



WCF Head Office

c/o Max Planck Institute for Evolutionary
Anthropology
Deutscher Platz 6, 04103 Leipzig, Germany

WCF West Africa Office

23 BP 238, Abidjan 23, Côte d'Ivoire

WCF Guinea Office

BP 06 Sangarédi, Préf. de Boké, Guinea

Internet: www.wildchimps.org

Email: wcf@wildchimps.org

Final report on:

CLUB P.A.N. 2014/2015

A conservation education project of the Wild Chimpanzee Foundation
in Guinea and Côte d'Ivoire



TABLE OF CONTENTS

- 1 Summary – page 3
- 2 Introduction - page 4
- 3 Club P.A.N. goals – page 5
- 4 Staff – page 7
- 5 Results- page 8
 - 5.1 Teacher training – page 8
 - 5.2 Club P.A.N. sessions – page 8
 - 5.3 Parents days – page 9
 - 5.4 Evaluations – page 10
 - 5.5 Micro-projects – page 11
 - 5.6 Partner-school-project – page 12
- 6 Conclusion & outlook – page 13
- 7 References – page 13
- 8 Acknowledgements – page 14

ACRONYMS

- Club P.A.N. – People, Animals, Nature
- CPE - Cellule des Projets Environnementaux
- WCF – Wild Chimpanzee Foundation

1 SUMMARY

Club P.A.N. has now been running for eight consecutive years in Côte d'Ivoire around the Taï National Park and for five years in Guinea. The present report provides an overview of what has been done during this school year of the program (2014/2015).

Club P.A.N. was fully active during this school year; reaching 15 schools in Côte d'Ivoire with more than 700 children and 7 schools in Guinea with more than 800 children. All participating children attended two evaluations and 12 sessions. Children were included in the preparation of a parents day at the end of their school year and teachers were trained prior to the beginning of the school year, WCF achieved all Club P.A.N. objectives set out.

The long-term partner-school-project between Club P.A.N. schools in Côte d'Ivoire and German schools has resulted in six girls from poor families being enrolled into school (school fees, uniform, books and materials for these girls were financed by their German friends). Furthermore, the school of Adamakro received financing for a new school building with two new class rooms from their partner school in Werdau. Numerous letters, posters and small gifts were exchanged between around 1500 children from both counties during this school year.

In order to curb the threats of illegal bush-meat hunting and consumption, WCF developed numerous alternative livelihood micro-projects aimed at providing alternative sources of protein such as poultry, goats, cane rats and snails. The school micro-projects provide both an educational activity for many children in the villages but also a means to support the development of the schools. In 2014/2015, WCF supported school micro-projects in Para and Adamakro (goats), Ziriglo (chickens), Petit Tiémé (grass-cutters), Sakré and Djouroutou (snails).



Wild chimpanzees from Taï National Park in Côte d'Ivoire

2 INTRODUCTION

Wild chimpanzees are only found in tropical Africa, where their populations have declined by more than 66% in the last 30 years, from 600,000 to fewer than 200,000 individuals (Butynski 2001). A survey conducted in Côte d'Ivoire reports, that over the last 18 years, chimpanzee numbers have plummeted by 90% (Campbell et al., 2008). Throughout their range, chimpanzees are threatened by deforestation, bush-meat hunting, disease and capture for the pet trade. Although it is officially forbidden to kill, consume or trade wild animals, illegal hunting is widespread. In 1996, 35.5 million wild animals, totaling 120,000 tons and worth 149 million USD, were killed by Ivorian hunters (Caspari et al., 2001). The western chimpanzee has already disappeared from three African countries and is on the verge of extirpation in others. Urgent action is needed!

To assure the protection of chimpanzees, the WCF will continue its important short and long-term programs. Short-term projects, such as increased anti-poaching patrols and other law-enforcement strategies aim to reduce the impact of bush-meat hunting on local wildlife populations. The long-term projects like public outreach and awareness-raising programs play a vital role in changing local attitudes towards the intrinsic value of wildlife. Conservation education is a priority long-term action for the conservation of chimpanzees and other wildlife (Kormos and Boesch, 2003). In 2007, WCF created nature clubs called "Club P.A.N." (Personnes, Animaux et Nature / People, Animals & Nature) for primary schools in West Africa. Club P.A.N.'s prior success led to the continuation of the programme for its eighth year in Côte d'Ivoire and for the fifth year in Guinea.



Club P.A.N. children in Guinea

3 CLUB P.A.N. GOALS

WCF mission

Ensure the long-term protection of viable populations of wild chimpanzees and their forest habitats throughout tropical Africa.



Wild chimpanzees from Taï National Park in Côte d'Ivoire

Global project goals

School children located near chimpanzee habitats are discouraged from consuming bush-meat and are pro-active in the conservation of chimpanzees and their forested habitat.

Specific project goals

1. Teach children about local flora and fauna, so that they appreciate the biodiversity that exists in their region.
2. Teach basic knowledge on environmental issues in order to promote care and awareness towards nature conservation.
3. Discourage trade in illegal bush-meat by reducing the likelihood that the current generation of children will consume or trade bush-meat in the future. Develop alternatives to bush-meat consumption.
4. Promote conservation and research activities undertaken within the countries. Encourage local support towards the conservation of chimpanzees and their habitat.

Table 1: Club P.A.N. goals, activities and results.

| Goals | #1 | #2 | #3 | #4 | |
|--|--|--|--|---|--|
| | Teach children about local flora and fauna, so that they appreciate the biodiversity that exists in their region. | Teach basic knowledge on environmental issues in order to promote care and awareness towards nature conservation. | Discourage trade in illegal bush-meat by reducing the likelihood that the current generation of children will consume or trade bush-meat in the future. | Promote conservation and research activities undertaken within the countries. | |
| Activities | Five sessions emphasize the flora and fauna of the region's ecosystems: (topics: "tropical rainforests", "biodiversity", "chimpanzees", "the food chain" and "national parks"). | During the "environment" and "the animals and their habitats" sessions, students are taught the fundamental principles of biology, ecology and conservation. | The "human-animal conflict" session focuses on the illegal bush-meat trade. Information is presented regarding the threats to plants and animals, discussion rounds and a play about the trade sensitizes the students and is used to convey the destructive effect of these practices. School micro-projects provide alternative protein sources and additional education in eco-farming. | The "protected areas" session conveys the importance of national parks and what humans are allowed to do or not to do in these areas. | |
| Results (as determined by pre-and post-evaluations) | All sessions are interactive with games, songs, movies, nature walks and clean up actions. Teachers are intensively trained in biology and environmental sciences. Parents are actively involved in the club as well as on "parents' day" when children from each class present what they have learnt in the form of summaries, plays and songs. | Increased knowledge regarding local flora and fauna. | Increased knowledge regarding environmental issues. | Students are able to identify the conflicts between humans and animals. Changed attitudes regarding consumption and trade of bush-meat. | Knowledge and support of conservation and research activities in the region. |

4 STAFF

Club P.A.N. was only possible because of a long-term collaboration with the Cellule des Projets Environnementaux (CPE). The CPE coordinators Mr. Guilahoux and Mr. Ouattara are also the coordinators of Club P.A.N. since its start in 2007. Together with Mr. Gnolou, Mr. Brice and Mr. Kouakou in Côte d'Ivoire, Mr. Kaba and Mr. Diallo in Guinea, they are guiding all principals and teachers. They assist the teachers on-site with the sessions, conduct teacher training, evaluate the project by quantifying student participation and administer a pre- and post-evaluation. In total, 22 teachers and 22 principals formed the Club P.A.N. staff during the 2014/2015 school year.



Club P.A.N. coordinators, teachers and principals during their training at the Ecological Research Station in Tai National Park, Côte d'Ivoire (left) and in Dabola, Guinea (right)



Club P.A.N. coordinators: Mr. Gnolou, Mr. Kouakou, Mr. Guilahoux and Mr. Ouattara from CPE



Club P.A.N. coordinators in Guinea: Mr. Bangaly and Mr. Kaba

5 RESULTS

5.1 Teacher training

All teachers and principals received intense trainings to increase their capacity for environmental education and to guarantee that sessions and activities would have the utmost impact during the school year. In Guinea, the Club P.A.N. teacher training was held from 17.-19.11.2014 at the primary school in Doubhi. In Côte d'Ivoire, the training happened at the Ecological Research Station in Taï National Park from 8.-11.10.2014 with the support of "Office Ivoirien des Parcs et Réserves", CPE and Taï Chimpanzee Project. The teachers and principals were able to see the primary tropical rainforest, and part of the training was conducted in the forest during nature walks. This was our most enjoyed and successful teacher training to date. We thank 22 teachers and 22 principals for their motivation and great work during these days of intensive training!



Club P.A.N. teachers and principals during their training in 2014

5.2 Club P.A.N. sessions

During the 2014/2015 school year 15 schools in Côte d'Ivoire participated with 711 children and 7 schools in Guinea with 824 children, summing up to a total of 22 schools and 1535 children plus their families.

The 15 schools around the Taï National Park in Côte d'Ivoire were: Djouroutou, Daobly, Taï, Paule-Oula, Diero-Oula, Sakré, Ziriglo, Para, Karie, Youkou, Amaragui, Petit Tieme, Sarakagui, Adamakro and Kouperou.

In Guinea, we reached 327 children from the villages of Kambaya, Kalinko and Kollet in the Foutah-Djallon Bafing region and in addition 497 children from the villages of Doubhi, Mobhi, Thiankoun Tioly and Boulleire within the Guinea Alumina Corporation mining concession.

During our active conservation session Number 11 we had some great conservation projects including a big tree planting in Côte d'Ivoire and a sensitization project in Guinea, where the children went in groups into families and discussed with them deforestation, slash and burn agriculture and issues about pollution of water, air and earth.

The highlight of this school year was the new session number 12: "Health", created by researchers from the Robert Koch-Institute in Berlin. It is a response to the Ebola outbreak in West Africa in 2014 and concentrates on good hygienic practices for preventing the transmission of diseases. The children received new posters, lesson materials, soap and buckets.



Club P.A.N. sessions in outdoor nature class rooms

Club P.A.N. sessions involved fact sheets, activities, role playing, songs and games with animal puppets which are based around a chosen theme. We aim to promote positive club spirit through interactive learning and essentially having fun. Each child that participated received a Club P.A.N. book and T-Shirt which means a lot to them. Some sessions focused on the concepts of sustainable resource use and the need for protected areas; others detail the natural history of various large protected mammals (like chimpanzees & elephants). We created a website: www.wildchimps.org/wcf/english/pan, and blog: <http://clubpan.blogspot.com>, which are updated regularly to highlight how fun and successful Club P.A.N. has been.

5.3 Parents days

In order to have a greater effect on the Club P.A.N. program, it was decided that parents need to be further involved; therefore, parents' days were created. During these events the children present what they have learnt. The parents' days take place outdoors and the children themselves present Club P.A.N. activities in the form of songs, theatre, games and poems to their families and villagers. In Guinea, each school held its own parents day, so a total of 7 events were organized. In Côte d'Ivoire, competitions between Club P.A.N. schools were held, children showed which class leaned the most and the villages that had the winning teams were incredibly proud of their children, and a total of 7 events were organized. On average each of the 14 events had around 500 adult spectators. In total, we have reached round 7000 villagers and parents.



Pictures from the Club P.A.N. parents' days in Côte d'Ivoire

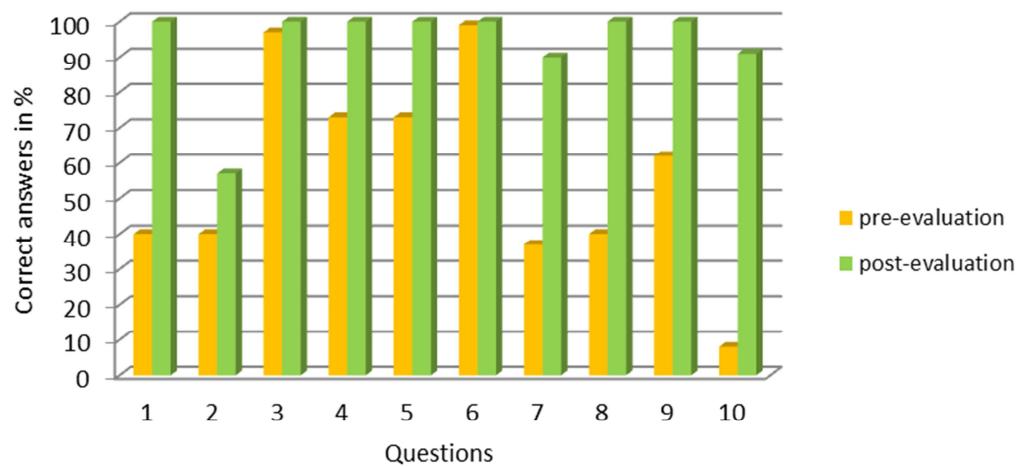


Pictures from the Club P.A.N. parents' days in Guinea

5.4 Evaluations

Pre- and post-evaluations of Club P.A.N. children in personal interview form were done in Côte d'Ivoire and in Guinea by our local coordinators. Results show that Club P.A.N. children increased their knowledge by 35% on average. There were questions where children increased their knowledge up to 84%, for example question Number 10: “Pour montrer que les animaux sont très importants, donne trois exemples qui précisent leurs rôles.” – “Answer with three examples why animals are important for our environment”. In the pre-evaluations, before the Club P.A.N. program has started, most of the children cannot name important roles of animals. But after the 12 sessions in the post-evaluation interviews, 91% of them are able to answer something correct like “spreading seeds or pollen” or “stimulating the germination”.

Figure 1: Correct answers in percent to ten knowledge questions



Club P.A.N. children in Guinea and Côte d'Ivoire already showed a positive attitude towards nature in the pre-evaluations and this attitude became more positive in the post-evaluations. 99% of the children loved Club P.A.N. enormously. And 96% of the children were able to remember something important about nature and conservation. Club P.A.N. evaluation results from past

years are published by Claudia Borchers and colleges (Borchers et al., 2013) in a peer-reviewed journal. Borchers et al. (2013) also found that participation in Club P.A.N. significantly increased environmental knowledge and positively influenced attitudes towards nature. We also evaluated parents during the parents' days. Most parents gave positive feedback to the program, it was mentioned that the children increased their knowledge and that they received T-Shirts and school materials such as books. 100% of the children had talked to their parents at home about Club P.A.N. and all parents were able to report something the household had learned from Club P.A.N. such as the importance of national parks, also words like ecology and biodiversity were named by parents. Parents mainly answered with "increasing the number of Club P.A.N. schools" and "following the laws" to the question "Which other activities are important to protect the nature in your region?"

5.5 Micro-projects

In Côte d'Ivoire, the micro-projects developed in primary schools by WCF in cooperation with CPE help stimulate the consumption of local livestock meat and work to educate children in agriculture as an alternative to illegal bush-meat hunting, consuming and/or selling. A total of 24 monthly monitoring missions were carried out to develop the micro-projects.

Table 2: Summary of ongoing school micro-projects

| Type of farm | School | Date created |
|--------------|-------------|--------------|
| Grass-cutter | Petit Tiémé | 2006 |
| Snail | Djouroutou | 2011 |
| | Sakré | 2010 |
| Chicken | Koupérou | 2013 |
| | Ziriglo | 2014 |
| Goat | Para | 2014 |
| | Adamakro | 2014 |



Club P.A.N. school micro-project chicken farm in Ziriglo

5.6 Partner-school-project

The long-term partner-school-project between the Club P.A.N. schools in Côte d'Ivoire and German schools has resulted in the school enrollment of six girls from poor families (school fees, cloth, books and materials for these girls were financed by their German friends from Leipzig). The school of Adamakro received finances for a new school building with two class rooms from their partner school in Werdau, the school of Adamakro did not have enough class rooms for all their children and classes were extremely crowded. Hundreds of letters, posters and small gifts were exchanged between around 1500 children from both counties during this school year.



The Club P.A.N. partner-school-project has resulted in the school enrollment of six girls, the construction of a new school building for the school of Adamakro and the exchange of hundreds of letters, posters and small gifts between friends in Germany and Côte d'Ivoire

6 CONCLUSION & OUTLOOK

Thanks to the support of our sponsors, collaborators and partners, the WCF's environmental education program Club P.A.N. was fully active during the 2014/2015 school year in 7 schools in Guinea and 15 schools in Côte d'Ivoire with a total of 1535 children participating and approximately 7000 adult spectators during the parents' days.

Our evaluation results showed that Club P.A.N. was able to increase the knowledge of the children, not only about the local flora and fauna, but also about biological facts and global environmental issues (WCF 2014, Borchers et al. 2013). Furthermore, we were successful in changing attitudes (WCF 2014, Borchers et al. 2013) and were able to create a fun and dynamic learning environment that the children enjoyed.

The continuation and development of alternative livelihood programs, focusing on producing protein alternatives to bush-meat is absolutely essential for the survival of chimpanzees and other rare and endemic wildlife in Africa. In conjunction with these livelihood programs, local communities must not only become sensitized and educated to conservation efforts, but also implicated in the process. The local support of the communities is a major component in maintaining the health of ecosystem services and the wildlife they support. Additionally, in order to properly measure the effectiveness of these programs and the management of protected areas, surveys such as monitoring the consumption of bush-meat give us an ideal of which programs perform best, and in what areas improvement is needed. They also allow us to identify areas of high risk so that we can focus the counter bush-meat strategies to these areas.

One of WCF's strengths is the motivation of our team, always reactive and creative when it comes to bringing people together for the sake of chimpanzee conservation. Because each school year we have new children joining the nature clubs and long-term conservation education programs have been shown as an efficient medium to change local attitudes (see Club P.A.N. publication by Borchers et al. 2013), the WCF will continue nature clubs for another school year.

7 REFERENCES

Borchers C., Boesch C., Riedel J., Guilahoux H., Ouattara D. & Randler C. 2013. Environmental Education in Côte d'Ivoire/West Africa: Extra-Curricular Primary School Teaching Shows Positive Impact on Environmental Knowledge and Attitudes, International Journal of Science Education, Part B: Communication and Public Engagement, DOI:10.1080/21548455.2013.803632

Butynski T.M. 2001. Africa's Great Apes. In Great Apes and Humans: The Ethics of Coexistence (Becks B., Stoinski T.S., Hutchins M., Maple T.L., Norton B., Rowan A., Stevens E.F., Arluke A., editors). Washington D.C.: Smithsonian Institutions Press. pp 3-56.

Campbell, G., Kühl, H., N'Goran, K.P. and Boesch, C. 2008. Alarming decline of West African chimpanzees in Côte d'Ivoire. *Current Biology* 18 (19)

Caspary, H.U., Koné, I., Prouot, C., & de Pauw, M. 2001. La chasse et la filière viande de brousse dans l'espace Taï, Côte d'Ivoire. Tropenbos Côte d'Ivoire Série 2. Tropenbos International, Wageningen, The Netherlands

Kormos R., Boesch C., Bakarr M.I., Butynski T.M. 2003. West African Chimpanzees – Status Survey and Conservation Action Plan. IUCN/SSC Primate Specialist Group, Gland, Switzerland

8 ACKNOWLEDGEMENTS

We would like to thank the sponsors of the Club P.A.N. school year 2014/2015:

Auckland Zoo Conservation Grant,
Columbus Zoo and Aquarium,
DierenPark Amersfoort Wildlife Fund,
Guinea Alumina Corporation,
Global Giving,
Gymnasium Humboldt Werdau,
Gymnasium Kepler Leipzig,
Teach A Man To Fish Foundation,
Tierschutz Zürich,
Zoo Leipzig,
and Zoo am Meer Bremerhaven.

We would like to thank our collaborators and partners from the school systems in Guinea and Côte d'Ivoire (Ministère de l'Education Nationale) and particularly the Inspection de l'Enseignement Primaire de Soubré1 - Cellule des Projets Environnementaux (CPE) who plan and organize the activities of the education program.