



Wild Chimpanzee Foundation®

Wild Chimpanzee Foundation

Final report

CLUB P.A.N. 2020/2021

An environmental education project of the Wild Chimpanzee Foundation in Guinea



October 2021

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
Fax: 00 49 341 35 50 299
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 11
5.4 Evaluations – page 12
6 Conclusion and Outlook – page 14
7 References – page 15
8 Acknowledgements – page 15

ACRONYMS

Club P.A.N. – People, Animals, Nature
DSEE - Délégation Scolaire de l’Enseignement Elémentaire
IUCN - International Union for Conservation of Nature
WCF – Wild Chimpanzee Foundation

1 SUMMARY

Club P.A.N. (People, Animals, Nature) was active for its eleventh year in Guinea. The present report provides an overview of what has been done during this school year (2020/2021), which started very late in February 2021, because of the global COVID-19 crisis.

Club P.A.N. was active in ten schools this year (Laffa Boubhé, Fello-Kollet, Kounet, Kouratongo, Kela, Dara, Kalinko-Centre, Missira Djallonké, Gagnakaly and Béleya) in the Moyen-Bafing region with **896 participating children**. We increased the number of children from 814 to 896.

Eight teachers, ten principals and four persons from « Directeurs Préfectoraux de l'Education et de la Délégation Scolaire de l'Enseignement Elémentaire (DSEE) » underwent training and evaluation in February 2021 during a three days' workshop in Gagnakaly.

Eleven conservation education sessions in each of the ten schools, and **pre- and post-evaluations of 100 children** were implemented.

During the **conservation action session**, **437 trees** have been planted by the children, their families and villagers in their schoolyards to create green fences around their schools, and school gardens with orange trees for the children to harvest fruits in the future.

Evaluation results show that the children **increased their knowledge by 39%** on average and **96% 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.

Ten parents' days, prepared by the children at the end of the school year **reached 1061 villagers** of whom 100 adults were evaluated, all of them giving positive feedback to the program.

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



Club P.A.N. children in their nature classroom at Béleya

2 INTRODUCTION

Wild chimpanzees live only 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!

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 aimed 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). The WCF created in 2007 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

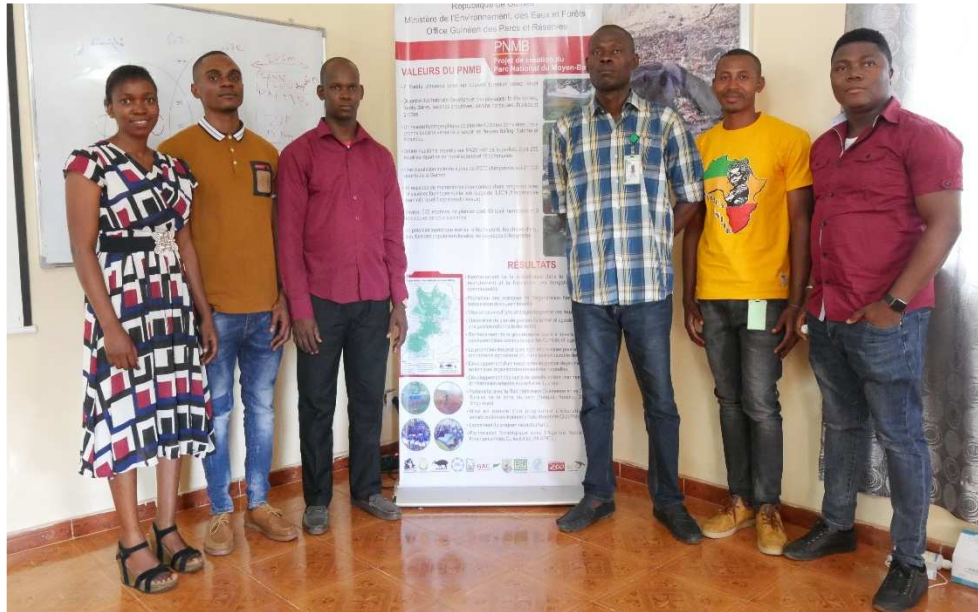
School children near chimpanzee habitat are discouraged from consuming bush-meat and are pro-active in the conservation of chimpanzees and their forested habitat.

Specific project goals

1. Teach children about the local flora and fauna, so that they learn to 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 reducing the likelihood for current generation of children to 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 Sylvain Daavo, Djeinabou Bah, Mamadou Bobo Balde and Mamady Tounkara, 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, eight teachers and ten principals belong to the Club P.A.N. staff during the school year 2020/2021.



WCF education and communication team in Labé including the Club P.A.N. coordinators: Mamadou Bobo Balde, Sylvain Daavo and Mamady Tounkara

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 took place from 25 to 27/02/2021 at the Youth Centre of the rural commune of Gagnakaly, Guinea.

The teacher training was opened with speeches from the Mayor of Gagnakaly Mister Touré Sekou, followed by the “Directeur Préfectoral d’Education de Dinguiraye” Mister Lamine Souare and the “Directeur Préfectoral d’Education de Tougué” Mister Traoré Fodé Mamoudou. For the first time also four persons from the «Directeurs Préfectoraux de l’Education et de la Délégation Scolaire de l’Enseignement Elémentaire (DSEE) » participated at the three training days. This was decided together with the school delegation of elementary education, because their staff are the ones closest to the teachers and principals. Given the authorities' desire to monitor the programme more closely, they wanted four persons from the DSEE to take this training. They will be associated with all the stages for a better reframing of the teachers and good progress of the programme. We thank the eight teachers, ten principals and four DSEE personal for their motivation and great work during the three days of training.



Authorities and participants of the teacher-training workshop at the Youth Centre in Gagnakaly



Club P.A.N. umbrella game explained to the participants of the workshop



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

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, 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 & leopards).

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

Club P.A.N. activities started late this school year, in February 2021 and ended in July 2021. Ten schools in Guinea (Laffa Boubhé, Fello-Kollet, Kounet, Kouratongo, Kela, Dara, Kalinko-Centre, Missira Djallonké, Gagnakaly and Béleya) participate with 896 children in outdoor nature classrooms (Table 1).

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.

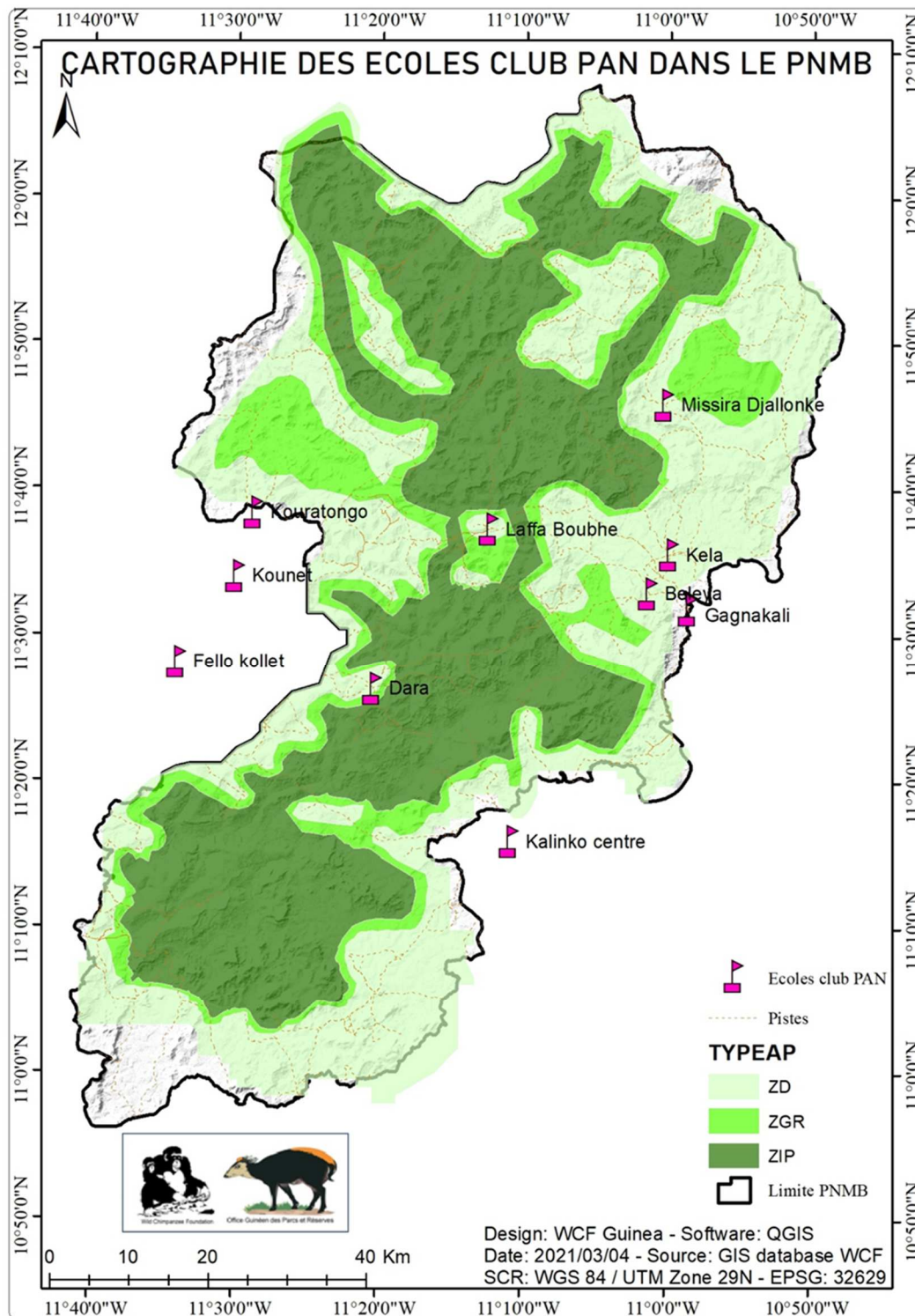
As a response to the Ebola outbreak in West Africa and Guinea in 2014, the human health session was created by researchers from the Robert Koch-Institute in Berlin, and concentrates on good hygienic practices for preventing the transmission of diseases. This session became even more important during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

Table 1: Number of children participating in Club P.A.N. during the school year 2020/2021

Nº	Prefecture	School	Boys	Girls	Total
1	Tougué	Laffa-Boubhé	59	41	100
2		Kouratongo	64	51	115
3		Kounet	34	37	71
4		Dara	23	21	44
5		Fello-Kollet	45	50	95
6	Dinguiraye	Gagnakaly	94	32	126
7		Beleya	63	47	110
8		Missira djalonké	18	11	29
9		Kalinko centre	75	48	123
10		Kela	56	27	83
Total			531	365	896



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



The Moyon-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 2020/2021: Kalinko Centre, Kela, Gagnakaly, Fello-Kollet, Kounet, Dara, Laffa-Boubhé, Kouratongo, Béleya, and Missira Djallonké.

The last session (number 11) was an interactive conservation action that the children selected together with their teachers, principals and coordinators. Selected actions were planting of 437 trees to create green fences around the schools and fruit gardens in the schoolyards with orange trees. These events were a huge success, because many parents and villagers joint the tree planting of their children.



*Club P.A.N. session eleven, a joint conservation action:
tree planting in the schoolyard 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 ten events took place in July 2021, attended by 1061 participants.

Table 2: Number of participants at the parents' days and trees planted during session 11 in the school year 2020/2021

School	Number of participants	Parents' day date	Number of trees planted during session 11
Fello-Kollet	157	09/07/2021	28
Kounet	140	10/07/2021	38
Kouratongo	182	12/07/2021	34
Laffa- Boubhé	115	13/07/2021	35
Dara	42	14/07/2021	22
Kalinko Centre	139	17/07/2021	56
Gagnakaly	77	15/07/2021	56
Kela	70	13/07/2021	56
Beleya	62	14/07/2021	56
Missira Djallonké	77	12/07/2021	56
Total	1061		437



Participants at the Club P.A.N. parents' day in Kalinko Centre

5.4. Evaluations

Pre-evaluations of 100 children (10 children per school) were done in February 2021 by the two coordinators in interview form. Post-evaluations of the same children were done in June 2021.



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 39% on average (Figure 1). Replies to some of the knowledge questions show that children increased their knowledge up to 55%, for example the question 3: “Name three rules that govern national parks.”

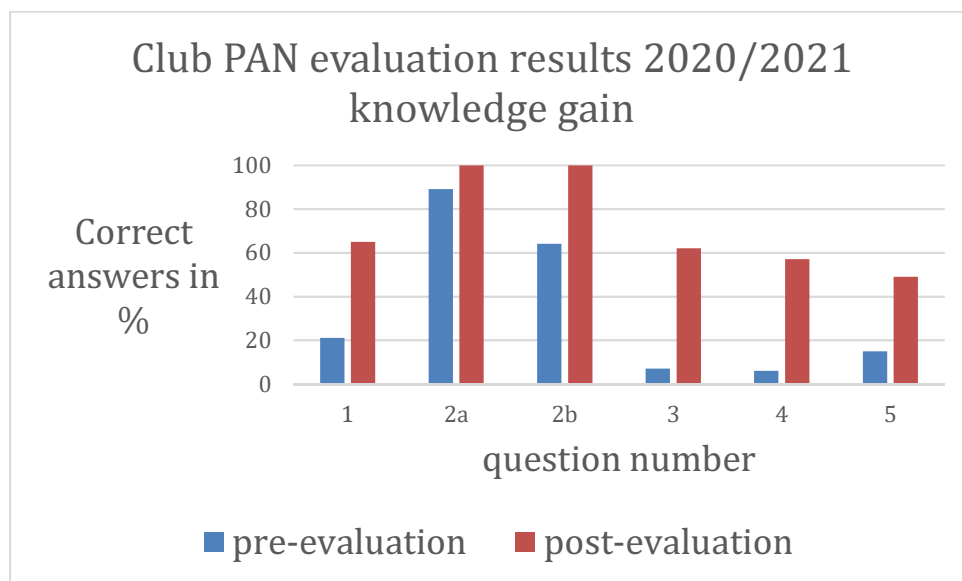


Figure 1: Correct answers in percent to knowledge questions during pre- and post-evaluations show the knowledge gain after the Club P.A.N. program in Guinea

After having participated in Club P.A.N.: 98% of the children wish to convince other people to stop killing wild animals (Figure 2), and 96% of the children want to avoid eating bush-meat (Figure 3), after having been informed about alternative protein sources (e.g. beef, fish, chicken) and the potential health risks for humans when consuming bush-meat (Ebola, Antrax etc.).

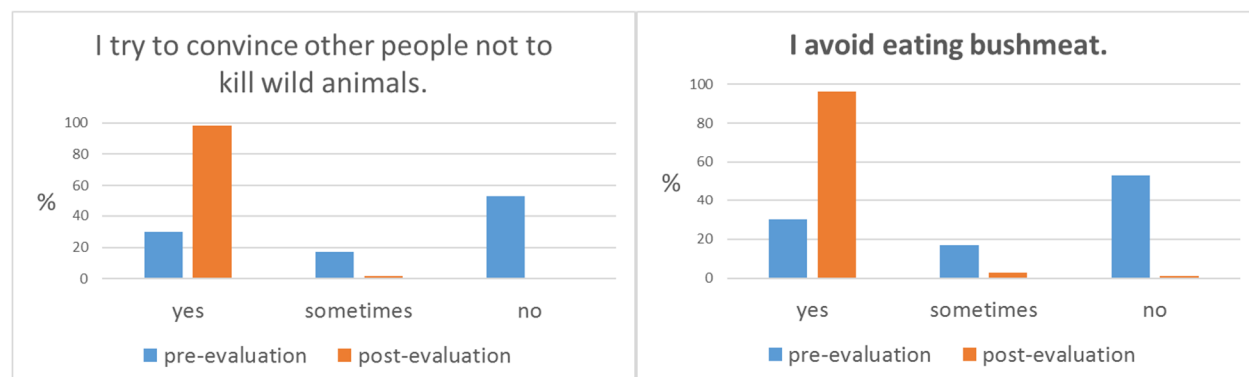


Figure 2 & 3: Answers in percent to the statements “I try to convince other people not to kill wild animals.” (Figure 2, left) and “I avoid eating bush-meat” (Figure 3, right) during pre- and post-evaluations.

We found a change of attitude towards nature into a more positive view in the post-evaluations. For example, 50% of the Club P.A.N. children disagree with the statement “Wild animals destroy plantations, so they should be killed for that” in the post-evaluations, whereas in the pre-evaluations 46% of the children totally agreed that wild animals can be killed when they destroy 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”, 52% of the children did not agree at all after they had participated in the Club P.A.N. whereas 58% had totally agreed to this statement in the pre-evaluations (Figure 5).

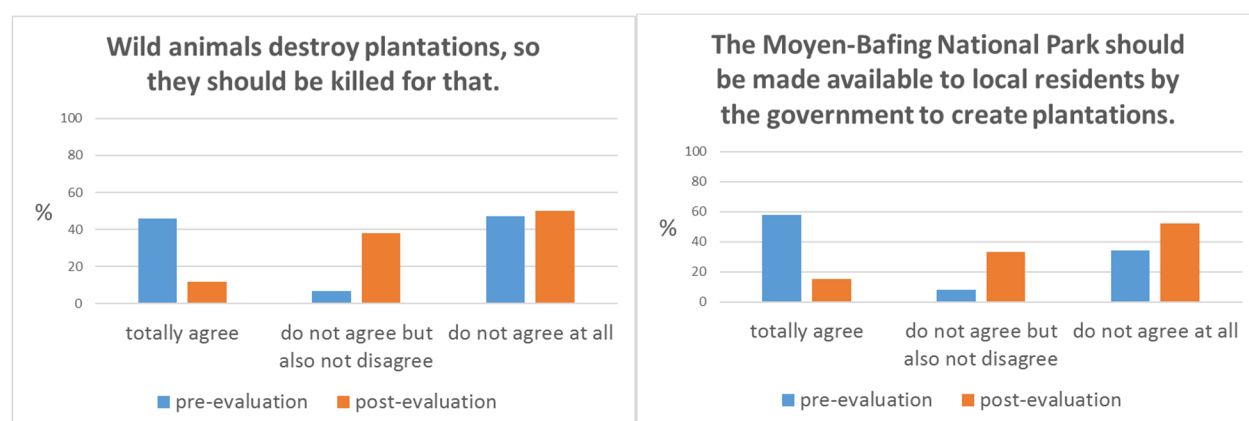


Figure 4 & 5: Answers in percent to the statements: “Wild animals destroy plantations, so they should be killed for that” (Figure 4, left) and “The Moyen-Bafing National Park should be made available to local residents by the government, to create plantations” (Figure 5, right) during pre- and post-evaluations in Guinea

All 100 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 100 parents (10 per village, average age 47.88 years) after the parents' days in interview form (66 man, 34 woman).

These 100 parents either had 1, 2, 3 or 4 Club P.A.N. children at home (average of 1.31). 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 more about forests and hygiene, and the French language, and that they received school materials such as books. In addition, the parents like the T-Shirts that the children receive.

All children had talked to their parents about Club P.A.N., and 96 from the 100 interviewed parents were able to report something the household had learned from Club P.A.N. such as the importance of forests, wildlife 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, include radio into the sensitization, reforestation, stop bush-fires and stop deforestation. For example, the father Camara Oumar from Missira Djallonke answered: "We have to respect the rules of the park and we have to stop deforestation!", and the father Kaba Baila from Gagnakaly answered: "It is very important to involve the authorities in the enforcement of the law on traffickers of smoked bush-meat and illegally cutted woods".

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 2020/2021 in ten schools in Guinea with 896 children participating and 1061 participants during the parents' day celebrations. 437 trees were planted during our conservation session.

The evaluation results showed that through the Club P.A.N. activities, 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. 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 2021-22 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 would like to thank the sponsors and partners of Club P.A.N. 2020/2021:

Ministère de l'Education Nationale Guinée, Serengeti Park Stiftung, Zürcher Tierschutz, Zoo Leipzig, Zoo am Meer Bremerhaven, Monde Sauvage Safari Parc, and Verena Kummer.



Club P.A.N. children from Dara