



Wild Chimpanzee Foundation®

## Wild Chimpanzee Foundation

Final report on:

### CLUB P.A.N. 2013/2014

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



*"Look deep into nature, and then you will understand everything better."*

*Albert Einstein*

*August 2014*

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## **ACRONYMS**

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

## **1 EXECUTIVE SUMMARY**

Club P.A.N. has now been running for seven consecutive years in Côte d'Ivoire around the Taï National Park and for four years in Guinea. The present report provides an overview of what has been done during this school year of the program (2013/2014).

The highlight of this school year was the honoring of our Club P.A.N. coordinator Mr. Hilaire Guilahoux from CPE with the “Charles Southwick Conservation Education Commitment Award 2014” from the International Primatological Society. Furthermore, the Club P.A.N. project received the “Educating Africa Pan-African Award for Entrepreneurship in Education 2013” from the “Teach A Man To Fish” organization.

Club P.A.N. was fully active during this school year; reaching 15 schools in Côte d'Ivoire with 729 children and 4 schools in Guinea with 400 children – a total of 1129 children participated in both countries. All participating children attended two evaluations and 11 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 two toilets 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 bush-meat hunting, WCF developed numerous alternative livelihood micro-projects aimed at providing alternative sources of protein such as fish, 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 WCF supported the creation of three new school micro-projects in Para (goats), Ziriglo (chickens) and Adamakro (goats). In total, WCF supports the maintenance of ten school micro-projects and several village micro-projects (such as fish farms).



*Wild chimpanzee 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 (Caspary 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 seventh year in Côte d'Ivoire and for the fourth year in Guinea.



*Club P.A.N. children at the end of the school year during their parents' day 2014*

### **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 chimpanzee 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.*

<b>Goals</b>	<b>#1</b>	<b>#2</b>	<b>#3</b>	<b>#4</b>
	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.
<b>Activities</b>	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.
	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.			
<b>Results</b> (as determined by pre-and post-evaluations)	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, 19 teachers and 19 principals formed the Club P.A.N. staff during the 2013/2014 school year. Our coordinator, Mr. Hilaire Guilahoux from the CPE was honoured this year with the “Charles Southwick Conservation Education Commitment Award 2014” from the International Primatological Society.



*Club P.A.N. coordinators, teachers and principals during the teacher training 2013 in Soubré*



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



*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, Club P.A.N. teacher training was held from 23.-25.11.2013. In Côte d'Ivoire, the training happened in Soubré from 21.-23.10.2013. OIPR hosted the WCF Club P.A.N. team in their lecture hall, and we would like to thank OIPR for this! The training was organized by Mr. Guilahoux and Mr. Ouattara from CPE/WCF. During the training, Julia Riedel from WCF Germany and Eveline Riedel from the Humboldt Gymnasium Werdau led sessions on conservation activities for the new session 11, on new games and exercises to loosen up the sessions and summarized the results from previous years. We would like to thank the ministries of Côte d'Ivoire for their presence at the opening ceremony and their on-going support! We thank 19 teachers and 19 principals for their motivation and great work during the three days of training!



*Club P.A.N. teachers and principals during their workshops in 2013*



## 5.2 Club P.A.N. sessions

During the 2013/2014 school year fifteen schools in Côte d'Ivoire participated with 729 children (310 girls and 419 boys) and 4 schools in Guinea with 400 children (Maps 1 and 2, Table 2). All children attended 11 sessions this year in outdoor nature classrooms. Club P.A.N. activities ran from October 2013 and ended in June 2014. 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).

*Map 1 and 2: Club P.A.N. schools around the Taï National Park in Côte d'Ivoire (map left) and in the region of Boké / Sangaredi in Guinea (map right)*

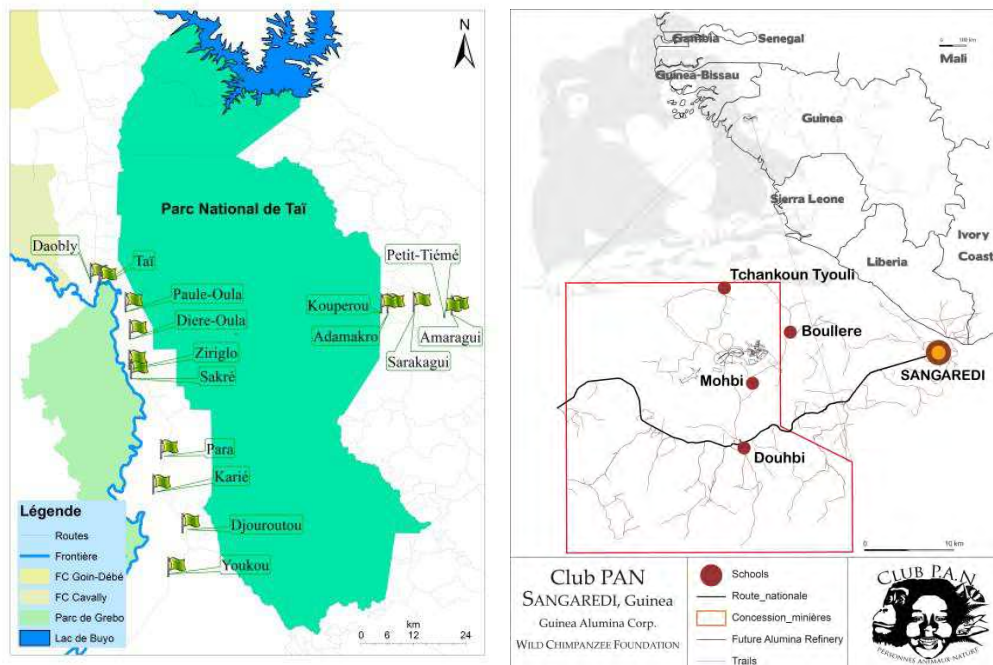


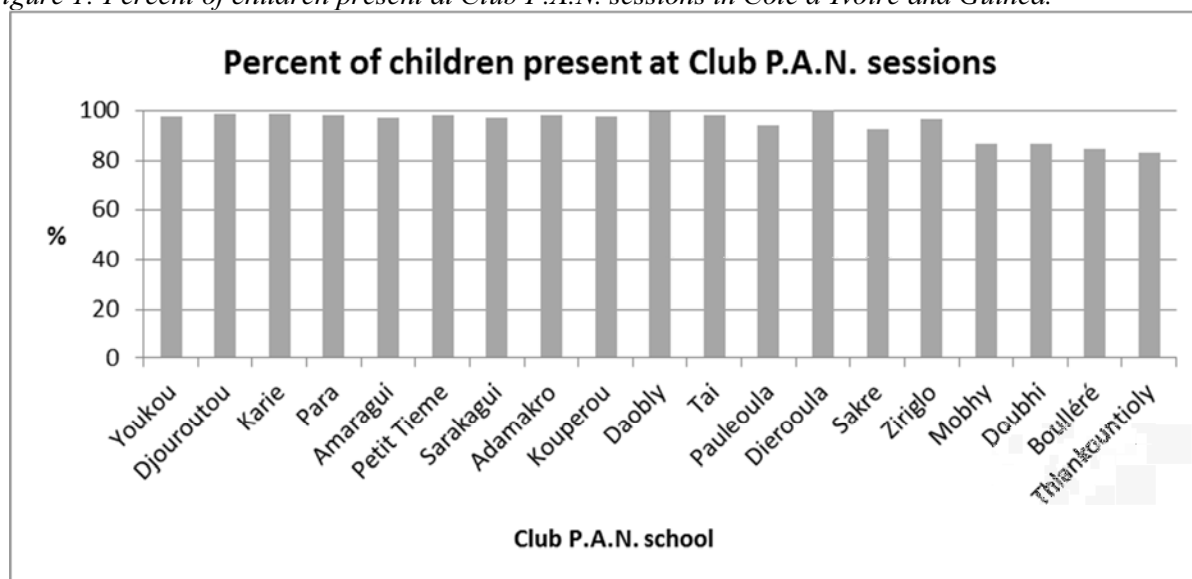
Table 2: Number of children participating in Club P.A.N. during the school year 2013/2014

Country	School	Club P.A.N. children	Total
Guinea	Boulléré	100	400
	Doubhi	100	
	Mobhy	100	
	Tchiankoun Tyoli	100	
Côte d'Ivoire	Youkou	47	729
	Djouroutou	50	
	Karié	38	

	Para	49	
	Amaragui	61	
	Petit Tième	56	
	Sarakagui	55	
	Adamakro	58	
	Kouperou	46	
	Daobly	63	
	Taï	49	
	Paulé-Oula	48	
	Diéro-Oula	38	
	Sakré	36	
	Ziriglo	35	
<b>Total</b>			<b>1129</b>

Participation was high, with an average of 95% of the children present at Club P.A.N. sessions (Figure 1) in Côte d'Ivoire and Guinea. The two best schools were Daobly and Diéro-Oula in Côte d'Ivoire with 100% attendance over the entire academic year.

Figure 1: Percent of children present at Club P.A.N. sessions in Côte d'Ivoire and Guinea.





*Club P.A.N. sessions in outdoor nature class rooms in Côte d'Ivoire*



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

Last year one additional session was created - session 11, because we present in each session activities the children can do to help conserving flora and fauna, and to do something good for our planet. For conducting such activities we do not have the time during the sessions. Now, we give them the chance to select one of their preferred activities from all sessions and to give them the time and a small budget to do this activity during session 11. The children were incredibly motivated and great projects were developed, for example the children of Amaragui planted 100 seedlings of “Acacia Mangium”, the children of Djouroutou helped to clean the hospital in their village, the children of Karié cleaned the water pump and canals of their village, the children of Adamakro created a new school micro-project – a goat farm.







*Activities during session 11: children of Amaragui with their seedlings, children of Djouroutou cleaning the hospital, children of Karié cleaning the water pump and canals in their village, child of Adamakro in their new goat farm feeding the animals*

The coordinators of Club P.A.N. have been doing a phenomenal job for many years now. Our coordinator Mr. Hilaire Guilahoux from CPE was honoured this year with the “Charles Southwick Conservation Education Commitment Award 2014” from the International Primatological Society. Their continual promotion of the project is excellent. They always inform all the higher authorities and invite them to meetings and activities. It is also important to note that they really enjoy their jobs and are highly motivated to make Club P.A.N. as successful as possible. We created a website: [www.wildchimps.org/wcf/english/pan](http://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. This year competitions between Club P.A.N. schools were held in Côte d’Ivoire, children showed which class leaned the most and the villages that had the winning teams were incredibly proud of their children. On average each event had 630 visitors (Table 3). We have reached a total of around 6300 villagers and parents with these events. People liked the presentations a great deal and the message was clearly understood by the population as a whole.

*Table 3: Number of spectators at the parents’ days during the school year 2013/2014*

School	Parents day date	Number of spectators
Petit Tiémé & Amaragui	07-05-2014	~ 400
Koupérou, Adamakro & Sarakagui	09-05-2014	~ 650
Karié & Para	15-05-2014	~ 600
Youkou & Djouroutou	16-05-2014	~ 450
Taï, Dahobly & Paulé-Oula	17-05-2014	~ 850



Ziriglo, Sakré & Diéro-Oula	18-05-2014	~ 650
Boulléré	29-03-2014	~ 600
Doubhi	19-04-2014	~ 800
Mobhy	26-04-2014	~ 600
Tchiankoun Tyoli	22-03-2014	~ 700
<b>Total</b>		<b>~ 6300</b>
<b>Average</b>		<b>~ 630</b>



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



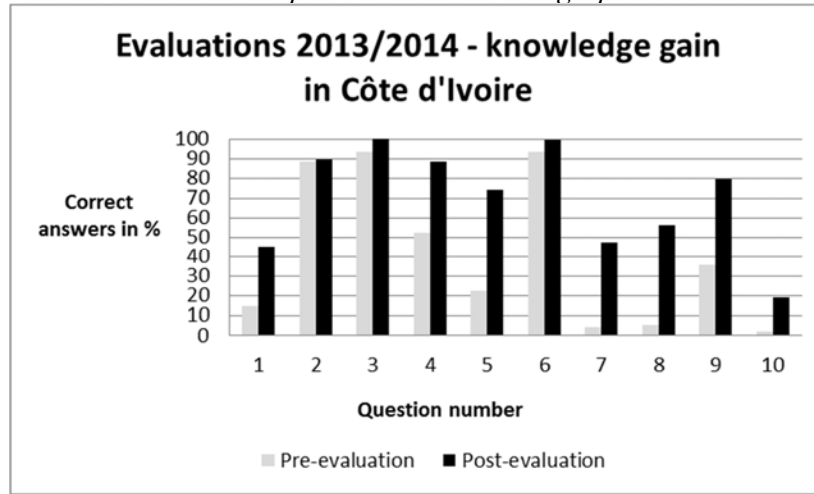
*Pictures from the Club P.A.N. parents' days in Guinea*

## **5.4 Evaluations**

Pre-evaluations of children were done in November 2013 in Côte d'Ivoire and in October 2013 in Guinea. Post-evaluations were done at the end of the school year in May/June 2014.

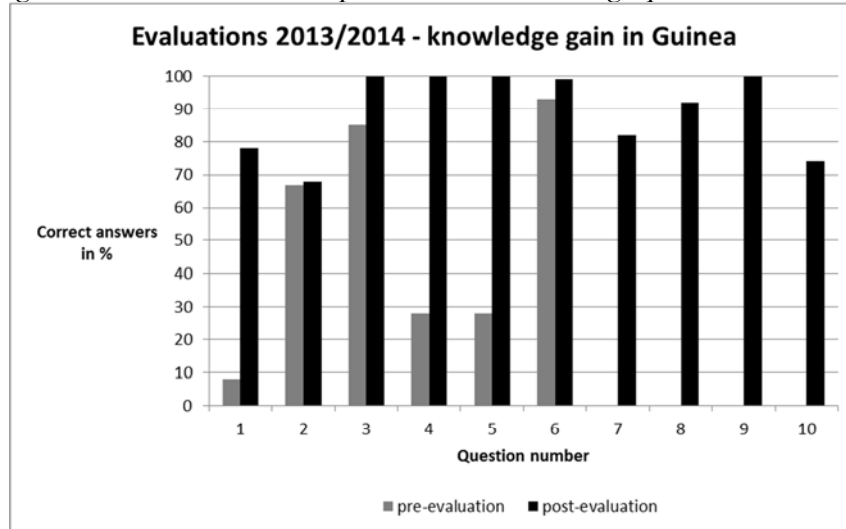
Club P.A.N. children in Côte d'Ivoire increased their knowledge significantly by 29% on average (Wilcoxon Exact Test:  $T^+=55$ ,  $N=10$ ,  $P<0.01$ ), (Figure 2). There were questions where children increased their knowledge up to 74% (for example question No. 5: "Name three rules in National Parks", only a few children were able to name such rules in the pre-evaluations, but many children were able in the post-evaluations (Wilcoxon Exact Test:  $T^+=7011$ ,  $N=122$  (85 ties),  $P<0.01$ )).

Figure 2: Correct answers in percent to ten knowledge questions in Côte d'Ivoire



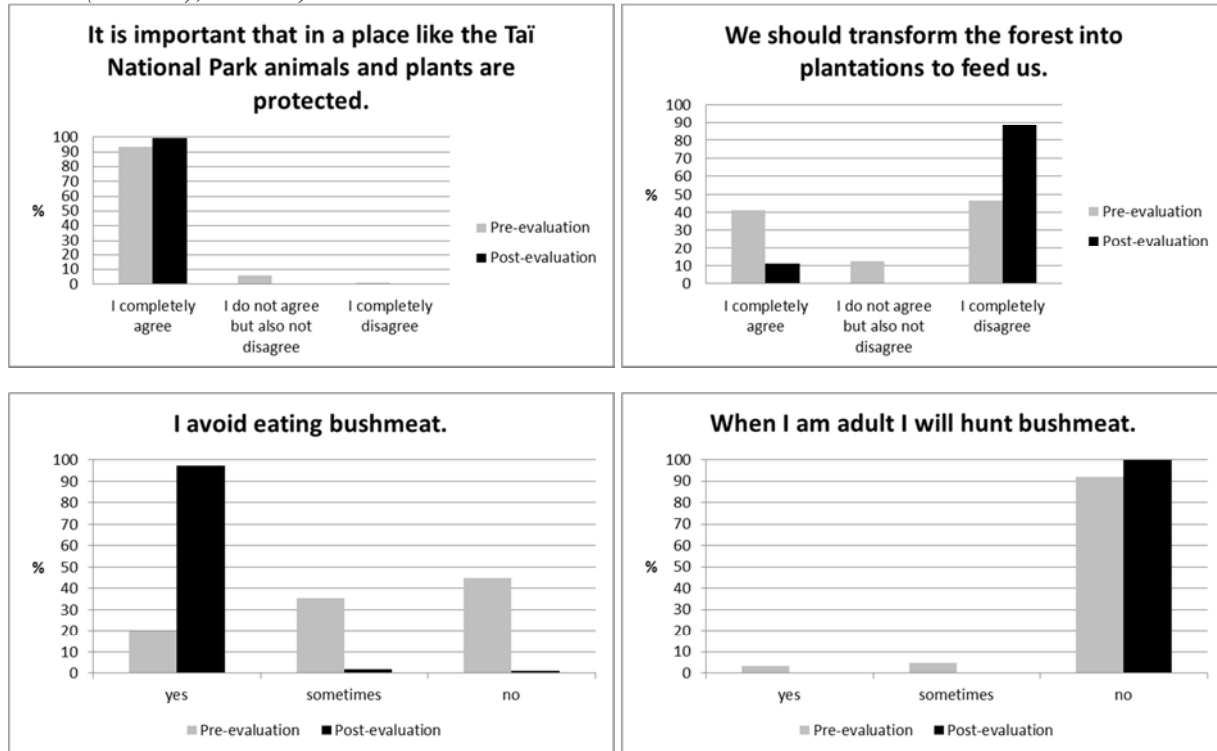
The Club P.A.N. children in Guinea increased their knowledge significantly by 58% on average (Wilcoxon Exact Test:  $T^+=55$ ,  $N=10$ ,  $P<0.01$ ), (Figure 3). There were questions where children increased their knowledge up to 100% (for example question No. 9: “What can you do to help protecting nature?”, no child had an answer in the pre-evaluations, but all children had correct answers in the post-evaluations (Wilcoxon Exact Test:  $T^+=1830$ ,  $N=60$ ,  $P<0.01$ ).

Figure 3: Correct answers in percent to ten knowledge questions in Guinea



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.

Figure 4, 5, 6 and 7: Percentage of children answers to the following statements: “It is important that in a place like the Tai National Park animals and plants are protected.” (Wilcoxon Exact Test:  $T^+=91$ ,  $N=13$  (194 ties),  $P<0.01$ ); “We should transform the forest into plantations to feed us.” (Wilcoxon Exact Test:  $T^+=4489$ ,  $N=97$  (110 ties),  $P<0.01$ ); “I avoid eating bush-meat.” (Wilcoxon Exact Test:  $T^+=13203$ ,  $N=162$  (45 ties),  $P<0.01$ ) and “When I am adult I will hunt bush-meat.” (Wilcoxon Exact Test:  $T^+=153$ ,  $N=17$  (190 ties),  $P<0.01$ ).



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 the Club P.A.N. 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 chimpanzees, also words like biodiversity and eco-systems were named by the parents. Parents mainly answered with “increasing the number of Club P.A.N. schools”, “planting more trees”, “following the laws” and “more human sensitization” to the question “Which other activities are important to protect the nature in your region?”

## 5.5 Micro-projects

WCF has been working to create and support school micro-projects for many years (Table 4), in order to help promote alternatives to the consumption of bush-meat around Taï National Park, Côte d'Ivoire. In 2013/2014 WCF provided technical and financial support to build a new chicken farm in Ziriglo and two new goat farms in Adamakro and Para, the CPE/WCF coordinators and teachers are trained to supervise the farms.

*Table 4: Summary of school micro-projects*

Type of Farm	School	Date Created	Stock	Observations
Cane rat	Petit Tiémé	2006	19	Cane rats sold
	Paule-Oula	2012	10	Cane rats sold
	Taï	2012	13	Cane rats sold
	Wonsealy	2010	9	Rehabilitated in 2012
Snail	Djouroutou	2011	>500	
	Sakré	2010	>500	
Chicken	Koupérou	2013	6	Built new in 2013
	Ziriglo	2014	52	Built new in 2014
Goat	Para	2014	10	Built new in 2014
	Adamakro	2014	10	Built new in 2014



*Club P.A.N. school micro-project Giant African snail farm in Djouroutou*

So far not all Club P.A.N. schools have received a micro-project but this is one main focus for the future of our work. Only if we can present and teach alternatives to bush-meat hunting will the children find a way to live in harmony with nature in the future.



## **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 and Kirchberg). Furthermore, the school of Adamakro received finances for two toilets for the school of Adamakro did not have any toilet facilities for their children and urgently needed them. 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 new toilets 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 2013/2014 school year in four schools in Guinea and fifteen schools in Côte d'Ivoire with a total of 1129 children participating and approximately 6300 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 with the potential to increase the number of participating schools and also increase the number of micro-projects connected to the Club P.A.N. schools. We also plan to expand this promising program towards Sapo National Park, in Liberia, as part of the WCF's trans-boundary approach to the important Tai-Sapo Forest Complex (ranging from Côte d'Ivoire to Liberia). At this time, we are currently looking for funding to complete all the needs a full school year requires.

*Time table of all Club P.A.N. activities during the next school year 2014/2015*

<b>Club P.A.N. Event / Time</b>	<b>10/14</b>	<b>11/14</b>	<b>12/14</b>	<b>01/15</b>	<b>02/15</b>	<b>03/15</b>	<b>04/15</b>	<b>05/15</b>	<b>06/15</b>
Teacher training									
Pre-Evaluation									
Session 1-11									
Post-Evaluation									
Parent day									
Teacher training									
Data Analysis & Reporting									

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