



Wild Chimpanzee Foundation®

# Wild Chimpanzee Foundation

## Final report

CLUB P.A.N. 2017/2018

An environmental education project of the Wild Chimpanzee Foundation in Guinea

*September 2018*



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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 eight school year in Guinea** (2017/2018) working with 6 schools (Kalinko, Keyla, Gagnakaly, Fello-Kollet, Kounet and Kouratongo) in the Moyen-Bafing region with **503 participating children**.

**11 participants were trained** (coordinators, teachers and principals) in January 2018 during a four days' workshop in Dinguiraye.

**10 conservation education sessions** in each of the 6 schools, and pre- and post-evaluations of the children were implemented.

**Evaluation results** show that Club P.A.N. children increased their knowledge by 43% on average, and 87% 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 children agree that this park needs full protection after having participated in the Club P.A.N. program.

**The parents' day**, prepared by the children at the end of the school year **reached 1059 villagers** of whom 60 adults were evaluated, all of them giving positive feedback to the program, mainly mentioning their increase of knowledge through the children, the importance of national parks and forests for their own benefit.

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



*Club P.A.N. children with their teacher in the outdoor nature classroom in Kalinko, 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!

To assure the protection of western chimpanzees, the WCF will continue its important long-term conservation programs, such as creation of protected areas, assisted natural regeneration, reforestation and increased anti-poaching patrols. 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), since 2010 the WCF is conducting the program in Guinea.



*Critically endangered western chimpanzees*

### **3 CLUB P.A.N. GOALS**

#### **WCF mission**

Ensure the long-term protection of viable wild chimpanzee populations and their forest habitats in West 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.
5. Sensitize the local communities to the creation of the Moyen-Bafing National Park and the development of a sustainable management plan for natural resources.



*Club P.A.N. children of Kalinko during their welcome game that opens each session*



#### **4 STAFF**

Club P.A.N. coordinators were Dylan Deffaux, Moussa Kaba, Mamadou Bobo Balde and Tidiane Nabe, who were guiding all principals and teachers. They assisted the teachers on-site with the sessions, conducted the teacher trainings, evaluated the project by quantifying participation and administered a pre- and post-evaluation. In total, 4 teachers and 5 principals were in the Club P.A.N. team during the school year 2017/2018. It depends on the school, if the teacher or principal is animating the Club P.A.N. sessions.



*Club P.A.N. coordinators: Dylan Deffaux, Moussa Kaba, Mamadou Bobo Balde and Tidiane Nabe*



*Club P.A.N. coordinators, teachers and principals during the teacher training workshop in Dinguiraye, Guinea*

## **5 RESULTS**

### **5.1 Teacher training**

All coordinators, teachers and principals received intense training 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 22 to 25/01/2018 in Dinguiraye (Haute-Guinée), and the training was organized by Moussa Kaba (WCF Head of the Awareness, Education and Communication Program), Julia Riedel (WCF Head of Club P.A.N.) and Dylan Deffaux (Club P.A.N. Officer in Guinea).

*Table 1: Participants at the teacher training workshop in Dinguiraye with their function, school and evaluation results after the four days of workshop*

N°	Name	Function	School	Evaluation (% of correct responses)
1	Tidiane NABE	Coordinator	-	61%
2	Mamadou BOBO BALDE	Coordinator	-	89%
3	Mamadou DIAWARA	Principal	Kalinko	94%
4	Fassou KPOULOMOU	Teacher	Kalinko	94%
5	Aboubacar SIDIKI OULARE	Teacher	Gagnakaly	72%
6	Yiba TENKIOMO	Principal	Gagnakaly	72%
7	Faya Daniel KAMANO	Teacher	Keyla	89%
8	Faya II TOLNO	Teacher	Keyla	78%
9	Ousmane BALDE	Principal	Kounet	61%
10	Mamadou DIOULDE BALDE	Principal	Fello-Kollet	89%
11	Mamadou SALIOU HAO BAH	Principal	Kouratongo	67%

Mr. Faust Dopavogui, the prefectural authority of Dinguiraye held the opening speech of the workshop. After four days of intense training, we evaluated the participants' knowledge by conducting an interview with 18 questions. The results of this evaluation were discussed with the participants, since none of the participants reached 100% (see Table 1). It is important that teachers and principals prepare themselves well before they animate a Club P.A.N. session. We thank all participants for their motivation and work during the four days of training.



*Club P.A.N. coordinators, teachers and principals during their workshop in January 2018 and with Mr. Faust Dopavogui, the prefectural authority of Dinguiraye*

## 5.2 Club P.A.N. sessions

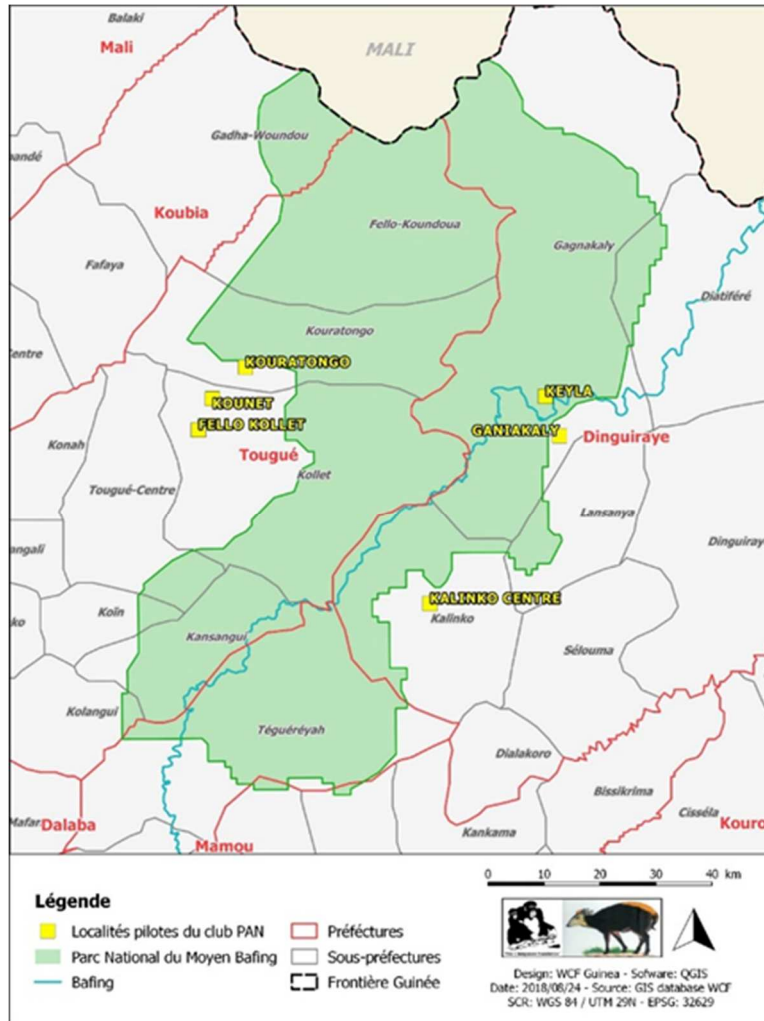
The Club P.A.N. sessions involve fact sheets, activities, role playing, songs and games with animal puppets based around a chosen theme. We aim to promote positive club spirit through interactive ways of learning and essentially having fun. Each child that participates receives a Club P.A.N. book and 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. 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 January 2018 and ended in July 2018. Six schools in Guinea (Kalinko, Gagnakaly, Fello-Kollet, Keyla, Kounet and Kouratongo) participated with 503 children in outdoor nature classrooms. Children attended 10 sessions and prepared the parents' day in their school. The topics of the 10 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. The last 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.

Table 2: Number of children participating in Club P.A.N. during the school year 2017/2018

Prefecture	School	Number of children		
		Male	Female	Total
Dinguiraye	Kalinko	78	37	115
	Gagnakaly	50	24	74
	Keyla	29	43	72
Tougué	Fello-Kollet	30	40	70
	Kounet	44	28	72
	Kouratongo	32	68	100
Total		263	240	503





*Map 1: The Moyen-Bafing National Park in Guinea (green) and the Club P.A.N. villages of Kalinko Centre, Gagnakaly, Keyla, Fello-Kollet, Kounet and Kouratongo (in yellow) and the corresponding prefectures in red*



*Club P.A.N. session “biodiversity” in outdoor nature class room in Kounet*



*Club P.A.N. outdoor nature class room in Kouratongo*

### **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 organizes its own parents' day, and a total of six events took place in June/July 2018, attended by 1059 participants, i.e. a lower attendance compared to the previous year - mainly due to the rainy season. Indeed, the Club PAN started very late in the school year because funding was not secured timely, and as a consequence the parents' days happened during the wet season when everybody was working their fields with no or little time to attend the parents' days. We will take care to improve the planning for the coming school year and ensure the parents' days are happening during the dry season, thus reaching the biggest possible impact with these celebrations.

*Table 3: Number of participants at the parents' days during the school year 2017/2018*

<b>School</b>	<b>Number of participants</b>	<b>Parents' day date</b>
Gagnakaly	78	25/06/2018
Keyla	110	26/06/2018
Kalinko	354	27/06/2018
Fello-Kollet	228	29/06/2018
Kounet	210	30/06/2018
Kouratongo	79	01/07/2018
<b>Total</b>	<b>1059</b>	





*Participants at the Club P.A.N. parents' day in Kounet*



*Club P.A.N. parents' day in Fello-Kollet*



*Club P.A.N. parents' day in Gagnakaly*



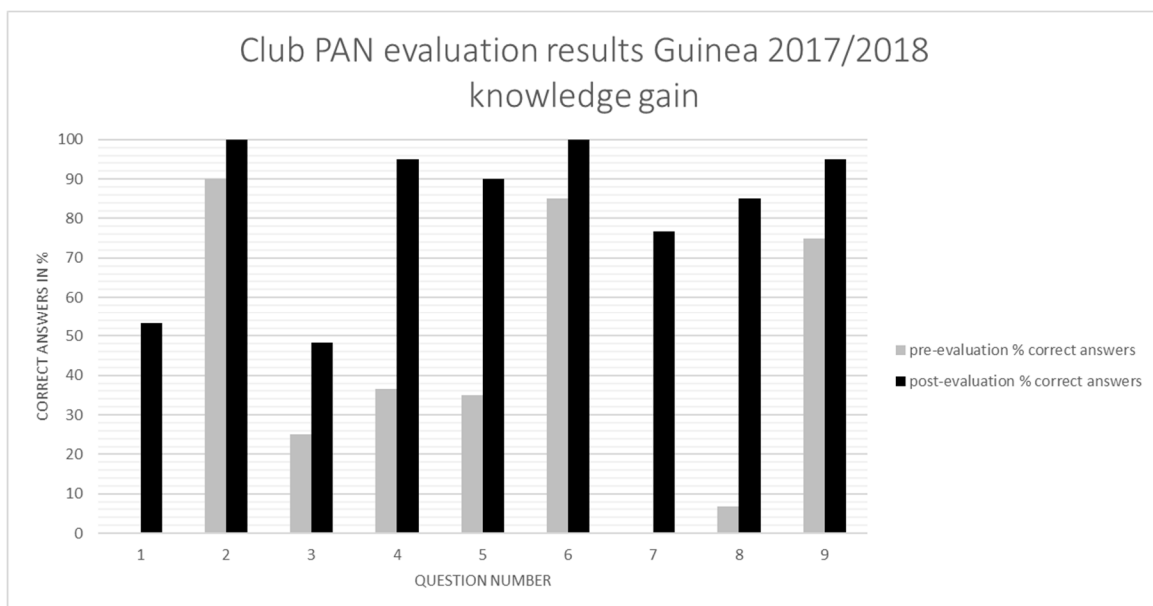
## 5.4 Evaluations

Pre- and post-evaluations of 60 Club P.A.N. children (10 children per school) in personal interviews were done in January/February 2018 (pre-evaluation) and May 2018 (post-evaluation) by our two local coordinators Mamadou Bobo Balde and Tidiane Nabe.



*Club P.A.N. pre- and post-evaluation in interview form of 10 children per school*

**After having participated in Club P.A.N:** Results show the children increased their knowledge by 43% on average (Wilcoxon Exact Test:  $T+=45$ ,  $N=9$ ,  $P<0.01$ ), (Figure 1). Replies to some of the knowledge questions show that children increased their knowledge up to 78% (Wilcoxon Exact Test:  $T+=1128$ ,  $N=47$  (13 ties),  $P<0.0001$ ), for example the question 8: “Please name 3 endangered species besides chimpanzees and elephants!” In the pre-evaluations, before the Club P.A.N. program had started, most of the children could not name three endangered species. After the program in the post-evaluation interviews, most of them (85%) were able to do so.



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

100% of the participating children wish to use a basket instead of a plastic bag for their shopping on the market (Wilcoxon Exact Test:  $T+=300$ ,  $N=24$  (35 ties),  $P<0.0001$ ), (Figure 2). And, 87% of the participating children want to avoid eating bushmeat (Wilcoxon Exact Test:  $T+=114$ ,  $N=18$  (41 ties),  $P=NS$ ), (Figure 2).

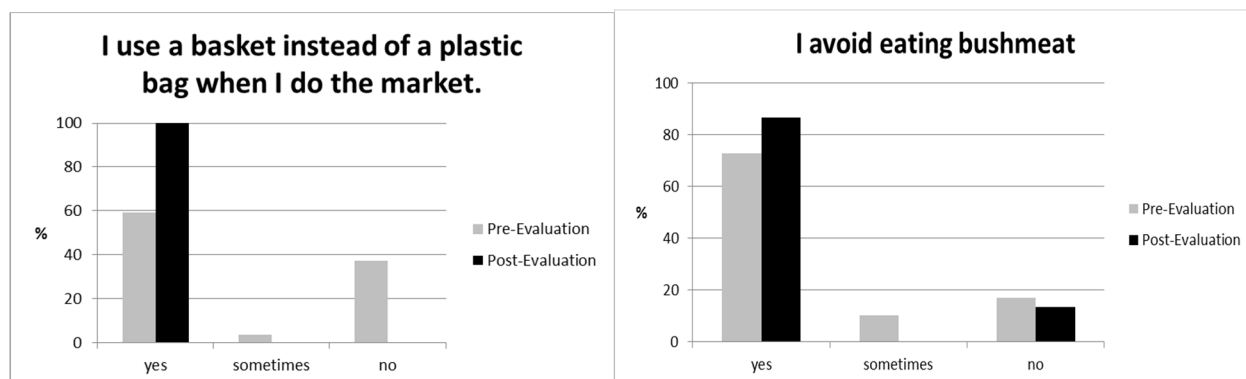


Figure 2: Answers in percent to the statements “I use a basket instead of a plastic bag when I do the market” (Figure left) and “I avoid eating bushmeat” (Figure right) during pre- and post-evaluations

Change of attitude towards nature into a more positive view in the post-evaluations. For example, 93% of the Club P.A.N. children disagree with the statement “We should turn the forest into plantations to feed ourselves” (Wilcoxon Exact Test:  $T+=495$ ,  $N=32$  (27 ties),  $P<0.0001$ ), (Figure 3), whereas in the pre-evaluations 54% of the children totally agreed that forests can be turned into plantations. We received similar results also for the statement: “The Moyen-Bafing National Park should be made available to local residents by the government, to create plantations”, 100% of the children did not agree at all after they had participated in the Club P.A.N. whereas 68% had totally agreed to this statement in the pre-evaluations (Wilcoxon Exact Test:  $T+=820$ ,  $N=40$  (19 ties),  $P<0.0001$ ), (Figure 3).

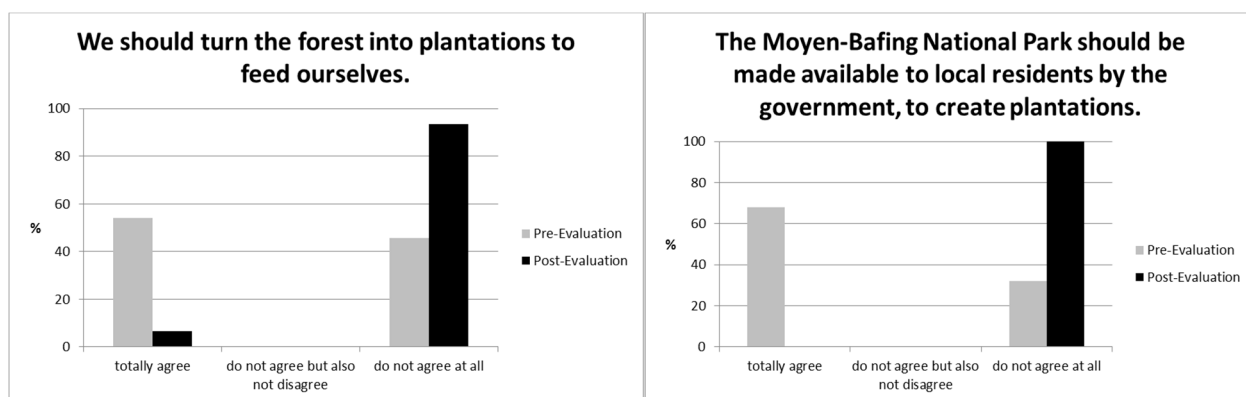


Figure 3: Answers in percent to the statements: “We should turn the forest into plantations to feed ourselves” (Figure left) and “The Moyen-Bafing National Park should be made available to local residents by the government, to create plantations” (Figure right) during pre- and post-evaluations in Guinea

38% of the participating children loved Club P.A.N. enormously, and 62% 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.”, 42% of children had responses for us such as these children from Keyla: Yaya Barry (13 years) “my idea is that you help us to create a national park”; N'Balou Kaba (13 years) “my idea is a garden for our school so that we can plant trees and food”; and Fatoumata Kaba (14 years) “I would like to do sensibilisation to our families and villagers, please help us to get more material to study nature”.

Club P.A.N. evaluation results from past years are published by Claudia Borchers (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 (35 males, 25 females). Parents were selected by change depending if they had time after the celebrations. 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. All (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. For example, the father Amadou Fily Kante from Kounet answered to the question “Which message do you take home from this parents' day?”: “We have to stop now our bad practices like poaching, wildfires and deforestation”. To the question “Which other activities are important to protect the nature in your region?” parents mainly answered with; reforestation, stop wildfires and stop deforestation. For example, the mother Souwoudou Makalo from Gagnakaly answered to this question: “We have to sensitize our village so that our forests are protected”.



*Club P.A.N. parents' evaluation after the parents' day celebrations in interview form conducted by our two local coordinators Mamadou Bobo Balde and Tidiane Nabe*



## **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 2017/2018 in six schools in Guinea with a total of 503 children participating and 1059 participants during the parents' day celebrations.

The 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.

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## **8 ACKNOWLEDGEMENTS**

**We would like to thank the sponsors and partners of Club P.A.N. in 2017-2018:**

Ministère de l'Education Nationale Guinée, Mohamed Bin Zayed Species Conservation Fund, Columbus Zoo and Aquarium, Zürcher Tierschutz, Zoo Leipzig, Zoo am Meer Bremerhaven, The Biodiversity Company (TBC), Serengeti Park Stiftung, Anita Lesqueureux Keel and Verena Kummer.