



Wild Chimpanzee Foundation

Final report



CLUB P.A.N. 2019/2020

An environmental education project of the Wild Chimpanzee Foundation in Guinea



“The best time to plant a tree was 20 years ago. The next best time is now.”

Ugandan proverb

December 2020

WCF European Representation:

Wild Chimpanzee Foundation (WCF)
c/o Max Planck Institute for Evolutionary Anthropology
Deutscher Platz 6, 04103 Leipzig, Germany
Phone: 00 49 341 35 50 250
Email: wcf@wildchimps.org
Internet: www.wildchimps.org

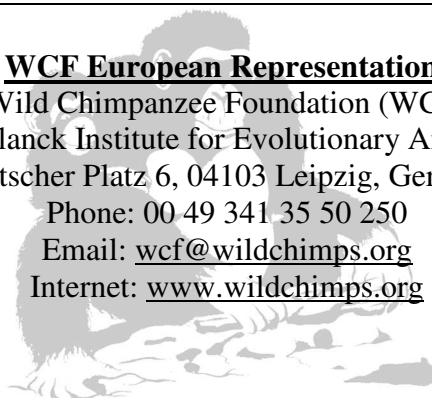


TABLE OF CONTENTS

- 1 Summary – page 3
- 2 Introduction - page 4
- 3 Club P.A.N. goals – page 4
- 4 Staff – page 5
- 5 Results- page 6
 - 5.1 Teacher training – page 6
 - 5.2 Club P.A.N. sessions – page 7
 - 5.3 Parents’ days – page 10
 - 5.4 Evaluations – page 11
- 6 Conclusion and Outlook – page 13
- 7 References – page 14
- 8 Acknowledgements – page 14

ACRONYMS

Club P.A.N. – People, Animals, Nature
WCF – Wild Chimpanzee Foundation

1 SUMMARY

Club P.A.N. (People, Animals, Nature) was active for its tenth year in Guinea. The present report provides an overview of what has been done during this school year (2019/2020), which has been interrupted from March to August 2020 because of the **COVID-19 crisis**. The schools in Guinea were closed for this time period, either because of the health crisis or because of vacations.

Club P.A.N. was active in ten schools this year (Kalinko Centre, Kalinko Konkéro, Keyla, Gagnakaly, Fello-Kollet, Kounet, Daara, Laffa-Boubé, Kouratongo and Louffa-Missidé) in the Moyen-Bafing region with **814 participating children**. In comparison to last school year, we were able to increase the number of schools from eight to ten and the number of children from 608 to 814.

Five teachers and ten principals were trained and evaluated in November 2019 during a three days' workshop in Kollet. **Eleven conservation education sessions** in each of the ten schools, and **pre- and post-evaluations of 90 children** were implemented. During the conservation action session, **563 trees** have been planted by the children, their families and villagers in their schoolyards to create green fences around their schools, and 1 hectare has been planted in the village of Kalinko Centre.

Evaluation results show that the children increased their knowledge by 34% on average and 94% of the children want to avoid eating bush-meat in the future. Children changed their attitude towards nature into a more positive view in the post-evaluations. Specifically concerning the status of the Moyen-Bafing National Park the result is encouraging, as 100% of the evaluated children agree that this park needs full protection after having participated in the program.

Nine parents' days, prepared by the children at the end of the school year **reached 1035 villagers** of whom 90 adults were evaluated, all of them giving positive feedback to the program, mainly mentioning the importance of the Moyen-Bafing National Park for their own benefit.

WCF achieved all Club P.A.N. objectives set out during this school year.



Club P.A.N. children playing our usual session welcome game

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). In September 2016, the International Union for Conservation of Nature (IUCN) listed the western chimpanzee (*Pan troglodytes verus*) as critically endangered in their Red List of threatened species, following a study showing that 80% of the population has disappeared in the last 20 years (Kühl et al. 2017). The western chimpanzee has already disappeared from three African countries and is on the verge of extirpation in others. Urgent action is needed!



Wild western chimpanzees from the Moyon-Bafing National Park in Guinea.

To assure the protection of chimpanzees, the WCF will continue its important conservation programs, such as increased anti-poaching patrols and other law-enforcement strategies that aim to reduce the impact of bush-meat hunting on local wildlife populations. In addition, 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). Therefore, in 2007, the WCF created nature clubs called “Club P.A.N.” (Personnes, Animaux et Nature / People, Animals & Nature) for primary schools in West Africa (Borchers et al 2013).

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.

Global project goals

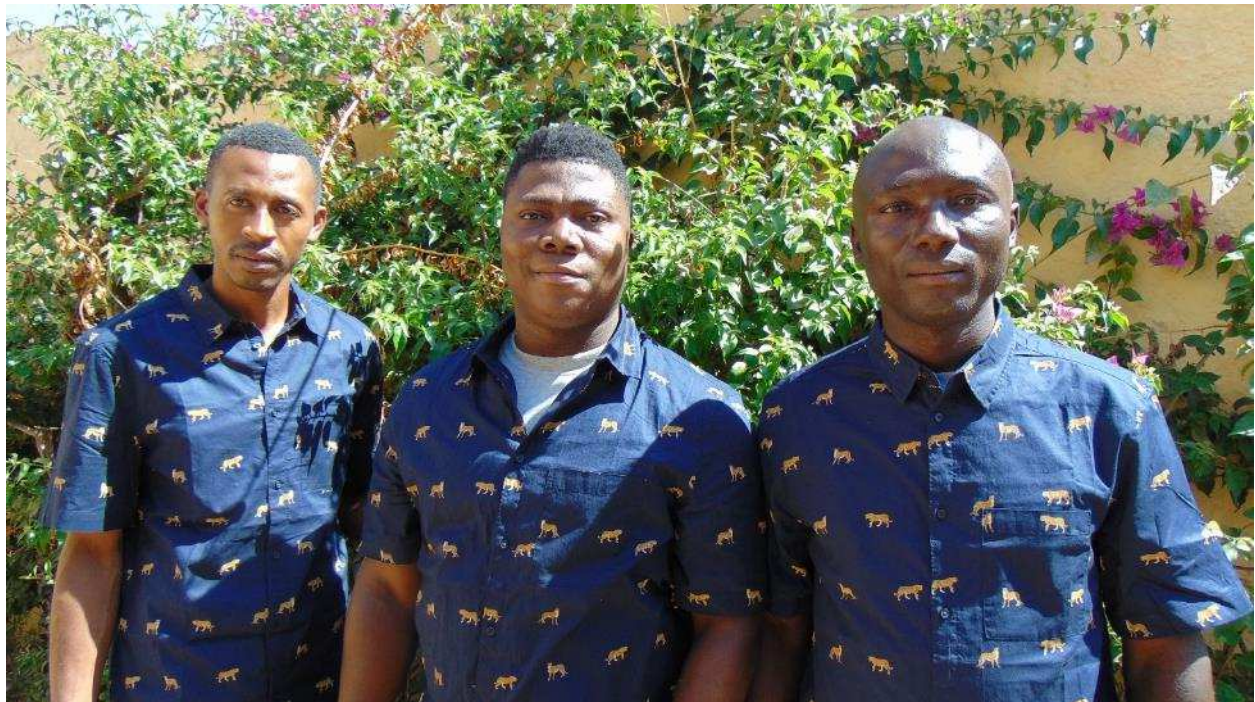
Schoolchildren near chimpanzee habitat learn about the risks from consuming bush-meat and are pro-active in the conservation of chimpanzees and their forested habitat.

Specific project goals

1. Teach children about the 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 the trade in illegal bush-meat by informing the current generation of children about the risks of consuming and/or trading bush-meat in the future, and inform about the alternative protein sources.
4. Promote the conservation and research activities undertaken within the countries. Encourage local support towards the conservation of chimpanzees and their habitat.

4 STAFF

Club P.A.N. coordinators are Sylvain Daavo, Mamadou Bobo Balde and Gabriel Maoumy, and they are guiding all principals and teachers. They assist the teachers and principals on-site with the sessions, conduct the teacher trainings, evaluate the project by quantifying student participation, and administer a pre- and post-evaluation. In total, five teachers and ten principals belong to the Club P.A.N. staff during the school year 2019/2020.



Club P.A.N. coordinators: Mamadou Bobo Balde, Sylvain Daavo and Gabriel Maoumy.

5 RESULTS

5.1 Teacher training

All teachers and principals received intense trainings to increase the capacity for environmental education and to guarantee that the sessions and activities would have the utmost impact during the school year. The training was held from 27 to 29/11/2019 at the Town Hall in Kollet. The training was opened with a speech from the Mayor of Kollet, Mister Ibrahima Balde. Other authorities who came to the opening and held a speech were the Director of the Water and Forest Department in the Prefecture of Tougue, Mister Mamadou Malal Balde; the Director of the Education Department in the Prefecture of Dinguiraye, Mister Lamine Souare; and the Director of the Education Department in the Prefecture of Tougue, Mister Moustapha Cisse. We thank five teachers and ten principals for their motivation and great work during the days of training.



Authorities and participants of the teacher training workshop at the Town Hall in Kollet.



Julia Riedel explains the “knowledge-web” game to the participants of the workshop.



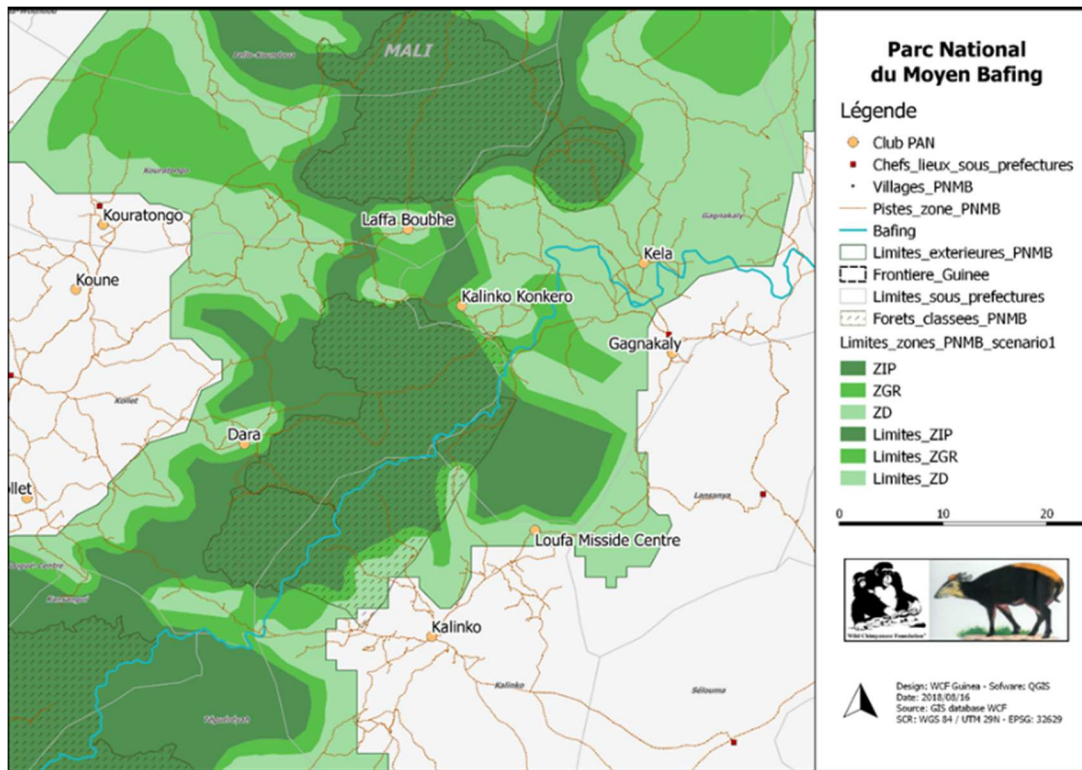
An excursion to the nature classroom of Kollet, where the participants present their way of animating a Club P.A.N. session.

5.2 Club P.A.N. sessions

Club P.A.N. activities started in November 2019 and ended in October 2020, with a major delay because of the COVID-19 crisis. Ten schools in Guinea (Kalinko Centre, Kalinko Konkéro, Keyla, Gagnakaly, Fello-Kollet, Kounet, Daara, Laffa-Boubé, Kouratongo and Louffa-Missidé) participate with 814 children (320 girls and 494 boys) in outdoor nature classrooms.

Table 1: Number of children participating in Club P.A.N. during the school year 2019/2020

School	Girls	Boys	Total
Fello-Kollet	59	40	99
Kounet	29	35	64
Kouratongo	39	54	93
Gagnakaly	56	54	110
Kalinko Centre	44	66	110
Kalinko Konkéro	17	54	71
Keyla	20	72	92
Daara	21	36	57
Laffa-Boubé	27	44	71
Louffa -Missidé	8	39	47
Total	320	494	814



Map of the Moyen-Bafing National Park in northern Guinea and the location of the ten Club P.A.N. schools participating in the environmental education program during the school year 2019/2020: Kalinko Centre, Kalinko Konkéro, Kela, Gagnakaly, Fello-Kollet, Koune, Dara, Laffa-Boubhé, Kouratongo and Loufa-Missidè.

The Club P.A.N. sessions involve fact sheets, activities, role playing, songs and games with animal puppets, based on a chosen theme. We aim to promote positive club spirit through interactive ways of learning and essentially having fun. Each child who participates receives a Club P.A.N. book containing eleven sessions and a T-Shirt, and both mean a lot to them. All the sessions provide basic knowledge on biology and conservation, some focus on the concepts of sustainable use of resources, and the need for protected areas; others detail the natural history of various large protected mammals (like chimpanzees and leopards).

The Club P.A.N. book can be found here: <http://www.wildchimps.org/projects/club-pan.html>

The children attended the eleven sessions and prepared the parents' day in their school. The topics of the eleven sessions this school year were: our non-living environment, our living environment, biodiversity, endangered species, chimpanzees, the role of animals, conflicts between humans and animals, protected areas, Moyen-Bafing National Park, and human health.

As a response to the Ebola outbreak in West Africa and Guinea in 2014, the human health session was created by researchers from the Robert Koch-Institute in Berlin, and concentrates on good hygienic practices for preventing the transmission of diseases. This session became even more important during this school year and the worldwide COVID-19 pandemic.

The last session (number 11) was an interactive conservation action that the children selected together with their teachers, principals and coordinators for each school separately. Selected conservation actions were planting of 563 trees to create green fences around the schools and reforestation in the village of Kalinko Centre. These events were a huge success, because many parents and villagers joined the tree planting of their children. We were unable to conduct the last session in the village of Louffa Missidé, because of a conflict with the President of the District after session 10, the trees for Louffa Missidé were then planted in Kalinko Centre instead.



*Club P.A.N. session eleven, a joint conservation action:
tree planting in the schoolyard of Fello-Kollet with children, their parents and villagers*



5.3 Parents' days

To increase the effect of the Club P.A.N. program, it was decided to involve also the parents and villagers; therefore, parents' days were created at the end of each school year. During these events, the children presented what they have learnt in form of songs, theatre, games and poems to their families and villagers. Each school organized its own parents' day, and nine events took place in October 2020, attended by 1035 participants. Sadly, we did not receive the confirmation to organize a parent's day in Louffa Missidé, because the President of the District Mister Thierno Abdoul Diallo refused to continue the program, after ten successful Club P.A.N. sessions in this village. He blocked not just the Club P.A.N. activities, but also all WCF activities in his region. The WCF-team is working on solving the issue with him.

Table 2: Number of participants at the parents' days and trees planted during session 11 in the school year 2019/2020

School	Number of participants	Parents' day date	Number of trees planted during session 11	Trees planted where
Laffa-Boubé	87	09/10/2020	80	Green fence around school
Daara	74	12/10/2020	50	Green fence around school
Kouratongo	104	07/10/2020	50	Green fence around school
Kounet	99	10/10/2020	40	Green fence around school
Fello-Kollet	134	14/10/2020	50	Green fence around school
Gagnakaly	120	16/10/2020	50	Green fence around school
Keyla	105	15/10/2020	53	Green fence around school
Kalinko Centre	207	09/10/2020	140	Green fence around school, and 1 hectare in the village instead of planting in Louffa Missidé
Kalinko Konkéro	105	13/10/2020	50	Green fence around school
Louffa Missidé	-	not approved	-	-
Total	1035		563	



Participants at the Club P.A.N. parents' day

5.4. Evaluations

Pre-evaluations of 100 children (10 children per school) were done in November 2019 by the two local coordinators in interview form. Post-evaluations of exactly the same children were done in October 2020. Sadly, we did not receive the confirmation to do post-evaluations with the 10 children from Louffa Missidé, because the President of the District refused to continue the program. So, we had to reduce our dataset to 90 children, to be able to compare the pre- and post-evaluation data.



Evaluations of children and parents are done by the local coordinators in interview form.

After having participated in Club P.A.N.: results show the children increased their knowledge by 34% on average (Figure 1). Replies to some of the knowledge questions show that children increased their knowledge up to 62%, for example the question 3: “Name three rules that govern national parks.” In the pre-evaluations, before the Club P.A.N. program had started, 26% of the children could not name three rules. After the program in the post-evaluation interviews, 88% of them were able to do so (Figure 1).

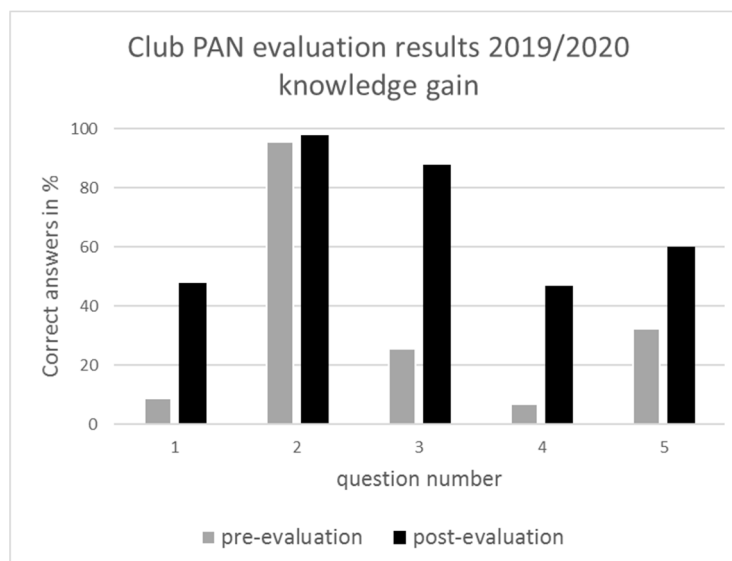


Figure 1: Correct answers in percent to knowledge questions during pre- and post-evaluations show the knowledge gain after the Club P.A.N. program in Guinea

After having participated in Club P.A.N.: 81% of the children wish to use a basket instead of a plastic bag for their shopping on the market (Figure 2), and 94% of the children want to avoid eating bush-meat (Figure 3), after having been informed about the health risk consuming bush-meat (Ebola etc.) and the alternative protein sources (e.g. beef, fish, chicken).

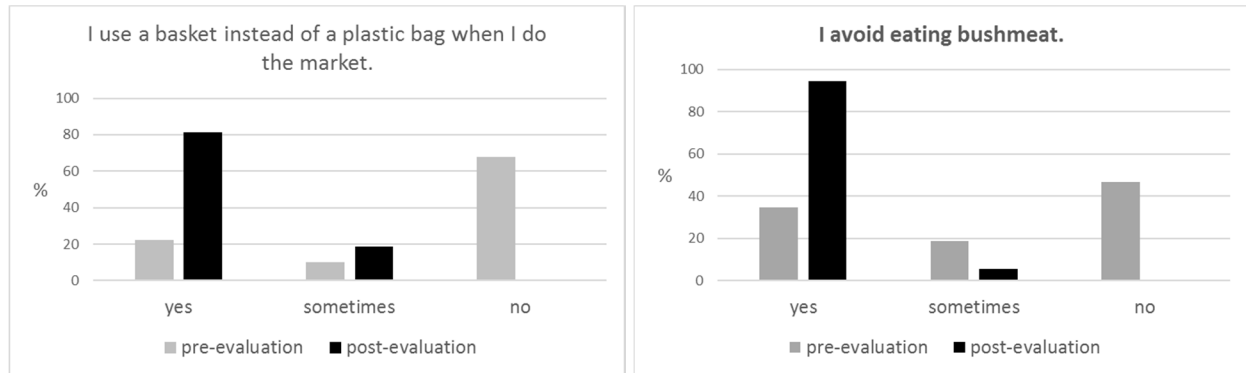


Figure 2 & 3: Answers in percent to the statements “I use a basket instead of a plastic bag when I do the market” (Figure 2, left) and “I avoid eating bush-meat” (Figure 3, right) during pre- and post-evaluations

We found a change of attitude towards nature into a more positive view in the post-evaluations. For example, 58% of the Club P.A.N. children disagree with the statement “We should turn the forest into plantations to feed ourselves” in the post-evaluations, whereas in the pre-evaluations 70% of the children totally agreed that forests can be turned into plantations (Figure 4).

We received similar results for the statement: “The Moyen-Bafing National Park should be made available to local residents by the government, to create plantations”, 69% of the children did not agree at all after they had participated in the Club P.A.N. whereas 61% had totally agreed to this statement in the pre-evaluations (Figure 5).

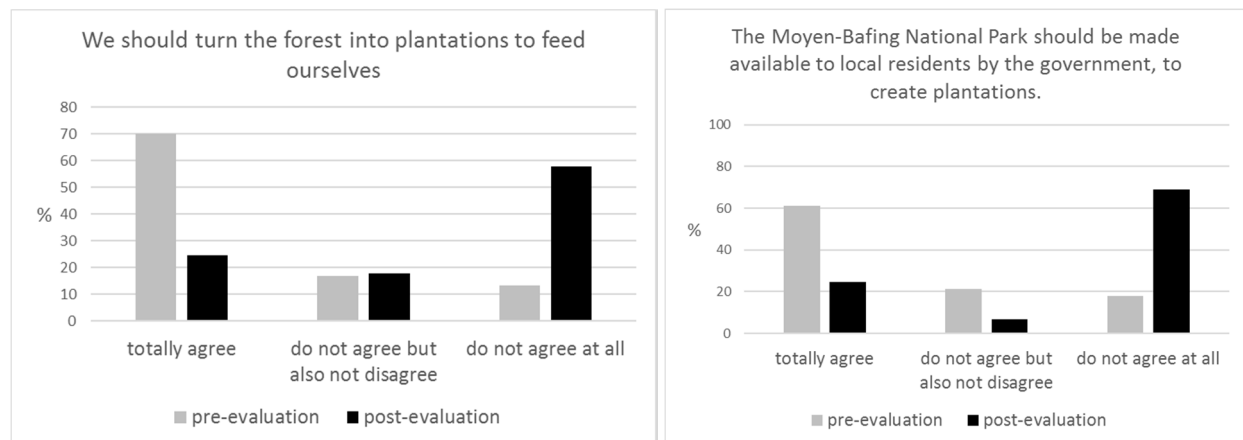


Figure 4 & 5: Answers in percent to the statements: “We should turn the forest into plantations to feed ourselves” (Figure 4, left) and “The Moyen-Bafing National Park should be made available to local residents by the government, to create plantations” (Figure 5, right) during pre- and post-evaluations in Guinea

All 90 interviewed children liked participating in Club P.A.N. and all of them were able to remember something important about nature, chimpanzees and conservation.

Club P.A.N. evaluation results from past years are published by Borchers et al., 2013 in a peer-reviewed journal. Borchers et al. (2013) found that participation in Club P.A.N. significantly increased environmental knowledge and positively influenced attitudes towards nature.

This school year, we evaluated 90 parents (10 per village, average age 46.6 years) after the parents' days in interview form (59 man, 31 woman). Sadly, we did not receive the confirmation to do evaluations with parents from Louffa Missidé, because the President of the District refused to continue the program.

These 90 parents either had 1, 2 or 3 Club P.A.N. children at home (average of 1.19). Parents were selected for interviews by their availability once the celebration part had ended. All interviewed adults gave positive feedback to the program; they mentioned that the children increased their knowledge, learned the French language, and that they received T-Shirts and school materials such as books.

99% of the children had talked to their parents at home about Club P.A.N. and 89 from the 90 parents were able to report something the household had learned from Club P.A.N. such as the importance of forests and national parks, or about important hygienic practices.

To the question, "Which other activities are important to protect the nature in your region?" parents mainly mentioned; increased community sensitization/ or awareness? , reforestation, stop bush-fires and stop deforestation. For example, the father Camara Mamadou from Kouratongo answered: "We must avoid excessive logging, bush fires and poaching."

6 CONCLUSION & OUTLOOK

Thanks to the support of WCF's sponsors and partners, the WCF environmental education program Club P.A.N. was implemented during the school year 2019/2020 in ten schools in Guinea with 814 children participating and 1035 participants during the parents' day celebrations. 563 trees were planted during our conservation session.

The evaluation results showed that through the Club P.A.N. activities, the children increased their knowledge, not only about the local flora and fauna, but also about biological facts and global environmental issues. Furthermore, we noted possible changes in behavioral attitudes with regard to bush-meat and use of plastic, and we were able to create a joyful and dynamic learning environment.

One of WCF's strengths is the motivation of its local team, always reactive and creative when it comes to bringing people together for the sake of chimpanzee conservation. With the start of each school year, new children are joining the nature clubs, and since long-term conservation education programs have been shown as an efficient medium to change local behavioral attitudes (Borchers et al. 2013), the WCF will continue its nature clubs also for the 2020-21 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.

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.

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 are grateful to all the sponsors and partners enabling Club P.A.N. 2019/2020:

Columbus Zoo and Aquarium, Ministère de l'Education Nationale Guinée, Serengeti Park Stiftung, Zürcher Tierschutz, Zoo Leipzig, Zoo am Meer Bremerhaven, and Verena Kummer.



Club P.A.N. children from Kollet with education materials in their outdoor nature classroom