



Wild Chimpanzee Foundation®

Wild Chimpanzee Foundation

Final report



CLUB P.A.N. 2016/2017

An environmental education project of the Wild Chimpanzee Foundation in Guinea

September 2017

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ACRONYMS

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

1 EXECUTIVE SUMMARY

Club P.A.N. was active for its seventh year in Guinea. This final report provides an overview of what has been done during this school year (2016/2017). Club P.A.N. was conducted in six schools (Kalinko, Keyla, Gagnakaly, Kollet, Kounet and Kouratongo) in the Moyen-Bafing region with 500 participating children. Six teachers and six principals were trained in November 2016 during a five days' workshop in Tougue, Guinea. We conducted 12 conservation education sessions in each of the six schools, and finished pre- and post-evaluations of the children. Evaluation results show that Club P.A.N. children increased their knowledge by 40% on average, and 91% of the children want to avoid eating bush-meat in the future, these are great results of our environmental education program. At the end of the school year, the children prepared the parents' day for their village, reaching with their presentations more than 3280 villagers and parents. Parents were evaluated after the presentations. All interviewed 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 and forests, also words like ecology and biodiversity were named by the parents. WCF achieved all Club P.A.N. objectives set out.



Club P.A.N. outdoor nature classroom in Guinea

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. The western chimpanzee populations have declined by 80% in the last 25 years (Kühl et al. 2017), and already disappeared from three African countries. Urgent action is needed!



Critically endangered western chimpanzees

To assure the protection of western chimpanzees, the WCF will continue its important conservation programs, such as increased anti-poaching patrols and other law-enforcement strategies aimed at reducing 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). In 2007, the WCF created nature clubs called “Club P.A.N.” (Personnes, Animaux & Nature / People, Animals & Nature) for 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

School children near chimpanzee habitat 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 the local flora and fauna for them to appreciate the biodiversity existing 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 reducing the likelihood that the current generation of children will consume or trade bush-meat in the future.
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 Moussa Kaba and Mohammed Lamine Kaba who are guiding all principals and teachers. They assist the teachers on-site with the sessions, conduct the teacher trainings, evaluate the project by quantifying participation and administer a pre- and post-evaluation. In total, 6 teachers and 6 principals were in the Club P.A.N. team during the school year 2016/2017.



Club P.A.N. coordinators: Moussa Kaba and Mohammed Lamine Kaba



Club P.A.N. coordinators, teachers and principals during the teacher training 2016 in Tougue, Guinea

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 03 to 09/11/2016 in Tougue, Guinea. The teacher training was opened with a ceremony and a speech from "Monsieur le Secrétaire Préfectorale de Tougue" and "Monsieur le Directeur Préfectorale de l'Education". We thank 6 teachers and 6 principals for their motivation and great work during the days of training. We would like to thank the ministries of Guinea for their presence and their on-going support.



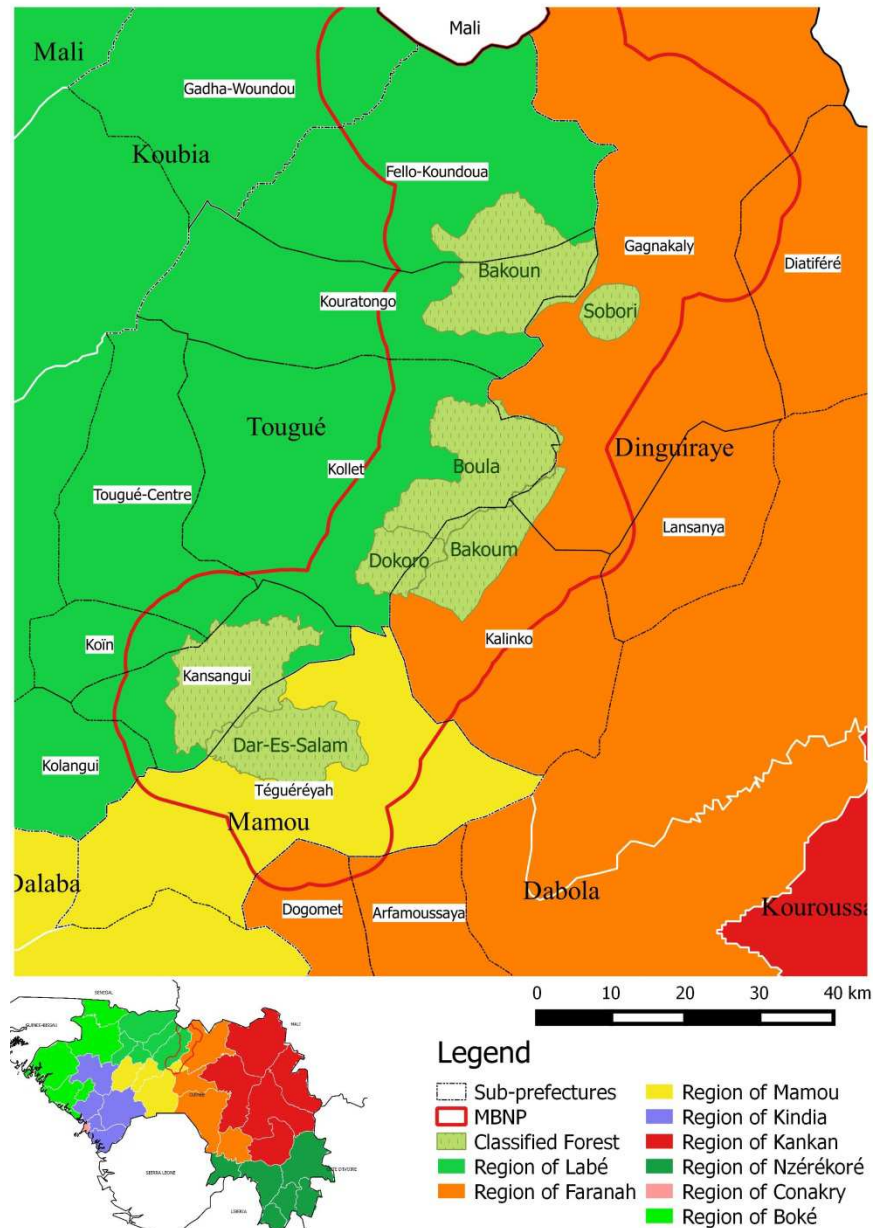
Club P.A.N. teachers and principals during their workshops in November 2016

5.2 Club P.A.N. sessions

The Club P.A.N. sessions involve 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 ways of learning and essentially having fun. Each child that participates receives a Club P.A.N. book containing 12 sessions and a T-Shirt which both means a lot to them. All the sessions provide basic knowledge on biology and conservation, some focus 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). The Club P.A.N. book can be found here: <http://www.wildchimps.org/projects/club-pan.html>

Club P.A.N. activities started in November 2016 and ended in April 2017. Six schools in Guinea (Kalinko, Gagnakaly, Kollet, Keyla, Kounet and Kouratongo) participated with 500 children in outdoor nature classrooms. All children attended 12 sessions and prepared the parents day in their school.



Map 1: Proposed MBNP (Moyen-Bafing National Park in Guinea - red boundary line, Club P.A.N. is conducted in the villages of Kalinko, Gagnakaly, Kollet, Keyla, Kounet and Kouratongo

Table 1: Number of children participating in Club P.A.N. during the school year 2016/2017

School	Club P.A.N. children	Total
Kollet	100	500
Kounet	100	
Kouratongo	50	
Gagnakalé	50	
Kalinko	100	
Keyla	100	



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

During our active conservation session (Number 11) we had great sensitization projects in each of the six villages in Guinea, where the children went in groups into families and discussed with them about the pollution of water in Kollet and Kouratongo; forest fires, slash and burn agriculture in Kounet and Gagnakalé; deforestation and its consequences in Keyla; and the pollution of the environment in Kalinko. The health session (Number 12) was included into the program again. This session was created by researchers from the Robert Koch-Institute in Berlin, as a response to the Ebola outbreak in West Africa in 2014 and concentrates on good hygienic practices for preventing the transmission of diseases.

We created a website: www.wildchimps.org/wcf/english/pan, and blog: <http://clubpan.blogspot.com>, both being updated regularly to highlight the importance and success of the Club P.A.N. project.

5.3 Parents' days

To increase the effect of the Club P.A.N. program, it was decided to involve also the parents; therefore, parents' days were created at the end of each school year. During these events the children present what they have learnt in form of songs, theatre, and poems to their families and villagers. This year each school held its own parents day, and a total of six highly appreciated events were organized. Indeed, on average each of the six events was attended by around 547 spectators, leading to a total of around 3280 villagers and parents this year.

Table 2: Number of spectators at the parents' days during the school year 2015/2016

School	Number of spectators
Kollet	644
Kounet	609
Kouratongo	511
Gagnakalé	424
Kalinko	759
Keyla	334
Total	3281



Club P.A.N. parent's day in Kalinko

5.4 Evaluations

Pre- and post-evaluations of 90 Club P.A.N. children (15 children per school) in personal interviews were done in November 2016 (pre) and April 2017 (post) by our local coordinators. Results show that Club P.A.N. children increased their knowledge by 40% on average (Wilcoxon Exact Test: $T+=52$, $N=10$, $P<0.01$), (Figure 1).

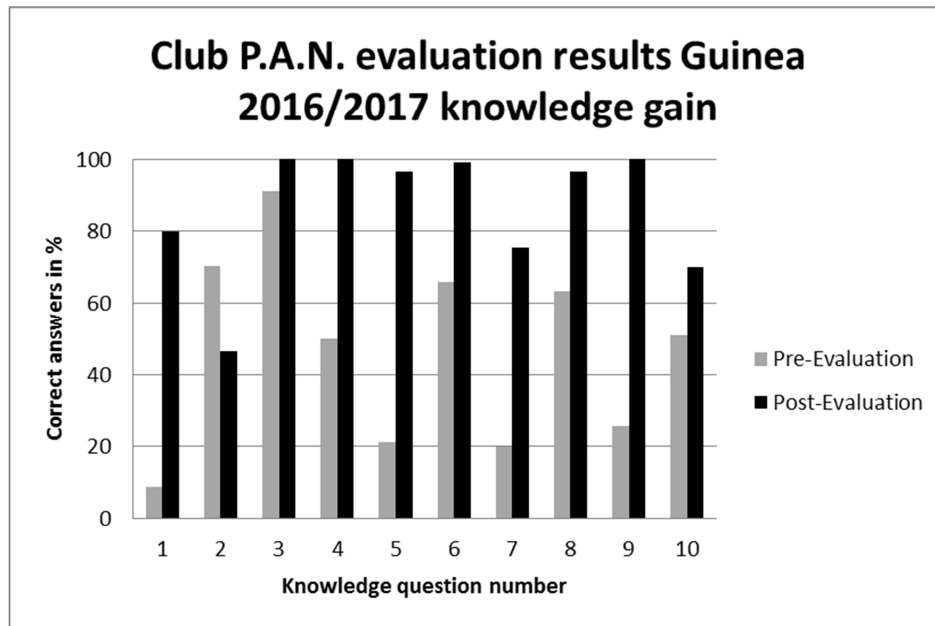


Figure 1: Correct answers in percent to ten knowledge questions during pre- and post-evaluations in Guinea show the knowledge gain after the Club P.A.N. program.

Replies to some of the questions show that they children increased their knowledge even up to **76%** (Wilcoxon Exact Test: $T+=2346$, $N=68$ (22 ties), $P<0.01$), for example question Number 5: “Name three rules/laws for National Parks”. In the pre-evaluations, before the Club P.A.N. program had started, most of the children could not name any rules/laws protecting National Parks. After the 12 sessions in the post-evaluation interviews, most of them (97%) were able to answer correctly that in National Parks it is forbidden to hunt bush-meat, to catch fish, to cut trees, to make bush-fires and to undertake mining.

91% of the participating children want to avoid eating bush-meat, but there are still 9% that sometimes want to eat bush-meat, we still need to work with these children (Wilcoxon Exact Test: $T+=126$, $N=20$ (70 ties), $P=NS$), (Figure 2).



Figure 2: Answers in percent to the statement “I avoid eating bushmeat” during pre- and post-evaluations in Guinea.

Club P.A.N. children already showed a positive attitude towards nature in the pre-evaluations and this attitude became more positive in the post-evaluations. For example, all Club P.A.N. children disagree with the statement “We should turn the forest into plantations to feed ourselves” after the Club P.A.N. sessions during the post-evaluation (Wilcoxon Exact Test: $T+=666$, $N=36$ (54 ties), $P<0.01$), (Figure 3).

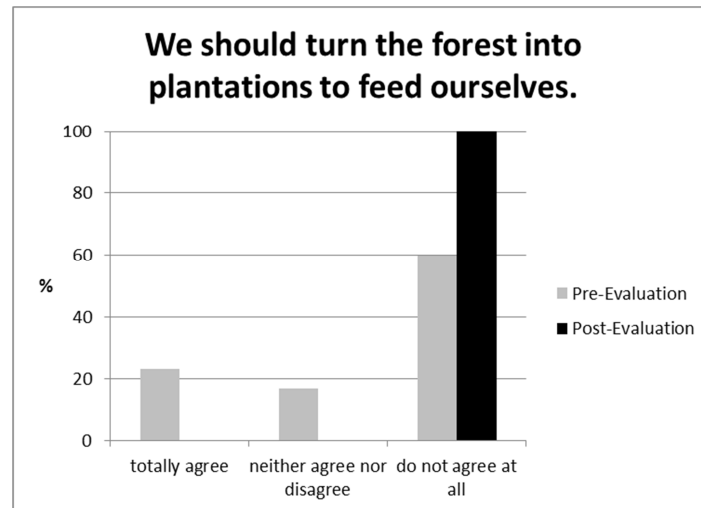


Figure 3: Answers in percentage to the statement: “We should turn the forest into plantations to feed ourselves” during pre- and post-evaluations in Guinea.

93% of the participating children loved Club P.A.N. enormously, and 7% a lot. All of them were able to remember something important about nature, chimpanzees and conservation. To the question “How we could improve Club P.A.N.”, 96% of the children answered we should increase the Club P.A.N. for more schools and children.

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 60 parents (10 per village) after the parents’ days in interview form. All interviewed 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. For example the mother Facely Cissé from Kayla answered after the parents’ day: “The children teach us today how the bad behaviours of humans are leading to the destruction of the environment.” To the question “Which other activities are important to protect the nature in your region?” parents mainly answered with; increasing the number of Club P.A.N. schools, reforestation, and following the laws. For example, the father Nounke Camara from Kalinko answered to this question: “We have to forbid the bad actions of humans and have to replant our forests.” The father Amadou Kaba from Kalinko replied: “We have to encourage reforestation and forbid bush-meat hunting for everyone.”

6 CONCLUSION & OUTLOOK

Thanks to the support of our sponsors and partners, the WCF's environmental education program Club P.A.N. was active during the school year 2016/2017 in six schools in Guinea with a total of 500 children participating and ~3280 adult spectators during the parents' days celebrations.

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. Furthermore, we were successful in changing attitudes and were able to create a fun and dynamic learning environment that the children enjoyed.

One of WCF's strengths is the motivation of our 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 attitudes (Borchers et al. 2013), the WCF will continue nature clubs for another school year, given the financial support can be secured.

7 REFERENCES

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