to domestic and school hygiene, acquire the habit of throwing waste away, know the importance of the cleanliness of the environment, clothes, crockery...

Preventing Violence

At this age, we do not have the necessary reflection capacity to make a critical analysis of erroneous, malicious, or prejudiced information. We cannot prevent boys and girls from coming into contact with certain opinions, but we have

to pay special attention because even what a slightly older boy or girl might understand as a joke, it can be taken literally by the little ones.

In this sense, it is very important to dedicate extra time to detect misunderstandings that they can be affecting their perception of health and disease because they can lay the foundations for durable stereotypes and prejudices.

For example:

- ∅ "My Chinese neighbor is a coronavirus."
- ∅ "If your grandmother coughs, she will die."
- ∅ "You have to get away from the old ones."
- ∅ "The poor spread diseases."

Sometimes, no matter how hard we try to address these issues adequately and sensitively in the classroom or as a family, we cannot avoid that conversations between children become a "broken telephone." Although, it is comprehensible and that, in very early ages there is no real malice in the comments, it is necessary to redirect the erroneous perceptions that may be forming on certain people or groups, to avoid that, with time, they become something more serious.

Remember: example is worth more than words

At any age, especially with the little ones, it is of little use to teach them to wash their hands if they do not see us do it often. Moreover, it will not have much effect what we tell them about being calm if they perceive our nervousness, or that we scold them for calling someone a "coronavirus" if they later hear us making jokes that they do not know how to interpret.

At a stage of development in which the language skills are not yet fully developed, great part of the learning is done through imitation and has a high emotional component. The education of the little ones is an effort that can force us to employ all the senses.

Write the answers to these questions.

How is Coronavirus (COVID-19) spread?

What are the symptoms of the coronavirus?

How can you reduce the risk of infection?

How can I explain an epidemic to the little ones?

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Manual for a Safe and Responsible Return to School in 2021

I take care of myself; I take care of you, the community takes care of itself, we can go back to sharing.

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Specific Protocols for Schools

I take care of myself; I take care of you, the community takes care of itself!

It is everyone's Responsibility.

COVID-19 is an infectious disease caused by the coronavirus that is transmitted through contact with another person who is infected by the virus. It spreads from person to person through tiny droplets from the nose or mouth that are released when an infected person speaks, coughs, or sneezes. If these droplets with the virus fall on objects or surfaces and other people touch them and then touch their eyes, nose, or mouth, they can be infected as well. (PAHO/WHO, 2020).

For more information for a safe return to face-to-face classes in educative centers visit the webpage: <https://www.mep.go.cr/yomecuidoyotecuido> (Spanish)

Important Information

People in charge of students:

- They are informed that the first semester of the 2021 academic year will be with the combined modality: attendance some days at the school and other days remotely.
- They decide whether their sons and daughters will continue only with distance education. The Ministry of Public Education (Ministerio de Educación Pública, MEP) will respect the decision.
- Keep in mind that if the student does not have a complete uniform or new school supplies, it will not be an impediment to attend the education center in 2021.
- All absences and COVID-19 cases diagnosed in their social bubble should be reported to the school.
- Confirm that the transportation to and from the educational center by bus, taxis, private car, walking, bicycle, among others, is safe.
- Starting from the first week of February 2021, ask the school about the times when your children are responsible of attending face-to-face classes.
- The use of the face mask is mandatory to enter and stay in the school from the age of 6, and during the transfer in student transportation and mobility of people to the school.

In order to avoid the spread of this disease, we stayed within our houses and the educative centers were closed, to give way to distance classes. The risk remains, but we already know how to avoid it, we have health or sanitary protocols.

Today we have the possibility of returning to face-to-face classes, and we can enjoy the joy of meeting again-and the confidence that together we will take care of each other, because if each person is aware that, if I take care of myself, I take care of you, the community takes care of itself, we will continue to learn and avoid getting infected with simple and practical measures.

The purpose is that everyone in the educational community and their environment:

- Implement the measures of hygiene, protection, and other provisions for a safe return and to reduce the spread of COVID-19 virus and other diseases.

- Recognize that the more we implement these hygiene and protection measures at home, at school and in the community, we will reduce contagion, as it is a shared responsibility, students, families, teachers, staff, and community. I take care of myself, I take care of you, the community takes care of itself!

- Be reported by official sources.

- Train staff to implement prevention and care measures, as well as the implementation of health protocols.

- Prepare the facilities for disinfection and cleaning.

- Place the necessary signs inside and outside the premises to maintain the physical distance of 1.8 meters among people.

- Provide cleaning supplies such as gel alcohol with a composition between 60° and 70°, antibacterial soap, disinfectant.

- Clean and disinfect the various areas.

- Take into account in each of the above actions, the needs of indigenous populations or people with conditions of disability.

Let's keep learning and coexisting in safe educational center. Preventing COVID-19 disease is a shared responsibility.

For public and private educational centers, and technical schools that have the appropriate infrastructure, the duration of each day in the face-to-face modality will a maximum of 8 hours per day. If they do not have sufficient physical infrastructure, the maximum day should be 5 hours in the morning and 5 hours in the afternoon.

The schedules will be established according to the modalities of attention and infrastructure of each educational center.

The order of admission will be according to the following levels:

- Preschool: Transition
- Elementary: Fifth and sixth grade
- Secondary: Tenth and eleventh grade
- Technical Education Eleventh and twelfth grade

In single-teacher schools, the entire student will be accepted in the class, as long as it is possible to maintain the physical distance of 1.8 meters.

Hygiene and Protection Measures that We Must ALWAYS Apply

1. ALWAYS use a face mask, preferably reusable.
2. ALWAYS maintain a physical distance of 1.8 meters among people.
3. Avoid touching your eyes, nose, and mouth with unwashed hands.
4. Avoid kissing, hugging, and shaking hands. Greet with your elbow, fist, foot or using a gesture.
5. ALWAYS apply the steps of the protocol when coughing or sneezing.
6. Wash your hands often with soap and water for at least 30 seconds, especially after going to the restroom; before eating; and after blowing your nose, coughing, or sneezing.
7. Disinfect hands and objects (often used) with alcohol, with an alcohol-based solution of at least 60 to 70 degrees, and disinfectants or any effective cleaning product against the virus.
8. Label and not share personal use utensils: masks, bottles, pens, pencils, supplies, cell phones, electronic devices, toys, among others.

9. If you have a fever, cough, nasal congestion, sore throat, breathing difficulty, ALWAYS stay home and report it to the school.

10. If you are at the school and feel you have the flu or a cold, report it immediately to the teaching staff.

11. If the student's family needs to communicate with the teaching or administrative staff, do it preferably, via telephone, text, and voice messages, email or the media established by the school.

12. If you need to visit the educational center, ALWAYS follow the indications for safe entrance and permanence.

Transportation from Home to School

- Follow the directions of the people responsible for the transportation*, in the means of transportation or mobility used to reach the educational center.
- Remember that in the transportation units the correct use of the mask is mandatory throughout the whole trip. It is forbidden to change seats or sharing personal items with other students.
- When walking in the street, keep a distance of 1.8 meters and wear the mask properly.
- When greeting, keep the distance of 1.8 meters and do so with your elbow, fist, foot or use a gesture.
- If it is necessary to make a purchase or run an errand, it is required to respect the regulations of the place and the corresponding sanitary protocols.

*Measures and provisions for the transportation from the house to the educational center are covered by the Protocol for transportation and mobility of students from public

and private educational centers. This and the other protocols for a safe return are available on the page <https://www.mep.go.cr/coronavirus> (Spanish)

When Entering the Educational Center

- Wearing the face mask is mandatory to enter and stay in the educational center from the age of 6.
- Wearing the face shield is optional to complement the use of the face mask.
- Arrive on time according to the corresponding date and time, and according to the summons received.
- Read and listen to the hygiene and protection instructions that must be followed and that are placed in visible places in the educational center or are given by the staff in charge.
- Always maintain the physical distance of 1.8 meters among people, respecting the signs on the floor, outside and inside the facilities, to avoid any agglomerations.
- Wash your hands using the corresponding protocol. The person with a disability status who requires personal supports to properly perform the hand washing, may be accompanied by family member or person in charge who takes him/her to the school, at this first moment of arrival and entrance to the building.
- Disinfect often hands and objects that are often used.
- Ramps and elevators should only be used by people with disabilities and/or people with temporary difficulties for the displacement and individually; unless, they require support.

Entering and Staying in the Classroom

Form a line and follow the security measures that the teacher will give to avoid crowds at the door.

- Respect the signs on the floor and walls to maintain the physical distance of 1.8 meters.
- Follow the instructions at all times and in case of doubt, consult the teachers about the measures to be followed.
- Avoid kissing greeting, hugging, and shaking hands. Greet with your elbow, fist, foot, or use a gesture.
- Cover your mouth by applying the protocol when coughing or sneezing.
- The use of a face mask is mandatory.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Respect the assigned place to be in class and always stay in the place that corresponds to you.
- Ensure the cleanliness and disinfection of the desk or table and the utensils you will use, and around it.
- If while in the classroom, you feel ill with any flu or cold symptoms, report it immediately to the teacher or staff in charge.
- At the end of class, collaborate with cleaning and disinfection.

Before entering the classroom, after recess, you should wash your hands with soap and water for 30 seconds and then apply the disinfectant solution to the objects you are carrying.

People with disabilities should be provided with assistance in disinfecting canes, walkers, crutches, wheelchairs, strollers, or other mobility aids that they might use.

At Recess, the Cafeteria, and the Lunchroom

- Respect the schedules, the number of people established for common areas and the time assigned to go out for recess.
- ALWAYS maintain a physical distance of 1.8 meters among people.
Avoid physical contact.
- Identify and respect areas that are authorized for use at recess, such as hallways, green areas, gymnasiums, esplanades, recreation areas, and others.
- Do not share food or drinks.
- Do not share cell phones, electronic devices, or other objects.
- Avoid activities that involve physical contact such as games or rounds.
- Avoid doing sports that involve physical contact such as football, basketball, among others.
- Try not to sit on the floor.
- If you need to buy any food or drink in the cafeteria, keep the distance of 1.8 meters, avoiding crowds, and respecting the rules.
- Attend the lunchroom in a line, keeping the distance of 1.8 meters and respecting the indications provided by the people in charge for hand washing for 30 seconds, for the distance of 1.8 meters, for the use of the utensils and for the disposal of the waste.
- Before entering class, after recess, wash your hands with soap and water for 30 seconds, and then apply the disinfectant solution to objects such as canes, walkers, crutches, wheelchairs, cars, or others used for mobility.
- When entering the classroom, after recess, form a line respecting the spaces marked at a distance of 1.8 meters between each student and wait for the teacher to allow entry in order to avoid crowds at the door.

In the Restroom

- Read carefully the instructions for use and hygiene that you will find found when you get to the restroom.
- Always wear a face mask.
- Respect the marks or signs placed in the floor to keep the distance of from 1.8 meters.
- Enter the restroom in an individual way, never in pairs or groups, always keeping the distance of 1.8 meters, unless assistance is required.
- Do not use a phone or any other device.
- Respect the time that has been established to stay in the restroom.
- Avoid touching handles, knobs, mirrors, doorknobs, doors, handrails.
- Place the paper or towels in the dumpsters, opening them with the pedal, and thus avoid contact.
- Before leaving, follow the hand washing protocol.

In Physical Education Classes

- Bring the Physical Education uniform from home.
- Do not use dressing rooms or showers in the facilities.
- Activities and games should preferably be done individually and not in groups.
- If groups are formed, they must always be made up of the same members. They may not be interchanged or crossed over. Each team must work separately.
- During hydration times, each group will remain in their area and people in that group will be 1.8 meters apart.

Hydration cannot be shared; each student must carry their own properly identified container, so that they do not get confused.

- Cooperate with the order, cleanliness, and disinfection of the sports equipment.

Comply with the Protocol for the Prevention of Covid-19 Contagion, during the development of Physical Education lessons in public and private educational centers in the country.

The use of masks by students and teachers while they are in the facilities, before and after the Physical Education lessons, not during the class, will be motivated and encouraged.

In the Library, Laboratories, and Workshops

- People with the flu or cold symptoms are not allowed to enter the library.
- Before entering the library, wash your hands with soap and water for at least 30 seconds or disinfect them with alcohol gel between 60° and 70°.
- Respect physical distancing. Tables must be used with a physical distance of 1.8 meters between each student.
- Use the book loan service more than use within the site.
- Books returned to the school library will have a one-week quarantine period.
- Each book received will be placed in a restricted area for quarantine and in the order defined by the person in charge.

Once the quarantine time has passed, it will be reinserted into the corresponding collection.

- In laboratories (chemistry, computing, biology, and others) and workshops, the following must be done:

- Perform a constant daily cleaning with emphasis on frequently manipulated surfaces (for example: handrails, keyboards, computer mice, tables, among others).
- The frequency will depend on the number of janitors available in the educational center and the size of these laboratories. All waste should be disposed of in bagged garbage containers.

In the Offices when it is Strictly Necessary

Avoid visits. The family must communicate with the teaching and administrative staff through cell phone, text and voice messages, email, conferences, among others.

- In case you need to do paperwork, you should consult which ones can be done virtually or by telephone and which can be scheduled by appointment.
- Prohibit the entry to people with the flu and cold symptoms.
- Always wear a face mask.
- Show up on the right time and at the right place.
- Wash and disinfect your hands with soap and water and/or gel alcohol at the disinfection station.
- Keep a distance of 1.8 meters in lines or waiting areas.
- Use alternative ways to greet by avoiding physical contact.
- Prohibit the entry of information brochures, toys, food, or any object or material that is not necessary, into the educational center.
- Avoid touching your eyes, nose, and mouth with unwashed hands. When coughing or sneezing, apply the appropriate protocol.
- Use alternative ways to greet avoiding physical contact.

- Read and follow carefully the indications posted in the place and given by the people in charge.

- Talk softly and leisurely, never shouting.
- Leave from the indicated location.

When leaving the educational center

- Cooperate with cleaning and disinfection of the classroom.
- Respect the schedule and the place indicated for leaving the school, to avoid crowds.
- Protect the materials given to you for strengthening learning at home and avoid sharing them.
- Respect the rules of physical distance of 1.8 meters, use of mask, and wash hands for 30 seconds.
- Avoid kissing, hugging, or shaking hands goodbye. Use alternative forms of greeting.

In Special Education Centers

- Have the basic accessible hygiene infrastructure in the educational center: water, sink, soap, electricity, sanitary services, and pedal sinks at the entrance and in the places with the most traffic of people.
- Allow, if required, the accompaniment, by a family member or person in charge who transports the student to the educational center, in this first moment of arrival and entrance to the building.
- Properly apply the hand washing protocol.

- Demarcate all areas on the floor with yellow non-slip material, outside and inside the Special Education Center, for arrival and departure times.
- The demarcation should be clear and visible, both for students who arrive accompanied with relatives or caregivers and for those who use a transportation service.
- Communicate the sanitary measures, instructions, information, and posters in an accessible way, by physical means such as photography, pictogram, Braille, relief, concrete object or by digital means such as videos with subtitles, translation into sign language (LESCO), emails, messages adapted to the population served.
- Adapt the spaces in the classrooms or break times to the condition of mobility and displacement of the student body, to comply with the physical distance of 1.8 meters among people. If the student is in a wheelchair, stroller, or adapted chair user, the area or surface is expanded from 4.5 meters to 6 square meters.
- Label at different points in the school, inside and outside, the information regarding COVID-19 disease. Such information should be taken from official sources, and disseminated using physical and digital means, as well as appropriate to the different forms of communication of the student population.
- Supervise that ramps and elevators should only be used by people with motor disabilities and/or people with temporary mobility difficulties and individually, unless they require support.

Definitions and Terms

Coronaviruses (CoV) are a large family of viruses that can cause a variety of conditions, from the common cold to more serious diseases. The novel coronavirus is a virus that had not previously been identified in humans.

COVID-19 is the most recently discovered infectious disease caused by the coronavirus. It is transmitted through contact with another person who is infected with the virus. The disease can spread from person to person through tiny droplets from the nose or mouth that are released when an infected person speaks, coughs, or sneezes, even if these droplets fall on the objects and surfaces around the person, so that other people can touch these objects or surfaces and then touch their eyes, nose, or mouth (PAHO/WHO, 2020).

Cleaning: Procedure by which physical removal of organic matter and dirt is achieved. It is mainly used to remove and not to kill.

Disinfection: It consists of the destruction of bacteria or viruses either by physical or chemical means applied directly.

Common areas: Places within the educational center where people can gather. They are ideal spaces to locate your digital screens and that they work creating community with attractive content for students, teachers, and teaching and administrative staff.

Sanitary Facilities: Spaces that house the set of sanitary devices (toilet, sink, shower, and urinal), which must be built of sanitary material and that comply with current sanitary standards.

Emergency: A state of crisis caused by disaster and based on the magnitude of damage and losses. It is a state of necessity and urgency, which requires immediate action to save lives and property, avoid suffering, and meet the needs of those affected.

Prevention: Any action aimed at preventing negative events from becoming disasters.

Response: Immediate action upon the occurrence of an emergency; they seek to control a situation to safeguard lives and works, avoid major damage and stabilize the area of the region directly impacted by the emergency.

Risk: Probability of losses, damage or economic, social, or environmental consequences occurring at a particular place and for a defined period.

Vulnerability: The intrinsic condition of being impacted by an event due to a set of physical, social, economic, and environmental conditions and processes.

Specific Health Protocols for Educational Centers

- Protocol of sanitary measures for recreation spaces and use of recreational areas, and other common spaces in educational centers.
- Protocol for the application of national (formal and open education) and international tests in public and private educational centers in the face of the coronavirus (covid-19).
- Protocol for the Return of Work in School Libraries in response to the Coronavirus (COVID-19).
- Protocol for the delivery of diplomas and certificates of completion of level in public and private educational centers in response to COVID-19 disease.
- Protocol for the correct cleaning and disinfection of spaces and surfaces, use of personal protective equipment (PPE), to prevent exposure to Covid-19, and use of masks in educational centers.
- Reactivation of the 2021 school year in public educational centers in response to the Coronavirus emergency (COVID-19).
- Reactivation of the 2021 school year, in private schools in response the Coronavirus emergency (COVID-19).
- Reactivation of the 2021 school year, in special education centers in response to the Coronavirus emergency (COVID-19).

- Protocol for the opening and continuity of the 2021 school year in educational centers of the Subsystem of Indigenous Education in response to the health emergency caused by the Coronavirus (COVID-19).
- Protocol for the Prevention of Covid-19 Contagion during the development of Physical Education lessons in public and private centers in the country.
- Protocol for the attention of care for possible Covid-19 cases and confirmed cases within the central and regional offices and educational centers of the Ministry of Public Education.
- Protocol for transportation and mobility of students from public and private educational centers.

For more information on protocols to prevent the spread of COVID-19 in the educational field go to: <https://www.mep.go.cr/coronavirus> (Spanish)

More information for a safe return to face-to-face in educational centers visit: <https://www.mep.go.cr/yomecuidoyotecuido> (Spanish)

MINISTRY OF PUBLIC EDUCATION

United Nations Children's Fund (UNICEF)

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Chapter V

Data Analysis

The data analysis, according to the University of Pretoria (2021), is the most essential part of any research. It summarizes the gathered information and implicates the interpretation of data collected through the employment of analytical and logical reasoning to establish associations, patterns, or tendencies (pg. 1). Consequently, in this section of the research, the information is analyzed and interpreted in a clear and understandable manner. It is the part where all the information collected through the different the instruments is used to get and see the outcomes of the research in a coherent and simple mode.

5.1 Analysis and Interpretation of the Results

The section is divided into three important sections. The first one is “Text Analysis,” which will present the characteristics of the translated texts. Second, the section that deals with the “Color-Coding” which shows the used techniques by the researcher in order to translate the texts and to achieve natural, cohesive, and accurate target documents. Finally, the last section deals with “Glossaries,” which will display the meaning of the most significant terminology found in the translated documents.

5.1.1 Text Analysis

The text analysis chart is used in this research in order to analyze each text based on the elements of the text analysis written by Newmark in 1988. According to Newmark (1988), the text analysis is necessary for two purposes: first, to comprehend what the text is about and second, to examine it from a 'translator's viewpoint. The second purpose is to define its objective and the manner it is written for choosing the suitable translation method (p. 11). The text analysis is used to understand the meaning of each document, and to

decide the best way to translate them into the target language according to the point of view of the translator. The results of the text analysis are in the following chart.

Table 1
Text Analysis Chart

| Text Analysis Chart | | | | | | |
|---|----------------------------------|-------------------------------------|--------------------------------------|--|----------------------|----------------------------|
| Texts | Elements of Text Analysis | | | | | |
| | Text Style | Stylistic Scale of Formality | Stylistic Scale of Generality | Stylistic Scale of Emotional tone | Text Function | Type of Translation |
| <i>Preguntas de la entrevista de Aleida para el blog del sitio web</i> | Dialogue | Neutral | Educated | Warm | Expressive | Semantic Translation |
| <i>Copia del blog de Arturo Barrett, voluntario</i> | Narrative | Neutral | Educated | Warm | Vocative | Semantic Translation |
| <i>Copy of Copy of Rescate Wildlife Rescue Center - SEO _ Content - Homepage Page Brief (EXISTING)</i> | Description | Formal | Educated | Factual | Informative | Semantic Translation |
| <i>Copy of Copy of Rescate Wildlife Rescue Center - SEO _ Content - Our History As Zooave Page Brief (NEW)</i> | Description | Formal | Educated | Factual | Informative | Semantic Translation |
| <i>Copy of Rescate Wildlife Rescue Center - SEO _ Content - Visiting Page Brief (EXISTING)</i> | Description | Formal | Educated | Factual | Informative | Semantic Translation |
| <i>Copy of Rescate Wildlife Rescue Center - SEO _ Content - Wildlife at Rescate Wildlife Rescue Center - New Page Brief</i> | Description | Formal | Educated | Factual | Informative | Semantic Translation |
| <i>El blog de Helen</i> | Narrative | Neutral | Educated | Warm | Vocative | Semantic Translation |
| <i>My Virtual Internship Experience from California</i> | Narrative | Formal | Educated | Warm | Vocative | Semantic Translation |
| RESCATE ANIMAL VETERINARY | Description | Formal | Educated | Factual | Informative | Semantic Translation |

| | | | | | | |
|--|-------------|---------|----------|---------|-------------|----------------------|
| INTERNSHIP PROGRAM | | | | | | |
| RESCATE ANIMAL VOLUNTEER PROGRAM-ENGLISH | Description | Formal | Educated | Factual | Informative | Semantic Translation |
| <i>Rescate Wildlife Rescue Center - SEO _ Content - Donating Category Page Brief</i> | Description | Formal | Educated | Factual | Informative | Semantic Translation |
| <i>Rescate Wildlife Rescue Center - SEO _ Content - Volunteering Page Brief (EXISTING)</i> | Description | Formal | Educated | Factual | Informative | Semantic Translation |
| RESCATE WILDLIFE RESCUE CENTER OVERVIEW | Description | Formal | Educated | Factual | Informative | Semantic Translation |
| <i>Guía para hablar sobre el Coronavirus de manera sencilla, clara y tranquilizadora</i> | Description | Neutral | Educated | Factual | Informative | Semantic Translation |
| Manual sólo texto | Description | Neutral | Educated | Factual | Informative | Semantic Translation |

Table 1. Text Analysis Chart of the Translated Texts. Source: Researcher's own creation

5.1.2 Color-Coding

The color-coding is an instrument that allows the translator to use the different translation procedures and to observe how they work in the target document. Therefore, the translator assigns a color to each translation procedure used in order to show their behavior and frequency on the translated texts (detailed in Chapter II). The researcher selected some paragraphs from the translated texts in order to apply this instrument. Each paragraph had between 100 and 150 words. There are 15 paragraphs from English into Spanish and 15 paragraphs from Spanish into English. The idea is to analyze the translated texts and identify the different translation procedures with a specific color. The translation techniques are: Adaptation, Amplification, Compensation, Equivalence, Explication, Literal Translation, Modulation, Omission, and Transposition. The purpose of this instrument is to

apply various translation techniques to the documents in order to achieve accurate and natural texts, and to evaluate the effect of those techniques applied on the documents. The following chart shows the assigned color of each used technique.

Table 2
Color-Coding

| Color-Coding | |
|------------------------------|--------------|
| Translation Technique | Color |
| Adaptation | Purple |
| Amplification | Orange |
| Compensation | Grey |
| Equivalence | Blue |
| Explicitation | Light Green |
| Literal Translation | Red |
| Modulation | Cyan |
| Omission | Red |
| Transposition | Green |

Table 2. This chart shows the color-coding system for the translations. Source: Researcher's own creation

Translation from English into Spanish

Preguntas de la entrevista de Aleida para el blog del sitio web

Paragraph 1

English

Clearly this is a challenging job, but also extremely rewarding. What advice would you give someone who is looking for a career in this area of work?

Patience. It's also a vocation. **You** need to think **to yourself** do you really want to work with animals? People do not always consider the ugly parts of the job such as poop and death. If **you** really love animals, then this job is for you. For example, **you** don't just need to care about giving them food, you need to care about exactly what food and how much. If **you** are prepared to do all of this, then it's for you.

Spanish

Claramente, este es un trabajo desafiante, pero también extremadamente gratificante. ¿Qué consejo le daría a alguien que está buscando una carrera en esta área de trabajo?

Paciencia, **ya que** también es una vocación. Necesitas pensar, ¿realmente quiero trabajar con animales? La gente no siempre considera las **partes feas** del trabajo como la caca y la muerte. Si realmente amas a los animales, entonces este trabajo es para ti. Por ejemplo, no solo necesitas preocuparte por darles comida, sino también por exactamente qué tipo de comida y cuánta. Si estás preparado para hacer todo esto, entonces es para ti.

Paragraph 2

English

My time living in the dormitory at Rescate Wildlife Rescue Center was comfortable and the roommates **I** shared the space with were super fun and captivating. People from all **around the** world ranging from Brazil to Spain to Germany to Italy, even another American from Minnesota (which was nice to not be the only Gringo). Nevertheless, it was an experience like one I had never had **before** and I am adamant in one day returning and spending more time to help educate the Costa Rican community in what the country and

Rescate Wildlife Rescue Center have to offer in protecting and conserving native wildlife species.

Spanish

Mi tiempo viviendo en el dormitorio en Rescate Wildlife Rescue Center fue cómodo y los compañeros de habitación con los que compartí el espacio fueron muy divertidos y cautivadores. Gente de todo el mundo, desde Brasil hasta España, desde Alemania hasta Italia e, incluso, otro estadounidense de Minnesota (fue bueno no ser el único “gringo”). Sin embargo, se trató de una experiencia que nunca había tenido. Estoy seguro de que regresaré un día y pasaré más tiempo ahí para ayudar a educar a la comunidad costarricense en lo que el país y el Rescate Wildlife Rescue Center tienen que ofrecerles respecto a la protección y la conservación de las especies nativas de vida silvestre.

Paragraph 3

English

Rescate is a rare treasure in the outskirts of San Jose, based in Alajuela and only 20 min from SJO Airport. What makes us unique is our dedication to rehabilitating orphaned, injured, or confiscated animals in our Wildlife Rehabilitation Center to then releasing them back into the wild. Through our two release sites, we provide ample protected habitat for released wildlife to thrive. Only those animals that would not survive in the wild due to health or behavioral reasons are kept in our wildlife sanctuary, and this is the only part of the rescue center that is open to the public. We receive about 2700 animals on an annual basis and release the majority of them back into the wild.

Spanish

Rescate es un raro tesoro en las afueras de San José, con sede en Alajuela, a solo veinte minutos del Aeropuerto SJO. Lo que nos hace únicos es nuestra dedicación para

rehabilitar animales huérfanos, heridos o confiscados en nuestro centro de rehabilitación de vida silvestre para luego liberarlos de vuelta en la naturaleza.

A través de nuestros dos sitios de liberación, ofrecemos un amplio hábitat protegido para que la vida silvestre liberada prospere. Solo aquellos animales que no sobrevivirían en la naturaleza, debido a razones de salud o de comportamiento, se mantienen en nuestro Santuario de Vida Silvestre, la única parte del centro de rescate que está abierta al público. Anualmente, recibimos alrededor de 2700 animales y liberamos a la mayoría de ellos de vuelta a la naturaleza.

Paragraph 4

English

As we realized that international visitors were confusing Zoo Ave with a zoo, we were worried that our mission could be misunderstood with this name. A zoo is typically an establishment, which keeps animals for the main focus of generating a profit from attracting visitors by exhibiting animals. This has never been our intention. To understand why we are different from zoos and other rescue centers, please read on in our Uniqueness section. For Costa Ricans, Zooave has always been known for curing and releasing the majority of the animals we receive. Therefore, we have kept ZooAve in our new logo to maintain continuity for our local supporters.

Spanish

Cuando nos dimos cuenta de que los visitantes internacionales confundían a Zoo Ave con un zoológico, nos preocupó que nuestra misión pudiera ser malinterpretada por este nombre. Típicamente, un zoológico es un establecimiento que mantiene a los animales con el objetivo principal de exhibirlos y así generar ganancias al atraer visitantes; esta nunca ha sido nuestra intención. Para entender por qué somos diferentes de los zoológicos y

otros centros de rescate, siga leyendo nuestra sección sobre [Singularidad](#).

Por su parte, para los costarricenses, el Zoo Ave siempre ha sido conocido por curar y liberar a la mayoría de los animales que se reciben. Dado lo anterior, hemos mantenido Zoo Ave en nuestro nuevo logotipo para conservar la continuidad de nuestros seguidores locales.

Paragraph 5

English

In addition to being a great place to see animals in our Lifetime Care Sanctuary, you will also find a stunning array of flowers and plants in the 13 acre botanical gardens that surround the wild animal habitats. There are over 125 species of animals to see, among them sloths, jaguar, monkeys, toucans, coyotes, pumas, small cats and many more species of birds, mammals and reptiles. The large habitats are naturally designed to offer the animals you see a quality of life and physical as well as psychological enrichment.

Spanish

Además de ser un gran lugar para ver animales, también encontrará una impresionante variedad de flores y plantas en los jardines botánicos de nuestro Santuario de Cuidados de Por Vida, que tienen una extensión de 13 acres y rodean los hábitats de animales salvajes. Existen más de 125 especies de animales para ver, entre ellos, perezosos, jaguares, monos, tucanes, coyotes, pumas, gatos pequeños y muchas más especies de aves, mamíferos y reptiles. Los grandes hábitats están naturalmente diseñados para ofrecerles a los animales calidad de vida y enriquecimiento físico y psicológico.

Paragraph 6

English

There are also many endangered species living in our Conservation Breeding Center. Many endangered species that are currently living in sanctuaries around the world are prevented from breeding as most sanctuaries **do** not have the capacity to release the offspring back into the wild. Here at Rescate Wildlife Rescue Center, when we rescue endangered animals and they are not fit to be released back into the wild, we introduce them to other endangered animals in our Conservation Breeding Center and give them an opportunity to reproduce.

Spanish

Asimismo, existen muchas especies en peligro de extinción que viven en nuestro Centro de cría para la conservación de especies. Muchas especies en peligro de extinción, que actualmente viven en santuarios de todo el mundo, se ven impedidas de reproducirse, ya que la mayoría de los santuarios no tienen la capacidad de liberar a las crías de nuevo en la naturaleza. No obstante, aquí en el Centro de Rescate de Vida Silvestre Rescate, cuando rescatamos animales en peligro de extinción y no son aptos para ser liberados de nuevo en la naturaleza, les presentamos a otros animales en peligro de extinción en nuestro Centro de Cría para la Conservación de Especies y les damos la oportunidad de reproducirse.

El blog de Helen

Paragraph 7

English

The rescue centre, named at the time Rescate Animal Zooave, felt an immediate impact from lockdown announcements as 99% of their income is generated from admission tickets to the Lifetime Care Sanctuary, home to over 800 animals who cannot be released back into the wild. The rescue centre knew they needed to appeal for donations, but with no

marketing team or expertise, this seemed like an impossible task. Joe and I teamed up with another volunteer, Steffi from Germany, to set up a fundraising operation in the charity.

Spanish

El centro de rescate, llamado en ese momento Rescate Animal Zooave, sintió el impacto inmediato del anuncio de la cuarentena, ya que el 99 % de sus ingresos se generan a partir de los boletos de admisión al Santuario de Cuidados de Por Vida, hogar de más de 800 animales que no pueden ser devueltos a la naturaleza. El Centro de Rescate sabía que necesitaban pedir donaciones, pero esto parecía una tarea imposible, ya que no contaba con un equipo de mercadeo ni experiencia. Entonces, Joe y yo nos asociamos con otra voluntaria, Steffi de Alemania, para establecer una operación de recaudación de fondos para la organización benéfica.

Paragraph 8

English

This August (coinciding with the charity's 30th birthday!) we were able to launch the rebrand, the new website, and finalise the plan so that the charity can now take over the fundraising work – an incredible achievement for only 6 months with a team of 3 volunteers! The experience has been so rewarding, not only was I able to apply my skills to save thousands of animals and make a positive impact on the world, but I also learned a lot and developed skills in new areas. Although seemingly unrelated, the project has helped me to secure a job despite the recession.

Spanish

El mes de agosto (el cual coincidía con el treinta aniversario de la organización benéfica) pudimos lanzar el cambio de marca, el nuevo sitio web y finalizar el plan para que la organización benéfica ahora pueda hacerse cargo del trabajo de recaudación de

fondos: ¡un logro increíble en tan solo seis meses y con un equipo de tres voluntarios! La experiencia fue muy gratificante, ya que no solo pude aplicar mis habilidades para salvar miles de animales y tener un impacto positivo en el mundo, sino que también aprendí mucho y desarrollé habilidades en nuevas áreas. Aunque aparentemente no está relacionado, el proyecto me ayudó a conseguir un trabajo a pesar de la recesión.

My Virtual Internship Experience from California

Paragraph 9

English

I was included in the beginning of Rescate's GoFundMe debut with my co-intern, Emily. It was comforting to know that even across the globe, we could still share and design creative ideas together. I was intrigued learning about what goes into fundraising and all of the steps in between, and I am proud to have been a part of the progress that the campaign has made so far. One of my most notable accomplishments while working at Rescate was the creation of the 48-hour Rescate cup giveaway that I held with the help of my friends and family. During that weekend alone, I raised almost \$300 to donate to the GoFundMe campaign!

Spanish

Yo fui incluida en el debut de Rescate en GoFundMe, junto con mi compañera de práctica profesional, Emily. Fue reconfortante saber que incluso en todo el mundo, todavía podíamos compartir y diseñar ideas creativas juntas. Me intrigó conocer lo que se destina a la recaudación de fondos y todos los pasos intermedios y estoy orgullosa de haber sido parte de los progresos que la campaña ha hecho hasta ahora. Uno de mis logros más notables mientras trabajaba en Rescate fue la creación del Sorteo de 48 horas de la copa

Rescate, que realicé con la ayuda de mis amigos y familiares. Solo durante ese fin de semana, ¡recaudé casi \$300 para donar a la campaña de GoFundMe!

Paragraph 10

English

I could not have asked to work for such a remarkable and transformative internship such as Rescate, but I am so grateful I was granted the opportunity. I am leaving this place with the utmost respect and admiration for the Rescate team and with a lifetime of applicable skills and opportunities. I never got to physically visit Rescate, but I feel as if I was there the entire time—I encourage anyone reading this to take a chance on Rescate, whether it be through donating or volunteering, you will have the best experience of your life!

Spanish

Yo no podría haber pedido trabajar en una pasantía tan notable y transformadora como la de Rescate, pero estoy muy agradecida de haber tenido la oportunidad. Dejo este lugar con el mayor respeto y admiración por el equipo de Rescate y con toda una vida de habilidades y oportunidades aplicables. Nunca pude visitar Rescate físicamente, aunque siento que estuve allí todo el tiempo. Animo a cualquiera que lea esto a que se arriesgue en Rescate, ya sea mediante la donación o el voluntariado, ¡tendrá la mejor experiencia de su vida!

RESCATE ANIMAL VETERINARY INTERNSHIP PROGRAM

Paragraph 11

English

The Juan Santa Maria International Airport (SJO) is only 15 minutes away from Animal Rescue Zooave by car or taxi. Local and Uber taxis are available at the airport for a

very reasonable price, however, transportation **to and from the airport** can also be arranged through Animal Rescue Zooave at no additional cost. There is also a bus stop just in front of Rescate Animal Zooave, with very inexpensive buses that will take you to the mall or other shopping centers in Alajuela **and** there are more long-distance buses that go to downtown San Jose. Coach style buses leave from San Jose to all the major tourist areas of the country on a daily basis, making it easy for you to visit other areas of the country during or after your stay with us.

Spanish

El Aeropuerto Internacional Juan Santa María (SJO) está a solo quince minutos en automóvil o taxi del Rescate Animal Zooave. Los taxis locales y Uber están disponibles en el aeropuerto a un precio muy razonable; sin embargo, el transporte también se puede organizar a través de Rescate Animal Zooave si es necesario.

Asimismo, hay una parada de autobús justo en frente del Rescate Animal Zooave, con autobuses muy baratos que lo llevarán al centro comercial City Mall u otros centros comerciales en Alajuela, también hay más autobuses de larga distancia que van al centro de San José. A diario, los autobuses turísticos salen de San José a todas las principales zonas turísticas del país, lo que le facilita visitar otras áreas del país durante o después de su estadía con nosotros.

RESCATE ANIMAL VOLUNTEER PROGRAM-ENGLISH

Paragraph 12

English

Costa Rica, one of the world's most biodiverse countries, is home to more than 500,000 species, nearly 4% of the total estimated species in the world! Volunteering with

Rescate Animal Zooave is an exciting opportunity to experience Costa Rica and dedicate your time and skills to support our mission to protect and restore Costa Rica's biodiversity through wildlife rescue and release, endangered species breeding and **the provision of** lifetime care for non-releasable wildlife. Rescate Animal Zooave is located in La Garita de Alajuela, just 40 minutes from San José and 15 minutes from Juan Santa María International Airport.

Spanish

Costa Rica, uno de los países con mayor biodiversidad del mundo, alberga más de 500 000 especies. ¡Casi el 4 % del total estimado de especies en el mundo! El voluntariado con Rescate Animal Zooave es una oportunidad emocionante para experimentar Costa Rica y dedicar su tiempo y sus habilidades en apoyar nuestra misión de proteger y restaurar la biodiversidad de Costa Rica a través del rescate y la liberación de vida silvestre, la cría de especies en peligro y el cuidado de por vida de la vida silvestre que no se puede liberar. Rescate Animal Zooave se encuentra en La Garita de Alajuela, a solo cuarenta minutos de San José y a quince minutos del Aeropuerto Internacional Juan Santa María.

Paragraph 13

English

We provide all the animals we rescue with the best possible care. In addition to providing well-balanced diets, excellent veterinary care, and appropriate habitats, we **also** ensure their psychological wellness through our environmental enrichment programme. Our environmental enrichment team, led by a veterinarian with a Master's degree in Animal Behavior, has created countless platforms, swings, bridges, puzzle, feeders and other tools. This environmental enrichment provides the physical and mental stimulation necessary to ensure that the animals retain their natural behaviors that are **so** vital for their

successful return to the wild, and prevents stereotypical behavior that is often seen in animals under human care.

Spanish

Brindamos el mejor **cuidado posible** a todos los animales que rescatamos. **Además de proporcionar dietas balanceadas, excelente atención veterinaria y hábitats apropiados, aseguramos su bienestar psicológico** a través de nuestro **programa de enriquecimiento ambiental**. **Nuestro equipo de enriquecimiento, dirigido por un veterinario con una maestría en comportamiento animal, ha creado innumerables plataformas, columpios, puentes, alimentadores, rompecabezas y otras herramientas. Este enriquecimiento ambiental proporciona la estimulación física y mental necesaria para garantizar que los animales conserven su comportamiento natural, el cual es vital para su exitoso regreso a la naturaleza y previene el comportamiento estereotípico que a menudo se ve en animales bajo cuidado humano.**

Paragraph 14

English

There are three main centers: a state-of-the-art Wildlife Rescue Center and veterinary clinic; an Endangered Wildlife Reproduction Center; and a Conservation Park consisting of 35 acres of lush botanical gardens with more than 125 species of animals, among them birds, mammals and reptiles that have been rescued and, due to health or behavioral reasons, cannot be fully rehabilitated for reintroduction into their natural habitat. The large enclosures are naturally designed to allow non-releasable wildlife a high quality of life with lots of natural enrichment.

Spanish

Hay tres centros principales: un Centro de Rescate de Vida Silvestre y Clínica Veterinaria de última generación, un Centro de Reproducción de Vida Silvestre en Peligro de Extinción y un Parque de Conservación, que consta de 35 acres de exuberantes jardines botánicos con más de 125 especies de animales, entre ellos, aves, mamíferos y reptiles que han sido rescatados y que, por razones de salud o de comportamiento, no se pueden rehabilitar por completo para reintroducirlos en su hábitat natural. Los grandes recintos están naturalmente diseñados para permitirle a la vida silvestre no liberable una alta calidad de vida con mucho enriquecimiento natural.

RESCATE WILDLIFE RESCUE CENTER OVERVIEW

Paragraph 15

English

WILDLIFE REHABILITATION CENTER AND VETERINARY HOSPITAL:

The Wildlife Rehabilitation Center has separate care units for various taxa, including primates, parrots, raptors, small mammals, and reptiles. Each care unit is equipped with an intensive care clinic, incubators, a fly-proof enclosure, and a series of step-by-step acclimation enclosures. Each intensive care unit has separate refrigeration, supplies, and equipment. From the Wildlife Rescue Center, rehabilitated animals are moved to larger acclimation enclosures in the surrounding forest. The veterinary hospital is equipped with a surgery suite, a laboratory, and three intensive care units, each with incubators and separate supplies and equipment.

Spanish

CENTRO DE REHABILITACIÓN DE FAUNA Y HOSPITAL VETERINARIO:

El Centro de Rehabilitación de Vida Silvestre tiene unidades de cuidado separadas para varios taxones, incluidos primates, loros, aves rapaces, pequeños mamíferos y reptiles.

Cada unidad de cuidados está equipada con una clínica de cuidados intensivos, incubadoras, un recinto a prueba de moscas y una serie de recintos de aclimatación paso a paso. Asimismo, las unidades de cuidados intensivos tienen equipos, suministros y refrigeración separados.

Desde el Centro de rescate de vida silvestre, los animales rehabilitados se trasladan a recintos de aclimatación más grandes en el bosque circundante. El hospital veterinario está equipado con un quirófano, un laboratorio y tres unidades de cuidados intensivos, cada una tiene incubadoras y tanto suministros como equipos separados.

Translation from English into Spanish

Guía para hablar sobre el Coronavirus de manera sencilla, clara y tranquilizadora

Paragraph 1

Spanish

Estos síntomas son similares a los de una gripe o un resfriado común, que son mucho más frecuentes que el COVID-19. Por ese motivo, para saber si una persona está infectada es necesario hacerle una prueba. Es importante tener en cuenta que las principales medidas de prevención del COVID-19 son las mismas que las de la gripe: lavarse las manos con frecuencia y cuidar la higiene respiratoria (cubrirse la boca o la nariz con el codo flexionado o con un pañuelo al toser o estornudar y desechar el pañuelo en una basura cerrada). Además, para la gripe estacional existe una vacuna, por lo que es importante que tanto tú como tu hijo estén al día con su calendario de vacunación.

English

These symptoms are similar to those of the flu or a common cold, which are much more common than COVID-19. For that reason, to know if a person is infected, it is

necessary to do a test. It is important to note that the main measures to prevent COVID-19 are the same as those of the flu or influenza: wash your hands frequently and take care of respiratory hygiene (covering your mouth or nose with your elbow flexed or with a tissue or handkerchief when coughing or sneezing and then discarding it in a closed trash). In addition, a vaccine is available for seasonal flu, reason why it is important that both you and your child are up to date with your vaccination calendar.

Paragraph 2

Spanish

Se recomienda el uso de mascarilla ante la presencia de síntomas respiratorios (tos o estornudos) para proteger a otras personas. Si no se presenta ningún síntoma, no es necesario ponerse una mascarilla.

Si llevas mascarilla, debes utilizarla y desecharla adecuadamente para garantizar su efectividad y evitar el riesgo de transmisión del virus.

Sin embargo, el uso de la mascarilla no es suficiente para frenar el contagio. Es necesario lavarse las manos con frecuencia, taparse la boca y la nariz al toser y estornudar y evitar el contacto directo con una persona que tenga un resfriado o presente síntomas similares a los de la gripe (tos, estornudos o fiebre).

English

The use of a face mask is recommended in the presence of respiratory symptoms (coughing or sneezing) to protect other people. If no symptoms are present, there is no need to wear a face mask.

If you wear a face mask, you should use it and discard it properly to ensure its effectiveness and to avoid the risk of transmitting the virus.

However, the use of the mask is not enough to stop the contagion. It is necessary to wash hands frequently, to cover mouth and nose when coughing and sneezing, and to avoid direct contact with one person who has a cold or presents symptoms similar to those of the influenza (coughing, sneezing, or fever).

Paragraph 3

Spanish

Deberías buscar asistencia médica, pero no olvides que es la temporada de gripe en el hemisferio norte y que algunos síntomas del COVID-19, como la tos o la fiebre, pueden ser similares a los de la gripe o el resfriado común, que son mucho más frecuentes.

Es importante mantener buenas prácticas de higiene y de manos, como lavarse las manos con frecuencia, así como estar al día con su calendario de vacunas para que tu hijo esté protegido contra otros virus y bacterias que puedan causar enfermedades. Igual que con otras infecciones respiratorias como la gripe, deberías buscar ayuda médica tan pronto como tú o tu hijo o hija empiecen a presentar síntomas y evitar ir a lugares públicos (como el lugar de trabajo, la escuela o el transporte público) para no contagiar a otras personas.

English

You should seek medical assistance, but do not forget it is flu season in the northern hemisphere and that some COVID-19 symptoms, such as cough or fever, may be similar to those of the flu or the common cold, which are much more common.

It is important to maintain good hygiene practices, such as washing your hands frequently, as well as to be up to date with your child's immunization schedule, so that your child is protected against other viruses and bacteria that can cause diseases. As with other respiratory infections such as the flu, you should seek medical help as soon as you or your

child begin to develop symptoms and avoid going to public places (such as the workplace, school, or public transport) as not to infect other people.

Paragraph 4

Spanish

¿Deberían mis hijos dejar de ir a la escuela?

Si tu hijo o hija presenta síntomas, pide ayuda a un profesional médico y sigue sus instrucciones. No obstante, al igual que con otras infecciones respiratorias como la gripe, es recomendable que tu hijo o hija se quede en casa descansando si tiene síntomas y que evite ir a lugares públicos para no contagiar a otras personas.

Si tu hijo o hija no presenta ningún síntoma como fiebre o tos, y a menos que se emita un aviso de salud pública, una advertencia importante o cualquier otro comunicado público relativo a su escuela, lo mejor es que siga yendo a clase.

English

Should my children stop going to school?

If your child presents symptoms, ask a medical professional for help and follow his instructions. Nevertheless, as with other respiratory infections like the flu, it is better to keep your child well rested at home if he or she has symptoms and avoid going to public places to prevent spreading the illness to others.

If your son or daughter does not present any symptom like fever or cough, or unless a public health advisory, an important warning, or any other public announcement concerning his or her school is emitted, the best thing is to keep going to classes.

Paragraph 5

Spanish

Mientras están viajando, todos los padres, madres o tutores deben seguir las medidas de higiene estandarizadas que se recomiendan para ellos y para sus hijos: lavarse las manos **con** frecuencia o utilizar un desinfectante a base de alcohol con un mínimo de un 60% de alcohol, practicar **una** buena higiene respiratoria (cubrirse la boca y la nariz con el codo doblado o con un pañuelo de papel cuando se tose o estornuda y desechar inmediatamente el pañuelo usado) y evitar el contacto cercano con cualquier persona que esté tosiendo o estornudando. Además, se recomienda que lleven siempre consigo un desinfectante de manos, un paquete de pañuelos desechables y toallitas desinfectantes.

English

While traveling, all fathers, mothers, or guardians should follow the standardized hygiene measures that are recommended for themselves and their children: wash hands frequently or use an alcohol-based disinfectant with a minimum of 60% alcohol, practice good respiratory hygiene (covering your mouth and nose with your elbow flexed or with a tissue when coughing or sneezing and immediately after, discard the used tissue), as well as to avoid close contact with anyone who is coughing or sneezing. In addition, it is recommended that you always carry with you a hand sanitizer, a packet of disposable handkerchiefs, and disinfectant wipes.

Paragraph 6

Spanish

Otra recomendación importante es limpiar el asiento, el reposabrazos, la pantalla táctil, etc. con una toallita desinfectante una vez que se encuentre dentro de un avión u otro vehículo. Utilicen también una toallita desinfectante para limpiar las superficies de las llaves, los pomos de las puertas, los controles remotos, etc. en el hotel u otro alojamiento donde se encuentren ustedes y sus hijos.

El virus se transmite por el contacto directo con las gotas de la respiración que una persona infectada puede expulsar cuando tose o estornuda, o al tocar superficies contaminadas por el virus. El COVID-19 puede sobrevivir en una superficie varias horas, pero puede eliminarse con desinfectantes sencillos.

English

Another important recommendation is to clean the seat, the armrests, the touch screen, etc. with a disinfectant wipe once you are inside an airplane or other vehicle. Moreover, use a disinfectant wipe to clean the surfaces of the keys, doors knobs, the remote controls, etc. at the hotel or other lodging where you and your children are staying.

The virus is transmitted by direct contact with respiratory droplets that an infected person can expel when coughing or sneezing, or touching surfaces contaminated by the virus. The COVID-19 can survive in a surface several hours, but it can also be eliminated with simple disinfectants.

Paragraph 7

Spanish

¿Es seguro que una madre infectada de coronavirus amamante a su bebé?

Si una madre presenta síntomas, pero se encuentra lo suficientemente bien para amamantar a su bebé, deberá llevar mascarilla siempre que esté cerca de él (por ejemplo, mientras lo está amamantando), lavarse las manos antes y después de tener contacto con el niño (también mientras lo está amamantando), y limpiar o desinfectar superficies que puedan estar contaminadas. Estas medidas de precaución han de seguirse en todo momento si una persona que sabe que está infectada del COVID-19 o sospecha que podría estarlo se relaciona con otras personas, como, por ejemplo, niños y niñas.

English

Is it safe for a mother infected with coronavirus to continue breastfeeding her baby?

If the mother has symptoms, but she is well enough to breastfeed her baby, she will have to wear face mask whenever she is near the baby (for example, while breastfeeding the baby), to wash her hands before and after having contact with the child (including while breastfeeding), and to clean or to disinfect surfaces that can be contaminated. These precautionary measures must be followed at all times if a person who knows he/she is infected with COVID-19 or suspects that he/she could be and he/she is in contact with other people, as for example, boys and girls.

Paragraph 8

Spanish

Todas las recomendaciones que vienen a continuación se refieren a niños y niñas en etapa de educación infantil temprana (hasta los 6 años, aproximadamente, dependiendo del grado de madurez). En otras edades deberemos tener otros enfoques más adecuados a su nivel de competencia y que les permitan aprender y desarrollarse acorde a su edad.

Los medios de comunicación y la alarma social a veces precipitan el trabajo de familias y educadores obligándonos a explicar cosas de las que nunca creíamos que necesitaríamos tener que hablar con los más pequeños. No es el fin del mundo: solo hay que tener muy claras las prioridades.

English

All the following recommendations are intended for boys and girls in early childhood education (up to 6 years approximately, depending on the degree of maturity). At other ages, we must use other approaches more appropriate to their level of competence and that allow them to learn and develop according to their age.

The mass media and the social alarm sometimes precipitate the work of families and educators, forcing us to explain things we never thought we would need to talk about our little ones. It is not the end of the world: you just have to have priorities very clear.

Paragraph 9

Spanish

No parece el tema más adecuado para hablar en la asamblea de infantil, pero a veces los niños y niñas son quienes lo proponen porque están nerviosos por la expectación que notan a su alrededor y necesitan expresarse. ¿Cómo podemos afrontar esta situación desde un punto de vista educativo? Si ya conoces nuestras propuestas de educación en derechos de infancia, quizás ya imagines cómo: enfocando el tema de manera que protejamos los derechos de los niños y niñas de los que somos responsables. En este caso, especialmente sus derechos a la protección y a la salud.

English

It does not seem the most suitable subject to speak about in the kindergarten assembly, but sometimes the boys and girls are the ones who propose it because they are nervous due to the expectation that they notice around them, and they need to express themselves. However, how can we face this situation from an educational point of view? If you already know our proposals for education in children's rights, perhaps you imagine how by approaching the subject in a way that we protect the rights of the children we are responsible for. In this case, their rights to protection and health, especially.

Paragraph 10

Spanish

Los niños y niñas muy pequeños aún no han adquirido la madurez suficiente para poder entender algunos aspectos biológicos, sociales y económicos de las enfermedades.

Habitualmente, cuando hablamos con ellos sobre los problemas de salud empleamos eufemismos como llamar a virus y bacterias “bichitos invisibles”, referirnos a la enfermedad como “pupa” o decir que la gente enferma “está malita”. Estas imprecisiones no contribuyen a su formación científica (para la que aún habrá tiempo) pero contribuyen a otro aspecto muy importante de la educación en esta etapa: proteger su bienestar emocional.

La prioridad en esta etapa debe ser, precisamente, proteger a niños y niñas de toda aquella información que aún no pueden procesar y que les puede llevar a desarrollar ansiedad y miedos debido a la incertidumbre.

English

Very young boys and girls have not yet acquired the sufficient maturity to be able to understand some biological, social, and economic aspects of diseases. Usually, when we speak to them about health problems, we often use euphemisms like calling virus and bacteria “invisible bugs,” we refer to the disease as “pain” or to say that sick people “are bad.” These imprecisions do not contribute to their scientific formation (for which there will still be time), but contribute to another very important aspect of education in this stage: to protect their emotional welfare.

The priority at this stage should be, precisely, to protect children from all that information that they cannot yet process, and which can lead them to develop anxiety and fears due to uncertainty.

Paragraph 11

Spanish

A esta edad aún no tenemos la capacidad de reflexión necesaria para hacer un análisis crítico de las informaciones erróneas, malintencionadas o prejuiciosas. No podemos evitar que los niños y niñas entren en contacto con determinadas opiniones, pero

tenemos que prestar especial atención porque incluso lo que un niño o niña un poco más mayor podría entender como un chiste puede ser tomado literalmente por los más pequeños.

En este sentido es muy importante dedicar un tiempo extra a detectar los malentendidos que pueden estar afectando a su percepción de salud y la enfermedad porque pueden sentar las bases de estereotipos y prejuicios duraderos.

English

At this age, we do not have the necessary reflection capacity to make a critical analysis of erroneous, malicious, or prejudiced information. We cannot prevent boys and girls from coming into contact with certain opinions, but we have to pay special attention because even what a slightly older boy or girl might understand as a joke, it can be taken literally by the little ones.

In this sense, it is very important to dedicate extra time to detect misunderstandings that can be affecting their perception of health and disease because they can lay the foundations for durable stereotypes and prejudices.

Paragraph 12

Spanish

A cualquier edad, pero muy especialmente con los más pequeños, de poco vale enseñar a lavarse las manos si no nos ven a nosotros hacerlo a menudo. Tampoco tendrá mucho efecto lo que les digamos sobre estar tranquilos si perciben nuestro nerviosismo o que les regañemos por llamar "coronavirus" a alguien si luego nos oyen a nosotros hacer chistes que no saben interpretar.

En una etapa del desarrollo en la que las habilidades lingüísticas aún no están plenamente desarrolladas gran parte del aprendizaje se realiza por imitación y tiene un alto

componente emocional. La educación de los más pequeños es un esfuerzo que nos puede obligar a emplear todos los sentidos.

English

At any age, especially with the **little ones**, it is of little use to teach them to wash their hands if they **do not** see us do it often. **Moreover**, it will not have much effect what we tell them about being calm, if they perceive our nervousness, or that we scold them for calling someone a "coronavirus" if they later hear us **making** jokes that they **do not** know how to interpret.

At a stage of development in which the **language skills** are not yet **fully** developed, great part of the learning is done through imitation and has a high **emotional component**. The education of the **little ones** is an effort that can force us to employ all the senses.

Manual sólo texto

Paragraph 13

Spanish

¡Yo me cuido, yo te cuido, la comunidad se cuida!

La responsabilidad es de todas las personas.

COVID-19: es la enfermedad infecciosa causada por el coronavirus que se transmite por contacto con otra persona que esté infectada por el virus. Se propaga de persona a persona a través de pequeñísimas gotas procedentes de la nariz o **la** boca que salen despedidas cuando una persona infectada habla, tose o estornuda. Si estas gotas con el virus caen sobre los objetos o superficies y otras personas los tocan y luego se tocan **los** ojos, **la** nariz o **la** boca, se pueden contagiar también. (OPS/OMS, 2020).

English

I take care of myself; I take care of you, the community takes care of itself!

It is everyone's responsibility.

COVID-19 is an infectious disease caused by the coronavirus that is transmitted through contact with another person who is infected by the virus. It spreads from person to person through tiny droplets from the nose or mouth that are released when an infected person speaks, coughs, or sneezes. If these droplets with the virus fall on objects or surfaces and other people touch them, and then they touch their eyes, nose, or mouth, they can be infected as well. (PAHO/WHO, 2020).

Paragraph 14**Spanish**

Para evitar el contagio de esta enfermedad nos mantuvimos dentro de nuestras casas y los centros educativos se cerraron, para dar paso a las clases a distancia. El riesgo sigue, pero ya sabemos cómo evitarlo, tenemos protocolos sanitarios.

Hoy se abre la posibilidad de volver a clases presenciales, podemos disfrutar de la alegría del reencuentro y de la confianza de que entre todos y todas nos vamos a cuidar, porque si cada persona es consciente de que, si yo me cuido, yo te cuido, la comunidad se cuida, vamos a seguir aprendiendo y evitando contagiarnos con medidas sencillas y prácticas.

English

In order to avoid the spread of this disease, we stayed within our houses and the educative centers were closed, to give way to distance classes. The risk remains, but we already know how to avoid it, we have health or sanitary protocols.

Today we have the possibility of returning to face-to-face classes, and we can enjoy the joy of meeting again and the confidence that together we will take care of each other, because if each person is aware that, if I take care of myself, I take care of you, the

community takes care of itself, we will continue to learn and avoid getting infected with simple and practical measures.

Paragraph 15

Spanish

Los coronavirus (CoV) son una amplia familia de virus que pueden causar diversas afecciones, desde el resfriado común hasta enfermedades más graves. El coronavirus nuevo es un virus que no había sido identificado previamente en humanos.

COVID-19: es la enfermedad infecciosa causada por el coronavirus que se ha descubierto más recientemente; se transmite por contacto con otra que esté infectada por el virus. La enfermedad puede propagarse de persona a persona a través de pequeñísimas gotas procedentes de la nariz o la boca que salen despedidas cuando una persona infectada habla, tose o estornuda, también si estas gotas caen sobre los objetos y superficies que rodean a la persona, de modo que otras personas pueden tocar estos objetos o superficies y luego tocarse los ojos, la nariz o la boca (OPS/OMS, 2020).

English

Coronaviruses (CoV) are a large family of viruses that can cause a variety of conditions, from the common cold to more serious diseases. The novel coronavirus is a virus that had not previously been identified in humans.

COVID-19 is the most recently discovered infectious disease caused by the coronavirus. It is transmitted through contact with another person who is infected with the virus. The disease can spread from person to person through tiny droplets from the nose or mouth that are released when an infected person speaks, coughs, or sneezes, even if these

droplets fall on the objects and surfaces around the person, so that other people can touch these objects or surfaces and then touch their eyes, nose, or mouth (PAHO/WHO, 2020).

5.1.3 Glossary

Thus, a glossary is a list of terms with definitions, as they are difficult to understand and important to the meaning of the document. In the case of this investigation, the most relevant terminology in the texts will be explained through the use of two glossaries. The glossaries will be done to provide the most relevant terms and its definitions in English and in Spanish. Each chart has four columns to complete based on the terminology found on the source text in English and Spanish. The columns include: the term in the source language, the translation of the term, the grammatical category, and the definition in the source language. Some terms appear with their singular and plural forms because the last one is the original appearance in the texts. The idea is to write the required information in for each column. In addition, it has to be stated that the purpose of this instrument is to create a glossary with the most relevant terminology found in both texts to help the translator to be familiarize with the term and prove cohesion throughout the translation; therefore, it will be provided the meaning of the most significant terms found in the selected translated texts.

Table 3

Glossary Chart of English Terms

| Glossary Chart of English Terms | | | |
|--|--------------|-------------------------|------------|
| English Term | Spanish Term | Grammatical Category | Definition |

| | | | |
|--------------|-----------------------|-----------|--|
| Flock | Bandada | Noun | Group of birds |
| Fundraising | Recaudación de fondos | Noun | Making money for a cause |
| Fur | Pelo / Pelaje | Noun | Animal hair |
| Lead | Correa | Noun | A leash for a dog |
| Liaise | Comunicar / Cooperar | Verb | To communicate with someone /To cooperate with someone |
| Lockdown | Cuarentena | Noun | Mass quarantine to control disease |
| Lush | Exuberante | Adjective | Abundant vegetation |
| Prey | Presa | Noun | Hunted animal |
| Thick | Largo / Grueso | Adjective | Something large / Something wide |
| Trichromatic | Tricromático | Adjective | Normal color vision (tricolor vision) |

Table 3. This Glossary Chart shows the most relevant English terms of the texts Source: Researcher's own creation

Table 4

Glossary Chart of Spanish Terms

| |
|--|
| Glossary Chart of Spanish Terms |
|--|

| Spanish Term | English Term | Grammatical Category | Definition |
|----------------------|----------------------------|----------------------|------------------------------------|
| Bastón (bastones) | Cane (canes) | Noun | Vara de apoyo para caminar |
| Bienestar | Welfare | Noun | Comodidad, felicidad |
| Cubierto (cubiertos) | Piece of cutlery (cutlery) | Noun | Utencilio para comer |
| Frotar | Rub | Verb | Rozar repetidamente |
| Gota (gotas) | Droplet (droplets) | Noun | Pequeñas esferas de líquido |
| Impedimento | Impediment | Noun | Obstáculo |
| Puño | Fist | Noun | Mano cerrada |
| Rampa (rampas) | Ramp (ramps) | Noun | Plano inclinado para subir y bajar |
| Reposabrazos | Armrest | Noun | Pieza para apoyar brazos |
| Rotular | Label | Verb | Poner un letrero |

Table 4. Glossary Chart of the most relevant Spanish terms in the texts. Source: Researcher's own creation

Chapter VI

Conclusions and Recommendations

This chapter contains the conclusions and recommendations for future research studies. In Chapter I, the researcher stated the four specific objectives for this investigation, which will be reapointed in this section of the research study along with their corresponding results in order to clarify how they were accomplished. Moreover, the conclusions are based on the results the researcher was able to collect through the instruments explicated in Chapter V. Furthermore, the researcher will provide some recommendations to future investigators and translators that will work as pieces of advice for upcoming research or related investigations.

6.1 Purpose of the conclusion

The purpose of the conclusions of a research study is to share the results of the investigation. The researchers must show evidence that the objectives were achieved. Therefore, the investigator will display the outcome of analyzing the translation procedures in two texts, one from English to Spanish to English and the second one from Spanish to English.

6.2 Conclusions

The purpose of this descriptive and qualitative research was to analyze the effect of the procedures and methods used to translate some documents from English into Spanish for Rescate Wildlife Rescue Center and from Spanish into English for UNICEF. In order to reach the conclusions, four specific objectives had to be analyzed. The first one was to translate some documents from English to Spanish for Rescate Wildlife Rescue Center and from Spanish into English for UNICEF; the second, to apply various translation techniques

to the documents in order to achieve accurate and natural texts; the third, to evaluate the effect of the translation techniques applied on the documents; and finally, to create a glossary with the most relevant terminology found in the texts. Of course, all these specific objectives were established by the researcher to accomplish this project. After the analysis of the four objectives, the conclusions are necessary; therefore, they will be explained in the next sections.

6.2.1 To translate some documents from English to Spanish for Rescate

Wildlife Rescue Center and from Spanish into English for UNICEF.

In order to start the translation process, it is essential to read the text and analyze it. The text analysis is necessary for two purposes: first, to comprehend what the text is about and second, to analyze it from a 'translator's point of view. The second purpose is to determine its intention and the way it is written for selecting the appropriate translation method and identifying frequent and particular problems (1998, p. 11). Consequently, in order to fulfill the first purpose, which was to understand the text, the researcher did a general reading of the texts to comprehend each of them. The translator consulted technical documents and textbooks to understand the content of the source texts during this phase. After that, a close reading was made, which helped the translator to analyze the text elements in a chart, such as: the emotional tone, the intention of the text, the scale of formality and generality, the text style, and the translation method. Consequently, once this analysis was finished, it was possible to identify any possible difficulties such as idiomatic expressions, metaphors, or technical vocabulary that required special consideration. In addition, the translator was able to choose the most suitable translation method and procedures to render the texts in a natural and precise way.

For all the translations, the translation method used was the semantic method because the source texts documents were written by the authors who are experts in their areas of knowledge. Furthermore, they aimed to inform about the readership about these topics. The semantic translation method was chosen because it attempts to render the semantic and syntactic structures of the second language in natural way without losing the exact contextual meaning of the source text. Moreover, the text analysis is used to understand the meaning of each, and to decide the best way to translate them into the target language according to the point of view of the translator. Therefore, this specific objective was able to be achieved through the analysis of the texts and the election of the suitable translation method.

6.2.2 To apply various translation techniques to the documents in order to achieve accurate and natural texts.

After the analysis of the source texts was carried out, the researcher needed to analyze which translation procedures were the best suited in order to translate the texts in a natural and precise manner. The translation procedures are techniques used to translate specific parts of a text, such as sentences, phrases, and words. According to Newmark (1988), they are employed for sentences and smaller units of the language (p. 81). In other words, the translation procedures are used to translate the sentences and words in the texts in an accurate manner.

Moreover, the text analysis chart in Chapter V aided the translator to recognize the source text elements, while following it as a guide for the translation of the documents because the researcher was able to choose the most suitable translation techniques by considering such elements. The researcher was able to fulfill this objective by applying the

color-coding instrument, which showed how the different translation techniques were applied through the documents to accomplish a semantic translation.

6.2.3 To evaluate the effect of the translation techniques applied on the documents

After the translation procedures were applied in the target documents, the color-coding instrument allowed observing the most predominant techniques, the similarities, and some exclusive features between the texts. The documents “Preguntas de la entrevista de Aleida para el blog del sitio web,” “Copia del blog de Arturo Barrett, voluntario,” “Copy of Copy of Rescate Wildlife Rescue Center - SEO _ Content - Homepage Page Brief (EXISTING),” “Copy of Copy of Rescate Wildlife Rescue Center - SEO _ Content - Our History As Zooave Page Brief (NEW),” “Copy of Rescate Wildlife Rescue Center - SEO _ Content - Visiting Page Brief (EXISTING),” “Copy of Rescate Wildlife Rescue Center - SEO _ Content - Wildlife at Rescate Wildlife Rescue Center - New Page Brief”; “El blog de Helen; “My Virtual Internship Experience from California,” “RESCATE ANIMAL VETERINARY INTERNSHIP PROGRAM,” “RESCATE ANIMAL VOLUNTEER PROGRAM-ENGLISH,” “Rescate Wildlife Rescue Center - SEO _ Content - Donating Category Page Brief,” “Rescate Wildlife Rescue Center - SEO _ Content - Volunteering Page Brief (EXISTING),” and “RESCATE WILDLIFE RESCUE CENTER OVERVIEW”, were translated from English into Spanish, and the most predominant techniques were literal translation and transposition. These techniques were adequate because the translation method was semantic, which concentrates on translating the viewpoint and ideas of the author. In addition, sometimes modulation was employed for syntactical reasons, so the structure of the target document would be more natural. Due to the economy of the English

language and against of the expansiveness in Spanish language, amplifications and explicitations were used in order to elaborate a concept or idea that might result unclear to the target audience. Compensations were strictly used in cases where there was a loss of content between the two languages.

In texts “Guía para hablar sobre el Coronavirus de manera sencilla, clara y tranquilizadora” and “Manual sólo texto” which were translated from Spanish into English, the most predominant procedures were the literal translation and the transposition; moreover, omissions were more predominant in these translations due to nature of the English language, which tend to be more direct and focus on decreasing expressions, terms, and words. As for amplifications, they were strictly used in cases where a reinforcement of an idea or concept was needed. In two texts, compensations were not used. In addition, in all texts modulations were used sometimes; however, adaptations were unused as the type of texts does not require these translation techniques. In conclusion, the translator was able to accomplish this objective through the analysis of the outcomes shown by utilizing the color-coding instrument, which permitted the researcher to evaluate the effect of the utilized translation techniques.

6.2.4 To create a glossary with the most relevant terminology found in the texts.

The use of a glossary allowed the translator to utilize uniform terminology throughout the document in order to attain a degree of consistency in style, which resulted on an easier readable document. Furthermore, the glossary served as an instrument to increase the productivity time of the translator, as it can be employed as a fast aid or reference to find a term that is reiterated throughout the documents. In addition, it serves as

terminology or word reference for the audience. The researcher completed this objective through the creation of two glossaries: the first from English into Spanish and the other, from Spanish into English. Each glossary has a column for the English term, the Spanish term, the grammatical category (to state if it is used as a noun, verb, and so forth in the text), and a definition to have a better comprehension of the word.

6.3 Restatement of the research question

The research question of this paper was What is the effect of the procedures and methods used to translate some documents from English into Spanish for Rescate Wildlife Rescue Center and from Spanish into English for UNICEF?

The effects of applying translation procedures on the texts were analyzed based on the data collected in the theoretical framework, as it was in charge of presenting the pertinent theories, crucial concepts such as theories about stylistic scales, text function, text style, translation methods, and translation techniques from different authors; such data provided a guide for this research. Moreover, after the investigator put into practice-the knowledge mentioned before, along with the knowledge of the translator, and the relevant investigations to perform a translation work, it was demonstrated that the employment of translation techniques worked to render an accurate, faithful, and natural translation from English to Spanish and from Spanish to English, which as able to transmit the intention of the author, while preserving the style of the documents; therefore, the translated documents are natural equivalents.

6.4 Recommendations

In this section of the research, the investigator provides recommendations for future similar investigations. The intention is to use the experience of the researcher to explain

features that can be changed or considered in future investigations. First, it is recommended to select the source texts beforehand for two main reasons. Firstly, the researcher depends on other authorities to obtain the documents, and thus, the investigator is subjected to the guidelines, procedures, and time of the organizations. Secondly, the translation is an interdisciplinary work; therefore, it is essential to comprehend the topic itself before translating the documents. Moreover, the translator needs to assign time to investigate the topics of the documents themselves and to consult articles, books, videos, and opinions of other professionals to make an accurate translation.

Second, it is suggested to use translation tools for each language, such as: dictionaries, online translation tools, specialized glossaries, and grammar and spelling check tools. This practice should be applied when dealing with a document, as it offers suitable resources, as well as the guidance during the translation process and the creation of the theoretical framework.

Third, since the research paper requires constant mental effort and prolonged intervals of time to perform the research, the investigator recommends utilizing a time management tool such as a calendar or schedule to fulfill the goal and tasks in order to work constantly, while guarding the health of the researcher. In addition, this recommendation permits to give extra time for editing, reviewing, and correcting the research paper if it is indispensable.

Moreover, it is suggested to have a quality guarantee translation rubric or translation evaluation paper that can be verified when the translation is over. This permits to make more ordered corrections or to guarantee the translations fulfill with the excellence is estimated to have. Finally, it is very important to create a glossary when translating, as it

allows the researcher/translator to save time and to have consistency throughout the documents.

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Annexes

Annex 1

Figure 1

Text Analysis Chart

| Text Analysis Chart | | | | | | |
|---|----------------------------------|-------------------------------------|--------------------------------------|--|----------------------|----------------------------|
| Texts | Elements of Text Analysis | | | | | |
| | Text Style | Stylistic Scale of Formality | Stylistic Scale of Generality | Stylist Scale of Emotional tone | Text Function | Type of Translation |
| <i>Preguntas de la entrevista de Aleida para el blog del sitio web</i> | | | | | | |
| <i>Copia del blog de Arturo Barrett, voluntario</i> | | | | | | |
| <i>Copy of Copy of Rescate Wildlife Rescue Center - SEO _ Content - Homepage Page Brief (EXISTING)</i> | | | | | | |
| <i>Copy of Copy of Rescate Wildlife Rescue Center - SEO _ Content - Our History As Zooave Page Brief (NEW)</i> | | | | | | |
| <i>Copy of Rescate Wildlife Rescue Center - SEO _ Content - Visiting Page Brief</i> | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| (EXISTING) | | | | | | |
| Copy of Rescate Wildlife Rescue Center - SEO _ Content - Wildlife at Rescate Wildlife Rescue Center - New Page Brief | | | | | | |
| El blog de Helen | | | | | | |
| My Virtual Internship Experience from California | | | | | | |
| RESCATE ANIMAL VETERINARY INTERNSHIP PROGRAM | | | | | | |
| RESCATE ANIMAL VOLUNTEER PROGRAM- ENGLISH | | | | | | |
| Rescate Wildlife Rescue Center - SEO _ Content - Donating Category Page Brief | | | | | | |
| Rescate Wildlife Rescue Center - SEO _ Content - Volunteering Page Brief (EXISTING) | | | | | | |
| RESCATE WILDLIFE RESCUE CENTER OVERVIEW | | | | | | |

Figure 1. This chart shows the elements used in text analysis of the documents. Source: Yuliana Salon (2021)

Annex 2

Figure 2

Color-Coding

| Color-Coding | |
|------------------------------|--------------|
| Translation Technique | Color |
| Adaptation | Red |
| Amplification | Purple |
| Compensation | Green |
| Equivalence | Blue |
| Explicitation | Orange |
| Literal Translation | Grey |
| Modulation | Cyan |
| Omission | Light Green |
| Transposition | Red |

*Figure 2. This chart shows the color-coding system for the translations.
Source: Yuliana Salon (2021)*

Annex 3

Figure 3

Glossary Chart of English Terms

| Glossary Chart of English Terms | | | |
|--|---------------------|-----------------------------|-------------------|
| English Term | Spanish Term | Grammatical Category | Definition |
| | | | |
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*Figure 3. This chart exemplifies the glossary with the most relevant terms in English in the texts.
Source: Yuliana Salon (2021)*

Annex 4

Figure 4

Glossary Chart of Spanish Terms

| Glossary Chart of Spanish Terms | | | |
|--|---------------------|-----------------------------|-------------------|
| Spanish Term | English Term | Grammatical Category | Definition |
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*Figure 4. This chart exemplifies the glossary with the most relevant terms in Spanish in the texts.
Source: Yuliana Salon (2021)*

Annex 5

Original Documents

English to Spanish

Text 1

Aleida's Interview Questions for Website Blog

We would like to introduce you to Aleida, our Rehabilitation Specialist and Rescue Center Coordinator. Aleida is responsible for the care and handling of all the animals at the Center, and we wanted to find out just what her complex role involves. Aleida works incredibly hard and long hours, so we were extremely grateful that she was happy to give us some of her precious time to gain that insight.

How long have you worked at Rescate?

As of the 14th September (2020), I've worked here for 15 years.

Wow, that's incredible! We understand that everyday is different but, what do you do on a typical day in the Rehabilitation Center?

We start at 6am weighing and feeding all the animals. I carry out a general review of the animals to check whether they're o.k. If an animal is not, we give it the necessary treatment. I then fill in the documentation with all the weights and treatments. Then I do the feeding schedules for the day. I am also in charge of managing volunteers and so give them jobs to do. This could be feeding, cleaning rehabilitation habitats, or putting in fresh leaves. I also clean the habitats. I check quarantine and pre-release habitats to assess whether animals are ready to bring out. For example, how many days they have left in quarantine, and when and where they will be released. I also check the cleanliness of the Center and clean habitats and floors in each area.

If I need to be with a certain critical animal, I need the volunteers to cover my job roles.

What's your favourite part of the job?

Everything! There's nothing I don't like.

What's the most challenging part?

When animals come in in critical condition. For example, when Grecia the toucan had lost part of his beak, and an anteater came in without a nose. We thought that both animals weren't going to make it, but we fought for them. We came up with the solution of prosthetics to help them. Grecia is doing well living in our Lifetime Care Sanctuary, and the anteater was able to return to the wild at our release site in Guanacaste.

Clearly this is a challenging job, but also extremely rewarding. What advice would you give someone who is looking for a career in this area of work?

Patience. It's also a vocation. You need to think to yourself do you *really* want to work with animals? People do not always consider the ugly parts of the job such as poop and death. If you *really* love animals, then this job is for you. For example, you don't just need to care about giving them food, you need to care about exactly what food and how much. If you are prepared to do all of this, then it's for you.

What is your most treasured memory here at Rescate?

Grecia. (Put in a link to the Rescate You Tube video about Grecia???)

Lastly, what is your favourite wild animal, and why?

That's a difficult decision, I love all of them, but my favorites are monkeys. Howler monkeys because they need more work. We often receive them very young and they need a lot of feeding and care. They are expressive. There is an emotional link created between you and the monkey. I want them to survive. That's why so much effort is needed. After monkeys, I like the baby birds.

Thank you very much for talking to us Aleida, we had better let you get back to the animals!

Text 2

My name is Arturo Barrett I am from Middlesex New Jersey, and I was a volunteer at Rescate Wildlife Rescue Center during my winter break from school in January of 2020. I arrived at the rescue center just after the new year and spent two weeks learning and exploring what the facility had to offer in terms of their countless species. As a student working towards a degree in zoology, Rescate Wildlife Rescue Center had instantly attracted me when looking for a program that I could gain experience from as well as an opportunity to expose myself to Costa Rica's biodiverse landscape. Being of Costa Rican decent myself and having most of my family in the small Central American country, relatives continuously recommended Rescate Wildlife Rescue Center as the perfect destination to further my education as well as to immerse myself in a natural and immensely welcoming environment. Rescate Wildlife Rescue Center has deservedly gained a reputation as being among one of the best animal rehabilitation centers not only in Costa Rica but in the whole of Central America. This is due to their relentless efforts to raise the public's concerns involving the conservation of the country's species and the habitats they call home.

The message to preserve Costa Rica's biodiversity easily translates to the projects and tasks volunteers like me were able to assist with. These included but were not limited to: preparing diets for the rescue center's animals, assisting Rescate Wildlife Rescue Center staff in their daily routines, and creating enrichment for the animals in the Lifetime Care Sanctuary. In preparing diets, volunteers would spend time in the kitchen cutting certain fruits and vegetables and helping to feed some of the animals. I really respected the commitment and dedication all staff put in their tasks at the rescue center, it drove me to work as hard as they did for the time I was there and I am certain that they maintain this level of excellence to this day. It helps to speak Spanish when working with or around staff but nevertheless they did not hesitate to stop and converse with the non-Spanish speaking volunteers to help them feel as welcome and as one of their own.

A daily chore that I enjoyed immensely was assisting in the macaw reproduction center and providing food and water with the help of fellow volunteers and a staff member Elaido, who I like to call a *Macaw Guru*. Eladio is largely in charge of the crucially important job of caring for and monitoring the macaws in the reproduction center, and as a native to the Alajuela area has been with the rescue center since its humble beginnings. In

my short two week stay I learned much of the history of the rescue center in my conversations with him as well as the behavior and anatomy of Costa Rica's macaws.

In addition to my time in the macaw reproduction center, the hours of my day spent working on enrichment projects with Dr. Analia Roca, the warm and engaging volunteer veterinarian who is in charge of the Environmental Enrichment Program at Rescate Wildlife Rescue Center. Analia is not only a veterinarian but she also has a Master's Degree in Animal Behavior. Analia exposed me to a vital aspect of the rescue center that I do not see in other animal rehabilitation centers. Her passion and creativity in forming clever contraptions to keep the animals entertained and active in their habitats inspired me to work closely with her and allowed me to learn from her experiences working with animals. She shows such great enthusiasm for her work and it manifests in her projects with animals that she manages to help the animals express their extraordinary natural behaviors which is very important when they need to remain under human care. These include, ladders made of bamboo used for exercise for the macaws and tamarins and hollowed out branches filled with food to encourage natural foraging and eating habits of tapirs and gray foxes. Analia was a veterinarian that I truly admired and acquired a great deal of knowledge from.

My time living in the dormitory at Rescate Wildlife Rescue Center was comfortable and the roommates I shared the space with were super fun and captivating. People from all around the world ranging from Brazil to Spain to Germany to Italy, even another American from Minnesota (which was nice to not be the only Gringo). Nevertheless, it was an experience like one I had never had before and I am adamant in one day returning and spending more time to help educate the Costa Rican community in what the country and Rescate Wildlife Rescue Center have to offer in protecting and conserving native wildlife species.

I would like to give a special shoutout to Ronald, another staff member who took time out of his day to show me the ropes around the facility. Another shoutout to Isabel, the staff veterinarian and the rest of the veterinary staff who gave me more opportunities to help the animals needing rehabilitation, they were also an absolute delight to speak with. And a special thanks to Jeanne Marie for allowing me to enroll in the volunteer program. My time spent there is a memory I hope to never forget.

Text 3

H1: Welcome to *Rescate Wildlife Rescue Center* for wildlife conservation, Costa Rica's oldest animal sanctuary

Body copy: *Rescate Wildlife Rescue Center* (former *Zooave*) is a non-profit foundation dedicated to

conserving Costa Rica's wildlife. The animal sanctuary and wildlife conservation center is the oldest of its kind with 30 years of experience in rehabilitating wildlife, breeding endangered species, preserving habitat, and providing lifetime care.

Rescate is a rare treasure in the outskirts of San Jose, based in Alajuela and only 20 min from SJO Airport. What makes us unique is our dedication to rehabilitating orphaned, injured, or confiscated animals in our *Wildlife Rehabilitation Center* to then releasing them back into the wild. Through our two release sites, we provide ample protected habitat for released wildlife to thrive. Only those animals that would not survive in the wild due to health or behavioral reasons are kept in our wildlife sanctuary, and this is the only part of the rescue center that is open to the public. We receive about 2700 animals on an annual basis and release the majority of them back into the wild. A considerable part of our work happens in our animal conservation center with breeding programs that protect endangered species from extinction. Since the most significant part of our work is not visible to the public, we also depend on donations. Learn more about our [Uniqueness](#) and help us maintain our critical mission by making a donation to support our wildlife sanctuary and wildlife conservation center [donation platform](#) .

[Come visit](#) our *Lifetime Care Sanctuary* and you will understand why *Rescate Wildlife Rescue Center* is so precious. Within our animal sanctuary, you will find beautiful botanical gardens and more than 125 species of animals (over 800 animals) including sloths, monkeys, jaguar, tapir, birds, and reptiles that have been rescued and cannot be released back to their natural habitat. The large enclosures highly vegetated, are naturally designed to offer these animals quality of life and enrichment.

Note: We are no longer called *Rescate Animal Zooave*, as we feel this name can be misleading. *Rescate Wildlife Rescue Center* better reflects our mission and emphasizes that we are NOT a zoo. How we transformed an existing roadside zoo that exploited animals into Latin America's largest wildlife rescue center is revealed in [Our History as Zooave](#). To learn more about our mission, please read on.

Our mission is to protect and restore the country's biodiversity through **wildlife rehabilitation, endangered species breeding, habitat preservation** and the provision of **lifetime care** for non-releasable animals.

[Wildlife rehabilitation and clinic](#)

[Endangered species breeding](#)

[Habitat preservation and wildlife release](#)

[Lifetime care sanctuary](#)

Call to action: To help us continue to achieve our mission and of preserving Costa Rica's unique wildlife, please [donate](#) and [visit us](#).

Text 4

H1: *Zoo ave in Costa Rica is now Rescate Wildlife Rescue Center, a name that reflects our mission and vision*

Body copy: The previously owned Zoo ave in Costa Rica was a dilapidated private zoo located in La Garita de Alajuela with facilities and a framework focused on the export and exhibition of wildlife. The principal motivation of the previously owned facilities was to earn profit from wildlife. In the late 1980s, Dennis Janik, the founder of Rescate Wildlife Rescue Center, purchased the former Zoo ave in order to rescue the animals living there and offer them a better quality of life.

In 1990, the non-profit organization, Fundación Restauración de la Naturaleza (The Nature Restoration Foundation), established by Dennis Janik, was created to transform the former Zoo ave into a non-profit wildlife rescue center and sanctuary. The vision of this new non-profit was not only to improve the lives of the animals living in the former Zoo ave but also to rescue and release wildlife, provide lifetime care for non-releasable animals and breed non-releasable endangered species. Zoo ave was renamed and became Rescate Animal ZooAve with a new administration and vision, prioritizing conservation and animal welfare. The goal was to eliminate the previously inadequate roadside zoo and move the animals to a 36-acre nature reserve that borders the Itiquís River and forms a critical biological corridor.

By the mid-1990s, the facility in La Garita de Alajuela had evolved to include a highly functional Wildlife Rescue Center (LINK), a Lifetime Care Sanctuary (LINK) for non-releasable animals and a Conservation Breeding Center (LINK) for the reproduction and release of endangered species.

Many rescued animals native to the Central Valley have been released at the 36-acre property in La Garita. However, as Rescate Wildlife Rescue Center saves native species from all across Costa Rica, there was a need to establish release sites in other areas to ensure that rescued animals are released into appropriate habitat types. Consequently, in the late 1990s, Fundación Restauración de la Naturaleza (The Nature Restoration Foundation) established the Bosque Escondido Wildlife Refuge, a 1,800-acre dry tropical forest in the Nicoya Peninsula and; Golfito, a 90-acre tropical rainforest on the Osa Peninsula. The experienced, dedicated staff at these two release sites provide a highly effective soft-release process for rescued wildlife that ensures the highest possible survival rates.

Why did we decide to change our name to *Rescate Wildlife Rescue Center* in 2020?

As we realized that international visitors were confusing Zoo Ave with a zoo, we were worried that our mission could be misunderstood with this name. A zoo is typically an establishment, which keeps animals for the main focus of generating a profit from attracting visitors by exhibiting animals. This has never been our intention. To understand why we are different from zoos and other rescue centers, please read on in our [Uniqueness](#) section. For Costa Ricans, Zooave has always been known for curing and releasing the majority of the animals we receive. Therefore, we have kept *ZooAve* in our new logo to maintain continuity for our local supporters.

Call to action: If you would like to help us continue to fulfill our mission and vision of rescuing native wild animals and returning them to the wild where they belong you can make a donation (LINK), or virtual adopt (LINK when page is and program are ready) a non-releasable, jaguar, monkey, tapir or other animal in our Lifetime Care Sanctuary (LINK) who cannot be released back into the wild,

Text 5

Visiting

H1: Are you searching for *places to see animals near me*? Instead of visiting the *San Jose Zoo*, why not visit *Rescate Wildlife Rescue Center* where you can *see wild animals* in large, highly natural habitats.

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Body copy: This is the copy of the article. It should include all keywords above, including primary, secondary and long tail keywords. Please ensure the primary and secondary keywords feature in this paragraph.

Have you been surfing the net wondering *where to see animals near me* in Costa Rica? Well there is no better place to start than *Rescate Wildlife Rescue Center*. *Rescate Wildlife Rescue Center* is a non-profit wildlife rescue, rehabilitation and release center located in La Garita de Alajuela, just 15 minutes from Juan Santa María International Airport. Much closer to the airport than the *San Jose zoo*, *Rescate Wildlife Rescue Center* is one of the *places to see animals* where your visit actually helps to return wild injured, orphaned or confiscated animals back to their natural habitats.

During your visit you *can see over 800 animals* that are being provided with high quality care in the rescue centers' *Lifetime Care Sanctuary*, nestled amongst 36 acres of natural forest. The *animals you visit* in the *Lifetime Care Sanctuary* are all non-releasable due to physical or psychological challenges that prevent them from being able to survive in the wild. In addition to caring for the 800 animals in the *Lifetime Care Sanctuary*, *Rescate Wildlife Rescue Center* rescues over 2,700 animals every year with only 2% of them needing to remain under lifetime care.

In addition to being a great place to *see animals* in our *Lifetime Care Sanctuary*, you will also find a stunning array of flowers and plants in the 13 acre botanical gardens that surround the wild animal habitats. There are over 125 species of *animals to see*, among them sloths, jaguar, monkeys, toucans, coyotes, pumas, small cats and many more species of birds, mammals and reptiles. The large habitats are naturally designed to offer the *animals you see* a quality of life and physical as well as psychological enrichment.

When you come to our sanctuary to *visit our animals* you will find ample, free parking in a gated lot with a full-time security guard. Our paved pathways and public restrooms are fully accessible and we also offer free wheelchairs. For the little ones in your group, you can rent adorable mini push cars and wagons that will not only help you easily transport the kids and your belongings around the sanctuary, but will also keep them entertained.

Within the *Lifetime Care Sanctuary*, you will find many things to do in addition to *seeing animals*. Browse through our gift shop that features local arts and crafts, sample our delicious home-made fresh juice popsicles at our ice cream shop, sip a fabulous cup of Costa Rican coffee in our café, or *see animals* from an entirely different perspective on our exciting zip-line canopy tour (LINK). Tame enough for youngsters, but still thrilling for adults too.

Coming to *see animals* at *Rescate Wildlife Rescue Center* is a great educational activity for children as well as adults as you will have an opportunity to *see animals* in their natural habitats and learn about their importance in the ecosystem. The *Mini-Farm* is an area that includes two hectares, surrounded by green

pastures, comfortable enclosures and wide paths. A great way to spend time with the family. Here you can see animals that are domestic animals including; three miniature horses, a miniature donkey, a miniature pig, sheep, chickens, rabbits, guinea pigs, love birds, parakeets, doves, canaries, golden and silver pheasants and numerous peacocks including rare white peacocks. In addition to seeing the animals in the mini-farm, you will also have the opportunity to pet and feed them under the careful supervision of our trained animal caretakers. Here, through direct contact with the animals, children of all ages learn love and respect for the animals they see and come to understand the important role domestic animals can play in terms of serving as companions for humans. The mini-farm is also utilized as a teaching tool for our environmental education program.

When you are ready to take a break from seeing the animals, relax and refresh at our Kivu Restaurant (LINK) where you will find fresh home-style meals with options to please everyone, from flavorful typical Costa Rican fare to delicious American style cuisine. You can top it all off with a refreshing Margarita, Mohita or alcohol-free cocktail and a wide variety of fabulous desserts.

So if you are in Costa Rica searching for animal places to visit near me, come visit Rescate Wildlife Rescue Center, one of the best animal places to visit in the country.

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Call to action: *This is the aim of the article. Do we want to inspire people to donate? Do we want to promote a volunteer role? Do we want to entice people to come to the park? Do we want to educate people on the welfare of our animals or processes within the sanctuary? This should shape the kind of article we create and indicate which links we should feature throughout and at the end of the article. Please write the final paragraph below.*

When you come to visit the animals at Rescate Wildlife Rescue Center, you are helping to preserve Costa Rica's amazing biodiversity. All the crucial work of wildlife conservation, rescue, rehabilitation and release that takes place at Rescate Wildlife Rescue Center is made possible thanks to generous donations as well as the entry fees from people who come to visit the animals in our Lifetime Care Sanctuary. You can also help the animals by participating in our Volunteer Program (LINK). If you are not able to visit the animals in person, you can still help them by making a donation to support their care and rehabilitation (LINK).

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Imagery: *These are links to the images we will use in the article. They should be stored in a folder on Google Drive. Are there a few? Link to them all below and reference them in the article where possible.*

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/LINKS END

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Text 6

Wildlife at Rescate Wildlife Rescue Center (previously Our Animals)

Indigenous **Endangered species** and other **endangered animals** in the Lifetime Care Sanctuary at Rescate Wildlife Rescue Center

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Body copy: *This is the copy of the article. It should include all keywords above, including primary, secondary and long tail keywords. Please ensure the primary and secondary keywords feature in this paragraph.*

Rescate Wildlife Rescue Center rescues over 2,700 animals on an annual basis and there are another 800 under lifetime care. There are three main areas at Rescate Wildlife Rescue Center, the Lifetime Care Sanctuary (LINK), the Conservation Breeding Center (LINK) and the Wildlife Rehabilitation Center (LINK) and there are **endangered animals** living in all of these areas.

Endangered species are **animals that are going extinct in the wild**. In our Lifetime Care Sanctuary there are many locally **endangered species**, such as the Geoffroy's spider monkey, Great Green Macaw and the Yellow-naped Amazon parrot and even some **critically endangered species** such as the Grey-crowned squirrel monkey. There are also **endangered animals** from other countries living in the Lifetime Care Sanctuary such as the Grey-crowned Crane which is native to Africa and appears on the **endangered species list** all across its native range.

Many **endangered animals** also come into our Wildlife Rehabilitation Center (LINK), the vast majority of which are returned to the wild. Roughly 2% of the wild animals we rescue are **not able to be released** and find a forever home in our Lifetime Care Sanctuary (LINK). There are also many **endangered species** living in our Conservation Breeding Center. Many **endangered species** that are currently living in sanctuaries around the world are prevented from breeding as most sanctuaries do not have the capacity to release the offspring back into the wild. Here at Rescate Wildlife Rescue Center, when we rescue **endangered animals** and they are not fit to be released back into the wild, we introduce them to other **endangered animals** in our Conservation Breeding Center and give them an opportunity to reproduce. If these **endangered animals** are successful and produce off-spring, we ensure that their babies are raised in such a way that they will survive in the wild. When they are old enough and fit enough, these **endangered species** are released into the wild where they continue to contribute to **endangered species wildlife populations in Costa Rica**.

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Call to action: *This is the aim of the article. Do we want to inspire people to donate? Do we want to promote a volunteer role? Do we want to entice people to come to the park? Do we want to educate people on the welfare of our animals or processes within the sanctuary? This*

should shape the kind of article we create and indicate which links we should feature throughout and at the end of the article. Please write the final paragraph below.

If you want to help [endangered species in Costa Rica](#), you can do so by visiting [endangered animals](#) in our Life-time Care Sanctuary in La Garita ([LINK](#)) by making a donation ([LINK](#)) to support the [endangered species](#) we rescue.

/COPY ENDS

Text 7

Helen: from Central America to the UK - volunteering during COVID

Five months into our travelling sabbatical, my partner (Joe) and I arrived in Costa Rica planning to volunteer for two weeks at a non-profit wildlife rescue centre. This is when the pandemic exploded in Latin America – overnight borders started closing and flights became grounded with almost no notice, turning our dream travelling trip into a lockdown situation. We spent 4 days volunteering at Rescate Wildlife Rescue Center before making the difficult decision to travel back to the UK and end our trip.

The rescue centre, named at the time [Rescate Animal Zooave](#), felt an immediate impact from lockdown announcements as 99% of their income is generated from admission tickets to the [Lifetime Care Sanctuary](#), home to over 800 animals who cannot be released back into the wild. The rescue centre knew they needed to appeal for donations, but with no marketing team or expertise, this seemed like an impossible task. Joe and I teamed up with another volunteer, Steffi from Germany, to set up a fundraising operation in the charity. Despite having to leave after only a few days, we felt so moved by the amazing work Rescate Wildlife do to protect and restore Costa Rica's biodiversity (read more on [About Us](#)) that we continued this project upon returning home, and have spent the last 6 months setting up a fundraising operating model for the charity while searching for full time employment.

The three of us worked as a team to [rebrand the charity to Rescate Wildlife Rescue Center](#), a name that better reflects their mission and purpose – Rescate Wildlife do not keep any animal in captivity that could be released into the wild, and are therefore not a zoo. My partner built them a new and more engaging website, and we set them up with the right tools and a plan in order to start raising funds internationally.

This August (coinciding with the charity's 30th birthday!) we were able to launch the rebrand, the new website, and finalise the plan so that the charity can now take over the fundraising work – an incredible achievement for only 6 months with a team of 3 volunteers! The experience has been so rewarding, not only was I able to apply my skills to save thousands of animals and make a positive impact on the world, but I also learned a lot and developed skills in new areas. Although seemingly unrelated, the project has helped me to secure a job despite the recession.

My advice to anyone facing the scary prospect of unemployment during a pandemic is to take on personal projects and use your skills in ways you never thought possible, you never know what might come out of it!

While the future looks bright, in the short-term Rescate is still struggling with the unpredictable lockdowns, so we have also raised a fundraising campaign – [#SaveRescate](#). I have dedicated 25 weeks to saving Rescate, [can you donate \\$25?](#)

Text 8

My Virtual Internship Experience from California

This summer, I was hopeless that COVID-19 had ruined my chances of finding an internship, that is until I saw a posting on my university's website to apply to work for a Costa Rican wildlife rescue center--Rescate. I remember pushing myself to email Helen, Director of the Board at Rescate, and within a week, I was able to exhibit my new role as a virtual marketing/advertising intern for Rescate Wildlife Rescue Center!

By joining this team, it was a commitment to contributing to Rescate's mission: to protect and restore Costa Rica's biodiversity through wildlife rescue, release, and rehabilitation. One thing that I quickly learned was that the team cares immensely for their animals and will do anything that they can to ensure their well-being. I saw that in my first few days of meeting the Rescate staff, including Jeanne, Alexa, Anna, and others.

While I thought the hardest part would be communicating and completing my tasks online, it served as a challenge that I was willing and ready to take on. Steffi, who is the Head of Marketing, taught me everything I needed to know about advertising and marketing for Rescate. Although it proved to be difficult at times, it was life-changing being able to contribute to the process of

gaining more support for Rescate's wildlife. Along with Steffi, there was also Helen, anyone could see how dedicated she was teaching us about integral tasks such as creating a prospect list to reach out to potential donors, or how to create a fundraising plan. It was inspiring seeing their work with Rescate and how it has impacted their lives for the better.

I was included in the beginning of Rescate's GoFundMe debut with my co-intern, Emily. It was comforting to know that even across the globe, we could still share and design creative ideas together. I was intrigued learning about what goes into fundraising and all of the steps in between, and I am proud to have been a part of the progress that the campaign has made so far. One of my most notable accomplishments while working at Rescate was the creation of the 48-hour Rescate cup giveaway that I held with the help of my friends and family. During that weekend alone, I raised almost \$300 to donate to the GoFundMe campaign!

I could not have asked to work for such a remarkable and transformative internship such as Rescate, but I am so grateful I was granted the opportunity. I am leaving this place with the utmost respect and admiration for the Rescate team and with a lifetime of applicable skills and opportunities. I never got to physically visit Rescate, but I feel as if I was there the entire time—I encourage anyone reading this to take a chance on Rescate, whether it be through donating or volunteering, you will have the best experience of your life!

Text 9

RESCATE ANIMAL ZOOAVE VETERINARY INTERNSHIP PROGRAM

ABOUT RESCATE ANIMAL ZOOAVE

Rescate Animal Zooave is a registered non-profit wildlife rehabilitation facility founded in 1989 and located on 34 acres of natural forest in the province of Alajuela, Costa Rica. Rescate Animal Zooave's mission is to protect and restore the country's biodiversity through wildlife rehabilitation, endangered species breeding, habitat preservation, and the provision of lifetime care for non-releasable animals. There are three main facilities at Rescate Animal Zooave; a state-of-the-art Wildlife Rescue Center and veterinary clinic (equipped with digital x-ray, ultrasound, etc.), an Endangered Wildlife Reproduction Center and a Life-time Care Sanctuary consisting of 35 acres of lush tropical forest with more than 125 species of animals. Roughly 800 of the birds, mammals, and reptiles that have been rescued cannot be released due to health or behavioral reasons and find lifetime sanctuary in Rescate Animal Zooave's Life-time Care Sanctuary, including, sloths,

jaguar, tapir, puma, coyote, margay, ocelot and numerous species of monkeys, birds, and reptiles. Follow this link for photos of the Rescue Center and Life-time Care Sanctuary: <https://www.dropbox.com/sh/rb2239e59ebx7cp/AABM8tIO42u5o3InBC6HncBea?dl=0>

In addition to the rehabilitation, breeding and sanctuary facilities in Alajuela, Rescate Animal Zooave also maintains two release sites; Bosque Escondido Wildlife Refuge, a 1,800 acre dry tropical forest in the Nicoya Peninsula and; Golfito, a 90-acre tropical rainforest in the province of Puntarenas where wild animals are returned to their natural environment. Veterinary interns may participate in a trip to the Bosque Escondido Wildlife Refuge*, where they will see first-hand the final step for successfully releasing animals into the wild. Follow this link for photos of Bosque Escondido Wildlife Refuge:

<https://www.dropbox.com/sh/nxju43yix1oqawx/AADnTSNJQG8kcEjD6lgSN-5la?dl=0>

*may require additional transport fees

*Arrangements can also be made for students to stay on the Nicoya Peninsula after the program and explore the area (at their own cost). Nicoya Peninsula has lovely, safe, white sandy beaches and lots of rainforest to explore. Follow this link to see things to do on the Nicoya Peninsula: <https://nicoyapeninsula.com/>

DESCRIPTION OF PROGRAM

Students will work directly with an experienced wildlife veterinarian and trained rehabilitation staff. Over 2000 wild animals are admitted to the rescue center on an annual basis and include orphans, injuries, electrocutions, confiscations and surrendered pets. In addition, there are 800 non-releasable wild animals in the Life-time Care Sanctuary that require medical management. The case-load will vary widely depending on the time of year and the species, age and condition of the animals admitted to the center during the internship. Typical species include, parrots, passerines, raptors, monkeys, sloths, various small mammals, iguana, turtles and other reptiles. This internship will help prepare you for a career in Veterinary Medicine. You will assist our veterinary team in the clinic performing exams, treatments, surgeries, and various procedures. You will assist in the intake of injured and orphaned wildlife, provide routine daily cleaning and feeding for the animals currently residing in the clinic, collect blood and other laboratory samples, conduct laboratory analysis in our in-house laboratory and assist in necropsies to determine cause of death. Interns should expect a busy, highly variable environment with a high number of emergency cases and/or confiscations coming in at a moment's notice. The level of participation in clinical cases will depend greatly on the skill and experience level of the student and the number and type of cases presented during the internship period.

QUALIFICATIONS/EXPERIENCE

We are seeking serious, passionate individuals with the desire to dedicate themselves to helping us return Costa Rican wildlife back to wild where they belong. Coursework in pre-vet, veterinary medicine or a similar field is required. Some experience working with animals is preferred, particularly in a clinic setting. Spanish language skills, as well as experience traveling to a tropical country and living in a group setting are helpful but not required. Flexibility, ability to work with people from diverse backgrounds and ability to maintain a positive attitude in stressful situations is essential. Rabies vaccinations and international health insurance are highly recommended. If traveling from a country where Yellow-fever occurs, you will need a Yellow-fever certificate.

SCHEDULE

Students participate in rehabilitation and clinic activities for 8 hours per day, 5 days per week with two days off for rest or travel. The clinic is staffed from 6 am to 6 pm. Students work a flexi-schedule depending on the needs of the clinic, the caseload and the time of the year.

LAUNDRY AND HOUSECLEANING

Houseguests are expected to clean up after themselves on a daily basis, however, there is a cleaning service once per week for deep cleaning, washing of sheets and towels and laundry. Personal laundry service is available at a very modest cost.

ACCOMMODATION

Accommodation will be provided in a secure 6 bed (2-bedroom) dormitory with a shared bathroom and kitchen area. Rescate Animal Zooave is fenced and has 24-hour security.

Follow this link to see photos of the guest house.

<https://www.dropbox.com/sh/vq7nzwtyvn5rdux/AADGco-KVw86IXrTzvnAP87Ya?dl=0>

MEALS

- Breakfast: Eggs, fruit, cereal, milk, coffee and tea are provided. Students prepare their own breakfast.
- Lunch and dinner: Cooked meals are provided in the on-site restaurant (vegetarian, vegan, gluten-free and other special diets will gladly be accommodated on request)
- Food can also be purchased a la carte from the restaurant in the Life-time Care Sanctuary.
- Follow this link to see photos of the restaurant and buffet:
https://www.dropbox.com/sh/b9pxkf0ip9tvn9l/AAAGwH42eC_pDmGkwmM6tyNa?dl=0

WIFI

WIFI is available 24 hours a day in the accommodation and at various sites throughout the Life-time Care Sanctuary.

VISAS

Citizens of most countries do not need a visa to enter Costa Rica for visits under 90 days, however, you must have a current valid passport and a return ticket to exit Costa Rica. Follow this link to find out what the requirements are for citizens from your country <http://www.costarica-embassy.org/index.php?q=node/51>.

TRANSPORT

The Juan Santa Maria International Airport (SJO) is only 15 minutes away from Animal Rescue Zooave by car or taxi. Local and Uber taxis are available at the airport for a very reasonable price, however, transportation to and from the airport can also be arranged through Animal Rescue Zooave at no additional cost. There is also a bus stop just in front of Rescate Animal Zooave, with very inexpensive buses that will take you to the mall or other shopping centers in Alajuela and there are more long-distance buses that go to downtown San Jose. Coach style buses leave from San Jose to all the major tourist areas of the country on a daily basis, making it easy for you to visit other areas of the country during or after your stay with us.

CURRENCY EXCHANGE

Foreign currency can be exchanged at the airport on arrival or at any bank or ATM throughout the country. The banks seem to have the best rates. Many businesses will also exchange foreign currency but the rates tend to be much higher.

COSTS

The Veterinary Internship Program payment contributes directly to the cost of the running the veterinary internship program. Veterinary internship fees must be paid in full to confirm your placement. Long-term interns can make arrangements for scheduled payments. The cost for the veterinary internship is \$250 per week off-season (Sept-April) and \$300 US dollars per week in-season (May-Aug). There is a minimum stay of two weeks. Qualified Latin American students can apply for sponsorship to reduce the cost of the program.

WHATS INCLUDED?

- Airport transfer
- Accommodation
- Breakfast foods (milk, cereal, eggs, fruit, coffee, tea) are provided for self-service
- Prepared lunch and dinner (vegetarian meals available upon request)
- Linens
- Training

WHAT'S NOT INCLUDED?

- Flights or other transportation to Costa Rica
- Insurance
- Vaccinations
- Visa costs

- Medical care

PAYMENT METHODS

Please do not submit payment until your application is approved. Once payment has been made, please notify Jeanne Marie Pittman at jeannemarie@wildlifeaidint.org to confirm your placement.

Text 10

RESCATE ANIMAL ZOOAVE VOLUNTEER PROGRAMME

ARE YOU INTERESTED IN VOLUNTEERING?

Please READ the information below. For more information or to apply to volunteer please contact Jeanne Marie Pittman at jeannemarie@wildlifeaidint.org.

ABOUT RESCATE ANIMAL ZOOAVE

Costa Rica, one of the world's most biodiverse countries, is home to more than 500,000 species, nearly 4% of the total estimated species in the world! Volunteering with Rescate Animal Zooave is an exciting opportunity to experience Costa Rica and dedicate your time and skills to support our mission to protect and restore Costa Rica's biodiversity through wildlife rescue and release, endangered species breeding and the provision of lifetime care for non-releasable wildlife. Rescate Animal Zooave is located in La Garita de Alajuela, just 40 minutes from San José and 15 minutes from Juan Santa María International Airport.

There are three main centers at Rescate Animal Zooave, a state-of-the-art Wildlife Rescue Center and veterinary clinic, an Endangered Wildlife Reproduction Center and a Life-time Care Sanctuary consisting of 34 acres of lush tropical forest with more than 125 species of animals. Roughly 800 of the birds, mammals, and reptiles that have been rescued cannot be released due to health or behavioral reasons and find lifetime sanctuary in Rescate Animal Zooave's Life-time Care Sanctuary. Extremely large and highly vegetated enclosures in the Life-time Care Sanctuary allow non-releasable animals to live out their lives in a safe, serene and natural environment. As a volunteer, you will be living and be working inside the Life-time Care Sanctuary. A wide variety of non-releasable animals find refuge in the park including, jaguar, tapir, puma, coyote, margay, ocelot and numerous species of monkeys, birds, and reptiles. There are also a lot of released animals and native wildlife living free in the park including, agouti, iguanas, toucans and great curassow to name a few.

Follow this link to view photos of the Wildlife Rescue Center:

<https://www.dropbox.com/sh/rb2239e59ebx7cp/AABM8tIO42u5o3InBC6HncBea?dl=0>

Follow this link to view photos of the Life-time Care Sanctuary:

<https://www.dropbox.com/sh/cne2c1p67g5g9pw/AAAqwoM3bBYeLjQJLPeO BJCCa?dl=0>

In addition to releasing wildlife in the Life-time Care Sanctuary in La Garita de Alajuela, Rescate Animal Zooave also maintains two release sites; Bosque Escondido Wildlife Refuge, a 720 hectare dry tropical forest in the Nicoya Peninsula and; Golfito, a 37 hectare tropical rainforest in the province of Puntarenas where wild animals are returned to their natural environment. As a Rescate Animal Zooave volunteer, you will have the opportunity to assist at the Bosque Escondido Wildlife Refuge. The Nicoya Peninsula is a very beautiful area with safe, clean white beaches and teeming with wildlife <https://nicoyapeninsula.com/>. Volunteers may opt to explore the area during and after their volunteer placement with Rescate Animal Zooave. We would be happy to assist you with travel arrangements.

VOLUNTEER REQUIREMENTS:

- Must be 18 years of age or older.
- Fluent in English or Spanish
- Health insurance certificate
- Negative TB test or TB vaccination
- No specific qualifications are required to become a Volunteer, although different roles may suit different experience levels/interests.
- Volunteers need to be flexible and practical in nature and prepared to work with people from diverse backgrounds

VOLUNTEER ROLES

Volunteers may assist with any of the following tasks in the Life-time Care Sanctuary.

- Creating environmental enrichment items (toys, food puzzles etc.)
- Behavioral observations
- Enclosure maintenance
- Assisting with the preparation of diets
- Assisting with feeding the animals
- Collecting browse, logs, and branches
- Gardening/ Landscaping
- Construction
- Visitor education

ACCOMMODATION

Accommodation will be provided in a secure 6 bed (2-bedroom) dormitory with a shared bathroom and kitchen area. Rescate Animal Zooave is fenced and has 24-hour security.

MEALS

- Breakfast: Eggs, fruit, cereal, milk, coffee and tea are provided and students prepare their own breakfast.
- Lunch and dinner: Cooked meals are provided in the on-site restaurant (vegetarian, vegan, gluten-free and other special diets will gladly be accommodated on request)
- Food can also be purchased a la carte from the restaurant in the Life-time Care Sanctuary

https://www.dropbox.com/sh/b9pxkf0ip9tvn9l/AAAGwH42eC_pPDmGkwmM6tyNa?dl=0

WIFI

WIFI is available 24 hours a day in the volunteer accommodation and at various sites throughout the Life-time Care Sanctuary.

VISAS

Citizens of most countries do not need a visa to enter Costa Rica for visits under 90 days, however, you must have a current valid passport and a return ticket to exit Costa Rica. Follow this link to find out what the requirements are for citizens from your country <http://www.costarica-embassy.org/index.php?q=node/51>.

TRANSPORT

The Juan Santa María International Airport (SJO) is only 15 minutes away from Animal Rescue Zooave by car or taxi. Local and Uber taxis are available at the airport for a very reasonable price, however, transportation can also be arranged through Animal Rescue Zooave if necessary. There is also a bus stop just in front of Rescate Animal Zooave, with very cheap buses that will take you to the mall or other shopping centers in Alajuela and there are also more long-distance buses that go to downtown San Jose. Coach style buses leave from San Jose to all the major tourist areas of the country on a daily basis, making it easy for you to visit other areas of the country during or after your stay with us.

CURRENCY EXCHANGE

Foreign currency can be exchanged at the airport on arrival or at any bank or ATM throughout the country. The banks seem to have the best rates. Many businesses will also exchange foreign currency but the rates tend to be much higher.

COSTS

The volunteer payment contributes directly to the cost of running the wildlife rescue center and volunteer program. Volunteer fees must be paid in full to confirm your

placement. Long-term volunteers can make arrangements for scheduled payments. The cost for volunteering is \$300 US dollars (Sept-April) and \$400 US dollars (May-Aug) per week. There is a minimum stay of one week. The fee can be reduced for volunteer who are interested in staying for a month or longer.

WHATS INCLUDED?

- Airport transfer
- Accommodation
- Breakfast foods (milk, cereal, fruit, coffee, tea) are provided. Volunteers prepare their own breakfast.
- Prepared lunch and dinner (vegetarian meals available upon request)
- Linens
- Training

WHAT'S NOT INCLUDED?

- Flights or other transportation to Costa Rica
- Insurance
- Visa costs
- Medical care

PAYMENT METHODS

Please click [here](#) to see payment options. Please do not submit payment until your volunteer application is approved. Please be sure to notify us of your payment immediately by contacting Jeanne Marie Pittman at jeannemariepittman@gmail.com to confirm your placement.

THINGS TO DO IN COSTA RICA

Costa Rica, one of the world's most biodiverse countries, is home to more than 500,000 species, nearly 4% of the total estimated species in the world. It is a rugged, rain-forested with extensive coastlines on both the Caribbean and Pacific. The capital city, San Jose, is steeped in culture and history and offers ample opportunity for sampling local cuisine and enjoying an active nightlife. Outside the city, Costa Rica is well known for its beaches, volcanoes, and protected jungle teeming with wildlife including coatis, monkeys, sloths and numerous bird species and encompassing roughly a quarter of the country. Brave the white-water rapids, zip-line across amazing ravines, visit an ancient volcano and take a dip in the hot springs, snorkel the reefs under dazzling blue waters or simply relax on a pristine white sand beach with an Agua de Pipa (fresh coconut water). Whatever your interest, we can help you organize a holiday in Costa Rica before or after your volunteer stay.

Text 11

Body copy: *This is the copy of the article. It should include all keywords above, including primary, secondary and long tail keywords. Please ensure the primary and secondary keywords feature in this paragraph.*

Welcome to our animal donation site. We are a GFAS accredited non-profit animal sanctuary and rely solely on the kind donations from wildlife and animal lovers such as yourselves - whether it's from donating through our online platform, or donating an item for our veterinary or enrichment teams.

Read more to understand what we do for endangered and threatened wild animals at Rescate Wildlife Rescue Center and find out where your wildlife donations go, plus how to donate to our wildlife sanctuary online now, on a monthly basis or as a one-off. Every donation helps.

What makes us one of the best animal charities to donate to?

Rescate Wildlife takes absolutely no profit, all animal donations go to running our centres to help rehabilitate rescued animals, protect endangered species, or provide lifetime care to non-releasable wildlife.

We provide all the animals we rescue with the best possible care. In addition to providing well-balanced diets, excellent veterinary care, and appropriate habitats, we also ensure their psychological wellness through our environmental enrichment programme. Our environmental enrichment team, led by a veterinarian with a Master's degree in Animal Behavior, has created countless platforms, swings, bridges, puzzle feeders and other tools. This environmental enrichment provides the physical and mental stimulation necessary to ensure that the animals retain their natural behaviors that are so vital for their successful return to the wild, and prevents stereotypical behavior that is often seen in animals under human care.

In 2017 Dennis Janick, our founder, received the Carole Noon Award for Sanctuary Excellence, after being chosen for his innovation and leadership in supporting the welfare of native wildlife in Costa Rica- read more here [HYPERLINK: <https://www.sanctuaryfederation.org/2017/10/18/founder-of-rescate-animal-in-costa-rica-recipient-of-global-award-for-sanctuary-excellence/>]. Our founder, our staff and our volunteers are all proud of what we do - and you can be too. Read more about Rescate Wildlife Rescue Center here [LINK TO ABOUT US PAGE WHEN LIVE]

Where do your animal donations go?

The vast majority of your wildlife donations go to feeding our animals and providing emergency veterinary care.

- *Box 1 with image: Donating \$25 can feed a macaw for 1 month*
- *Box 2 with image: Donating \$80 can feed a howler monkey for 1 month*
- *Box 3 with image: Donating \$150 can feed an ocelot for 1 month*

The remainder of the donations to the sanctuary go to our environmental enrichment programme [LINK TO ENRICHMENT PAGE], breeding programs, and continuously improving the facilities at the sanctuary so the animals get the best possible care, always.

- *Box 4 with image: Donating \$80 will fund a new camera for animal observation, allowing our animal behaviour specialist to devise new enrichment schemes*
- *Box 5 with image: Donating \$300 will fund a table drill, which can double our production of swings & bridges for the animals*

/COPY ENDS

Call to action: This is the aim of the article. Do we want to inspire people to donate? Do we want to promote a volunteer role? Do we want to entice people to come to the park? Do we want to educate people on the welfare of our animals or processes within the sanctuary? This should shape the kind of article we create and indicate which links we should feature throughout and at the end of the article. Please write the final paragraph below.

How to donate to our animal sanctuary and wildlife rescue

There are currently three main ways to donate to our sanctuary - You can make the choice on how you want to make your animal donation through any of the links below:

1. Make a monthly or one-off monetary donation using the button below

[INSERT widget that comes up with two options: 1 is pay via paypal, and links to our paypal; 2 is pay by bank transfer, and when clicked shows bank details]

2. Purchase an item for the animals through the Amazon Wish List [HYPERLINK to Amazon Wish List <https://amzn.to/2FTDKWV>]
3. Contact us [hyperlink to <mailto:jeanne.marie@rescatewildlife.org>] if you would like to donate food, veterinary equipment, animal enrichment materials or fencing for animal habitats.

Thank you for supporting our animals and a being valuable part of our cause

Tax ID Number: 3006171553

Phone Number: 506+ 2433 8989

/COPY ENDS

Imagery: These are links to the images we will use in the article. They should be stored in a folder on Google Drive. Are there a few? Link to them all below and reference them in the article where possible.

Please delete this text and add links to images from G Drive here.

/LINKS END

Text 12

H1: This is the heading of the article. People will see this when they click on a web page. Please write a short punctual sentence including the primary and secondary keyword below.

Volunteer Costa Rica: We offer incredible wildlife volunteer & internship opportunities for people interested in volunteer work in Costa Rica, or must complete an internship as part of their studies.

/COPY ENDS

Body copy: *This is the copy of the article. It should include all keywords above, including primary, secondary and long tail keywords. Please ensure the primary and secondary keywords feature in this paragraph.*

If you are looking to volunteer during your trip to Central America, or must complete an internship as part of your studies, there is no better place than to volunteer in Costa Rica - one of the world's most biodiverse countries, it is home to more than 500,000 species, nearly 4% of the total estimated species in the world!

There are many facilities offering wildlife volunteer & internship opportunities in Costa Rica, so it can be challenging to determine just where the best place is for you. Rescate Wildlife Rescue Center's Costa Rica volunteer programs & internships will give you experience in a GFAS accredited non-profit organization, alongside incredible animals like jaguars, mountain lions, sloths, six species of monkeys, dozens of species of birds, and many more!

The volunteer & internship programs can be shaped around your skills, interests, or internship requirements so you can benefit from the program as much as our animals benefit from your efforts! Our Costa Rica volunteer & internship programs have roles in veterinary care, animal care, marketing, and more - keep reading for more details.

TYPES OF COSTA RICA VOLUNTEER PROGRAMS

- ***Volunteer** - gain experience working with animals and/or employment experience. Cost varies per time of year, enquire below. Minimum stay 1 week.*
- ***Intern** - a tailored program to your educational body's requirements. Cost varies per time of year, enquire below. Minimum stay based on study requirements.*
- ***Assistant** - 3+ years professional experience in the functional area. Contact us (below) to discuss how your skills could benefit the charity, minimum stay 2 months.*

WHERE ARE RESCATE WILDLIFE'S COSTA RICA VOLUNTEER & INTERNSHIP PROGRAMS LOCATED?

Rescate Wildlife Rescue Center's main site is located in La Garita de Alajuela, just 40 minutes from San José and 15 minutes from Juan Santa María International Airport. This is where you will be based and the accommodation is located, but there could be opportunities to visit other sites.

There are three main centers: a state-of-the art Wildlife Rescue Center and veterinary clinic; an Endangered Wildlife Reproduction Center; and a Conservation Park consisting of 35 acres of lush botanical gardens with more than 125 species of animals, among them birds, mammals and reptiles that have been rescued and, due to health or behavioral reasons, cannot be fully rehabilitated for reintroduction into their natural habitat. The large enclosures are naturally designed to allow non-releasable wildlife a high quality of life with lots of natural enrichment.

In addition to releasing wildlife in the Conservation Park in La Garita de Alajuela, we also maintain two release sites: Bosque Escondido Wildlife Refuge, a 720 hectare dry tropical forest in the Nicoya Peninsula; and Golfito, a 37 hectare tropical rainforest in the province of Puntarenas. Our Costa Rica volunteers will have an opportunity to assist at the Bosque Escondido Wildlife Refuge.

ACCOMODATION FOR WILDLIFE VOLUNTEERS & INTERNS

Accommodation will be provided for wildlife volunteers & interns in Costa Rica, in a safe on-site accommodation with a shared bathroom and kitchen/lounge area. Rescate Wildlife Rescue Center is fenced and has 24 hour security.

WILDLIFE VOLUNTEER & INTERN REQUIREMENTS:

- *Must be 18 years of age or older.*
- *Fluent in English or Spanish.*
- *Health insurance certificate.*
- *Negative tb test or tb vaccination (if working in animal care).*
- *Should be able to commit to a minimum of 1 week stay (or min. 2 months for assistants).*
- *No specific qualifications are required to become a Volunteer, although different roles may suit different experience levels/interests.*
- *Volunteers need to be flexible and practical in nature and prepared to work with people from diverse backgrounds.*

WHATS INCLUDED FOR WILDLIFE VOLUNTEERS & INTERNS IN COSTA RICA?

- *Airport transfer.*
- *Accommodation with hot water.*
- *3 meals a day: Volunteers prepare their own breakfast with provided food.*
- *Buffet lunch and dinner of typical Costa Rican cuisine prepared by our restaurant chef (vegetarian meals available upon request).*
- *Linens.*
- *Training.*

Note - Assistant roles may differ based on agreement.

WHAT'S NOT INCLUDED FOR VOLUNTEERS?

- *Flights or other transportation to Costa Rica.*
- *Insurance.*
- *Visa costs.*
- *Medical care.*

THINGS TO DO IN COSTA RICA - VOLUNTEER TRIPS

Costa Rica is a beautiful, rugged, heavily rain-forested country in the heart of **Central America**, with extensive coastlines on both the Caribbean and Pacific sides. The capital city, San Jose, is steeped in culture and history and offers ample opportunity for sampling local cuisine and enjoying an active nightlife. Outside the city, Costa Rica is well known for its beaches, volcanoes, and protected jungle teeming with wildlife including coatis, monkeys, sloths and numerous bird species and encompassing roughly a quarter of the country. Brave the white-water rapids, zip-line across amazing ravines, visit an ancient volcano and take a dip in the hot springs, snorkel the reefs under dazzling blue waters or simply relax on a pristine white sand beach with an Agua de Pipa (fresh coconut water). Whatever your interest, we can help you organize a holiday in Costa Rica before or after your volunteer Costa Rica stay.

/COPY ENDS

Call to action: *This is the aim of the article. Do we want to inspire people to donate? Do we want to promote a volunteer role? Do we want to entice people to come to the park? Do we want to educate people on the welfare of our animals or processes within the sanctuary? This should shape the kind of article we create and indicate which links we should feature throughout and at the end of the article. Please write the final paragraph below.*

APPLY AS A COSTA RICA VOLUNTEER

Download a form here [HYPERLINK to form download] and email it to jeanne.marie@rescatewildlife.org

/COPY ENDS

Imagery: *These are links to the images we will use in the article. They should be stored in a folder on Google Drive. Are there a few? Link to them all below and reference them in the article where possible.*

Please delete this text and add links to images from G Drive here.

/LINKS END

PHASE 2 WORDING: (do not publish yet)

APPLY AS A COSTA RICA VOLUNTEER

Click below to apply to the relevant Costa Rica volunteer or internship program:

- *General*
- *Veterinary Care*
- *Photography & Film*
- *Conservation Research Roles (AND/OR - a role that would appeal to environmental studies students - this could be a big area for us.)*
- *Marketing & Social Media*
- *Construction*
- *Corporate Roles*

Text 13

Mission:

To protect and restore Costa Rica's biodiversity through wildlife rehabilitation endangered species breeding, habitat preservation, and the provision of lifetime care for non-releasable animals and to educate the public at large on the importance of global biodiversity and habitat preservation.

Rescate Wildlife Rescue Center is a registered non-profit wildlife rehabilitation facility founded in 1989 and located on 34 acres of natural forest in the province of Alajuela, Costa Rica. Rescate Wildlife Rescue Center's mission is to protect and restore Costa Rica's biodiversity through wildlife rehabilitation, endangered species breeding, habitat preservation, and the provision of lifetime care for non-releasable animals.

There are three main centers at Rescate Wildlife Rescue Center's facility in Alajuela, a state-of-the-art Wildlife Rescue Center and veterinary clinic, an Endangered Species Breeding Center and a Lifetime Care Animal Sanctuary consisting of 35 acres of lush

tropical forest with more than 125 species of animals. Over 3,000 wild animals are admitted to Rescate Wildlife Rescue Center on an annual basis, including sloths, jaguars, tapirs, pumas, coyotes, and monkeys, as well as a wide variety of birds, small mammals, and reptiles. Roughly 800 of the birds, mammals, and reptiles that have been rescued cannot be released due to health or behavioral reasons. Non-releasable endangered species are maintained in the Endangered Species Breeding Center, where they have an opportunity to contribute to the survival of their species through successful breeding and release of off-spring. Non-releasable wildlife of more common species are provided with lifetime sanctuary in the Lifetime Care Animal Sanctuary.

In addition to the rehabilitation, breeding and sanctuary facilities in Alajuela, Rescate Wildlife Rescue Center also maintains two release sites; Bosque Escondido Wildlife Refuge, a 1,800-acre dry tropical forest in the Nicoya Peninsula and; Golfito, a 90-acre tropical rainforest on the Osa Peninsula, where wild animals are returned to their natural environment. Rescate Wildlife Rescue Center has been maintaining these release sites since the late 1990's and have released many thousands of animals at these sites including a number of globally threatened species such as the Geoffroy's spider monkey (*Ateles geoffroyi*), Black-crowned Central American Squirrel Monkey (*Saimiri oerstedii*) and Great Curassow (*Crax rubra*), as well as several locally threatened species including; Grey-headed Chachalaca (*Ortalis cinereiceps*), Orange-chinned parakeet (*Brotogeris jugularis*) and Scarlet Macaw (*Ara macao*). Geoffrey's spider monkeys are the most endangered primates in Costa Rica. Rescate Wildlife Rescue Center has developed many highly successful soft-release practices that result in excellent integration and high survival rates.

Follow this link to view photos of the Wildlife Rescue Center, Lifetime Care Animal Sanctuary, Endangered Species Breeding Center and the release sites:

<https://www.dropbox.com/sh/fl6454jlekamla/AACeo9SYuW5EU2w-P-3A63Tta?dl=0>

WILDLIFE REHABILITATION CENTER AND VETERINARY HOSPITAL:

The Wildlife Rehabilitation Center has separate care units for various taxa, including primates, parrots, raptors, small mammals, and reptiles. Each care unit is equipped with an intensive care clinic, incubators, a fly-proof enclosure, and a series of step-by-step acclimation enclosures. Each intensive care unit has separate refrigeration, supplies, and equipment. From the Wildlife Rescue Center, rehabilitated animals are moved to larger acclimation enclosures in the surrounding forest. The veterinary hospital is equipped with a surgery suite, a laboratory, and three intensive care units, each with incubators and separate supplies and equipment.

ENDANGERED SPECIES BREEDING CENTER:

The Endangered Species Breeding Center has numerous large, highly naturalized enclosures for various endangered species including; Geoffroy's spider monkey (*Ateles geoffroyi*), Black-crowned Central American Squirrel Monkey (*Saimiri oerstedii*) and Great Curassow (*Crax rubra*), as well as several locally threatened species including; Grey-headed Chachalaca (*Ortalis cinereiceps*), Orange-chinned parakeet (*Brotogeris jugularis*) and Scarlet Macaw (*Ara macao*). The facility has separate equipment, feeding supplies and staffing from the Lifetime Care Animal Sanctuary.

LIFETIME CARE SANCTUARY:

The Lifetime Care Sanctuary provides lifetime care for over 800 non-releasable wild animals, including; jaguars, tapirs, pumas, coyotes, and monkeys as well as a wide variety of birds, small mammals, reptiles. The Lifetime Care Animal Sanctuary is open to the public and serves to educate the local people about wildlife issues. Animals housed in the Lifetime Care Sanctuary are provided with very large, naturalized enclosures and always have the opportunity to move out of view of the public if they choose.