



Wild Chimpanzee Foundation®

Wild Chimpanzee Foundation

Final report

CLUB P.A.N. 2022/2023

An environmental education project of the Wild Chimpanzee Foundation in Guinea



December 2023



WCF European Representation:

Wild Chimpanzee Foundation (WCF)
Bleichertstr. 2, 04155 Leipzig, Germany

Email: wcf@wildchimps.org

Internet: www.wildchimps.org

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ACRONYMS

Club P.A.N. – People, Animals, Nature / Personnes, Animaux, Nature

MBNP - Moyen-Bafing National Park

PSSNP – future Penselli-Soyah-Sabouyah National Park

WCF – Wild Chimpanzee Foundation / Fondation pour les chimpanzés sauvages

IUCN - International Union for Conservation of Nature



Club P.A.N. children from Fello-Kollet with the DPE of Tougué, Mayor and Sub-Prefect of Kollet

1 SUMMARY

Club P.A.N. (People, Animals, Nature) was active for its thirteenth year in Guinea. The present final report provides an overview of what has been done during this school year (2022/2023), which started a bit late in January 2023 due to difficulties in finding funding.

In the Moyen-Bafing National Park (MBNP) region, 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 with **900 participating children.**

In addition to these 10 MBNP schools, we started the first Club P.A.N. school year in the region of the future **Penselli-Soyah-Sabouyah National Park (PSSNP) with six schools** in Soyah, Diandian, Farenta, Ouré-Kaba, Soumanyéréya, Saférin and **267 children participating.**

In January 2023 **two teacher trainings** have been organized, one for the six new PSSNP schools from 11 to 13 January 2023 in the conference room of the Governorate of Mamou with **12 participants.** The other training for the ten MBNP schools was held from 18 to 20 January 2023 at the town hall of Fello-Kollet with **20 participants.**

Eleven conservation education sessions in each of the 16 schools, and **pre- and post-evaluations of 160 children** were implemented.

The main topic of this year's **conservation action sessions** was sustainable livestock management in the MBNP region, all 900 children from 10 schools were trained by our **Agroecology Unit to make 20 lick blocks**, 2 per school. In the six schools of the PSSNP region the main conservation activities were waste management and reforestation. **Each school received waste bins and five orange or mandarin trees for their schoolyards.** The children planted the fruit trees with their families to create school gardens with orange and mandarin trees for the children to harvest fruits in the future. The children also cleaned up their schoolyards, the Farenta market, the Diandian and the Saférin health centres.

Evaluation results show that the children **increased their knowledge by 46% on average in the Moyen-Bafing region** and **by 39% in the Pinselli-Soyah-Sabouyah region.** **All Club P.A.N. children from both regions want to avoid eating bush-meat** in the future. Children changed their attitude towards nature into a more positive view in the post-evaluations.

Sixteen parents' days, prepared by the children at the end of the school year **reached 1608 villagers** of whom **160 adults were evaluated**, all of them giving positive feedback to the program.

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 national park creation, 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 proactive 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

The Club P.A.N. coordinators for the six new schools in the region of the future Penselli-Soyah-Sabouyah National Park are Mohamed Lamine Kaba, Hassatou Sow, and Thierno Oumar Sow. The Club P.A.N. coordinators for the ten Moyen-Bafing National Park schools are Sylvain Daavo, Mamadou Bobo Balde and Mamady Tounkara. They are guiding all principals and teachers, assist 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, 16 teachers and 16 principals belong to the Club P.A.N. staff during the school year 2022/2023.



Club P.A.N. coordinators:

*left photo, team PSSNP with Mohamed Lamine Kaba, Hassatou Sow and Thierno Oumar Sow
right photo, team MBNP with Mamady Tounkara, Julia Riedel, Mamadou Bobo Balde and
Sylvain Daavo (from left to right).*

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. This school year two trainings took place because of the six new PSSNP schools.

The training for the six new PSSNP schools was organized from 11 to 13 January 2023 in the conference room of the Governorate of Mamou with 12 participants. The workshop was opened with speeches from the Governor of the region, Colonel Aly Badra Camara, followed by the Prefectural Director of Education in Mamou, Mister Hamidou Sow.

The other training for the ten MBNP schools was held from 18 to 20 January 2023 at the town hall of Fello-Kollet with 20 participants. It was opened by the mayor of Kollet, Mister Ibrahima Balde, and the Director of the Education Department in the Prefecture of Tougué, Mister Moustapha Cisse.



Authorities and participants of the teacher-training workshop at the Governorate in Mamou



Authorities and participants of the teacher-training workshop at the town hall of Fello-Kollet



Club P.A.N. “swinging sheet / umbrella” game explained to the participants (left) and presentation of a Club PAN animation by teachers at the workshop in Mamou (right)

At the end of the training, we evaluated the participants’ knowledge by conducting a written test with questions about major Club P.A.N. themes like biodiversity, endangered species, national parks and conservation measurements. Two participants reached 100%, and most participants have good test results. Nine persons have an average test result and we are aware that we need to invest more coaching time to support them. It is important that teachers and principals prepare themselves well before they animate a Club P.A.N. session. Our coordinators will provide the needed support to the teachers and principals so that a well prepared session can be presented to the children. We thank all the teachers and principals for their motivation and great work during the days of training.



Participants of the teacher training in Mamou with their certificate



Participants of the teacher training in Fello-Kollet with their certificate

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. sessions started in January 2023. Ten schools in the Moyen-Bafing National Park region (Laffa Boubhé, Fello-Kollet, Kounet, Kouratongo, Kela, Dara, Kalinko-Centre, Missira Djallonké, Gagnakaly and Béleya, **Map 1**) and six schools in the future Penselli-Soyah-Sabouyah National Park region (Soyah, Diandian, Farenta, Ouré-Kaba, Soumanyéréya, Saférin, **Map 2**) participate with 1167 children in outdoor nature classrooms (**Table 1**). Eleven conservation education sessions in each of the 16 schools, and pre- and post-evaluations of 160 children were implemented.

Table 1: Number of children participating in Club P.A.N. during the school year 2022/2023

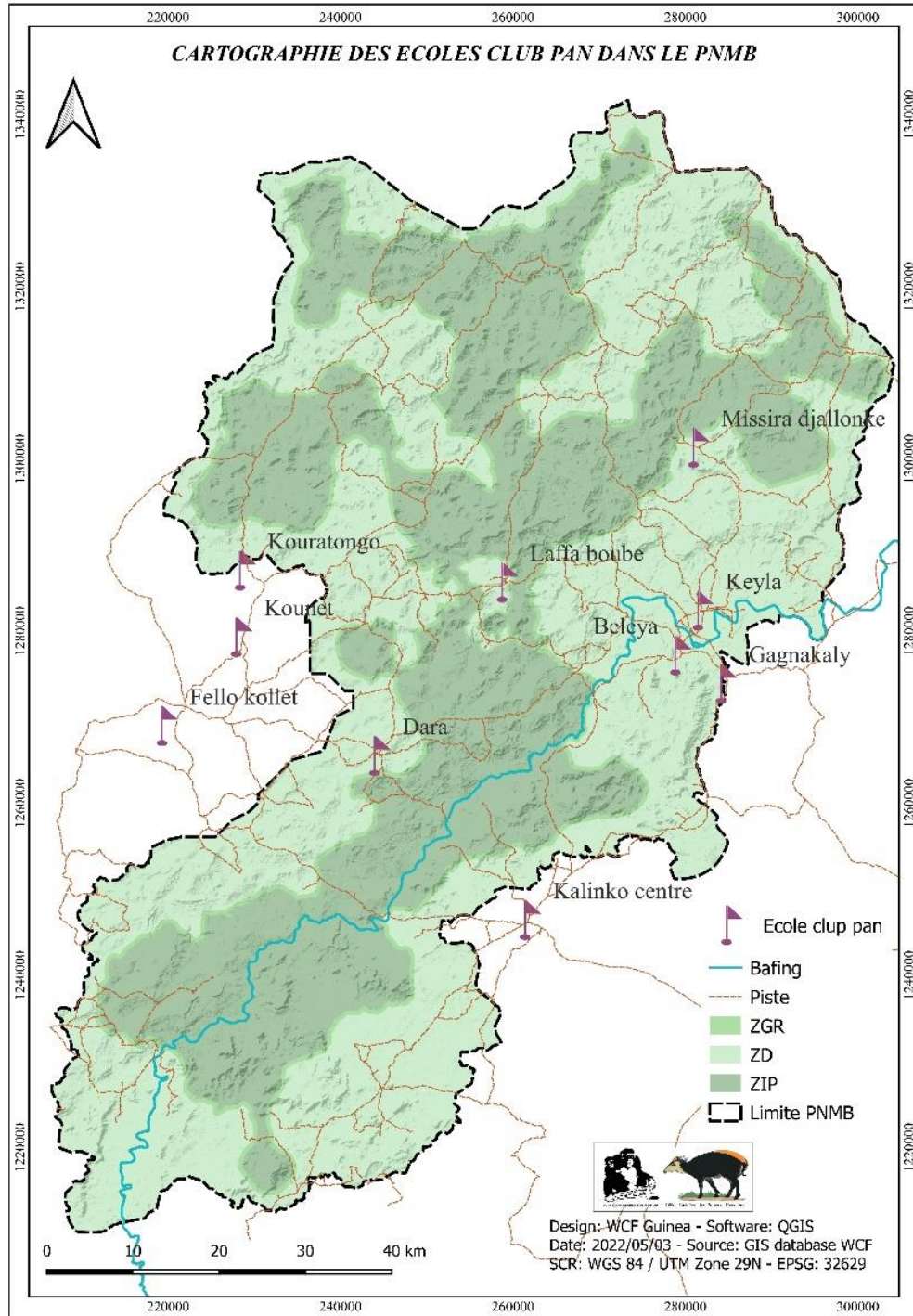
No	School	Boys	Girls	Total	Prefecture
1	Laffa-Boubhè	48	37	85	Prefecture Tougué
2	Kouratongo	63	48	111	
3	Kounet	45	45	90	
4	Dara	36	14	50	
5	Fello- Kollet	46	48	94	
Total Prefecture Tougué		238	192	430	
6	Kalinko Centre	45	55	100	Prefecture Dinguiraye
7	Gagnakaly	43	27	70	
8	Kela	55	45	100	
9	Missira Djallonké	85	15	100	
10	Beleya	75	25	100	
Total Prefecture Dinguiraye		303	167	470	
Total MBNP		541	359	900	
11	Soyah	26	25	51	Prefecture Mamou
12	Djandian	37	13	50	
13	Ouré-Kaba	26	24	50	
14	Farenta	27	15	42	
15	Soumanyéréya	39	11	50	Prefecture Faranah
16	Saférin	15	9	24	Prefecture Kindia
Total PSSNP		170	97	267	
TOTAL		711	456	1167	



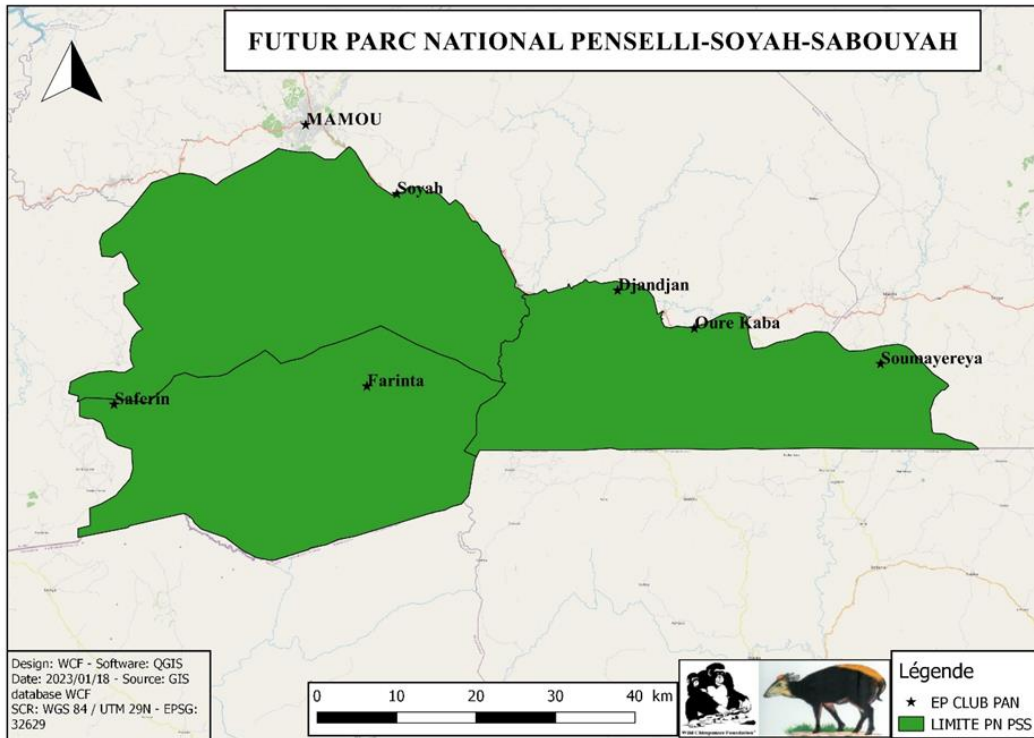
Club P.A.N. welcome game “Bonjour chers amis du Club P.A.N.” at the school in Saférin



Club P.A.N. children in their nature classroom at Laffa-Boubhè and Gagnakaly



Map 1: 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 2022/2023: Laffa Boubhé, Fello-Kollet, Kounet, Kouratongo, Kela, Dara, Kalinko-Centre, Missira Djallonké, Gagnakaly and Béleya.



Map 2: The future Penselli-Soyah-Sabouyah National Park in Guinea and the location of the six Club P.A.N. schools participating in the environmental education program during the school year 2022/2023: Soyah, Diandian, Farenta, Ouré-Kaba, Soumanyéréya, and Saférin.

The last session (number 11) was an **interactive conservation action** that the children selected together with their teachers, principals and coordinators. This year the 900 children of the 10 schools in the MBNP region were trained by the technical support team of the WCF Agroecology Unit to make 20 lick blocks, 2 per school. This activity is part of the strategy for sustainable livestock management in the MBNP region. This conservation activity was welcomed by the parents, who are mainly farmers and stockbreeders, who say that the next generation is well prepared and is part of the sustainable management of resources. For the 6 schools in the PSSNP region the selected topics were waste management and planting of 15 fruit trees. Each school received big waste bins and cleaned up their schoolyard. The Diandian health centre, the Farenta market and the Saférin health centre were also cleaned up by the Club PAN children. In addition, the children planted fruit trees in their schoolyards.



Manufacture of lickable blocks in Kéla – MBNP region



Planting of fruit trees in the schoolyard of Ouré-kaba – PSSNP region



Club PAN children cleaning up Farenta market (left) and their schoolyard in Diandian (right).

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 16 events took place in May 2023, attended by 1608 participants.

Table 2: Number of participants at the parents' days in the school year 2022/2023

School	Region	Number of participants	Parents' day date
Fello-Kollet	Moyen-Bafing National Park	103	30/05/2023
Kounet		116	27/05/2023
Kouratongo		125	28/05/2023
Laffa- Boubhé		111	14/05/2022
Dara		63	29/05/2023
Kalinko Centre		298	30/05/2023
Gagnakaly		108	29/05/2023
Kela		67	09/05/2022
Beleya		72	28/05/2023
Missira Djallonké		71	27/05/2023
Sub-Total MBNP		1134	
Djandian	Penselli-Soyah- Sabouyah National Park	137	20/05/2023
Ouré-kaba		67	22/05/2023
Farenta		53	24/05/2023
Saférin		67	26/05/2023
Soyah		85	29/05/2023
Soumanyéréya		65	31/05/2023
Sub-Total PSSNP		474	
Total		1608	



The Club PAN children present a theater play during the parents day celebrations in Saférin.



Parents at the Club PAN celebrations in Diandian.

During the parents' days, the Club PAN children welcomed their families and the authorities: Prefect, Sub-Prefect, Mayor, DPE, DSEE, as well as the WCF delegation. This year major topics presented by the children to their parents were: protected areas in Guinea like the MBNP and the PSSNP, endangered species and chimpanzees.



The prefectural director of education (DPE) from Dinguiraye at the parent's day in Kalinko.

5.4 Evaluations

Pre-evaluations of 160 children (10 children per school) were done in January 2023 by the three coordinators in interview form. Post-evaluations of the same 160 children were done in May 2023. Analysis of the evaluation data were done separately for the two regions.



Our local coordinators interview the children to evaluate their knowledge and attitudes.

After having participated in Club P.A.N.: results show the children increased their knowledge by 46% on average for the Moyen-Bafing region (**Figure 1**) and by 39% for the Pinselli-Soyah-Sabouyah region (**Figure 2**). Replies to some of the questions show that children in the Moyen-Bafing region increased their knowledge up to 76%, for example question 5: “Name three endangered species elsewhere in the world apart from the chimpanzee and the elephant!” Children from the Pinselli-Soyah-Sabouyah region increased their knowledge up to 77% for question 1: “What is a national park? Please explain!”

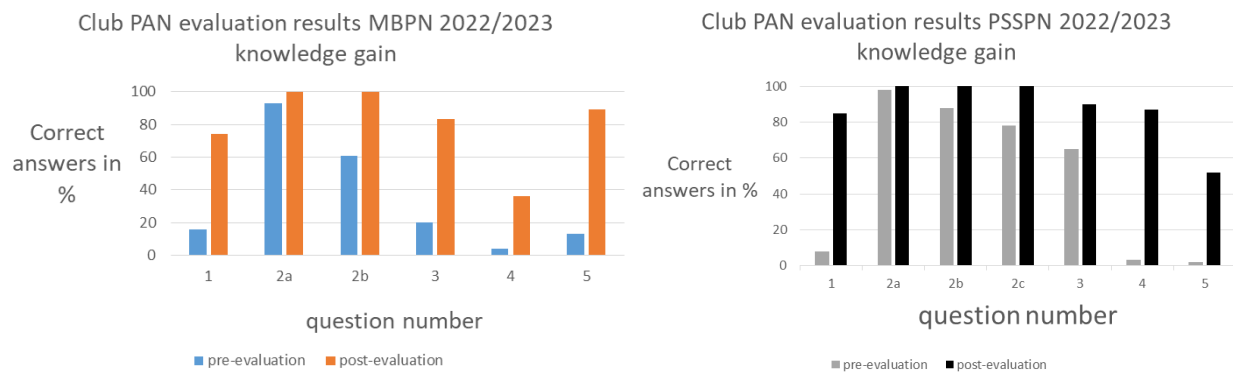


Figure 1 and 2: Correct answers in percent to knowledge questions during pre- and post-evaluations show the knowledge gain after the Club P.A.N. program in Guinea

After having participated in Club P.A.N.: 100% of the children of both regions wish to convince other people to stop killing wild animals (**Figure 3 and 4**), and 100% of the children want to avoid eating bush-meat (**Figure 5 and 6**), 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.).

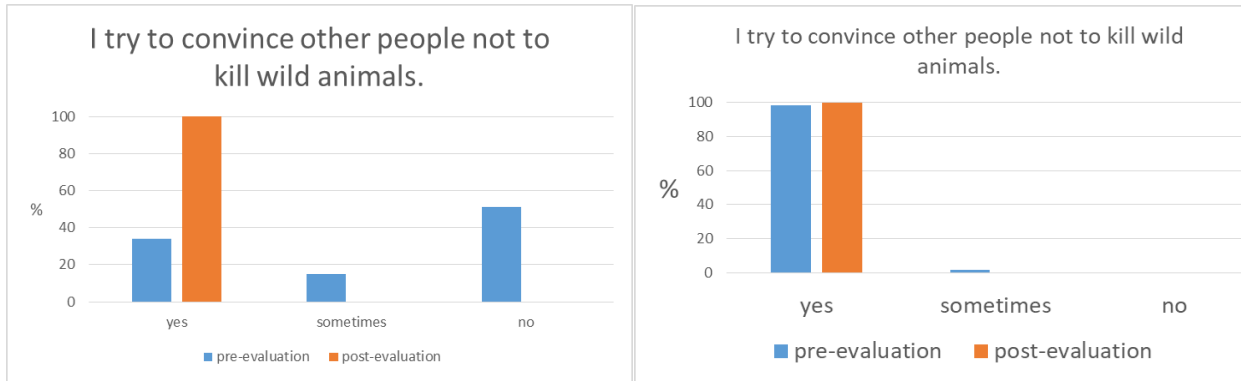


Figure 3 and 4: Answers in percent to the statement: “I try to convince other people not to kill wild animals.” (MBNP region – left, PSSNP region right) during pre- and post-evaluations.

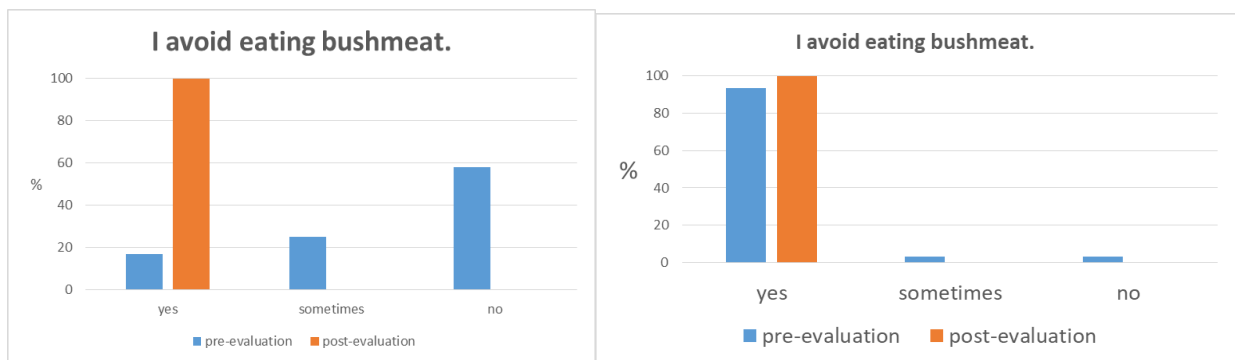


Figure 5 and 6: Answers in percent to the statement: “I avoid eating bush-meat.” (MBNP region – left, PSSNP region right) during pre- and post-evaluations.

We found a change of attitude towards nature into a more positive view in the post-evaluations. For example, 47% 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 71% of the children totally agreed that wild animals can be killed when they destroy plantations in the Moyen-Bafing region (**Figure 7**). In the Pinselli-Soyah-Sabouyah region children disagreed to the statement already before the Club P.A.N. started by 97% and afterwards 100% disagreed (**Figure 8**).

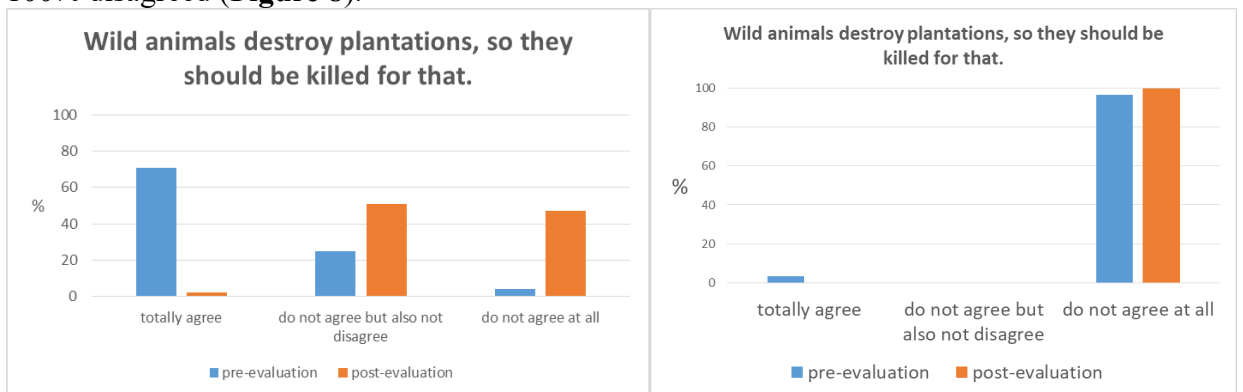


Figure 7 and 8: Answers in percent to the statement: “Wild animals destroy plantations, so they should be killed for that.” (MBNP region – left, PSSNP region right) during pre- and post-evaluations.

All 160 interviewed children liked participating in Club P.A.N. and all of them were able to remember something important about the Moyen-Bafing National Park or the future Pinselli-Soyah-Sabouyah National Park, the chimpanzees and environmental conservation. Many children remembered the games and the songs.

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 160 parents (10 per village) after the parents' days in interview form. For the MBNP region: 42 woman and 58 man, and for the PSSNP: 29 woman and 31 man. These 160 parents either had one or two Club P.A.N. children at home. 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 new songs and details about the park, animals, forests and hygiene, and that they received school materials such as books and T-Shirts.

All children had talked to their parents about Club P.A.N., and all parents were able to report something the household had learned such as the importance of good hygienic practices and the value of forests and wildlife for humans.

To the question, "Which other activities are important to protect the nature in your region?" parents mainly mentioned reforestation, increased community sensitization and awareness, more Club P.A.N. schools, reach more children and more teachers with the program, stop bush-fires and stop deforestation. For example, Mr. Barry Mamadou Bobo from the village of Kéla in the Moyen-Bafing region answered: "It is important to translate the rules that a valid for a national park into the local language." and Mr. Diallo Ibrahima from the village of Soyah in the PSSNP region answered: "Please continue to educate our children about environmental protections."

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 2022/2023 in 16 schools in Guinea with 1167 children participating and 1608 participants during the parents' day celebrations.

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 2023-24 school year.

Table 3: Timetable of Club P.A.N. activities during the coming school year 2023/2024

Event / Time	12/23	01/24	02/24	03/24	04/24	05/24	06/24	07/24
Teacher training								
Pre-evaluation								
Sessions 1-11								
Post-evaluation								
Parents' days								
Data analysis & reporting								

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