Message from Asian Regional Representative of IZE

Dear Colleagues:
I am taking one year leave from the current organisation King Mahendra Trust for Nature Conservation (KMTNC)/Central Zoo effective from March1st. I have an opportunity to work as a Project Manager on a one-year contract in a new conservation area called "Kanchanjunga Conservation Area" (KCA) in the far eastern region of Nepal that joins the Kanchendzonga Biosphere Reserve of Sikkim (India) and Quamolongma Nature Preserve of Tibet (China). This project is a joint undertaking of the WWF-Nepal and Ministry of Forest and Soil Conservation. The conservation area covers an area of 2035 Sq. Km. with a population of 5000. The major objective of the project is integrated community development through conservation and tourism development and also create a Tri-Nation Peace Park between these adjoining countries.

Since the working area is based at the very remote area of Nepal the possibility of communication is very slim and I have no one in my current organisation to handover this position. Therefore, I have once again requested Miss Sally Walker to take it for a year and she has kindly agreed to continue as IZE Rep and ARNIZE coordinator. I hope that after a year I will be able to continue working with you all with new and enlightened ideas and expertise. Sorry for any inconvenience caused.

With best regards to you all

Ang Phuri Sherpa,
Project Manager
Kanchanjunga Conservation Area Project (KCAP), C/O WWF-Nepal Program
P.O.Box:7660, Kathmandu, Nepal
Tel: 977-1-434820 Fax: 977-1-434537
E-mail: mns@wwf.mos.com.np
Hotmail: angzsherpa@hotmail.com

New ARNIZE members since October 2000

Ms Tomisawa Kanako, Zoo Educator
23-5, 2 cho-me, Katsuradai, Aoba-ku, Yokohama 227-0034 Japan

Mr Chea Sopheak Makara, Official
TA MAU Zoo, Ministry of Agriculture Forestry and Fisheries, # 200 Preah Norodom BVD, Phnom Penh, Cambodia

Ms Sharmy Prastiti, Animal Curator
Taman Safari, Jl. Raya Puncak, No.601-Cisarua, Bogor, Java Barat, Indonesia

Ms Litasari, Veterinarian
Surabaya Zoological Garden Jl. Ngagel Jaya Selatan, I-4-Surabaya Surabaya 60241, Indonesia

Ms Endang Budi Utami, Head of General Affairs
(Bird Park Taman Mini Indonesia Indah, Jakarta 1350 Indonesia

Ms Yanni Puspitaninsih, Animal’s Recorder
Bandung Zoo, Jl. Kebun Binatang No.6 Bandung, West Java, Indonesia

Mr Sakpasueth Sixanone, Veterinarian
Tulakhom Inter Zoo, Vientiane Zool.Gardens, Tulakhom Distt, Vientiane, Lao P.D.R.

Ms Phetsamon Soulivong
Conservator Wildlife & Forest, Tulakhom Zoo Tulakhom District, Vientiane, Lao P.D.R.

Mr Saikham Bouathongthip
Vientiane Zoological Gardens, P.Box 8380 Vientiane, Laos

Mr Mohd.Fuzi Bin Zulkifli, Wildlife Asst.
Zoo Melaka, Air Keroh 75450 Melaka, Malaysia

Miss Kuennie Lee Yoke Kuen, Biological Researcher
Butterfly House (Penang) Sdn. Bhd., No.830, Jalan Teluk Bahang 11050 Penang, Malaysia

Mr Dennis J.I. Salvador, Executive Director
Philippines Eagle Center, The VAL Learning Village, Ruby St., Marfori Heights 8000 Davao City, Philippines

Mr Chatri Khoothaphapharak, Veterinarian
Chiangmai Zoo, 100 Huay Keaw Road Chiangmai 50200, Thailand

Mr Attapon Srihayrun, Zoo Educator & PR
Khao Khew Open Zoo, P.Box 6, Bangprap, Siracha, Chonburi, Thailand 20210

Mrs Nguyen Thi Thu Hien
Conservationist, Endangered Primate Recuce Center, EPRC Cuc Phoung National Park Ninh Binh, Vietnam

Miss Doan Thi Thanh Tuyen
Zoo Educator, Saigon Zoo & Botanical Garden, 2- Nguyen-Binh-Khiem Street Ho Chi Minh City, Vietnam

John Yes, Asst. Curator, Education
Singapore Zoological Garden 80 Mandai Lake Road 729826 Singapore

(plus participants of the Indonesian Zoo Educator Course, July 2001 - 23 persons.)

Total Members of ARNIZE as of October 2000

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157                   96

19 countries total representation
Guadalajara, Mexico October 2000 -- Conference of the International Zoo Educator Association: Keynote Address

The International Zoo Educator Association held their Bi-Annual Congress 2000 at Guadalajara, Mexico October 2000. Very few Asians were at the conference. Ang Phuri Sherpa, Education Officer, Central Zoo and May Lok, Director of Education, Singapore Zoo were present. At this meeting Ang Phuri Sherpa was elected Asian Regional Representation.

The Keynote address from the new IZE President was outstanding. It was very long and we do not have space to publish it fully. We have published a summary of the important points and advise all ARNIZE and IZE members to pull up the new IZE website (http://www.izea.net) and read this presentation fully.

ZOO EDUCATION FOR THE 21st CENTURY -- Zoo education: a primary tool for conservation
Presented by Annette Berkovitz, Incoming IZE President; Senior Vice President, Wildlife Conservation Society

Recent Trends
The preoccupation with computers and distance learning technologies is clearly one of the trends that has nearly superceded all others. Other trends include the holistic interconnecting of subjects, previously assigned to separate boxes; the proliferation of immersion exhibits coupled with interactive elements designed to elicit visitor action on behalf of the environment. Professional development programs for zoo educators have also grown. From the Asian Zoo Educators Workshop in Kathmandu to the African Zoo Educators Conference and the workshops in Latin America, we have strengthened the bonds and qualifications of zoo educators.

There is more focus on standards of excellence in education. With the publication of environmental standards by the North American Environmental Educators Association we now have a written set of criteria for guidance and discussion. Partnerships between educators and conservation biologists are beginning to be more common.

The need to educate people, for conservation efforts to be effective in the long run, may seem obvious to you. But things are never so simple. Everyone in the field of wildlife conservation does not universally accept this need. We live in a world of finite and limited resources. Often, the funds that go to support education might have gone to support what some might consider more direct conservation activities. To counter this claim, we must not only do great programs, creative programs, but that we must establish beyond a reasonable doubt their value as primary conservation tools.

Some scientists point to education programs and ask; “How many animals have been saved as a result of this program?” Could these funds have been used to support a conservation project? My answer to this is that the question is wrong. The right question might be “How many more animals would be lost if it were not for the education program?” But neither question takes into account the complexity of either conservation, or education. The reason for us to be concerned about the opinions of our work by other colleagues in our field is that an increased education agenda in the new century will require the support and understanding of the entire field. As we imagine the possibilities for the future during this conference we must take into account that there are greater expectations and that we must continually evaluate the real effectiveness of our work – for the sake of our own professionalism, our audiences and our critics.

Annette Berkowitz delivering Keynote Address at IZE Conference at Guadalajara, Mexico, 2001 (Courtesy IZE Website)

New syllabus for a new millenium
In the last thirty years we have gained a much greater acceptance of the importance and value of zoo education. In the last five years also there has been a noticeable shift in our programmatic directions, such as the emphasis of conservation over other topics. Themes such as habitat ecology and biodiversity have replaced the old approaches stressing taxonomy. Even animal behavior, long a favorite of zoo educators, is taking somewhat of a back seat to more pressing topics. These days we focus more often on methods and means of species protection, animal husbandry, and exhibition design. But despite the high degree of lip service being given to conservation themes, a close examination of
to develop web sites along with technology and marketing or evaluations. Many zoos also utilize the expertise of zoo educators and more educators in zoos are involved in designing exhibit text for exhibits or graphics, or for guiding its development. More often responsible for determining the content of the interpretive approaches suitable for varied audience groups. Educators are departments on a variety of essential activities. Exhibit designers educators are partners with exhibition and graphic arts profession does its business. In most modern zoos today, have been some very substantial changes in the way in which our Aside from the changes in teaching methodology and content there grown in recent years. Almost diametrically opposed to technology Yet technology is not the only new teaching mechanism that has The drama of conservation Yet technology is not the only new teaching mechanism that has grown in recent years. Almost diametrically opposed to technology is the growth in the use of theatre and theatrical techniques in zoo education. Partnerships, networks and alliances Aside from the changes in teaching methodology and content there have been some very substantial changes in the way in which our profession does its business. In most modern zoos today, educators are partners with exhibition and graphic arts departments on a variety of essential activities. Exhibit designers regularly consult educators on the appropriate teaching approaches suitable for varied audience groups. Educators are often responsible for determining the content of the interpretive text for exhibits or graphics, or for guiding its development. More and more educators in zoos are involved in designing exhibit evaluations. Many zoos also utilize the expertise of zoo educators to develop web sites along with technology and marketing or communications staff. Even field biologists are slowly yielding to our expertise to design suitable in situ education programs or to develop materials.

Externally, zoo educators have also reached out to make productive alliances with organizations, professional associations and like-minded institutions to strengthen the impact of their programs. Our very own association- the International Zoo Educators Association has a relatively new alliance with the World Zoo and with CBSG, the Conservation Breeding Specialist Group. Our various members have represented our profession at PHVA (Population and Habitat Viability Analysis) workshops around the world. In the US, zoo educators have collaborated with peers and various animal curators on many TAG’s (Taxon Advisory Groups) and SSP’s (Species Survival Plans) to custom design certain more narrowly focused, specialized education programs. And the collaboration doesn’t stop at our borders.

The world as a classroom
As the new century dawns it will clearly bring with it even greater influence of technology on our teaching methods. Already, the impact of the World Wide Web and computers has begun to affect some of us in big ways, some of us in smaller ways. But we surely know that telelearning will create a revolution in all of education, and zoo education cannot afford to fall behind. Of all the trends I will highlight, this one is certain to overshadow all others many fold. Technology has and will continue to exert enormous impact on all fields of human endeavor. And education will be at the forefront of changes as information becomes instantaneously available to learners young and old, rich and poor, in the daytime and at night, in schools, in community centers, libraries, offices and at home.

Though the influence of technology will be inescapable, it can be a double-edged sword. In our naturalistic settings people come to commune with nature and in the extreme to get away from technology. There is a potential disconnect between the very real sounds and smells of a living creature and between wires, hardware and virtual reality. We must use all of our creative powers to find ways to make the new learning technologies friendly and compatible with nature. We must take care to find “the golden mean”. Interactive multimedia will offer a powerful combination of previous technologies and will present an extraordinary advance in the capability of machines to aid in the educational process.

The shifting sands of audience priorities
One of the important shifts I have noted is in the area of audience priorities. When I entered the profession, zoo educators focused largely on school children and most frequently on the youngest grades. As the decline of the wild became more serious many in our ranks started turning attention to older students, more capable of understanding the crisis and the underlying ecological principles. Then the focus started shifting to teachers who could carry our messages to a vast audience of students and help us accelerate the process of conservation education. More recently, many zoos have started to spend more efforts on what is loosely defined as the “general zoo visitor”. This trend has spawned the interpretive efforts on zoo grounds, potentially turning every exhibit into a living classroom. A few zoos have even taken on the challenge of reaching audiences in remote locations around parks and protected areas. But we cannot drop the youngsters from our radar screens for they will be the future stewards of that which we protect today. To de-emphasize programs for school children, as some zoos have done, is not only short sighted, it is a deplorably pessimistic stance. I do not believe that any of us would be in this profession if we were not optimistic about the future of this planet.

Proving our worth to ourselves and the world at large
A final trend is the attention given to evaluation from exhibit evaluations, to assessments of programs, to analysis of efficacy of materials we prepare, questionnaires, surveys, focus groups have become the standards by which we are judged. This trend has undoubtedly had a great positive impact on professionalizing our field, on our credibility with our zoo peers and with our ability to gain more significant financial support for our programs. But as in other areas, more remains to be done. As yet, we rarely look deeply beneath the surface of programs. We rarely look at learner outcomes and ask just how much content have our students learned, or how long have they retained it. Has their behavior vis a vis conservation actually changed? Can we show a link between our instruction and a desired behavior, or attitude? Of course, none of these questions are easy to answer. For the most part our audiences are influenced by a great many sources of information, thus our own effect is but one variable of many, difficult to isolate. Since our contact with our audiences generally takes place over a short period of time, long-term impact is difficult to discern. Longitudinal studies are difficult to conduct and very costly. Still, this doesn’t mean that we shouldn’t strive to find more effective ways to gauge our impact. As I said earlier, we are competing for limited funds, so we must prove that a dollar, or peso, or yen spent on zoo education actually contributes to conservation in a tangible way.
In closing let me restate the six areas of change I have spotlighted this morning: the changing and more professional face of zoo education worldwide, the emphasis on more pressing themes as content for our programs, new teaching methods revolutionized by technology, partnerships within and outside our institutions, shifting audience priorities and accountability. Let us vow to explore and discuss these trends together, so we can be poised to take advantage of the rapidly unfolding changes in our society, our technology and within our own profession.

Editors’ Note : Read the unabridged version of this prescient Keynote in the IZE Website www.izea.net

End of year IZE progress report from President, Annette Berkowitz

Dear IZE members from Asia and ARNIZE members:

Your Regional Representative asked me for a message to you and I can think of no better one than to give you a progress report of IZE for this year. Here it is. It will be nice if all of you comment -- you can do so through your Regional Representative, Sally Walker <<zooreach@vsnl.com>>, who will forward them to me. Have a wonderful year educating the public with, I hope, some help from IZE and ARNIZE.

IZE Web site:
The work is progressing apace although we are still missing substantial chunks of information. The site under development can be accessed at www.izea.net

You can check it to see progress and to contribute ideas and missing text. Please keep in mind that additions and deletions are still possible, but won’t be after the developmental phase. So hurry or “forever hold your peace”. Bios and photos of officers are still missing in action and so are brief reports on what is happening in each region. Feel free to send these directly to our web site developer: pwohlmut@home.com with copies to me. If you missed the Guadalajara conference, you can access the keynote address, and find out about the 2002 IZE Congress in Vienna. If you did attend, check out the conference photos. All the Officers and Regional Representatives contact information can be found there. Bookmark the site for yourself and pass it on to colleagues interested in learning more about IZE, or becoming a member on-line.

IZE Fundraising

Chris Peters has undertaken a major effort to develop copy for a fundraising brochure that would encourage contributions to support our colleagues from the developing world.

Shortly, I will be sending an appeal letter to zoo and aquarium directors around the world encouraging them to sign up for our new institutional membership. Its cost has been set at $500 per year per institution. This fee includes membership for up to four staff and provides support for educators from the developing world.

Journal

Issue no. 36 of our Journal has come out. We are now in the process of putting the journal on-line.
INDONESIA
Indonesian Zoological Parks Association
The Indonesian participants of the Zoo Educator Course held in Singapore organised a course for the zoos on Indonesia, July of this year in Gembira Loka Zoo. It was officially opened by Sri Paku Alam IX Chief of Gembira Loka Foundation and also candidate Vice Governor of Yogyakarta.

Participants came from: Elephant Safari, Bali; Surabaya Zoo; Madiun Zoo; Gembira Loka (Yogyo Zoo); Ambarawa Zoo; Baturaden Zoo; Prigen Safari Park; Bandung Zoo; Cisarua Safari Park; Insect Park Jakarta; Ancol Ocean Center (Jakarta); Jambi Zoo; Pekan Baru (Riau) Zoo; and Bukit Tinggi (West Sumatra) Zoo.

Course material consist of: (1) basic knowledge of zoo; (2) basic knowledge of conservation of wildlife; (3) methodology of teaching the public; (4) signage and billboard; (5) zookeepers as educators; (6) visitors behaviour; (7) identification, packaging and marketing of program; (8) how to make good presentations; (9) education program in the zoo; (10) relationship, volunteers and fund raising.

Instructors: Marta Amnan, Endang Budi Utami, Sharmi Prastiti, Yani Puspitaningsih, Litasari and other instructors from Educational Institute, Indonesian Zoological Park Institute (IZPA), and Gembira Loka Zoo. (Submitted by Marta Amnan of the Indonesian Zoological Parks Association <amnan_2000@usa.net>)

Taman Mini (Bird Park) Taman Burung
We are trying to follow up on things we learned in Singapore. To implementing the course in Singapore we want to try and publish our newsletter called “Kicau Burung” (means bird singing) but there is a financial constraint. Now we will try to explore for sponsors to contribute to the publication.

In May the park plan to conduct a short course on song bird breeding technology in collaboration with the Ornithological Society of Indonesia. The goal is to transfer breeding technology to the public who wish to keep birds. For the kindergarten groups, we propose to hold coloring and painting competition about birds and their habitat. We try to find collaborators. The competition would be conducted on the end of October or early part of November to celebrate the National Flora and Fauna Day. (Submitted by Endang Budi Utami, Taman Mini, Indonesia Indah, Jakarta) <birdiemi@eudoramail.com>)

Surabaya Zoo
The Surabaya Zoo has 2 women volunteers since last Wednesday. They come from American and England and they will help us for about 8 months. Actually they are also interested to write some articles about wild animals especially the baby animals in a newspaper to help us in educating our community to concern more to the wildlife. So far we have tried to make some prohibition signs for the visitors not to throw rubbish/bags, etc into the animal enclosures but most won’t respond so we have to find other means. (Submitted by Dr Litasari, Surabaya Zoo<ltitasaris@yahoo.com>)

VIETNAM
Endangered Primate Rescue Center
For EPRC we have been more active in the first half of the year 2001. We produced:
- three new sets of postcards (each set ten postcards), one with photos of several endemic species and two with drawings of all Vietnamese primate species - this are just 20 (Macaucues and Lorises/Langurs/Gibbons). All sets have a short information about protection and law.
- one poster with a close up of a langur (for fund raising)
- a coloring book for children in Vietnamese - where some monkeys tell stories about their life
- a guide for visitors of EPRC prepared & to be printed soon

In preparation:
- a training course for the guides of the national park is prepared and will be held soon

Exhibition: for the "World Environment Day" an exhibition from several foreign organizations and Vietnamese institutions was organized in Zoo Hanoi. The Rescue Center showed the "primate problems" in Vietnam and called up for conservation and protection. Nguyen Thi Thu Hien, EPRC <T.nadler@mail.hut.edu.vn>

Saigon Zoo
Our efforts to build up a volunteer team did not materialise until now; perhaps later. However, I had shared experiences that I had learned from the ARNIZE course with my staff. In the last 2 months, we have done the program "Enjoyable Summer" for young children. This program includes tour guide, painting contest, telling story contest ... about some animals in the zoo. And, this program will be ended at the end of August. (Submitted by Thanh Thuyen, Education Officer, Saigon Zoo, Vietnam)

MALAYSIA
Penang Butterfly House
Our Butterfly Farm facility is planning to reactivate the “Caterpillar Club” which will involve both family and indivi-dual. One of the activities that we are going to do is the Science Project. During the whole duration of the Science Project, lectures will be given, a few insects will be observed, a field trip organised and every participant will be assigned to take care of and observe one insect for a duration of about 2 months. The assignment is to be submitted at the end of the Project. Also, story-telling at the Children Library has started since 2 weeks ago. (Submitted by Lee Yoke Kuen, Biological Researcher, Penang Butterfly House Sdn Bhd, Malaysia <kuennie@butterfly-insect.com>)

THAILAND
Khao Kheow Open Zoo is running an Education Training Course with support from EECG and Smithsonian, USA. The first course is entitled "Environment Education and Ecotourism" and takes place during July 25th - August 4th 2001. The second course is "Teacher’s (Environment) Workshop" on August 5 - 8th at Khao Kheow Open Zoo. These courses will have 25 participant in class. They are coming from 5 zoo in Thailand under ZPO, 3 Universities
and 2 NGOs. (Submitted by Attapon Srinayrun, Khao Kheow Open Zoo, Bangpra Sriracha Chonburi, Thailand. Email : attapon67@thaimail.com)

INDIA

Maitri Bagh Zoo, Bhilai Steel Plant, Bhilai, Chhattisgarh
As per the Master Plan on zoo education developed in the South Asian Zoo Educator Training Workshop, August 2000, a number of activities are being carried out, e.g. educating visitors, zoo staffs, steps on effective methods of upkeep of endangered species. Various measures are being carried out. They are as follows:-

1. New Sign/Display boards were prepared containing detailed information on zoo animals. These boards were displayed at various places in the zoo premises including animal cages/enclosures with the objective of educating visitors.

2. A Visitors survey forms were prepared for collecting data on visitors behaviour / vandalism / animal interaction etc.

3. A parrot care awareness programme was organised with the message - “Say NO to caging of parrots”. Posters were printed and distributed among the visitors and schools. Stickers are under preparation also. This was one of the education projects developed in detail at the training workshop.

4. Brochures are being prepared with complete information on zoo animals, like mapping of cages, detail information on animals, instructions for visitors etc.

5. Permission has been sought for a hoarding at the main road side for a message on conservation and the zoo.

6. Workshops/lectures have been planned for schools with audio-visual equipment at different levels in the school.

7. Wildlife Week was celebrated. Various competitions were held like painting, essay writing, debates and quiz programmes for schools children and visitors as well.

On this occasion, Executive Director (P&A), Mr. G. Upadhyaya in his address, stressed the importance of zoo education and utilising resources to the maximum to enhance the quality of the zoo. (Submitted by Dr. G.K. Dubey and T. Kalaichelvan, Maitri Bagh Zoo, Bhilai, email <ganesh@yahoo.com>

Nandankanan Zoo
Making People Aware: The 41st Founders Day of Nandankanan Zoological Park was celebrated with participation of zoo staff, NGOs, wildlife lovers, students. On the occasion, 12 zoo staff were awarded for their distinguished services and 5 school students were awarded on their success in competitions in essay writing and drawings held during October, 2000. Our Minister of Forests & Environment attended as Chief Guest along with prize winning 5 children who were designated as honoured guests of the day.

For the occasion of International Childrens Day, the national television network in Bhubaneswar prepared a video film in November 2000 on the activities of Nandankanan Zoo and its facilities as seen from the angle of children as a song, musical and dance depiction over 30 minutes. All the participants were children selected from various schools by the Doordarshan. The t.v. network broadcast the film on the International Children day of 10th December 2000 as well and has repeated many times

A new audio recording to be played in English, Oriya and Hindi for Lion Safari visitors has been added. Talks through a new programme ‘Banani’ on All India radio are now being given.

As a part of extension activities, audio-visual teams with exhibits have been deputed to Boudh district in January, 2001 and to Dhenkanal district in March, 2001, where besides bringing appreciations amongst rural people, they have won best stall exhibition for forest department from district bodies.

During Wildlife Week 2000 (02-08 October), free entry for school children (2765 boys and girls) were allowed. On a special day for senior citizens in March of this year 186 old people and destitute women spent the day at Nandankanan Zoo. This visit was conducted by an NGO ‘Biduyt Club’ of Khurda. Also 50 physically handicapped children from ‘Yasoda Sadan’, Cuttack learnt about the zoo and zoo animals. The Department of Youth Affairs, Puri also brought about 40 students under rehabilitation and reformation probation from NE states in January, 2001.

During the year, additional local guides were registered. Three local blind persons have also been allowed to sell roasted groundnuts at the entrance complex of the park. These also conform to eco-development of peripheral villages.

The print and visual media have been extensively carrying the information on Nandankanan continuously almost every event. Newspapers and TV channels in Oriya, Hindi, English and many other languages have been reporting on developments as well as articulating on specific themes of zoo activities. (Submitted by Vinod Kumar, Director, Nandankanan Zoo, email : <director_n@hotmail.com>

Nature Club Surat

Nature Club Surat has developed a handy pugmark card for zoogoers and nature enthusiasts. The card is double visiting card or I.D. card size with one fold. It contains small but very clear drawings of 18 Indian animals from their state (Gujarat) accompanied by a drawing of the animal’s pugmarks, both front foot (FF) and hind foot (HF). The correct measurements of the FF & HF are also given in centimetres and a small ruler in cm is printed at the bottom of the card. The name of the animal in English and Gujarati are given. Above each group of animals is the appropriate illustration of the pattern of pugmarks for “walkers”, “waddlers”, “bounders”, or “hoppers”. We sell this card for Rs. 5/- and have other products, such as bird call cassette, stickers of snakes and other animals, poisonous snake poster, cloth bag as alternative for plastic bag, and a bird book also for sale. Submitted by Snehal Patel, 81 Sarjan Society, Athwalines, Surat. Website : www.natureclubsurat.org

National Zoological Park, New Delhi
In the National Zoo our aim is to make people more sensitive to the importance of wildlife and its habitat in India and to convince them to conserve it. This seems so vague and our education department is constantly trying new ways to get this message across. Our program essentials for this are to involve as many people as we can and that wild animals should be part of it.
We try and cater to our different kinds of visitors and make their visit fruitful. As our zoo is very large many visitors can’t see all of it so battery operated cars have been added for them. For those who like to walk but don’t have much time, an arrow trail has been painted on the road to mark a route which will take just two hours. Maps are installed at seven points so people can find the animals they want to see.

We organise programmes from time to time throughout the year, mostly for children. During wildlife week several programmes are organised for different age groups. Also Van Mahotsave is celebrated every year. We also train teachers because teachers can reach a maximum number of children.

We also conducted guided tours for organised groups of students, take lectures and shows to schools and clubs. We direct young volunteers in how to prevent teasing of animals by visitors. These are only a few of the activities of our education department. (Submitted by Smt. Shika, Education Officer, NZP, India).

Zoo Education Activities in Thiruvananthapuram Zoo
The Thiruvananthapuram (once called Trivandrum) Zoo is one of the oldest Zoos in India established in 1857 but now subject to transformation. The goal is to improve the basic facilities for the animals as well as for visiting public, thus a larger focus on education.

1. Fortnightly interaction sessions: Interactive sessions are organised once every fortnight in our newly renovated auditorium on topics related to Wildlife Conservation, Environment health, Cultivation of ornamental and medicinal plants, Museum display etc. are selected and Department staff in Museums, Zoo, Botanical Garden, Members of NGOs, Nature Clubs, experts in the related fields who render their service, are resource persons for the 1.5 - 2 hour sessions. (See photo below).

2. Audio-System: Audio tapes containing appeal to visitors regarding hazards of plastic and other non-biodegradable materials, feeding, molesting and teasing of Zoo animals and the relevant penal provision in the Wildlife (protection) Act 1972 have been prepared and played at the Zoo entrance frequently, especially on festival days when Zoo is overcrowded. This has had tremendous impact on zoo visitor behaviour.

3. Conservation education classes: Regular classes are organised for the School/College students, public groups. The target groups are given half a day classes followed by a free visit to the Zoo. Wildlife Conservation with special reference to Zoos is the among the core subjects covered.

4. Wildlife film shows and exhibition: Wildlife film shows are organised first Friday of every month in collaboration with the World Wide Fund - Kerala in the Auditorium located in the Museums and Zoo premises. Similarly Wildlife photo exhibitions are organised frequently supported by the renown local Wildlife photographers (a photograph of the exhibition is enclosed). (Submitted by C.S. Yalakki IFS, Director, Thiruvananthapuram Zoo, Department of Museums and Zoos, Thiruvananthapuram 695 033, Kerala.)

NEPAL
Central Zoo / King Mahendra Trust for Nature Conservation
Zoo Night Guided Tour: Zoo night guided tour was launched in the Central Zoo on December 8, 2000. Participants were able to observe night behavior of animals in the zoo. In the current collection the Zoo also has some nocturnal animals. About 90 FOZ student members had participated in this program.

Educational Tour to Royal Chitwan National Park: An educational tour program to the Royal Chitwan National Park was conducted for the FOZ members on 31 January 2001. The program was of two nights and three days long and participated by 33 FOZ student members.

Winter Camping: A Winter Day Camp in the Government School at Halchok in Kathmandu A 3-day long Winter Camp program was arranged for the FOZ student members to increase their interest in the environmental issues of the rural area. This program was highly effective to enhance environmental awareness among the students of the government schools. (Taken from the KMTNO/CENTRAL ZOO NEWSLETTER: April 2001 Quarterly Publication Vol 4.2. email <czoo@wlink.com.np>)

The Asian Conservation Awareness Programme (ACAP) is an international programme of WildAid working in collaboration with partners around the world –

ACAP has set up offices in many Asian countries. ACAP sends out an email newsletter with short country reports and ideas for conducting educational programmes on wild animal trade. For more information about how to get your zoo involved with ACAP and its products and projects contact via the coordinating office, address below.

WildAid UK - ACAP Coordinating Office:
Claire Martin 5 St Peters Street
London, N1 8JD UK
Tel: 0207 608 3535
Fax: 0207 253 9706
General enquiries email: acapworldwide@cs.com (attn Claire Martin)
Overview of Zoo Education in South East Asia: Survey of Participants
facilities and skills

The first day of the SEA Zoo Ed course was devoted to introduction and orientation which included participants filling out a long, tedious form to collect information about their zoo situation and what they required from the course. The answers may give some insight into the South East Asian zoo situation overall, although the zoos which participated represent a biased sample of the best or the only zoos in a particular country. The Table below illustrates the number of countries and the number of participants and number of facilities from each country.

<table>
<thead>
<tr>
<th>Country</th>
<th># Participants</th>
<th># Institutions</th>
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</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Indonesia</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Laos</td>
<td>3</td>
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<td>Malaysia</td>
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<td>Thailand</td>
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<tr>
<td>Vietnam</td>
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</tr>
</tbody>
</table>

Status of designated posts for education officers: questions included whether there was a designated Zoo Education officer in their zoo? If there were other staff for education and their pay scale. Cambodia had 1 education officer out of 2 institutions attending the course, Indonesia has 2 education officers out of 6 zoos attending, Malaysia had 3 out of 3, Thailand 1 out of 2, Vietnam 2 out of 2 and Laos listed none.

Additional Education staff: the Ta Mau Zoo, Cambodia listed 15, some or all of which may be volunteers. The Wildlife Department, Cambodia, Tamin Mini, Bandung Zoo in Indonesia, Philippine Eagle Foundation, Khao Kheow Open Zoo, and Thailand have 2. The Saigon Zoo listed 5 additional persons for education in their zoo. Participants wrote “unknown” for salary mostly but those who listed gave the amount in a range from $20 – 350.

Volunteers: At least six of the 14 institutions use volunteers in some way, not all specifically for education. In Cambodia 2 institutions use volunteers who care for animals, give treatment and help in examination. The Taman Mini in Indonesia uses volunteers for guiding Kindergarten students. Vietanne Zoo in Laos has 3 volunteers who teach people at the zoo how to care for animals. Penang Butterfly House uses 20 volunteers. The Philippine Eagle Foundation help with tours and assist in module implementation. Kha Kheo zoo has 12 volunteers who lead groups and teach them about animals.

Problems with Volunteers: Volunteers can’t respond to many of the questions visitors ask; they are students so they need more training. Lateness, scheduling difficulties, language problems, insufficient time and interest were other complaints. There were no complaints of destructive behaviour and criticism of the zoo, as has sometimes happened in other parts of Asia however.

Budgets: Budgets for education are normally small in Asian Zoos. We asked how much was allocated specifically for education and what help, if any, participants wanted to try and address this issue. Most participants answered “unknown” but apparently meant that there was no budget specifically set aside for education. The budget of the Ta Mau Zoo, Cambodia for education is $1500; they wanted help to explain the need for more funds to the Ministry of Agriculture. Another participant from Cambodia said, however that his zoo had no budget to support education activities and that activities have been carried out by NGO contribution. In Cambodia some local NGOs get contributions from business, (e.g., mobile phone companies etc). In Indonesia, the Taman Mini devotes 6% of the total budget -- the park has financial constraints; it is difficult to increase the park education subdivision budget. The Philippine Eagle Foundation listed one million pesos which is less than it sounds in Philippines currency and commented that this amount does not permit expanding programme needs. The Khao Kheo Zoo listed $30,000 as adequate for what they wanted to do and listed the following publications, projects and activities: Handbook for schoolteachers, leaflets, Newsletter, TV slots, slide presentation. The Saigon zoo reported $7000 US as the education budget for their zoo.

External funding: five responded “no” or “unknown”. Others listed Friends of the Zoo, sale products, Friends funding, Foreign donations, donations from business and Biodiversity Foundation to head workshop for schoolteachers of biology sciences.

Identifying signage: Eleven institution answered that they had identifying signage on every enclosure and all but one of these reported it was changed regularly. Ten institutions get their signage done “in house”. Materials used were metal sheets, painted wooden boards, and laminated sheets. Dimensions included from 15 X 20 cm, 30 X 20 cm, 40 X 20 cm, and 24 X 30 in. Resources used for signage included “none”, books, other zoo personnel and scientists outside the zoo, web and internet and others. Help wanted from the workshop on signage included funding, how to standardize signage, choosing slogans and identifying information which people want to know, how to design signage which conveys message without the aid of tour guides. Many participants left this question blank also.

Presentations as educational techniques: nearly all institutions reported that presentations were given both inside (14) and outside (13) the zoo. Six participants had had some formal training in giving presentations. Twelve institutions reported presenting with “props” but we feel the survey may have been defective using the word “props”. Nine institutions reported presentations using live animals and 7 with “artifacts”. Thirteen institutions use videos in their education programme and nine use slides.

Printed material: Printed material is used by many of the zoos. Thirteen have produced a brochure and two of these sell it. Eight zoos have produced a map. Six zoos have published guidebooks, 2 for sale. Participants were asked what they wanted from the course with regard to printed matter and presentations and their answers included - how to design conservation education posters and brochures, as well as worksheets, stickers, booklets, signage, map and guidebooks; how to develop inexpensive materials for educating visitors. Some participants were also interested in general zoo knowledge.

Formal training: Eight out of 22 participants had had some formal training in zoo technical or related environmental training. Only one had had training in Environmental Education or zoo education.

Membership in IZE and ARNIZE: Among course participants, there were no members of the International Zoo Educator Association. There were 7 members of ARNIZE at the beginning of the course and 22 at the end.

Reference materials: Eleven reported that they did not have access to reference materials and this was a problem to them in planning zoo education.
Zoo Educator Training for South East Asian Zoos

Sponsored by Ministry of Foreign Affairs, Government of Singapore,
Hosted and organised by Singapore Zoological Gardens and South East Asian Zoo Association
Course design and facilitation by ARNIZE and Zoo Outreach Organisation
on behalf of the International Zoo Educator Association IZE

One of the objectives of ARNIZE is to encourage regions of Asia to conduct zoo educator courses for the countries in their own region. Last year (August 2000) ARNIZE conducted a course for South Asia in collaboration with the Central Zoo/KMTNC, Nepal. This year, March 2001, a Zoo Educator Course for South East Asian Zoos initiated and designed by ARNIZE was held in the Singapore Zoo and funded by the Ministry of Foreign Affairs with various materials provided by Zoo Outreach Organisation, Singapore Zoo and various animal facilities of Singapore.

ARNIZE has developed a training strategy of:

1. Preliminary activities:
   - free membership in Asian regional network; some sponsorship for membership in International Zoo Educator Assn (IZN) -- to the extent possible.
   - provision of a newsletter (ARNIZE News) for current activities and ideas from other Asian countries
   - distribution of ZOO ED Book for communicating techniques that have worked in some Asian zoos;

2. Zoo Educator Training Workshop:
   - build confidence and communication with a regional Zoo Educator Training Course staffed by resource persons from zoos and other educational institutions in the same region
   - build first course around the importance of long range planning -- 1 - 5 year Masterplan for Zoo Education
   - teach sufficient techniques to fill time, fit varying budgets and address multiple audiences;
   - provide multiple opportunities for participant presentations, interactive sessions and working groups so that participants can learn from one another;

3. Follow up:
   - communication by email
   - a Report containing participants’ creative ideas and plans
   - encouraging countries to develop a zoo educator training course for their own country
   - planning a course with input from different regions and countries with more experience in zoo education.

For South Asia we are in the follow-up stage 3 of planning a course with input from USA. The Bronx Zoo Education Department may visit India next spring and put on a training course about tigers, ecosystems, etc.

In course of time, we hope different South Asian countries will organise their own zoo education courses for the zoos in their country. ARNIZE will be on hand to assist with this if wanted and required.

South East Asian Zoo Educator Course
The South East Asian Zoo Educator Course was held 11-22 March 2001, based at Singapore because of the large number of science, nature and wild animal facilities which have education and interpretative programmes in the city. The course structure was to mix didactic, demonstration and interactive lectures at the Singapore Zoo every morning and then spend the afternoon in a different facility every day. Each facility had a different specialty and was asked to prepare a lecture on it and give the participants a tour of their facility from an education point of view. Participants were given a packet of educational materials at almost every facility. Finally, every morning after a visit participants were asked to write down three things they learned on the previous day which they could apply to their own situation. A sampling of the various activities and photographs are included in this short report. All of these things will be included in a Course Report.

The structure of the course was to flesh out the overall course assignment which was that every participant should develop a Master Plan for their zoo. The South Asian Zoo Educator Course theme was the same “Masterplanning for Zoo Education” as was given in South Asia, so the Course Report for the South Asian workshop was given to participants of the South-East Asia course as well. This Course Report was most helpful to participants in creating their own Masterplan. Other materials from South Asia were given, all of which were of very modest design and production as some of the South East Asian zoos also have very modest budgets.

Resource persons came from the excellent Singapore Zoo general staff and the Education Department as well as the Zoo Outreach Organisation and from the different Singapore nature facilities.

Singapore Zoo Education Team

Tan Kit Surn, Curator; Training Chm SEAZA
May Lee, Director of John Yes, Edn. Dept. Edn,Singapore Zoo
Singapore Zoo
The basics of Zoo Education were included in the course. The survey form given on the first day was used to confirm whether the choices for course material were appropriate and to add more material on a given topic. Output of the survey form gives a general overview of zoo education in South Asia so it has been included in this issue of ARNIZE News.

Participants were asked come prepared to make a presentation about education in their zoo and this went on throughout the course. Participants were also asked to report in front of the group on a variety of projects undertaken as part of the course. There were individual presentations and presentations from a “reporter” representing a group exercise. Over the period of the course, everyone got to present at least two or three times.

Although the structure of the course was determined largely by the various nature leisure facilities in Singapore and what they had to offer, it was still possible to stick to a meaningful theme on a daily basis. In 1999 the South East Asian Zoo Association held a Strategic Futures Workshop and made some decisions about Zoo Education and its direction in South East Asia in the next five years. These points were taken and used to organise the daily thematic content of the course, e.g.:

Day one was largely taken up by the usual welcomes, introductions, introductory material, distributing course materials, so the theme was just “Welcome and Introductions”. There was a friendly inaugural at the offices of Singapore Cooperation Divisions, MFA. During the course of the day the World Zoo Conservation Strategy and SEAZA Futures Report on Zoo Education components were introduced, as well as the course project, making a “Masterplan for Zoo Education” at your zoo. Participants gave group presentations on their country which helped everyone get to know one another. There was a SWOT analysis done to identify the problems and potential of South East Asia zoos and put the course objectives in perspectives. There was also an explanation of “group” process groundrules as much of the course consisted of working groups.

Day two had a Theme from the SEAZA Futures Search, e.g. “Providing visitors with comprehensive, accurate information on environmental conservation”. Some of the presentations that day were “What is Environmental Conservation?”, Environmental Education in Zoo Education, Targeting your audience – planning, Visitor Surveys, “Variety of teaching methodologies” and Evaluation of education programmes. In the evening the group visited the Science Discovery Centre.

Day three’s theme was also from the SEAZA Futures workshop. It was “Develop environmental and biodiversity messages or (Communications). That day the class learned to teach biodiversity in the zoo by visiting a Tropical Crops exhibit as well as the Fragile Forest. Cage labels on biodiversity using the Fragile Forest as a case study was also highlighted. A lecture on brochure and poster design using computer graphics completed the morning. In the afternoon the group visited Underwater World and learned how to teach about the Marine ecosystem.
“Special days to heighten public awareness, create publicity events, promote environmental conservation and animal welfare on designated days” was the SEAZA Futures theme for the fourth day.

The day began with a lecture on how to be creative and a practical hands-on session practising the designing of cage labels and submitting to evaluation by resource persons.

The following week started the Theme of the Zoo and the Public: School Education Programmes. The importance of Linking Zoo Ed to School Curriculum was stressed and participants were exposed to ways of organising Teacher training workshop.

In the afternoon a visit to Bukit Timah Nature Reserve was to teach how to organise a nature trail and other features of a natural setting.

In the afternoon the group visited the Jurong Bird Park where they had teaching sessions on outreach programmes, live bird shows, visitors with special needs followed by a tour of the bird park.

The 9th day was about using volunteers and docents as well as keepers using props and live animals for presentations and education. Touch tables, tips on presenting to groups, keeper talks, etc. was followed by a hands-on exercise in which participants divided into groups and created a touch table on different themes. In the afternoon there was a visit to the Singapore Botanical Gardens.

The 10th day was devoted to animal Welfare which included behavioural and environmental enrichment, zoo ethics,
Visitor behaviour and the animal trade. Powerful video presentations were showed from ACAP, the Asian Conservation Action Programme. A lecture of fundraising completed the morning.

In the afternoon participants worked on their Master Plan Projects in groups, country by country. Throughout the course participants were thinking of their Master Plan and on the day before the closing day, they were given the entire day to complete it for a final presentation. On the last day their Master Plans for Education were presented in the presence of the group, resource persons, MFA representative and others.

In a parting exercise, Participants were asked to make personal commitments -- things that they would do above and beyond what they were required to do in their job -- and these were recorded. This is a component of every course and workshop conducted by Zoo Outreach Organisation. Finally, Certificates were given to participants by the Ministry of Foreign Affairs at a gala goodbye luncheon attended by MFA, Singapore Zoo Staff, Resource persons and participants.

Since leaving a number of participants have kept in touch via email. The Indonesia participants have conducted their own zoo educator course for their country, using the ideas, experience and expertise accumulated at the course. A course Report is underway which will expand on all the themes and provide a reminder of all the things we learned from one another at the Singapore Zoo Education Course.
“What we learned” exercise -- Ideas for our zoo at home - from the Science Centre

Why would you take a group of zoo educators to the Science Centre? The Science Centre is different from the zoo in many ways but both institutions use creativity and interpretation to communicate knowledge. Sometimes seeing something that is a bit remote from your project is the best source of creative ideas. Every morning, participants were asked to write down at least three ideas from each of the previous day’s exercises they could use at home. The Science Centre was the most evocative of ideas. Some of the are listed below:

- Computer information system – provides a lot of information
- Rubber man providing information and calling for the saving of natural resources
- Children printing pictures of all endangered species Drawing the picture of the dinosaur
- Brush material using crayon
- Making a comparison about footprint between man and the animals
- Making a story about dinosaur to the children
- In classroom
  - “It’s not magic – it’s science”
- All exhibits
  - creativity in signage
  - Giving certificate to participant for visiting centre
  - talking signage
  - New technology to use nitrogen
  - Laboratory insects
  - Dinosaurs technology and its story
  - Dinosaur Park
  - Insect museum
  - Farm animal exhibit
  - Habitat exhibition of the country, such as mangrove, tropical, highland
  - Explanation of the development of non-human primates to the human primate
  - Climbing a model of a man to get an explanation of animals
  - Drawing, sketching, tracing on a patterned plate
  - Digging to explore buried animals body parts
  - Reconstructing separated animal bone of body parts
  - Posters – bird evaluation
  - Exhibits in dinosaur park were great, especially fossil discovery
  - Good idea in the presentation of science concept; ex. Aero concept, magnetic concept, …but most of the time I might feel that the description is too much complicated to understand, especially for those who do not have the science base
  - playground which was designed for educational purposes
  - Animal stamp collection
  - Technology
  - Activity of visitor
  - games for education
  - Material for drawing
  - Animal board – with the picture of the animal printed on a wooden/metal plate, so everytime we move the plate we can see some information about the animal
  - Electronic information, such as television, with button, when we press the button it will show us some information through the monitor – interactive educational material
  - Catalogue the plantation
  - what insects do for fruits
  - how many flowers have a smell
  - Categorise plants, trees and animals
  - Learn English and scientific names of animals

... and MORE ....

Commitments of Singapore Zoo Educator Course Participants and Resource Persons

It is a tradition in Zoo Outreach Organisation, in any workshop, to make time for a “Personal Commitments” session at the end of the workshop. These commitments may be done on the job but they are not job requirements -- they are intended as an “extra mile” in the individual’s commitment to conservation on their personal responsibility that they will keep within the coming year. We then publish these commitments and also write to people about them to see if they are in need of something we could provide to make their commitment a reality. Organisers and Resource persons also contribute to this session. The commitments are below:

1. Muss -- Make printed materials and worksheets and an interpretation room
2. Tuyen -- Build a volunteer team in her zoo
3. Chatri -- Spread this knowledge to others in the the zoo/encourage director to restructure education in the zoo
4. Amman -- Planning education course for zoo educators in the country
5. Kuen -- Apply teaching methodologies to education and communication skills
6. Makara -- Share experience to zoo keepers & ministry
7. Attapon -- Education/volunteer team
8. Lito -- Skill training for entire zoo staff
9. Fuzi -- Get more information, through brochures for kids
10. Saikham -- Experience to be shared with others in zoo
11. Manuel -- Apply everything
12. Six -- Share knowledge with Zoo Keepers
13. Lim Pah -- Apply all techniques
14. Sharmy -- Share with zoo keepers, staff + encourage director to make masterplan
15. Endang -- Improvement of Education department
16. Lita -- Improve animal welfare
17. Yani -- Share knowledge, signage development, form volunteer team
18. Phetsamon -- Create awareness of endangered Laotian species
20: Hien -- Conservation training course for educators
21. Kit -- Run the course again
22. Sanjay -- Give adequate support for education
23. William -- Support the idea - e-mail Sally
24. Sally -- Keep in touch through ARNIZE add topics missed out + compilation of the training course materials.
Participants of the South East Asian Zoo Educator Training Workshop (12-22 March 2001) pose informally at the Ministry of Foreign Affairs’ inaugural function. MEF sponsored the entire workshop.

Mr Sun Hean, DD, Wildlife Protection Office, Cambodia

Mr Emmanuel Belmonte Tangco, President, Malabon Zoo & Aquarium, Philippines

Mr Dennis J.I. Salvador, Executive Director, Philippine Eagle Foundation

Mr Angelito A. Cereno, Program Manager, Philippine Eagle Foundation

Miss Lee Yoke Kuen, Researcher, Penang Butterfly House

Ms Sharmy Prastiti, Animal Curator (Hospital Staff), Taman Safari Indonesia

Mr Angelito A. Cereno, Program Manager, Philippine Eagle Foundation

Miss Doan Thi Thanh Tuyen, Zoo Educator, Saigon Zoo & Botanical Gardens, Vietnam

Ms Sharmy Prastiti, Animal Curator (Hospital Staff), Taman Safari Indonesia

Mr Musnarizal Bin Abdul Manap, Education Officer, Taiping Zoo, Malaysia

Ms Litasari, Veterinarian, Surabaya Zoological Garden, Indonesia

Mr Emmanuel Belmonte Tangco, President, Malabon Zoo & Aquarium, Philippines

Miss Doan Thi Thanh Tuyen, Zoo Educator, Saigon Zoo & Botanical Gardens, Vietnam

Mr Musnarizal Bin Abdul Manap, Education Officer, Taiping Zoo, Malaysia

Ms Litasari, Veterinarian, Surabaya Zoological Garden, Indonesia

Mr Dennis J.I. Salvador, Executive Director, Philippine Eagle Foundation

Mrs Nguyen Thi Thu Hien, Project Assistant, Endangered Primate Rescue Centre, Vietnam

Mr Marta Annan, PKBSI Education Division, Zoo Association of Indonesia

Miss Endang Budi Utami, Head of Div. - Gen. Affairs, “Taman Burung, Taman Mini Indonesia Indah, Jakarta Indonesia
Mrs. Yanni Puspitaningsih,  
Animal's Recorder, Yayasan Margasatwa Tamansari (Kebun Binatang) Bandung, Indonesia

Mr. Mohd. Fuzi Bin Zulkifli,  
Wildlife Assistant, Zoo Melaka, Malaysia

Mr. Lim Pak, Animal Health Officer  
Department of Animal Health & Production, Cambodia

Mr. Chea Sopheak Makara, Official  
Ministry of Agriculture Forestry and Fisheries, Cambodia

Mr. Mohd. Fuzi Bin Zulkifli,  
Wildlife Assistant, Zoo Melaka, Malaysia

Mrs. Phetsamon Soulivong  
Technician  
Ministry of Agriculture and Forestry, Laos

Mr. Lim Pak, Animal Health Officer  
Department of Animal Health & Production, Cambodia

Mr. Chea Sopheak Makara, Official  
Ministry of Agriculture Forestry and Fisheries, Cambodia

Mr. Attapon Srihayrun, Zoo Educator  
Khao Kheow Open Zoo, Thailand

Mr. Attapon Srihayrun, Zoo Educator  
Khao Kheow Open Zoo, Thailand

Mr. Saikham Bouathongthip  
Acting Office Chief, Ministry of Defence, Laos

Mr. Maskana, Environment  
Department, Ragunan Zoological Park, Indonesia

Dr. Chatri Khoohathapharak,  
Veterinarian  
Chiangmai Zoo, Thailand

Sakpasueth Sixanone,  
Veterinarian, Vientiane Zoological Gardens, Laos

Mr. Oman Karmana M.S.,  
Director, Yayasan Margasatwa Tamansari (Kebun Binatang) Bandung, Indonesia
Course Evaluation Summary

1. Overall, What did you find most useful about the workshop? (The “Everything” answers have been deleted)
   - Gained knowledge on education section and activities to improve our education facility and quality.
   - Meeting with Zoo educators from other facilities in S E Asia.
   - Lecturers are qualified and able to communicate knowledge.
   - How to educate visitors, how to be a good presenter, how to create signage in order to attract visitors attention.
   - Masterplan, Public presentation, Teaching methodologies, practical hand-on, volunteers and docent, lectures in the afternoon visits.
   - Signage concept, visitor management, exposure workshops, public speaking and environmental enrichment.
   - The lectures were good. We learnt how to make good presentations like slide shows.
   - The objective of the zoo education programme, the technique and methods of how to educate people to love animals and the environment surrounding us.
   - Study material related to education.
   - learnt about signage boards, environmental and conservation education, poster and brochure preparation, learnt new ideas for treasure hunt and worksheets.
   - how to implement education programmes in zoos and getting to know to manage visitors.
   - Lectures, presentations, Master plan, slide shows, zoo and bird park visit, Zoo education and conservation.
   - All sessions were very useful especially how to improve our ability about teaching people of different age groups.
   - Learning about experiences and problems of other zoos, techniques and methods to teach children and students and ways to spread the conservation message effectively.

2. Overall what did you find least useful about the workshop? (The “nothing” answers are not included)
   - visiting the botanical garden (4 participants)
   - slide and video show at the Jurong bird park (2 responses)
   - limitation of some participants to understand accent and language.
   - Fund-raising topic.
   - Participants presentation (cultural stories)
   - Lack of information to show in participants presentations
   - Visit to Discovery Centre-no focus to zoo and conservation education.
   - Invertebrate lectures.
   - Lectures on how to make a brochure-poster in computer
   - Model or concept education and utility conservation.
   - Feeding and caretaking.

3. What was missing in the workshop that you would have liked to have? (The “nothing” responses are not included)
   - more lectures and practice on methodology and teaching.
   - designing (packets, labels, worksheets) animal welfare and fund raising.
   - more information about zoo education and animal welfare.
   - need computers to prepare reports and presentations.
   - information on marine ecosystems (incomplete), brochure and poster design, education packets and designing worksheets, Zoo keeper talk and a visit to the veterinary department.
   - Enclosure design and educational material designing.
   - Use of computers to design and produce edn material.
   - Follow-up Topic on SWOT exercise.
   - More time.
   - more information on visitor behaviour.

4. How useful was this workshop compared to other workshops you have attended?
   - 4 responses: first course so no basis of comparison; 3 “no comments” or nothing
   - Most topics were more useful and practical than other workshops attended.
   - Most useful.
   - Very useful than other workshops I have attended.
   - Very useful (4 responses)
   - Really useful and interesting comparatively.
   - Too compact
   - Very useful in terms of conservation education.
   - Very interesting and good workshops.
   - Very useful especially for education programmes.
   - Completely different workshop and very useful for education activities. The materials supplied were adequate and most useful.
   - More useful than the other workshops.

6. How will you change your zoo education programme after this workshop?
   - I will suggest to the Director to strengthen the Education section, empower human resources and develop the supporting facilities.
   - In so many ways.
   - I will improve whatever is already being done.
   - I want to add and change some of the zoo education programmes.
   - To adopt some of the zoo education techniques I learnt.
   - To apply what I learnt from this course to my zoo.
   - I will tell about this course to my Director and other staff.
   - I will develop a masterplan for my whole zoo before doing any programmes.
   - I will implement a masterplan based on plan formulated here.
   - I will tell Ministry how to develop and conserve animals in the zoo.
   - I will develop education programmes and a team.
   - I will discuss with other staff and develop education programmes.
   - I will use the education material got from the course to prepare good material for the students and teachers in my zoo and gain new ideas, skills and approaches.
   - I will develop a masterplan for my zoo.
   - I will make everyone aware of the importance of this course.
   - I will train staff and persons to educate visitors and enable them to understand the importance of animals.
   - I will try to use the educational material, skills and knowledge learnt here and implement it in my zoo.
   - I will try to improve the programmes in my zoo.
   - I will prepare a proposal for budget.
   - I will try to build up a volunteer team.
   - I will develop education programmes and a team.
   - I will tell Ministry how to develop and conserve animals in the zoo.
   - I will implement a masterplan based on plan formulated here.
   - I will improve whatever is already being done.
   - I will develop a masterplan for my zoo.

7. Any other comments/compliments/criticism?
   - More practice sessions.
   - Highest commendation to Sally, Kitsun and Sanjay.
   - This is a “one in a million” opportunity.
   - Difficulty following English – lecturers should go slow (4 comments)
   - Should have more group exercise.
   - The equipment is too high-tech
Proof of the Pudding . . . Indonesian Zoo Educator Course Participants organise their own Zoo Educator Course back home

Participants of the South East Asian Zoo Educator Training Workshop held in Singapore last March 2001 were successful with a zoo education course organised by the Indonesian Zoo Association and planned and conducted by themselves. The course took place in Yogjakarta on July 23 – 28th 2001, a mere three months after the Singapore Course and attended by 23 participant from 14 zoos in Java and Sumatra island.

A short report is given in the Country Reports of the newsletter. This Report includes some details.

Course content consisted of
(1) Basic knowledge of zoo taught by the chairman of PKBSI (Mr. Lukito Daryadi, Mr. Joko Tirtodiningrat from Gembira Loka zoo, and local university);
(2) Basic knowledge conservation of biology (wild animals) taught by Mr. Martha Amnan;
(3) Methodology of teaching for public (Mr. Purwanto, from university);
(4) signage and labeling taught by Endang Budi Utami;
(5) Preparing an informative keepers taught by Sharmy Prasthiti;
(6) Visitor behavior taught by Litasari, Endang Budi Utami and Sharmi Prasthiti;
(7) Identification, packaging and marketing program and
(8) How to become a good presenter taught by Sharmi Prasthiti;
(9) Education program in the zoo taught by Endang Budi Utami, Yanni Puspitaningsih and Litasari;
(10) Relationship, volunteers and fund raising taught by Maskana and Martha Amnan

The lectures took place in the auditorium of Gembira Loka's Yogjakarta Zoo and Citra Hotel. The participants were required to give a presentation about their own zoo and also its education program. The sessions started at 8.00 AM and went on until 9.00 PM and even until 11.00 PM some days.

Individually, the participant practiced how to write sign text, having got an idea when they visited the palace and Borobudur Temple, and after doing a SWOT analysis on what were the strengths, weaknesses, opportunities and threats they faced in planning an education programme. Every person has to make their own sign text idea and they have to explain other participants and resource persons about the idea. Some assignments were given as homework.

Four working groups consisting of 4-5 person had to make a story about visitor behavior, and also to make a master plan for a zoo that could be applicable in all of zoo, whether the Ocean Park as Ancol Oceanotorium, an Elephant Safari Park that only has elephants and birds, an insect museum in Taman Mini Jakarta or for a park that consists of various animals like Taman Safari Indonesia I and II, Jambi zoo (little zoo and belong to local government), Pekan Baru zoo (middle zoo, belongs to one the family) or Bukittinggi zoo (also middle zoo). The course included visits to various cultural institutions to study interpretation and its various components. When participants visited the Paku Alam (Yogjakarta’s Prince) Palace and Borobudur Temple, we learn about how to become a good tour guide. The location for Paku Alam Palace is still in the town, but the Temple is located outside the town. The participants were asked to comment after visiting those places. The course facilitator had an idea for the participant to have a comparison about guiding visitors and tourists between the two types of facilities.

Every session was an open discussion in case the participants had their own question. Usually there was not enough time for making presentations, because there were so many question after the lessons! Course leaders made an accreditation in every lesson and after the lesson we gave an examination test about lesson given. A final test was given after all of the material had been presented so the participants could take ideas from a whole range of material.

The participant worked very hard at the solid schedule as they had to move fast with all the course material. In addition to lecture course leaders conducted a group discussion about the topic given. Also participants also had to make their own presentation.
Editor's Note:
Towards the end of the Zoo Ed Course at Singapore zoo, Dennis Salvador received a message that he had won an Award from his government and had to leave early to accept it. It was a happy occasion, although we disliked losing Dennis in the last days. His achievements are many as outlined in the press release summarised here.

Mr. Dennis I. Salvador was born in Manila on May 6, 1960. He attended the University of the Philippines at Los Baños and the Ateneo de Davao University where he obtained his B.Sc. in Agri-business. He later completed course in Endangered Species Management from the Jersey Wildlife Preservation Trust & Kent University with honours.

As President and Chairman of the Mindanao Environment Forum. He is the Vice-Chairman of the Philippine Eagle Working Group and holds membership in many other councils concerned with the preservation of the environment. Outside of the country, he is the only Filipino member of the Standing Committee of the Asian Raptor Research and Conservation Network. He is also associated with the World Working Group on Birds of Prey, and the Conservation Breeding Specialist Group, among others. During the past decade, he has presented numerous important papers dealing with the conservation of the Philippine Eagle on many international meetings.

For the past decade, Dennis has been the Executive Director of the Philippine Eagle Foundation. He steered the Foundation into what is now one of the most respected conservation organizations in the Philippines. Since 1990 until the present time, he steered the Foundation into the forefront of the environmental movement in the Philippines. Dennis was responsible for the issuance of a presidential proclamation declaring the Philippine Eagle as the country's National Bird. His stewardship of the program has turned The Philippine Eagle Center not only as one of the leading centers for the captive breeding of raptors in the Asia-Pacific region but also one of the most vital resource for conservation education in Mindanao island.

Despite his many accomplishments, his feet has remained planted on the ground, firmly in focus and with dogged determination to save one of the most magnificent birds from the precipice of extinction, while keeping in mind that the real solution is how to find a balance between nature conservation and the welfare of the Filipino people.
Zoo Outreach Organisation now has a technical and clerical staff which is highly motivated towards public education. Although Zoo Outreach has many other scientific and fundraising projects and activities which take the time of our staff, they have learned ways to fit in the making of educational materials and planning of a variety of innovative games, quizzes, projects and teaching methods. The Education Team consists of an entomologist, botanist, two zoologists, a graphic artist, a finance manager, a marketing assistant, a supervisor, two-three clerk-typists and our screen printing unit. Executive staff (Founder/Secretary of ZOO and WILD) also take part but only in minimal, advisory manner.

ZOO gets no major funding for these programmes. Part of the learning process for the team is to conduct the programme as much on cash and kind generated in the local community.

**Mani’s Higher Secondary School, Coimbatore**: An education program was conducted at Mani’s Higher Secondary School, Coimbatore on June 12. Children of class VI (11 years old) took part in the program which was sponsored by the Rotary Club of Coimbatore and coordinated by Zoo Outreach Organisation. First, an introduction about the significance of June 5th was followed by an appropriate song in local language. A slide presentation was given about the origin of earth, evolution of life, biodiversity, deforestation, factors affecting biodiversity, need for conservation, role of zoos and zoo behaviour. A story from Panchatantra followed (these stories are Indian cultural animal stories) along with a pledge to protect animals and environment by tying a friendship band for another student.

A unique kind of painting competition followed in which students worked in pairs, one of them painting a layout and the other providing details with a craft using various materials such as eggshells, rice, dhal, green gram, cotton, sand, leaves etc. An animal or environmental theme was required.

A quiz programme was organized with four groups consisting of three students each. The groups were named as Producers, Consumers (Carnivores, Herbivores) and Decomposers which was based on the theme of this year’s World Environment Day. Education packets made of cloth consisting of mask, stickers, labels, brown sheet and join the dots activity and certificates were distributed to all the students.

**Vanamohotsava Celebrations**

Vanamahotsava is a sort of Indian tree festival, celebrating the importance of trees in the first week of July. ZOO conducted an awareness programme for the residents of the colony as part of the long term project to green the colony. The theme for the programme was “Green India” with a logo of the name drawn in the shape of a tree. As children are more effective in spreading environmental messages as well as soaking up information easily, ZOO conducted the programme with seventh standard students and NCC Cadets of Sri. Gopal Naidu Higher Secondary School which is in the colony.

Some residents have been cutting trees and also refusing to plant them due to damage caused to their compound walls by roots or electrical wires by branches. The objective of the programme was to raise awareness of the importance of trees while teaching about trees which can be selected that don’t put down strong deep roots or grow very high. Over time we hope to change these attitudes and have a green colony.

The programme included an indoor session with introduction explaining Vanamahotsava, slide show on the importance of forests, song, game, and our usual educational gimmick of tying a rakhi (this time of “Green India”) and saying a pledge.

The highlight of the programme however was a procession around the colony. The students were grouped into three teams each of which proceeded to different parts of the colony to spread the message of Green India. They carried various colourful placards and trees made of recycled paper during the march and distributed pamphlets on tree planting to every resident in the colony while chanting appropriate slogans. Finally, students gathered at the community hall of Bharathi colony and planted a tree with the help of the students and cadets before having refreshments.

This program is just the first step in a series of programmes planned for the colony. Next we will survey the colony residents for those interested in planting trees and help them to select and obtain trees of choice from the forest department, and arrange cadet volunteers of Sri Gopal Naidu Higher Secondary school to help them. Tree guards will be sought from local industry. One of the nicer aspects of this programme was the number and variety of local individuals and industries involved … Sree Annapoorna Gowrishankar Group provided Snacks; Sudharsan Paper Mills, Vivega Offset Press, and Ace Data provided papers for placards; Informatic Computer Education sponsored pamphlets; and a couple of individuals gave cash and sponsored stickers and wrist bracelets. After the programme letters were sent to the sponsors with a set of materials given the students. This programme was covered very well by the press.
News of other IZE Networks -- Africa!

The second AZOREN Training Congress will be held in Kenya from September 1 - 5, 2001. AZOREN is the African chapter of the International association of Zoo Educators (IZE) that brings together education officers who work in zoos, parks, reserves, sanctuaries and aquariums “to enhance the understanding of conservation issues and to share information on effective informal education methods”.

The conference gives delegates a wonderful opportunity to learn the advances made for the benefit of nature conservation though conservation education offered in various conservation education institutions. The conference themes will be Networking, Programme Evaluation, Communication and Conservation.

CONFERENCE VENUE
A serene conference venue has been chosen away from the hustle and bustle of Nairobi city Centre to enable the conference delegates to go about sharing and learning in peace. Experienced educators have been invited from Africa and other continents to help in training and sharing their knowledge with those who will attend.

Tentative Programme
Saturday, 1st Sept 2001
- Arrival and registration of participants
- Guided tour - Nairobi Safari walk and the new “zoo”.
- Travel to Venue at Rock Mountain Hotel; Icebreaker
Sunday, 2nd Sept 2001
- Official opening of conference and then Plenary session on Group discussions in the afternoon.
- Visit to William Holden Wildlife Education Centre
Monday, 3rd Sept 2001
- Plenary session in the morning followed by presentation
- Evening visit to Sweet waters game ranch
Tuesday, 4th Sept 2001
- Plenary session and discussion groups
- Conclusions and charting the way forward for IZE-AZOREN activities.
Wednesday – Sunday, 5-9, 2001
- Samburu National Reserve, Lake Nakuru National Park, Masai Mara National Reserve, Serengeti National Park

For more information please email the organizer and Regional Representative for Africa, Mr. Peter Michani at the Giraffe Centre <giraffe@insightkenya.com>

Editor’s note : Peter Michani was one of the participants of the First International Zoo Educator Course to be held at the Jersey (now Durrell) Wildlife Preservation Trust in 1989. Mr. Phillip Coffee was head of Education at the zoo at that time and did a masterful job of organising two 7-weeks zoo educator course for people from all over the world. His efforts are clearly paying off in the form of his students and co-teachers organising zoo educator training so ably all around the globe.