



**NaturaGuinée**  
Projet de préservation  
des espaces et espèces phares de Guinée



## Wild Chimpanzee Foundation

### Final report

CLUB P.A.N. 2024/2025

An environmental education project of the Wild Chimpanzee Foundation in Guinea



*Club P.A.N. children from Diandian.*

*December 2025*

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## **ACRONYMS**

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



*Club P.A.N. children in their schoolyard at Soyah primary school.*

## **1 SUMMARY**

The environmental education program of the Wild Chimpanzee Foundation called **Club P.A.N. (People, Animals, Nature)** has reached since its creation in 2007 over **14,190 children** in Côte d'Ivoire and Guinea. This school year Club P.A.N. was active for its 15th year in Guinea. The present report provides an overview of what has been done during this school year (2024/2025), which started in November 2024.

In the region of the **proposed Pinselli-Soyah-Sabouyah National Park**, **Club P.A.N. was active in six schools** this year: Soyah, Diandian, Farenta, Ouré-Kaba, Soumanyéréya and Saférin with **300 children participating**. In addition, we started working this school year with **306 children from six new Club P.A.N. schools in the region of the proposed Badiar National Park**. The six primary schools are in the villages of Madina Dian, Sinthiourou Yero, Tabadel, Sareboido, Kidack and Guingan. From 14<sup>th</sup> to 17<sup>th</sup> November 2024 the **teacher training** has been organized in the meeting room of the WCF office in Mamou with **31 participants** from the Badiar and Pinselli-Soyah-Sabouyah regions.

**Eleven conservation education sessions** and **pre- and post-evaluations of 120 children** were implemented. The main topic of this year's **conservation action sessions was 'water is life'**. The children together with their teachers and coordinators visited the watercourse closest to their village. There they talked about the water level during the rainy season and its current state, about the importance of water and the role of humans in the drying up and preservation of watercourses. Sadly, in the six Badiar schools the Club P.A.N. sessions 8-11 did not happen at all, because they could not be organized due to budget and time limitations at the end of the school year.

**Evaluation results** show that the children **increased their knowledge by 56% on average in the Pinselli-Soyah-Sabouyah region and by 44% in the Badiar region**. **Most Club P.A.N. 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. **Eleven parents' days**, prepared by the children at the end of the school year **reached 1449 villagers** of whom **110 adults were evaluated**, all of them giving positive feedback to the program.



*Club P.A.N. children from Madina Dian in the Badiar region receiving their education materials from  
« Conservateur en Chef et le Représentant de la Directrice Préfectorale de l'Environnement ».*



## **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 schools in the region of the proposed Pinselli-Soyah-Sabouyah National Park are Hassatou Sow, Mamadou Bobo Balde and Thierno Oumar Sow. The coordinators for the six schools in the region of the proposed Badiar National Park are Amadou Oury Diallo and Mamadou Oury Sow. 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 addition, 12 teachers and 12 principals belong to the Club P.A.N. staff during the school year 2024/2025.



*Club P.A.N. coordinators: Mamadou Oury Sow, Mamadou Bobo Balde, Julia Riedel, Hassatou Sow, Amadou Oury Diallo and Thierno Oumar Sow (from the left).*

## **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. From 14th to 17th November 2024 the teacher training has been organized in the meeting room at the WCF office in Mamou with 31 participants.



*Authorities and participants of the teacher-training workshop at the WCF office in Mamou.*



The workshop was opened with speeches from the Prefectural Director of Education in Mamou, Mr Mamadou Bassirou Baldé, and the Section Head of the non-formal education unit, Mr Mohamed Lamine Condé, Representing the Prefect of Mamou and all the authorities in the education system.



*The authorities at the opening of the workshop in Mamou.*



*Theoretic background explained to the participants at the workshop in Mamou.*

The third day was an opportunity for all participants to go out into a nature class room to practice the various Club P.A.N. games and presentation techniques they had learnt over the previous two days.



*Practice of a Club P.A.N. session in an outdoor nature class room during the teacher training workshop in Mamou.*

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. Most participants reached good test results between 96-48% of correct answers, some participants still need good coaching from the coordinators during the Club P.A.N. sessions they will have to animate in front of the children and we are aware of this. 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 at the end of the workshop.*

## **5.2 Club P.A.N. sessions**

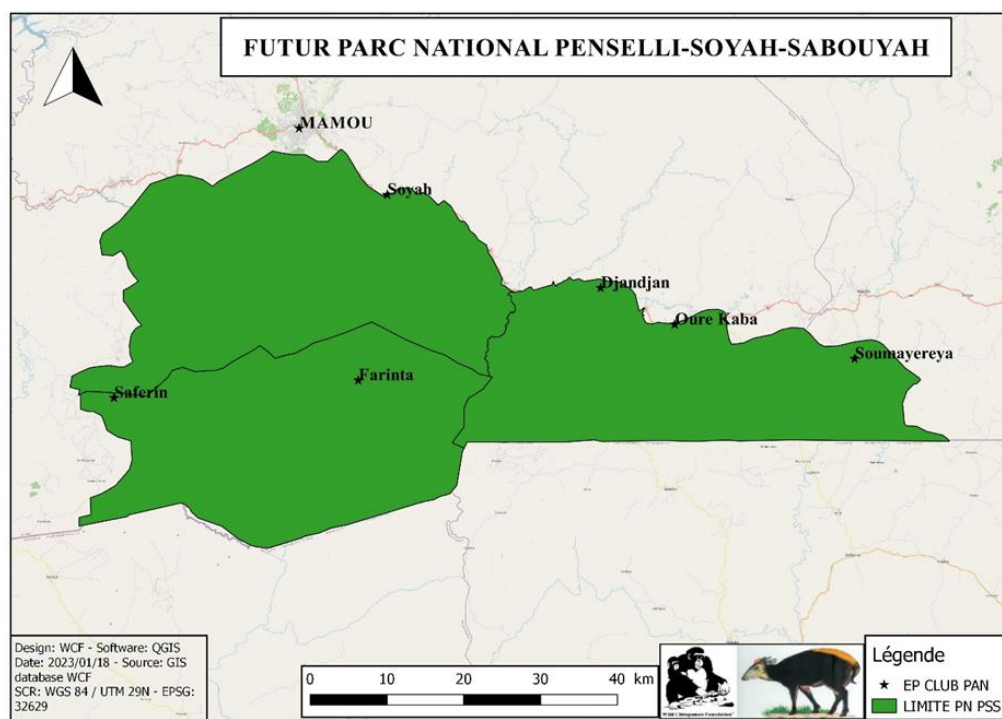
The Club P.A.N. sessions involve fact sheets, activities, role playing, songs and games with animal puppets, based on a chosen theme. We aim to promote positive club spirit through interactive ways of learning and essentially having fun. Each child who participates receives a Club P.A.N. book containing 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 November 2024 and ended in May 2025. Six schools in the proposed Pinselli-Soyah-Sabouyah National Park region from Soyah, Diandian, Farenta, Ouré-Kaba, Soumanyéréya and Saférin (**Map 1**) participated with 300 children in outdoor nature classrooms (**Table 1**). In addition, we started working with 306 children from six schools in the region of the proposed Badiar National Park during this school year (**Table 1**). The six primary schools are in the villages of Madina Dian, Sinthiourou Yero, Tabadel, Sareboido, Kidack and Guingan (**Map 2**). From November 2024 until May 2025, the children have attended eleven Club P.A.N. sessions.



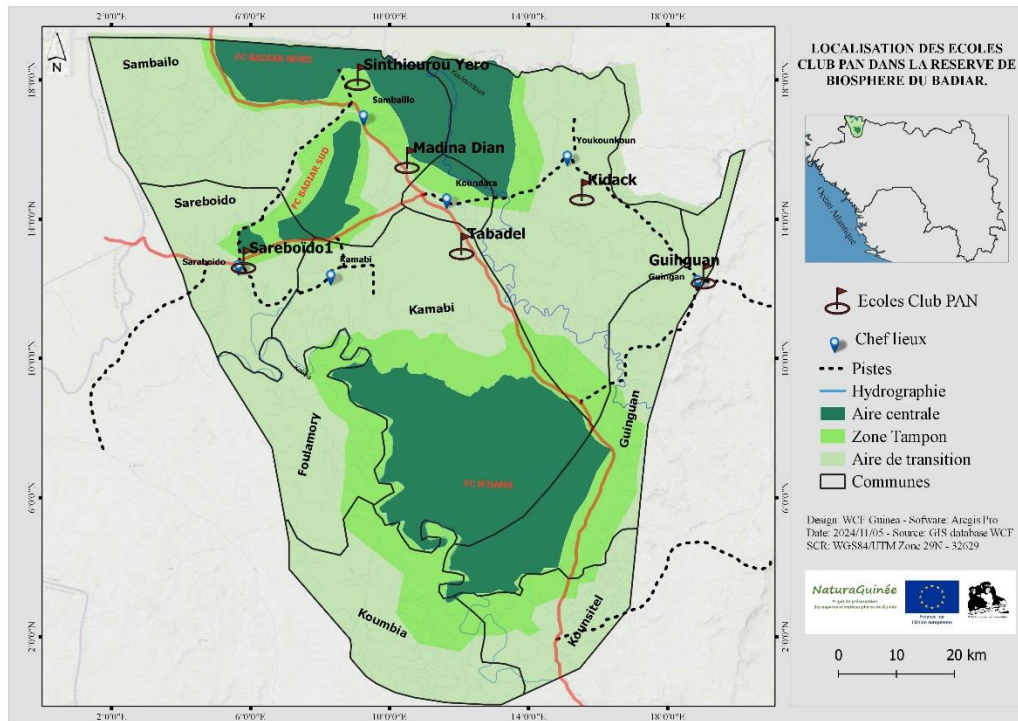
**Table 1:** Number of children participating in Club P.A.N. during the school year 2024/2025.

No	School	Boys	Girls	Total	Prefecture
1	Soyah	45	31	76	Prefecture Mamou
2	Djandian	43	17	60	
3	Ouré-Kaba	25	25	50	
4	Farenta	17	25	42	
5	Soumanyéréya	25	7	32	Prefecture Faranah
6	Saférin	24	16	40	Prefecture Kindia
<b>Sub-Total</b>		<b>179</b>	<b>121</b>	<b>300</b>	<b>Proposed Pinselli-Soyah-Sabouyah National Park</b>
7	Madina Dian	22	28	50	Prefecture Koundara
8	Sinthiourou Yero	22	28	50	
9	Tabadel	16	34	50	
10	Sareboido	22	28	50	
11	Kidack	36	14	50	
12	Guingan	23	33	56	
<b>Sub-Total</b>		<b>141</b>	<b>165</b>	<b>306</b>	<b>Proposed Badiar National Park</b>
<b>TOTAL</b>		<b>183</b>	<b>117</b>	<b>606</b>	



**Map 1:** The proposed Pinselli-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 2024/2025: Soyah, Diandian, Farenta, Ouré-Kaba, Soumanyéréya, and Saférin.

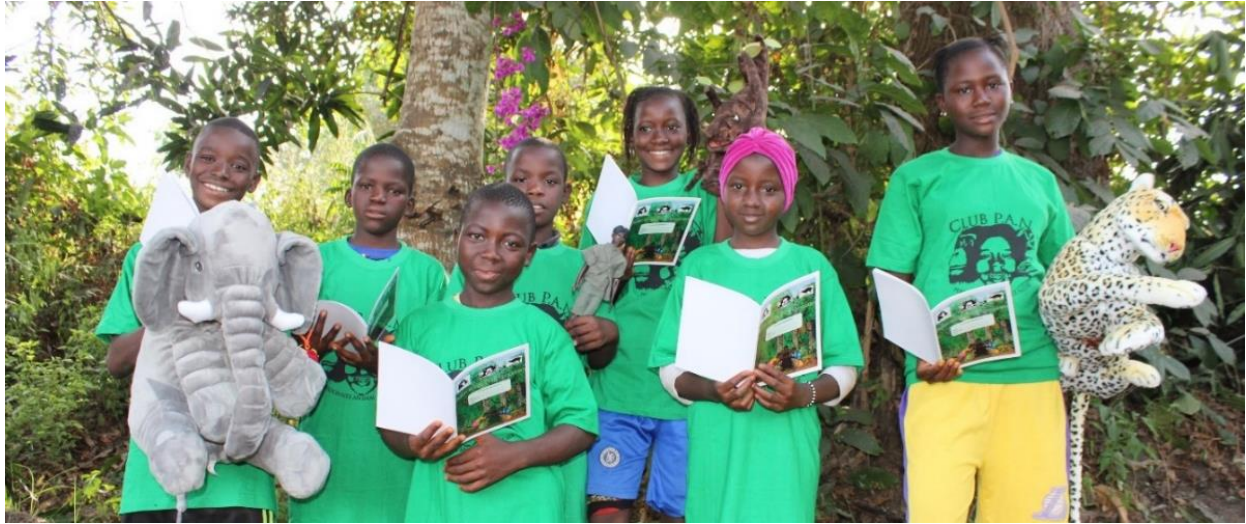




**Map 2:** The proposed Badiar National Park in Guinea and the location of the six Club P.A.N. schools participating in the environmental education program during the school year 2024/2025: Madina Dian, Sinthiourou Yero, Tabadel, Sareboido, Kidack and Guinguan.



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



*Club P.A.N. children from Diandian in their outdoor nature classroom.*

The last session (number 11) was an interactive conservation action that the children selected together with their teachers, principals and coordinators. The main topic of this year's conservation sessions at the six schools of the proposed Pinselli-Soyah-Sabouyah National Park was water. Everything was organized around the slogan 'water is life', they learned that the gallery forest protects the watercourse from the sun's rays. Without this protection, the water evaporates very quickly, which often causes the backwater to dry up. The children together with their teachers and coordinators visited the watercourse closest to their village. There they talked about the water level during the rainy season and its current state, about the importance of water and the role of humans in the drying up and preservation of watercourses. Sadly, in the six Badiar schools the Club PAN sessions 8-11 did not happen at all, because they could not be organized due to budget and time limitations at the end of the school year.



*Club P.A.N. session number 11: Visit of a watercourse - Mongo River at Soumanyéréya.*





*Club P.A.N. session number 11: Visit of a watercourse - Balen River in Ouré Kaba.*

### **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 11 events took place in May and June 2025, attended by 1449 participants. Sadly, the Club PAN school director and teacher from the school in Kidack were not able to organize the parents' day for their school. We need to evaluate how we can better help them next school year.

***Table 2: Number of participants at the parents' days in the school year 2024/2025***

<b>School</b>	<b>Number of participants</b>	<b>Parents' day date</b>
Soumanyéréya	122	12.05.2025
Soyah	114	13.05.2025
Ouré-kaba	102	14.05.2025
Diandian	105	15.05.2025
Saferin	86	16.05.2025
Farenta	76	17.05.2025
Tabadel	177	02.06.2025
Sinthiourou Yero	134	03.06.2025
Madina Dian	172	04.06.2025
Guinguan	194	05.06.2025
Sareboïdo	167	09.06.2025
<b>Total</b>	<b>1449</b>	

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: endangered species such as western chimpanzees and forest elephants living in the future Penselli-Soyah-Sabouyah National Park.





*Club P.A.N. parent's day celebrations 2025.*

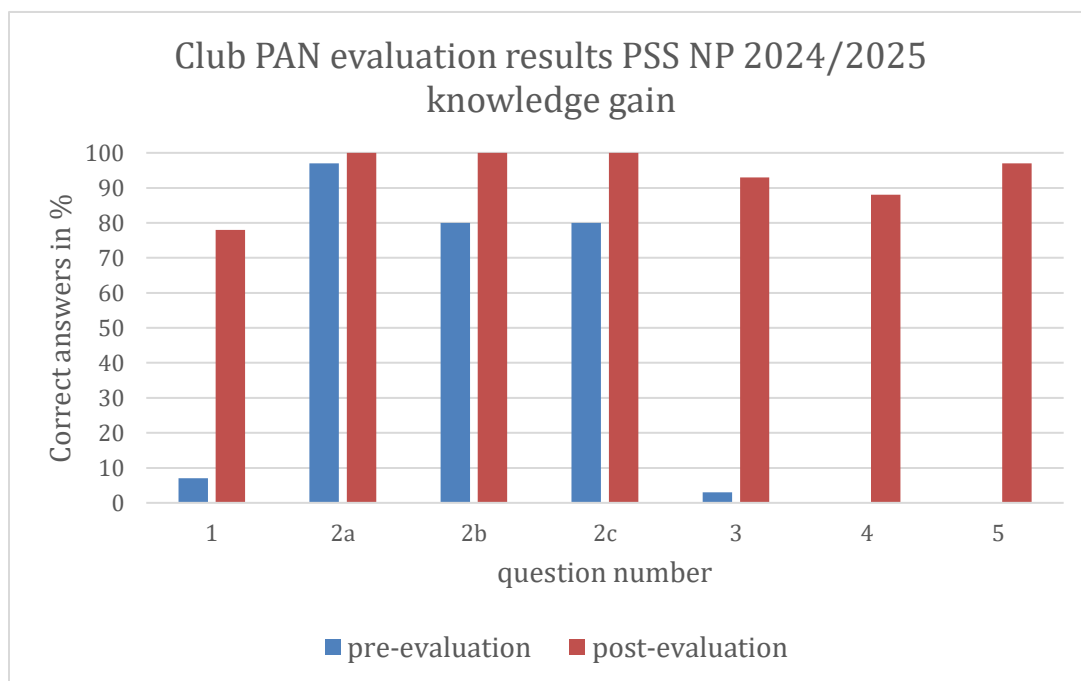
## 5.4 Evaluations

Pre-evaluations of 120 children (10 children per school) were done in November 2024. Post-evaluations of the same 120 children were done in May / June 2025.



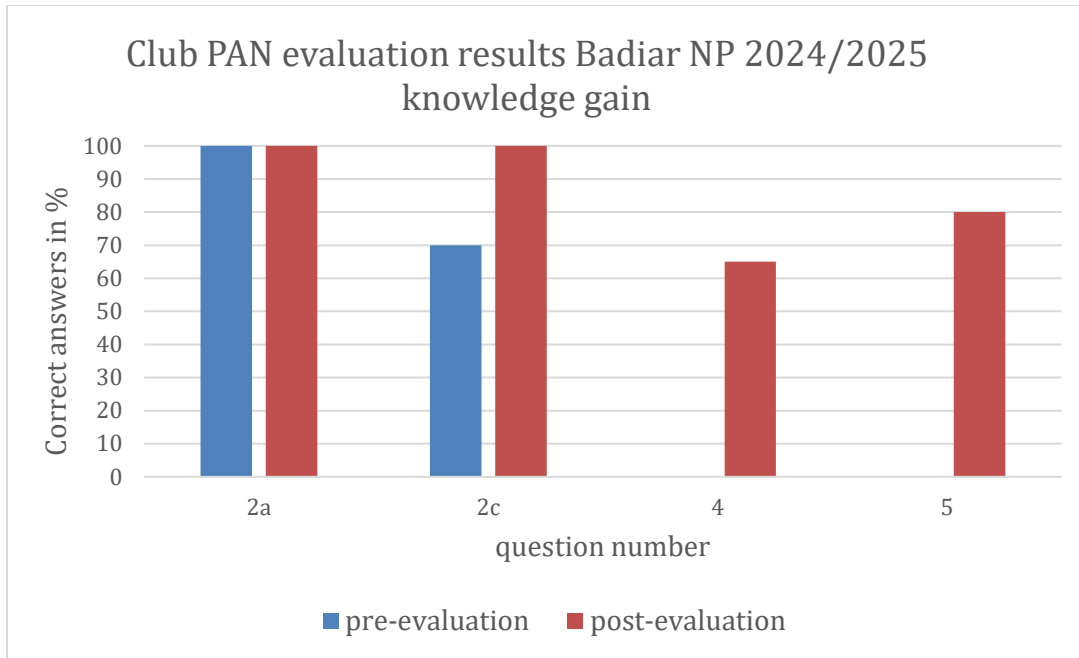
*Our local coordinators interview the children to evaluate their knowledge and attitudes.*

**After having participated in Club P.A.N.,** the results show that the children increased their knowledge by 56% on average in the Pinselli-Soyah-Sabouyah region (**Figure 1**) and by 44% on average in the Badiar region (**Figure 2**). Replies to some of the questions show that children increased their knowledge up to 97%, for example question 5: “Name three endangered species elsewhere in the world apart from the chimpanzee and the elephant!” (**Figure 1**).



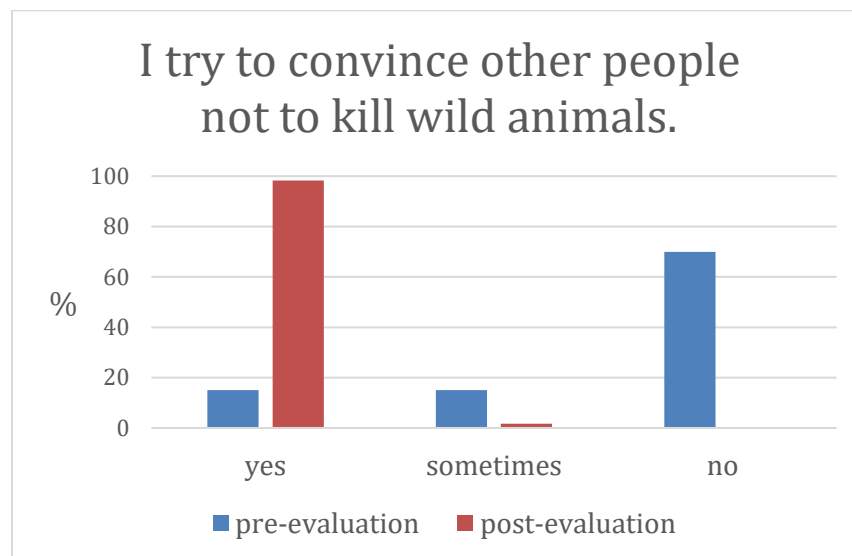
**Figure 1:** Correct answers in percent to knowledge questions during pre- and post-evaluations show the knowledge gain after the Club P.A.N. program in the proposed Pinselli-Soyah-Sabouyah National Park region, Guinea.





**Figure 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 the proposed Badiar National Park region, Guinea. During the school year, sadly only the lessons 1-7 were conducted in the six Badiar schools, so the three national park lessons were missing, that's why the children can also not answer the questions in the post-evaluation about the topics in these missing lessons. So, for our analysis we took the question number 1 and 3 out.

**After having participated in Club P.A.N.:** 98% of the children wish to convince other people to stop killing wild animals (Figure 3), and 100% of the children want to avoid eating bush-meat (Figure 4), 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.).



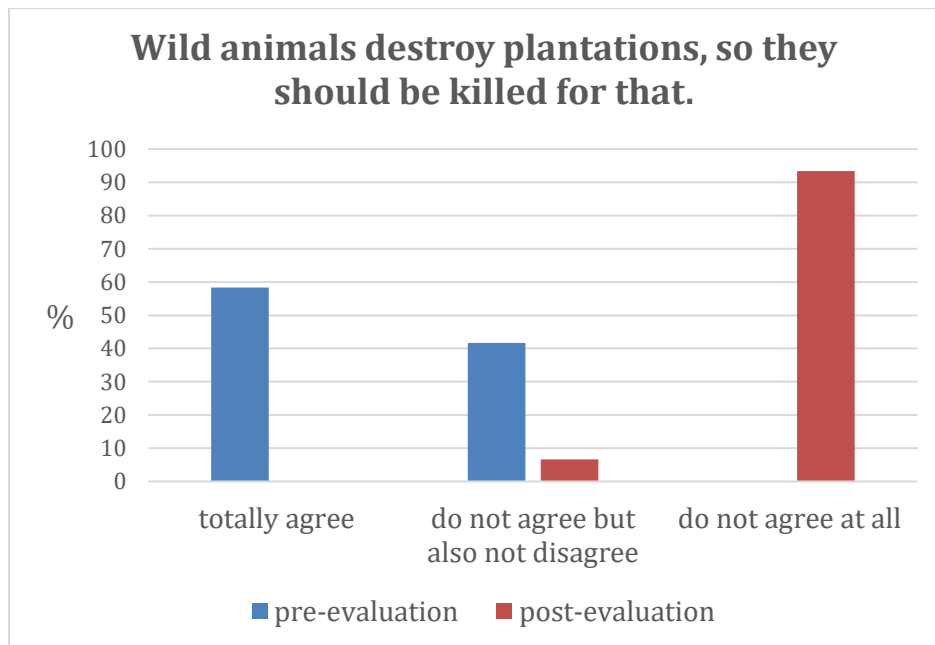
**Figure 3:** Answers in percent to the statement: "I try to convince other people not to kill wild animals." during pre- and post-evaluations.





**Figure 4:** Answers in percent to the statement: “I avoid eating bush-meat.” during pre- and post-evaluations.

We found a 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 “Wild animals destroy plantations, so they should be killed for that.” in the post-evaluations, whereas in the pre-evaluations 58% of the children totally agreed that wild animals can be killed when they destroy plantations (**Figure 5**).



**Figure 5:** Answers in percent to the statement: “Wild animals destroy plantations, so they should be killed for that.” during pre- and post-evaluations.

All 60 interviewed children liked participating in Club P.A.N. and all of them were able to remember something important about the proposed Pinselli-Soyah-Sabouyah and Badiar National Parks, 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 110 parents (10 per village, 55 men, 55 woman) after the parents' days in interview form. Since there was no parent's day organized at the school in Kidack, there were also no parents evaluated at Kidack. These 110 parents either had one, two or three 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 details about the proposed Pinselli-Soyah-Sabouyah and Badiar National Parks, animals, forests and the pollution of the environment.



*Our local coordinators interview the parents after the parent's days.*

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 value of forests and wildlife for humans.

To the question "*What has Club P.A.N. done for your children?*", the father Amadou Boiro from Saréboido said: "*Club PAN was a new adventure for our children, they learned a lot about the environment.*"

To the question "*What do you remember when your children talked about Club PAN at home?*", the father Ali Mohamed Camara from Farenta answered: "*That excessive logging will lead to drought.*"

To the question "*What was the most important message you took away from the parents' day?*", the mother Fatimatou Diallo from Tabadel answered: "*Bushmeat hunting is illegal in the park and I propose to completely stop bushmeat hunting in Guinea.*"

## **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 2024/2025 in 12 schools in Guinea with 606 children participating and 1449 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 bushmeat 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 2025-2026 school year.

***Table 3: Timetable of Club P.A.N. activities during the coming school year 2025/2026***

<b>Event / Time</b>	<b>11/25</b>	<b>12/25</b>	<b>01/26</b>	<b>02/26</b>	<b>03/26</b>	<b>04/26</b>	<b>05/26</b>	<b>06/26</b>
Teacher training								
Pre-evaluation								
Sessions 1-11								
Post-evaluation								
Parents' days								
Data analysis & reporting								

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