Overview of Asian Zoo Education Topics in this issue

The contents of this issue represent a quantum leap in the level of activity, quality and participation of zoo educators around the region of Asia. Asians and Asia are becoming a presence in the field of zoo education. Asia was well represented at the 16th International Zoo Educator Association Conference held in Vienna, 17-22 August, 2002. This was a special event celebrating the 250th Anniversary of Vienna Zoo and the first time a systematic effort was made to provide scholarships to educators from low-currency countries. An article about that meeting and abstracts of the Asian presentations are in this issue.

At the South East Asian Zoo Association Annual conference held jointly with the Australian Regional Association of Zoological Parks and Aquaria in Singapore, July 2002, a lively Zoo Educator working group session was conducted and is reported in this issue. It was decided that circulating the Australian Zoo Education Policy would be useful and it is included here. At the Singapore Conference, the Malaysian Zoo Educator Association was conceived and the resulting activities to make it a reality is reported also in this issue.

The South Asian Zoo Association for Regional Cooperation held its 3rd Annual meeting in Dhaka, Bangladesh in October 2002. A working session for Zoo Education produced many good suggestions which you can read here.

A new version of the World Zoo Conservation Strategy is being written and three ARNIZE members are on the Steering committee. At the World Association of Zoos and Aquaria Annual meeting, also in Vienna, a very complete report on IZE was given by IZE President, Annette Berkowitz, and a Working Group conducted by the WAZA Education Representative, Lars Ludding Andersen. His report is also in this issue.

Several training courses for zoo education and environmental educators are planned for 2003 and we have included some news of these exciting courses.

The Report of the Singapore Zoo Educator Course, held in Singapore in March 2001 has been brought out and a short summary included.

Finally, short reports of zoo education projects and activities have been published here for your interest and inspiration.

Although it is clearly not difficult to fill the newsletter, we really would like more countries to be represented. Send your reports, news, notes, etc. NOW for the January issue, Volume 6, Issue 1, 2003.
Conservation Breeding Specialist Group, IUCN SSC CBSG

The Annual Meeting of CBSG held in Vienna in October 2002 included an opportunity for regional networks to report on different aspects of their activities. The following is from the report of CBSG South Asia for ARNIZE activities in that region:

Education Network -- ARNIZE – Asian Regional Network of International Zoo Educators

- Wildlife Week for whole India (2001) – “Care for Bears” programme kit for 22 institutions
- Animal Welfare Fortnightly “(2003)…. Against Wildlife Trade for 35 institutions”
- Teacher Training Module developed on Wildlife Welfare
- Coordinated Scholarship selection for IZE Annual Meeting
- Report published on Singapore Zoo Educator Training Course
- Publication of newsletters, circulating of important papers
- Induction of new members into network (now 200 members from 20 Asian countries)
- Representation of IZE at Annual Conference

World Association of Zoos and Aquaria, WAZA

The Annual Meeting of WAZA held in Vienna included an opportunity for disciplinary committees to meet and discuss their issues and give a report. The following points are from the report of the Education Committee of WAZA.

Education Committee -- WAZA -- Report

World Zoo Conservation Strategy
IZE must be part of the partnership working on this new document and should be involved at every stage.
Proposal to WAZA Council that there is representation from IZE on the Steering Committee of WZCS
Document and also that IZE is involved in reading and commenting on the document throughout the whole process could provide good input for the ‘Tools’ component.

IZE & WAZA: the future
WAZA has accepted that IZE is the official education arm. But this is not generally known and needs clarification. More IZE board members need to come to WAZA and play an active role. Specific invitations to specific sessions on specific topics may be a good idea. Zoo Directors who have a particular interest in coming to the Education Committee to come forward. Ask WAZA members what education needs they may want to articulate to IZE. IZE will also carry out a needs assessment with their members. Clarify the standing of the Education Committee within WAZA. Should it have Standing Committee Members: These could be IZE board and some members of WAZA.

Improve the linkage between representation of IZE at WAZA conferences: People representation and location choice

Improving this linkage will help zoos achieve their conservation education goals, both in country and in the field.
Several Asians, including some South Asians attended the 16th International Zoo Educator Association Conference held in Vienna, 17-22 August, 2002. This was a special event celebrating the 250th Anniversary of Vienna Zoo.

For this meeting, the Council of the International Zoo Educator Association decided to raise funds for scholarships for educators from tropical countries. For Asia there were three scholarships which were shared between South and South East Asia. In addition, the participants received complementary membership in IZE for one year.

The Scholarship recipients were:
1. Musnarizal Bin Abdul Manap, Education officer, Taiping Zoo, Malaysia
2. Vo Dinh Son, Education Officer, Saigon Zoo, Vietnam
3. Geetha Shrestha, Education Officer, King Mahendra Trust for Nature Conservation, Nepal

Other Asians attended as well. Their presentation abstracts have been included here.

There were excellent presentations, enjoyable social events and exciting workshops, including one in enclosure design in which participants selected different working groups and designed enclosures for the future development of Vienna zoo.

The next conference of IZE will be held in Hong Kong and again the sponsorship project will be attempted. For this meeting the Zoo Outreach Organisation and ARNIZE will try particularly hard to raise funds for visits of both Zoo Directors and Educators to what will undoubtedly be a highly stimulating conference. It was also an opportunity to meet interesting people. One particularly interesting person was Dr. Rosl Kirchshofer whose name many people know from her several zoo books. She gave a keynote talk about the history of the International Zoo Educator Association which celebrated 30 years of functioning this year, 2002.
With a stimulating conducive environment to learn more about wildlife; a zoo should have a proper educational programme in order to fulfill the roles. Proper educational programmes will represent our sincerity to be a medium to educate and raise public awareness about wildlife conservation.

Role of Zoos in Conservation Education – The living medium to teach by Geetha Shrestha, King Mahendra Trust for Nature Conservation, Nepal

This presentation provides a mixture of practical, professional experience and social themes of raising awareness about the importance of wildlife and resources among the general public. The message is simple: zoos can be used effectively for educating people about the importance of environment, animals, and their habitat. All zoos, big and small, should work cooperatively for their goal.

Abstracts of Sponsored participants to IZE

Education Masterplan for Taiping Zoo, by Musnarizal Abdul Manap, Taiping Zoo, Malaysia

A zoo is a place where wild animals (from the smallest to biggest) are kept in captivity and exhibited. A zoo has its own important roles and objectives. It plays important roles in conservation, i.e. breeding wild animals especially the endangered species. A zoo is also a resource center for learning wildlife conservation and it is functional as a living classroom.

This paper describes the design and implementation conservation education programmes that will effectively bring improved environmental management in Taiping Zoo. Through education, a zoo should create a learning ground for the public with the main target being the young generation to increase their understanding and appreciation of wildlife conservation.

Time to remember: The early years of I.Z.E.
Rosl Kirchshofer, Retired, Zoo Frankfurt, Germany

In this year 2002, I.Z.E. exists about 30 years. Today it is a thriving organisation, well-accepted in the Zoo world. So it may be a good time to remember the circumstances leading to its establishment and the early, often difficult years in which the basic aims and standards were developed and applied.

I.Z.E. was founded at a “Conference on Education in Zoological Gardens” held in the Frankfurt Zoo in 1972 as the “International Association of Zoo Education Officers” (I.A.Z.E.O.) upon a proposal of the author, seconded by the director of the solely education orientated Paignton Zoo, A.P.G. Michelmore and accepted by the 20 participants. At that time, only a few Zoo Education Officers worked in European Zoos, though the first two ones had been employed as early as 1959/1960 in London and Frankfurt. And still they felt very much left alone with their sometimes overwhelming tasks and problems. So the main objectives of the I.A.Z.E.O. were to be “to organize conferences on educational work in Zoos, to publish circulars on educational works...” It understood itself as a platform for communication on and development of Zoo education. At the next conference in 1974, the name I.A.Z.E.O was shortened to “International Association of Zoo Educators” (I.Z.E.). The executive committee of president and secretary was extended by a treasurer and a newsletter-editor. A membership fee was accepted and the composition of statues brought under way. In spite of several obstacles, I.Z.E. succeeded in the implementation of its aims during its first ten years: membership grew from 20 in 1972 to 153 in 1982, conferences were regularly held every second year (Copenhagen, London, Washington DC, Vienna, Tucson), the newsletter was launched in 1976, as well as the statutes laid down, pointing in the preamble “the necessity of education in Zoos in relation to the responsibility of mankind for the preservation of nature and for the maintenance and restoration of the natural relations between man and the living world.” Membership in the I.U.C.N. was granted in 1980.
One of the most important duties of modern zoos is to contribute to wildlife conservation through conservation education programs. Since 1997, Saigon Zoo Botanical Gardens has carried out education programs for thousands of high school students with contests on understanding of nature and environment.

In 1999, the Department of Conservation Education was established with full-time educators and conservation education materials were compiled to provide to school teachers and school students. The objective of this program is to assist students raising their awareness of conservation issues in order to have positive attitudes contributing to environmental protection.

In 2001, conservation education programs of Saigon Zoo has received about 20,000 of school students in Ho Chi Minh City. It attracted attention from high school teachers, Ho Chi Minh City Department of Education and Training as well as a lot of positive media in HCM City.

When Taipei Grass Frog Meets Water Lily – Conservation Program of Taipei Grass Frog (Rana taipehensis) in situ

LiYi Cheng and Hua-Chin Lin, Taipei Zoo, Taiwan

Taipei Grass Frog is a vulnerable species in Taiwan. The species is only distributed in three small areas of Taiwan right now and its population in largely declining because of habitat destruction and pesticide. In one of its habitats, there are some water lily ponds. However, pesticide usage kills large amount of tadpoles and frogs including Taipei Grass Frog. To save this kind of frog, the farmer, who owned these ponds, was convinced to change his water lily farm work to be organic way by cooperation with local school teachers, an organic agriculture foundation, and zoo. And then, these organic water lily flowers were sold through the store of this organic foundation. This strategy raises the profit of the farmer and saved the frog at the same time. In addition, a workshop focused on wetland ecology and habit of Taipei Grass Frog is conducted this summer. The target audience of the workshop is local school teachers and the objective is to involve local people to concern and act on their unique natural heritage conservation.

“Dare to care for bears” in Indian zoos - maximum impact with minimal money, Sally Walker, Zoo Outreach Organisation, India

There are four subspecies of bears found in India. Large numbers of Sloth bears and Black bears are held in zoos, rescue centers, or by individuals for performing. Many zoos urgently require technical information on enrichment, nutrition and other management aspects. The bear traffic in India is not for gall but primarily domestic, for dancing bears, which the public supports due to ignorance and insensitivity.

The International Bear Foundation (IBF), Ouwehand Zoo, Netherlands supports education and public awareness of bear problems and solutions, as well as research, conservation and rescue activities. Zoo Outreach Organisation (ZOO) represents IBF in India, producing educational materials, maintaining a data base of bear problems, and circulating management materials for bear-bearing zoos.

The “Dare to Care for Bears” Education Program is an example of a model that ZOO has been refining over 18 years. With a relatively small amount of money, we can reach and engage zoo visitors in zoos throughout India with an entertaining program and a simple packet of activity items and information. ZOO designs a program featuring species or special issues and creates “Kits” to support it. Kits include several items: Guidelines for collaborating zoos, which organize public programs targeted at school children, packets for each participant, and other items to enhance the program. Before any appropriate nationally or internationally designated ‘day’, we invite zoos and other organizations to apply to ZOO for free program kits by sending us a short proposal. It should include a public function and a commitment to send us a detailed report including photographs, press clippings and reimbursement for postage. Indian zoos do not have trained educators to create such materials but they do have budgets for postage and hospitality, so this model is very convenient. Conducting such programs reinforces zoos’ commitment to education and also that of their superior officers, and gives them a good public image. A minimum of 10,000 persons were thus educated for about $2000.00. Kits are also shared with ARNIZE members all over Asia.

CONSERVATION EDUCATION DEFINITIONS FROM ASSORTED I.Z.E. CONFERENCE PARTICIPANTS -- HOW ABOUT YOU?

Everyone has their own definition of conservation education. At the meeting of I.Z.E. in Vienna, delegates were asked to define "conservation education" their own way, write it on a piece of paper and hand it in. The definitions below are the results. Sometimes when you are feeling "blocked" in writing a proposal, article, or sign, maybe these will come in handy.

We would like ARNIZE members to do this exercise also. We'd like to hear how Asian educators define conservation education. If we get more than 50 entries, we will offer a prize of a Membership in the International Zoo Educator Association. It is worth $45.00 so don't knock it! Send your entries to ARNIZE, c/o ZOO, 29/1 First Cross, Bharati colony, Peelamedu, Coimbatore, Tamil Nadu 641 004 India.

Conservation Education can be defined as technicalities or logistics adopted for wildlife restoration campaign. It is a branch that has diverse ways of managing or maintaining the value of nature. Jonathan Fayomi, Zoological Garden, University of Ibadan, Nigeria.

This is a process of promoting preservation of nature by using communication through interpretation in all forms to convey the desired message. Anonymous.

All the activities that make people change their mind and above all, their "behaviour" related to nature. Make people understand that to preserve nature means to preserve human kind. Stefano Angelini, Acquario di Genova, Italy. sangelini@acquayriudugbiva.it

Teach people of all ages to take care of all flora and fauna in the world nearby and far away by letting people feel, smell and hear aspects of nature and culture. Karin Slotman, Van Hall Institute, The Netherlands

Education programmes which serve the following tasks: 1) Sensibilities of nature and environment 2) Raise awareness for conservation 3) Empower to act both locally and globally on a personal and social level. Anonymous.

Developing a sense of love, awe and wonder at the natural world, leading to a desire to act in a way which will conserve the biodiversity of the world. Anonymous.

Conveying knowledge and attitudes with the specific intention of impacting human behaviour and eliciting positive actions on behalf of the environment and wildlife. Anonymous.

Education concerned with the teaching and learning of the concepts involved in preserving and conserving biodiversity and the techniques and strategies effective in achieving this objective.

To educate people about conservation issues, species, environments, habitats, ecosystems, etc. to help change people's perceptions and therefore actions to a sustainable way of life. Anonymous.

Conservation Education is the teaching and learning process of how people and nature interact in such a way that the balance of life on this planet is maintained. Anonymous.

Is a methodology to arise consciousness among the problems existing on fauna/flora wildlife in general via giving more knowledge in an active way on the different topics. Anonymous.

Conservation education provides information of the actual situation of nature – from single species to biotopes in a touching way. The presentation of ambitious initiatives and projects of organisations (like zoos) as well as individuals stimulates persons to take action. Possibilities to do so should also be included in conservation education. Anonymous.

Providing information, activities and experiences to enable people of all ages to discover the world around them and the inter-relationship of species and the environment, as well as the relationship of Man to the world. Conservation education aims to enable people to make informed choices to act in a more sustainable way and thereby support the conservation of nature and natural resources. Anonymous.

Education that in the broad sense affects people to act with more responsibility when it comes to use of resources and the conservation of living organisms. Anonymous.

Activity which excites, involves people into emotionally caring about environmental issues. Leading on to enabling, by offering ideas, information and tools (practical and intellectual) to make informed decisions and act in a positive way. Telling stories is not enough, but it's a start. Encouraging the desire to act is where it's at, as well as offering the possibility to act.

Increase awareness on the role that man plays in and the influence that man has on natural processes, starting with one's own immediate environment. And introduce ways in which one can make this role as positive and effective as possible. Anonymous.

To increase awareness of people on the beauty and necessity of biodiversity in such a way that the people care more and may alter their behaviour to contribute to conservation and to decrease their environmental destructiveness. Anonymous.

All the activities that make people change their mind and, above all, their behaviour related to nature. Make people understand that to preserve nature means to preserve mankind.

Facilitate the process: awareness, interest, procedures and understanding for nature, flora and fauna leading to attitudes that secure sustainable use of natural resources. Anonymous.

The effort to conserve and increase awareness of the wildlife species and natural resources, flora and fauna through systematic methods, programs and activities and using educational tools as a medium to awake human feelings toward living together in a better world. Anonymous.

Conservation education includes any education about nature, wildlife, the environment etc that has as its underlying mission, the goal of encouraging the development of appreciation, knowledge or participation related to the protection of nature. In short, it is any form of applied environmental education that has conservation as its underlying goal. To communicate about the interdependence of all living things on the planet. Anonymous.

This is a process of promoting preservation of nature by using communication through interpretation in all forms to convey the desired message.
SINGAPORE
SEAZA/ARAZPA Conference -- Zoo Educators Working Group,
Melissa de Britt, Taronga Zoo
ARAZPA Newsletter, Number 55, August 2002, Pp 25.

During the SEAZA/ARAZPA Conference we had an Education Working Group meeting, attended by 16 people, representing Malaysia, USA, Singapore, Taiwan, Japan, India, New Zealand and Australia. Karen Fifield, Leigh Wither, Hayley Smithers, John Gardner, Khim Harris, Mark Caddey and Melissa de Britt were the Education representatives from our region.

We basically identified five focus areas, discussed these areas and concluded with possible actions. The five focus areas were:

1. Identification of education: What is education all about? What messages do we want to deliver? How do we ‘hook people’ emotionally?
2. Policy for education: Can SEAZA educators adapt the ARAZPA Educational Policy?
3. Cross-regional programs: Are there established programs we can deliver across regions?
4. Resources: What resources can we share across the region?
5. Contacts: How do we stay in touch with each other?

Our actions consisted of opening the invitation for educators from both regions to attend each other’s education workshops, and to share what’s happening in the regions. Each of us will look at our education programs and investigate the opportunity to adapt the model of a program to make it cross-regional (Adelaide Zoo’s “Planetkeeper” was used as a prime example). We will also share our resources, brochures, programs, etc. with each other; and exchange contact details so we can continue communicating. SEAZA educators received a copy of the ARAZPA Education Policy and are now keen to design their own regional policy using ours as a framework.

This was our first successful step to working collaboratively with SEAZA educators and we look forward to future opportunities!

INDIA
“Against Wildlife Trade” themed education for animal welfare.
Submitted by Kumar Pushkar, Executive Director, Sri Chamarajendra Zoological Gardens, Mysore 570 010

Mysore Zoo conducted an education programme with a theme of “...Against Wildlife Trade” with materials provided by Zoo Outreach Organisation and ARNIZE. The opinion of some of the students about this programme is very enlightening.

The Tiger
The programme conducted by the authorities was very educative and acts as a means to create awareness among people in the society about conservation of the endangered species – Tiger. It makes us conscious to save tigers. It more over creates a sense of understanding between we, the human beings and the endangered animals.

Laxmi Priya
My opinion about the game
The game was really educative. We where able to know about tigers and their difficulties and how man is troubling them. M.S. Swathi

It was very nice. It should be done everywhere. Everyone should be aware of animals. Bhanuprasad, B.S.

I was really happy to play the game of the t-shirts and to wear the tiger mask. It was a great entertainment. I was very happy to play the games inside the bag. S. Vaishnavi

The game played was very nice and they taught us where tigers are and where they are extinct. So today we played by tying a mask to our face and a rakhi tied to our friends. Amith, V.R.S.

It was very educational. It is important that we do not kill tigers. I really hope that this message will be spread by the youth club to all the citizens of Mysore. So that they learn to respect animals who are their siblings. Sudeeptha, M.J.

The tiger game we played in the youth club was a wonderful game. The participants were so packed in the t-shirt during the game. They could hardly stand. When I wore the tiger masks and could not see anyone properly, it was funny. D. Raghu Nandan

The games which were played in the zoo premises made a lot of sense. I really enjoyed each and every moment of it. The cheers of the youth members made it more remarkable. Mahith T. Anand

HONG KONG
The 38th Bi-Annual Meeting of the International Zoo Educators’ Association IZE will be held at Ocean Park, Hong Kong in 2004. IZE tries to shift the meeting between continents and 2004 it is the “turn” of Asia. The Hong Kong meeting will complement the Conservation Breeding Specialist Group, CBSG and World Association of Zoos and Aquaria, WAZA meetings which will be held in the relatively nearby Asian country of Taiwan.

Dr. Suzanne Gendron, Curator of Ocean Park and also a professional zoo educator will coordinate the arrangements in collaboration with the IZE Council of which she has been made a member. Already many email discussions are being circulated about how to improve conferences and get the maximum number of Asian zoo educators to participate. Suzanne Gendron, Curator, Ocean Park, Hong Kong will coordinate the IZE Conference in 2004 on behalf of the host.

Malaysian Zoo Educators -- Submitted by Claire Miller, of Zoo Negara Malaysia, Kuala Lumpur.

The Malaysian Association of Zoological Parks and Aquaria MAZPA is planning to set up an organization which will link together those staff who are responsible for the education efforts of Malaysian zoos or animal collection.

There exist a number of similar organizations both national and international around the world which already serve this purpose, but to date, no such organization has been set up specifically for Malaysia.

The vast majority of zoos and animal collections in Malaysia may not have a specific department or member of staff whose full time job is to meet the educational needs of their collection but if the institution has only one cage label in your zoo or carry out one guided tour per year, then someone at the zoo is doing Zoo Education!

Which zoos or animal collections should become involved with the Malaysian Zoo Educators?
- Anyone who has even one cage label or animal sign.
- Anyone who shows visitors around.
- Anyone who is ever asked by students or others for information about animals in your collection.

What are the Malaysian Zoo Educators going to do?
- Swap information about what each of us are doing.
- Provide assistance for our members by sharing ideas and resources.
- Link together to organise co-ordinated programmes which can then pass on the message of conservation to a far wider audience than we can hope to reach as individuals.
- Meet up whenever possible to discuss ideas.
- Produce a regular newsletter to help us keep in touch.

More news of the Malaysian Zoo Educators will be forthcoming soon.

Suzanne Gendron, Curator, Ocean Park, Hong Kong will coordinate the IZE Conference in 2004 on behalf of the host.

MALAYSIA
Malaysian Zoo Educators -- Submitted by Claire Miller, of Zoo Negara Malaysia, Kuala Lumpur.

The Malaysian Association of Zoological Parks and Aquaria MAZPA is planning to set up an organization which will link together those staff who are responsible for the education efforts of Malaysian zoos or animal collection.
THAILAND
Khao Kheow Open Zoo hosts International Training Course in applied Environmental Education

Venue: An international course in Applied Environmental Education will be held from February 3, 2003 to February 26, 2003 at Khao Kheow Open Zoo (KKOZ), Chonburi, Thailand. The course will be sponsored and conducted by the Smithsonian Institution (SI), Environmental Education and Conservation Global (EECG), and KKOZ. The course will be based at a training center on the grounds of KKOZ. The zoo is located about 80 kilometers southeast of Bangkok near the Gulf of Thailand. In addition to its basic mission of preserving and displaying animals from around the world, KKOZ also conducts an extensive environmental education program for teachers, schoolchildren, and visitors to the zoo.

Course Content and Design -- The course covers techniques in environmental education, social marketing, project planning and communications. The goal is to demonstrate how communication and problem-solving methods can be used to encourage more environmentally sound attitudes and behaviors. Specifically, the course focuses on techniques to build basic environmental awareness and action skills in various target audiences, such as resource users, decision makers, and school children. Course instruction will be in English.

The long-term goal of the course is to foster the development of a cadre of professionals worldwide that can implement resource-based education, planning, communication, and social marketing strategies, and teach this applied environmental education to their colleagues through workshops and seminars.

Course Fee -- The course fee is US $1,500. This price includes all expenses for lodging, food, local travel, course materials, facilities, and special events during the course—generally everything except airfare. All applicants must include letters confirming financial support with their applications.

Who Should Apply -- The course is designed primarily for people who develop, administer, or conduct education programs dealing with natural resource conservation, sustainable development issues, or environmental and wildlife concerns. Participants may work for government environmental or resource management agencies, ministries of education, zoos, universities, NGOs, museums, parks, etc.

How to Apply -- Applicants should submit the following materials:
-- A 2-3 page letter of application indicating why you are interested in the course, how you will use what you learn at the course, and your long-term career goals. Please include a description of an environmental education project that you would like to develop during the course and implement later in your home country.
-- A current biography or résumé.
-- A letter from your supervisor or the director of your organization or agency indicating that you have permission to attend the course and that your organization or agency supports your efforts in environmental education.
-- Two letters of reference from persons who know you and can provide background on your professional and personal attributes.

When and Where to Apply
The deadline for applying for the course is December 15, 2002. After this date, applications will be accepted on a first come, first served basis. Please send application materials and inquiries for the course to:
Joan Haley
Department of Conservation Biology
National Zoological Park
Connecticut Avenue, NW
Washington, DC 20008
Email: haleyj@nzp.si.edu
Phone: 202-673-4844 or 202-673-4843

Scholarships
A limited number of partial scholarships will be provided but they will be available only to successful applicants from developing countries. All applicants requesting partial scholarships must submit a letter justifying their need for financial support.

BANGLADESH
The South Asian Zoo Association for Regional Cooperation SAZARC held their 3rd Annual meeting in Dhaka, 6-10 October. Among participants, interest in zoo education was very high. A working group on Zoo Education discussed major components which make up a zoo education programme, including some current lacunae.

Education:
1. Good signage
2. Education material
3. Education centre (posters, CD, brochures, video)
4. Education through media (local & foreign)
5. Ecological importance of species.
6. Information on various species (status, threats)
7. How to get the information?
8. Include wildlife/conservation education in school syllabus.
10. Utilize the local staff to educate people. Don’t Wait!!
11. Use animals for education
12. Celebrate special day/special animal day/senior animal day
13. Zoo Museum
14. Library/membership

Training:
Training of all zoo personnel (Director, Curator, veterinarian, educationist, supervisor & keepers); volunteers/teachers/NGOs; fundraising; workshop/seminars; FOZ: exposure to other zoos; proposal writing skills; training for effective signages/educational materials)

The group conducted a SWOT Analysis and listed the following Strengths and Weaknesses.

Strengths
Skilled staff; cooperation; resources (natural); wildlife diversity, climate, habitats; willingness; availability of material education research; formulate legislation; good representation of zoos; courses; networking.

Weakness
Lack of legislation; lack of awareness; lack of funds; transfer of zoo staff; political instability; lack of animal exchange (policy) (indiscriminate breeding)
Wonderful 2002 Summer Camp in Shanghai Zoological Park!

Every summer many students will come to Shanghai Zoo for a summer camp. This year students have experienced more fun and learned more about wildlife in this short trip.

They not only met the lovely Panda, the mild Sika Deer and other 615 species of captive wildlife, but also learnt to observe free-living wildlife in the zoo, such as squirrels, bulbuls, magpies and parrotbills.

Under the instruction of zookeepers, students fed pelicans with their own hands. In the commissary, the kitchen of captive wildlife, students made diets for different animals, and a nutritionist from the zoo judged whether the diet is suitable or not. It was an exciting experience for the students to act as zoo staff.

For the participants, the most special part of the camp is to observe nocturnal animal in the evening. They watched the birds gathering together in the lake and bats hunting insects, and hearing the wolves and tigers howling freely and experienced the harmony of the wildlife world.

When the camp ended, most participating students expressed their devotion to the conservation of wildlife and protection of our environment when they grow up.

New address:
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Technology Center
Shanghai Zoological Park
2381 Hongqiao Road
Shanghai 200335
P. R. China
Tele: +86-21-62681423
Fax: +86-21-62687692
E-mail: shzoocn@yahoo.com.cn

To be a zoo keeper. Photo courtesy: Shanghai Zoo.
Inauguration of ‘Touch Table’ at Thiruvananthapuram Zoo
K. Hari Kumar *

Zoos attract a captive audience of millions of people every year. The primary aim of the Zoo is to give education to the public. Thiruvananthapuram Zoo is undergoing modernisation. As part of our education programme we have started ‘touch table’ so that the visitors coming to the zoo can enjoy by touching and feeling real animal artifacts. We tried the tables for two weeks and decided to continue this touch table exhibition every weekend. Demonstrations were conducted by the Zoo Superintendent K. Hari Kumar, Veterinary Doctor S. Abdul Salam and Education Officer K. Gangadharan.

Three tables were set in a shady area near the Zoo entrance, so that the visitors could gather and learn from our demonstration classes. The three tables were made by our carpenter with improvised materials. In the first table we exhibited a stuffed leg of an Elephant, skulls and horns of a Gaur, Black Buck, Spotted Deer, Sambar Deer and Himalayan Ibex. By showing the leg of Elephant we explained about the features of this animal, their musth and difference between Indian and African Elephant. We explained the illegal trade of Elephant tusks and about “Veerappan”, a known poacher of Elephants. Differences between antlers and horns were also explained. Children were encouraged to touch the exhibits to satisfy their curiosity. The antlers of black buck was explained by giving the actor Salman Khan’s misadventure. Visitors were keen to touch the long Himalayan Ibex horn. In the first table we also exhibited jaw bones of herbivores, carnivores and omnivores animals. Visitors were told about the difference in the structure, size and adaptation of jaw and teeth.

In the second table, we exhibited our tranquillising equipments. Our Veterinary Doctor explained different types of tranquillising equipments and methods of their use. People were eager to learn and observe the methods. We exhibited the skin of Civet cat and Pangolin and explained about the illegal trade of animal products and superstitions about them. Educative posters were also exhibited about animal trade and the punishment for buying and selling animal parts.

In the third table we exhibited the largest egg in the world. People were curious to see the egg and all of them touched it. This table also exhibited the plastic obtained from the intestine of deers and Nilgiri Tahr, chappal and coin obtained from the intestine of Hippopotamus which had died due to the consumption of these objects, with this we were able to create awareness about teasing and illegal trade of animals.

Touch tables provide to be highly popular with all ages of visitors.

Talking combined with touching is a good educative combination.

Students watching posters about the ill-effects of wildlife trade

* Superintendent & Education Officer, Zoological Gardens, Thiruvananthapuram, Kerala
Introduction
As the zoos have been attracting more and more visitors, expectations from the zoo have been going up. Zoos are ceasing to be simply a means of amusement and entertainment, but are being considered as a great medium of education. The emphasis, therefore on zoo management has been on the form of a very perceptible shift in innovative creation of educational activities.

The concept of educating zoo visitors is a subject that has not received adequate attention in most of the developing countries. Since thousands of people of all ages visit the zoo every day, this could be an ideal set up for imparting educational values on nature conservation, and hence a zoo has to be nurtured as an educational institute.

Mysore Zoo supports a youth club, summer camp, plastic eradication programme, literate competition for students, improvement of signages, research, publication of materials, and certain innovative programmes to emphasize more on educational values.

It is a long felt need to organize orientation programme through Centre for Environment Education, (CEE), Ahmedabad, who are master trainers to train our zoo volunteers, since most of the educational activities of Mysore Zoo are assisted by them. Twenty-four participants from different zoos, Natural History Museum, school teachers, zoo volunteers and an NGO took part in the programme. The broad objectives of the training programme are:

1. To orient participants to the scope and potential of environment education.
2. To discuss the scope of environment education through visitor facilities like the zoos, aquaria, breeding centers etc., to introduce innovative approaches for integrating environment education in such facilities.
3. To discuss various media and methods used for communication to various target groups.
4. To introduce the basics of interpretation.
5. Zoo management aspects
6. To provide a platform for sharing experiences and resources
7. Any other interested topics

Mrs. Meena Nareshwar and Mrs. Meena Raghunath from CEE had initiated to conduct this programme at Mysore Zoo. The Zoo Authority of Karnataka and Centre for Environment Education have jointly organised this programme, and provided an opportunity to all the volunteers and interested individuals.

Mysore Zoo proposal to TALEEM schedule was a five-day training Programme for Zoo Volunteers on “Environment and Conservation Education” through Zoos’ from 26th...
August to 30th August, 2002

Schedule

26th August
10.00 am – 10.30 am Registration
10.30 am – 11.30 am Icebreakers and about CEE
11.45 am – 12.30 pm Expectations from the programme
12.30 pm – 01.30 pm Role of Zoos
02.30 pm – 04.30 pm What is EE and Approaches
EE through games
EE through trails
EE through observation
04.30 pm – 05.30 pm Opportunities for using EE in Zoos. (SWOT analysis)

27th August
Media for Communication
10.00 am – 12.00 am Use of Slides
12.00 pm – 01.30 pm Use of Puppetry (Mrs. Bhanumati)
02.30 pm – 03.30 pm Use of Newsprint/Bulletin Board
03.45 pm – 04.30 pm Role of Volunteers (sharing of experience) (MCBT Volunteer)
04.30 pm – 05.30 pm Zoos and School Curriculum (Group exercise)

28th August
Field trip to Ranganthittu Bird Sanctuary
Exercise 1: Developing Observation and Activity Sheets
Exercise 2: Developing Visitor Profile Form
Afternoon session: Publications for Zoo Education

29th August
10.00 am – 11.30 am What, Why and How of Interpretation Writing Zoo Signages
11.45 am – 12.30 pm Developing Visitor Profile Forms and Analyzing Visitor Diversity
12.30 pm – 01.30 pm Planning Celebrations and Events
02.30 pm – 03.30 pm Role of Animal Keepers and Visitor Interactions
03.30 pm – 04.30 pm Zoos and Outreach Programmes
04.30 pm – 05.30 pm Annual Plan of Action

30th August
10.00 am – 12.00 am Presentation
12.00 pm – 01.15 pm Zoos and Networking
02.30 pm – 03.30 pm Feedback
03.30 pm – 04.30 pm Summing up and Distribution of Certificate
Maitri Baag Zoo starts sponsored visits for School Students

G.K. Dubey * and T. Kalaichelvan **

Maitri Baag Zoo, Education Unit has organised a sponsored visit to Maitri Baag Zoo for zoo education on 11th July 2002. The students of Gurukul School of Bhilai visited the Zoo. As announced in the previous zoo education programme on “Against Wildlife Trade” by Chief Guest Shri. R.K. Agrawal, DGM Town Administration, B.S.P. at English Medium Middle School, Sector-6, Bhilai, this programme was sponsored by the Zoo Education Unit.

The zoo is a resource for educating the students / public on Wildlife & Environment. The students and their teachers were guided and given information on wildlife, on the purpose of zoos, conservation of wildlife etc.

They visited the zoo and learnt about wildlife. The school children recognised different wild animals and learnt about their habit and habitat, behaviour and other interesting information. At that time, the Zoo Education Unit has distributed masks of tiger and other educational materials, such as stickers and posters etc. The school children as well as the teachers liked them very much. The educational materials were provided by Zoo Outreach Organisation.

This programme was organised by Dr. G.K. Dubey, T. Kalaichelvan & C. Balkottaiah of Maitri Baag Zoo. The school children were escorted by the Principal Mrs. Seema Oswal and teachers Mrs. Anjali Kumar, Ms. Rinki Pal Agrawal, and Ms. Vibha Jain of Gurukul School, Nehru Nagar, Bhilai.

The programme was one of the several organised by the Maitri Bagh Zoo’s new Zoo Education Unit, which was inaugurated this year during Animal Welfare Fortnightly. At that time, it was announced that future visits for school children would be organised. At this time, the zoo conducted a programme on one of the animals in local trade, the Rose-Ringed Parakeet to create awareness of the need to curtail collection, sale and purchase of the bird. Packets provided by ZOO with a theme “... Against Wildlife Trade” were distributed to attendees of the function.

* Veterinary Officer and ** Zoo Officer, Maitri Baag Zoo, Bhilai 7, Madhya Pradesh
Zoo Outreach Organisation ZOO and our sister organisation Wildlife Information Liaison Development (WILD) Society hosts a large number of networks of which ARNIZE is only one. Other networks are, for the most part, organised around some of the disciplinary and taxon specialist groups of IUCN SSC. The disciplinary specialist groups with which ZOO is associated are the Conservation Breeding Specialist Group (CBSG) and the Reintroduction Specialist Group (RSG). The taxon based groups consist of some of the fauna which is neglected -- the small, sometimes ugly or “yucky” creatures, e.g. the opposite of the charismatic megavertebrates which everyone loves. Our major focus is on invertebrates, amphibians, reptiles, bats, rodents, insectivores, and lagomorphs.

Under the auspices of the Conservation Breeding Specialist Group and with the collaboration of the IUCN SSC Specialist Groups we conduct special workshops involving field biologists, other academics, foresters, etc. In these workshops, the participants pool the information they have about a target taxon group, such as bats, and use that information to assess the level of threat to the survival of species and populations. The workshops are called C.A.M.P.s -- Conservation Assessment and Management Plan workshops. They are ideal for Red Listing species for IUCN SSC’s Red List of Threatened Animals which comes out every other year. We edit the information and bring out a Report also.

With this valuable information:

• we want to use our contacts with all these organisations to conduct holistic conservation action modules.
• We want to combine in situ and ex situ conservation at all levels, including education
• We want to involve all levels of people in education.

We have a relationship with zoos, welfare organisations and some conservation NGO’s over many years and we supply them with educational material to use during wildlife special events so that they will have up-to-date, conservation relevant material to give the public. This year, we are trying to expand our “conservation education partners” list so that our educational material can be distributed to different audiences in more places than the zoo.

There are many millions of people to educate about conservation values; there are not enough traditional educators to address the vast numbers of young and old who need to learn. We need to find more people who are passionate about wildlife and are willing to find student groups and teach them.

So, we sent an invitation to selected zoos, welfare organisations, conservation organisations, field biologists and academics informing them of environmental events coming up within 2002. We also requested them to rank those events which they preferred to celebrate, as well as the themes they preferred on a form and return it to us. Our survey indicated that most preferred Wildlife Week and Animal Welfare Fortnight as events, and Teacher Training and visitor behaviour as themes.

We sent sample packets to those who had returned forms and again sent them a form for applying for themed packets. The themes were Bears, Bats, Teacher Training and “... Against Wildlife Trade”. About 50 zoos and other institutions and individuals applied and we sent more than 10,200 education packets for wildlife week this year.

For this programme, we don’t require payment from the organisers. We create, produce and send the materials as per request and our supply absolutely free of payment. In return recipients have to do the following:

- send a proposal describing the programme, the target group, etc.
- pay postage for the materials.
- organise a programme with a function, games, etc. (as opposed to just giving the packets to volunteers to hand out to just anyone).
- call the press if possible and send us the newspaper cuttings.
- take photographs and send the best ones to us.
- submit a report about the programme and any artifacts that might be useful to us in reporting the entire project and promoting their activities.

In return, we publish their reports and photos in ZOOS’ PRINT and ARNIZE News, put selected ones up on our website and also submit them to our donors for their perusal. A sample is included following this note.

ZOO has been so happy with the organiser’s use of these materials. We know the problems of institutions and organizations in creating and producing a small quantity of such items. It seems to work well ... ZOO is happy, the organisers seem to be happy and our donors are very happy. Speaking of donors, they are:

Teacher Training Kit -- Universities Federation for Animal Welfare UFAW
Bat Kit -- Chester Zoo, Bat Conservation Internation
"...Against Wildlife Trade -- Universities Federation for Animal Welfare UFAW, Columbus Zoo
Bear Kit -- International Bear Foundation IBF
CARE FOR BEARS, PATNA
Sanjay Gandhi Biological Park and the Society for Conservation of Flora & Fauna jointly celebrated the ‘Wildlife Week, 2002. Several activities were organized to create awareness among different strata of society on the issues of wildlife protection and conservation.

The week long celebration was inaugurated by the Hon’ble Minister, Environment and Forests, Government of Bihar who opened a ‘Photo Exhibition on Wildlife’ in the park’s museum for visitors and a ‘Wildlife Spot Photography’ competition was conducted. Later, during the day, a panel discussion on “Role of media in wildlife conservation” was organized, which was participated by print and electronic media personnel of Patna. The minister and higher officials of the department of Environment and Forests were present during the discussion.

During the week, three educational programmes were organized for different categories of people including senior citizens of Patna. The slum-dwelling children of Patna were the participants of Zoo Education Programme with children getting educational materials and masks on wildlife supplied by Zoo Outreach Organisation, Coimbatore. Finally a Zoo Education Programme was organized for the animal keepers of the park and common visitors.

On 8th October, the concluding function was graced by the Hon’ble Chief Minister of the state as well as other Ministers and officials. Schools presented programmes and dramas with a wildlife message. Hon. Chief Minister announced the final names of the new-born babies of three wild animals proposed by school students across the state and distributed prizes.

The CM stressed the need to increase the forest area in Bihar and reiterated the commitment of her government to protect the wild fauna of the state. Mr. Laloo Prasad complimented the zoo on recent breeding trend of wild animals in the park.

Submitted by S.D. Singh, Honorary Secretary, SCFF, Patna

BEAR DAY, NATIONAL ZOO, INDIA
Wildlife Week was celebrated 1-8 October 2002 at the National Zoological Park, New Delhi. The week began with an ornamental inaugural at which two schools presented cultural programmes on the occasion with a skit emphasising the need to maintain balance in nature. They demonstrated what will happen if we remove any component of the ecosystem.

One of the days was declared “Bear Day” with children from Kendriya Vidyalaya, Sector-8. They were seated in front of the Bear enclosures. The children were seated in front of the bear enclosure where they helped serve the Bears special food. Facts about Bears were related to students who were encouraged to find the difference between Sloth Bear and Himalayan Black Bear thereby enhancing their observational skills. Posters received from Zoo Outreach Organisation were displayed and interpreted, and the material distributed to students. The children were asked to wear masks and find their rakhi and mask partner and tie the rakhi. They played ‘save the bear” and “survival of the fittest” games. They had come prepared with a skit with conservation theme. Some children went to change costumes while others participated in the Bear Dance. The skit was scripted in Hindi in the form of a poem. Some children sang the poem on the beats of music and others enacted. In the end, children suggested sustainable living as the option for conservation.

“Amazing World of Animals” was also a theme for a day with a focus on Ratite, Deer and Antelope and Reptiles. Participants were told about the prevalent trade situation and its implications. The packets for “Against Wildlife Trade” provided by Zoo Outreach Organisation were given to them. The children saw and touched the eggs of Emu, antlers of deer and a snake. It was a lifetime experience for most of the children.

Submitted by B.S. Bonal, National Zoological Park, New Delhi
TEACHER TRAINING WILDLIFE WELFARE, GUTTUR

The International Animal & Birds Welfare Society, Guttur, Andhra Pradesh conducted a one-day Teacher Training programme on a theme “Wildlife Welfare” and formation of Kindness Clubs for selected Mandal Parishad School teachers. The Zoo Outreach Organisation, Coimbatore sponsored the entire training materials. The objectives were:

1) To create awareness of the need for spreading knowledge of wildlife welfare
2) Formation of kindness clubs in schools, role of teachers.
3) To change negative attitudes towards wildlife welfare.
4) To develop animal welfare education programmes for school children by linking teachers and students with zoos.
5) Wildlife welfare, animal welfare and acts related to welfare.
6) Five freedoms of animal welfare.

Part 1 of the programme had four sessions that covered the following topics. a. wildlife welfare, animal welfare and acts related to welfare. b. formation of the kindness clubs c. wildlife in the zoo and five freedoms of animal welfare Part 2 of the programme had the following practical sessions: a. developing an educational programme and wildlife in curriculum, b. linking schools with the local zoo. c. visitor behaviour observation.

Inauguration and Sessions:
Various presentations were given on the above topics. Linking schools with zoos and planning a zoo activity was the most important activity of the day. The teachers were guided to plan a zoo education programme for their children by giving them ideas of what programmes they could do with the resources available in their schools and by utilization facilities.

Submitted by G. Manjunath, International Animal & Birds Welfare Society

The Five Freedoms of Animal Welfare

1. Freedom from thirst, hunger and malnutrition
2. Freedom from discomfort
3. Freedom from pain, injury and disease
4. Freedom to express most normal behaviour
5. Freedom from fear and distress

Guidelines for teachers

Posters

To Do at the Zoo
- Listen to the teacher or your guide
- Go to the exhibits in groups
- Look at the animal from an unobstructed angle
- Do not touch animals
- Do not feed animals

To Do at the Zoo
- Do not throw stones
- Do not make loud noises
- Do not climb on animal enclosures

Wildlife Welfare Teacher Training Programme

A Zoo We'd Understand

17
BATTY FOR BATS
University professors teaching kids about bats, Sarah Tucker College, Tamil Nadu

A bat conservation awareness programme was conducted during the Wildlife Week celebrations by the bat research team of Sarah Tucker College with an idea of developing new attitudes to accept the much maligned bats as a natural part of our surrounding and appreciate their role in contributing a healthy ecosystem.

The bat research team of the College consists of 6 eminent researchers. Apart from research, the team conducts bat conservation programmes. On 8 October 2002, a Bat Club was inaugurated at St. Francis Xavier Matric Hr. Sec. School, Tirunelveli, Tamil Nadu. The organizing committee was constituted by the Principal, four postgraduate staff members of the school, bat research team of Sarah Tucker College and 55 rank holders from 6-8th standard.

The ‘Just bats about bats’ programme was conducted between 2 to 4 pm on 08.10.2002. The programme started with a slide show with information about bats, their diversity and their beneficial role in the ecosystem. Posters made by the college students were displayed in the school campus. Quiz was conducted for students, based on the information gathered from the slide show and posters displayed at the venue. Small prizes were given to the participants. Finally, the programme ended with two games related to bats using bat masks sent by the Zoo Outreach Organisation. The masks were supplied under a programme organised by Z.O.O. on behalf of CCINSAs, the Chiroptera Conservation and Information Network of South Asia and the South Asian wing of the IUCN SSC Chiroptera Specialist Group. ZOO and CCINSAs organised a Conservation Assessment and Management Plan C.A.M.P. Workshop in January 2002 with special issue working groups, one of which was education. Many ideas and personal commitments (including to start Bat Clubs) came out of this workshop.

The students enjoyed playing ‘Playing Bat’ part II game and ‘Bat resume’ game according to Guidelines sent by Zoo Outreach Organisation. Prizes were given to the winners.

Submitted by Dr. Juliet Vanitharani, Sarah Tucker College

JUST BATS ABOUT BATS,
Scientists teaching kids about bats, ZSI, Patna

During Wildlife Week 2002, October 1-7 the Gangetic Plains Regional Station of the Zoological Survey of India organised an awareness programme about bats among school children aged 5 to 12 years. More than 40 students from different schools in Patna besides teachers and guardians participated in the programme.

Zoological Survey of India is the nodal institution in the country for collection of faunal knowledge. The scientists of ZSI shared their knowledge with teachers and guardians about usefulness of bats for human beings. About 120 species of bats are found in India in which 27 species have been recorded from the state Bihar where the programme was held. Dr. Sinha admitted that bats are “ugly creatures” but they help in insect control. Although some fruit eating bats destroy fruits in the garden and orchards, this can be taken lightly because they help in cross-pollination of flowers and also in seed dispersal for many kinds of plants, including trees. Many plants have “bat flowers” and they are wholly dependent on bats for pollination. Dr. Sinha and the other scientists also made a display of bat artifacts and preserved specimens and explained their significance to the students.

The differentiating characters of bats and their usefulness for the welfare of human beings were explained to the students. The students were encouraged to collect more and more information about the utility of bats and spread the word among local people that bats do more good than harm. They should request them to neither kill the bats nor destroy their colonies. Educational materials consisting of Bat packets received from Zoo Outreach Organisation and certificate were distributed among the participants.

Submitted by Dr. Y. P. Sinha, Scientist ‘B’ & Officer-in-charge, ZSI, Patna.
Great new teaching tool for tiger range states (or any tiger lover)
Teachers for Tigers, developed by Wildlife Conservation Society

The Wildlife Conservation Society (WCS) at Bronx Zoo, recognizing the role of zoo or any educators in the battle to save endangered species have developed a wonderful new tool for teaching about tigers. It is a manual of teaching ideas, including attractive graphics, for teachers to use in creating exciting, informative and interactive teaching modules about tigers.

Designed primarily for educators in tiger range states, the materials are effective, easy-to-use, and up-to-date. They can be implemented anywhere, with any audience: students, community groups, literate or non-literate persons, children or adults.

The Teachers for Tigers manual provides a large variety of activities, teaching strategies and evaluation tools which are informative, interactive, and fun. Anticipating (and hoping for) its use in rural areas of tiger range states, developers Annette Berkowitz, Tom Naiman, Sarah Gruber and Nalini Mohan of Wildlife Conservation Society designed the Manual so that only few basic supplies would be needed to supplement it.

Some of the pages are designed as hand-outs to remove from the book and duplicate, but -- in case the user is from an area with no photocopier -- alternative group exercises are also provided. None of the activities depend on electricity or electrical equipment -- you only need enthusiasm and abilities as educators.

The materials could be developed, in part through a generous grant from Monica Krick and Steve Pratt. In order to insure the authenticity and appropriateness of the material, the developers did extensive research. Other WCS staff who were consulted are Stacey Motland, Melissa Paoloni, Judy Unis and Sharon Katz. They also requested Dr. Alan Rabinowitz, tiger researcher in South East Asia and Dr. Ullas Karanth, tiger researcher in South Asia, to review and provide comments on the program materials. Ullas himself provided the model for the friendly field biologist who explains the pugmark censusing method and camera.

Testing in India
The materials will get their first dip in the water in February when two zoos in Southern India put on workshops for zoo educators and those holding additional charge in education from throughout India. The venue for these workshops is yet to be decided but they are likely to be both held in southern India. There will be another round of workshops in July and November which will effectively cover much of the country.

The Asian Regional Network of International Zoo Educators

ARNIZE has agreed to coordinate a series of workshops throughout India, South Asia and possibly even South East Asia and this will be done via Zoo Outreach Organisation in India. Zoo Outreach Organisation normally does not work with large mammals such as tigers or other “charismatic megavertebrates” but when ZOO’s officers and staff saw the tiger manual and all it could communicate about teaching, they could not resist! ZOO has applied for grants to run additional workshops after those in southern India, and, although the final word has not come the potential agency is “very interested”.

Other collaborators of ZOO will be the Conservation Breeding Specialist Group, South Asia (CBSG, South Asia) in view of the tremendous work done on tigers by the long-term Chairman of CBSG, Dr. U.S. Seal and others associated with the IUCN SSC specialist group. Also the Wildlife Information & Liaison Development Society (WILD) will lend time and staff to the exercises.

The workshops will run five days with Tom Naiman and Nalini Mohan visiting India to run the first few
workshops and essentially train trainers to continue the work. ZOO and WILD staff as well as other local resource persons will also have a role in the training workshops. Arrangements are being made by ZOO to get the manual translated into several Indian languages for use for non-English speaking audiences.

ZOO will also develop simple educational packets using graphics and material from the Manual to demonstrate how easily the material can be adapted and also to provide every workshop participant with 50-100 packets to take home so that he or she will have no excuse at all not to begin their tiger education activities immediately.

The Teachers for Tigers Manual has information about all 7 subspecies of tigers so other countries besides India can benefit by it, and will do in course of time.

Teachers for Tigers is composed of four units:

The “Teachers for Tigers” Manual is composed of four units:

1. The World’s Greatest Cat! Tiger dramas; tiger ranges today to 100 years ago; tiger behaviour; historical view of tigers in the 20th century.

2. Global Perspectives. Tigers in mythology, art, advertising; tiger images across cultures; diverse perspectives and attitudes about tigers.

3. From Awareness to Action. Research; tiger feeding ecology, home ranges, and census techniques; tools used by field biologists, radio tracking and camera traps.

4. Global Problems, Global Solutions. Conservation problems faced by tigers; Explore competition for resources, habitat destruction, human impact, and the trade in tiger body parts. Situation faced by different subspecies; factors contributing to an animal’s status; the link between traditional medicine and the tiger trade.

Each person will finish the program knowing how to make a difference and making a pledge to help save tigers.

About the developers and resource person.

Wildlife Conservation Society

The Wildlife Conservation Society has for years been providing environmental education training to teachers, informal science educators, school administrators and others around the world. Based on WCS’s rigorously tested environmental science curricula, which are among a handful of environmental education materials to have been validated by the U.S. Department of Education, WCS’s international training programs have proven to be enormously powerful catalysts in promoting creative ideas and methodologies in the service of wildlife conservation educators.

It should also be noted that educators from at least a dozen developing countries, from Columbia and Peru to Sierra Leone and Tanzania, have received training from WCS staff at the Bronx Zoo. The results of program evaluations have indicated that participants in WCS’ field and on-site workshops: 1) dramatically increase their knowledge and understanding of habitat ecology and key conservation issues; 2) gain a heightened awareness of the value of community resources, such as natural areas, parks and zoos, in classroom education; 3) increase their awareness of biodiversity in their home countries; and 4) increase their knowledge of new hands-on, inquiry-based teaching techniques. There have been successful in leadership training programs in Costa Rica, Cuba, Papua New Guinea and The People’s Republic of China.

Tom Naiman is Wildlife Conservation Society’s Director of Curriculum Development and International Education. Tom will be responsible for aspects of program planning, the preparation and adaptation of curriculum materials, and leading workshops. Mr. Naiman oversees the WCS teacher training projects in several countries and has extensive experience in the management of comparable programs. Tom Naiman wrote the Teachers for Tigers manual and has led more than 30 educator workshops in international sites since 1994.

Nalini Mohan, Wildlife Conservation Society’s International Trainer, will be responsible for the collection of evaluation data, statistics and other project data; aspects of the planning and delivery of the workshops and workshop sessions.
Guidelines for Education Standards in Member Collections of the Federation of Zoological Gardens of Great Britain and Ireland -- for our reference

Editor’s note -- one characteristic of the modern zoo community today is a tendency towards self-regulation, the development of standards and guidelines by a national or regional association which define the quality of their institutions. The standards may be all-encompassing for a large subject, such as zoo management, or welfare of animals, or they may address one subject or discipline in a very detailed manner, such as guidelines for elephant management or education standards (as below as well as the Australian policy on education).

In developing standards, the first thing the editors do is to gather together all the similar material they can find for reference. We would like to encourage the development of education standards in Asian national and regional associations and individual institutions. Hence the inclusion of these Guidelines from the Zoo Federation of Great Britain.

We are informed that the Zoo Fed relied extensively on the World Zoo Conservation Strategy in creating these guidelines.

The main aims of modern zoos is to include conservation and education. The charitable status of many collections rests solely on education as the ‘charitable purpose’. If conservation is to succeed, people need to be inspired to care about and understand animals and the threats they face in the wild. Everyone should have the opportunity to experience and learn about wildlife at first hand. One of the Federation’s stated aims is to promote knowledge and understanding of the natural world through the medium of zoos. Federation zoos are a valuable educational and cultural resource, together with museums and botanical gardens. The World Zoo Conservation Strategy (IUDZG, 1993) concludes that, given a professional approach, a knowledge of the zoo public and a clear-cut education plan, zoo education programmes can be successful in increasing the public’s awareness of the irreplaceable value of nature. Education is therefore an essential conservation task of zoos.

A. The education role of the zoo is to be clearly stated in its written mission statement.

B1. The zoo should have a written education policy identifying educational components and setting out the methods by which these components are directed towards the different sections of the zoo visitor audience. Quantifiable objectives appropriate to each collection should be stated. The concept of zoo education is broader than a programme for schools and should be targeted at the entire zoo visitation. This should be consistent with the World Zoo Conservation Strategy. Educationalists should work closely with marketing colleagues in collecting, collating and disseminating information on public opinion and public perception of the educational role of zoos.

Explanation:
Educational components might include such topics as: animal behaviour, zoo animal management, variety of life, a variety of animal-based topics, global or local conservation/habitat issues, threats to species, the role of zoos in conservation and a respect for and appreciation of wildlife.

Methods of delivering educational programmes might include a combination of: the exhibits themselves, identification labels, graphic displays, audio-visual presentations, interactive displays, information technology, zoo guide books, education staff, animal staff, zoo volunteers, permanent or temporary exhibitions, zoo publications, media articles and zoo websites.

Quantifiable objectives might include minimum numbers of visitors to be involved in direct contact with educational activities; volunteer recruitment levels; interpretation coverage of the collection, etc.

Visitor audiences may vary from zoo to zoo, but each zoo should have some idea of how the visitor audience is constituted in order to target its education programme. Examples might include: general visitors, locals, tourists, families, mixed age groups, friends, school groups, same age groups, teenagers, elderly, handicapped, literate and illiterate people.

B2. The zoo should be able to demonstrate that it is carrying out its education policy by reference to specific projects, figures of attendance and research. (It is a condition of Federation membership that information requested through surveys be made available to the Federation.)

C. At least one member of staff within the institution should be responsible for the implementation of the education policy.

Explanation: Medium-sized zoos would be expected to employ at least one member of staff with overall responsibility for education. Larger zoos should also have additional education staff. Staff would be expected to have some training in education, preferably with a university degree and/or teacher training qualification. In smaller zoos, the education role might be combined with other functions and be carried out by personnel such as the director, curator, senior keeper and researchers. Staff involved should be familiar with education practice and ideally have some formal or informal training in education (via education conferences and regional workshops for example).
D. Animals should be clearly and correctly identified on their enclosures. Threatened species and species in regional, national and international co-ordinated breeding programmes should be highlighted.

Explanation: There should be some uniformity in the nomenclature used for threatened species. It is recommended that the current IUCN Red Data list be followed.

E. When animal demonstrations form part of the programme, they should contain an education or conservation message.

Explanation: Displays should allow animals to demonstrate or extend their natural ability and show behaviours that are of intrinsic value to the species. They should not be compromised by being made to perform unnatural acts or to become humanised.

Care should be taken to avoid the impression that the animals make wonderful, exotic pets. It should be possible to focus on endangered species and to give reasons why they are in the zoo. Conservation issues such as loss of habitat and animal products’ trade can be included. Successful breeding programmes in the zoo and any reintroduction to the wild should be mentioned. Where visitors are brought into direct contact with animals via displays or ‘animal handling’ sessions, any Federation guidelines relating to such activities should be observed.

F. It should be emphasised that for education programmes to be successful, zoo animals must be exhibited in the best conditions, in enclosures that enable them to lead near natural lives and to participate in natural behaviours as far as possible.

Explanation: Animals that appear to suffer from physical and/or psychological restraint are counter-productive to education and will spoil the conservation message.

Interpretation/education should be an integral part of zoo exhibits and should be incorporated at the planning stage of new exhibits.

G. A reference library appropriate to the size and complexity of the zoo should be maintained and made available to all staff members, and possibly the public where practical.

Explanation: Books and current journals enable staff to improve their knowledge and to keep abreast of recent trends in zoo biology and conservation. In turn, this enables them to provide accurate information to zoo visitors.

H. Resource material/education information should be made available to the general public and zoo audience. This might include: leaflets, guide books, teachers’ notes, resource packs, and worksheets and should be displayed and available for purchase or for free.

I. The zoo should demonstrate a willingness to share experiences and information with other collections by attending, e.g. regional workshops and conferences. Smaller collections in particular will benefit from informal networking opportunities.

References:
IUDZG (1995): Zoo Future 2005

IZE HONG KONG

Although this is highly theoretical at this stage, there is a possibility that in 2004 the 17th Annual Conference of IZE will be held in collaboration with the meeting of the South East Asian Zoo Association SEAZA. Logistics and feasibility have to be discussed and decided but it is exciting to think of the possibilities. There could be an overlap of talks for a day or two so that, since "education is our most important tool", SEAZA members could hear some education presentations from around the world. This is from the brain and pen of Suzanne Gendron, who is Conservation Education Committee Chair for SEAZA.

There would be a variety of afternoon site visits and a lot of fun with the frisky SEAZA crowd. Possibilities are Ocean Park, (of course, as the primary organiser), Hong Kong Botanical and Zoological Gardens, Hong Kong Zoo, and other exciting and educational attractions.

It is early days. Suzanne would probably like to hear your opinion and ideas. You can email her at Suzanne M. Gendron <suzanne.gendron@oceanpark.com.hk>.
Dr. Miklos Persanyi, Chairman, of the European Association of Zoos and Aquaria has announced EAZA’s third conservation campaign, which is the “EAZA Tiger Campaign 2002/3”. In his introduction, Dr. Persanyi says “Tigers face many different threats - loss of habitat, loss of prey, being hunted for their skins and for Traditional East Asian Medicine ingredients, conflict with humans for living space, and so on. However, the news is not all doom and gloom and we intend that the EAZA Tiger Campaign will bring the solutions as well as the threats to the notice of the public. In this way people will learn how zoos contribute to conservation of tigers in the wild and how they themselves can help.”

The campaign was launched during the 2002 EAZA Conference in Barcelona in September 2002, and will conclude during the EAZA Conference in Leipzig in September 2003.

The aims of the EAZA Tiger Campaign 2002/3 are:
• Create awareness of the threats to tigers;
• Create awareness of the role of European zoos in tiger conservation; and
• Raise funds for wild tiger conservation projects in tiger range states. A target of 250,000 Euros has been fixed to support 21st Century Tiger’s wild tiger conservation projects throughout the tiger range states. 21st Century

Tiger is a unique partnership between the Zoological Society of London and Global Tiger Patrol, which has been raising funds for wild tiger conservation since 1997 and receives continuing support from the UK government.

Why did EAZA choose Tigers?
How come EAZA selected tigers when tigers have already received so much attention? and when there are so many other species out there just waiting to become extinct -- or get help. Their stated reasons are summarised below.
• Tigers are VERY high-profile. For media impact, EAZA could not find a better focus.
• Tigers are great “umbrella” species - to save tigers, we must protect the landscapes in which they live. So, we would be conserving both biodiversity and ecosystem functionality along with the tigers.
• Tigers are highly endangered - all subspecies are listed as either Critical or Endangered by the IUCN.
• Tigers are a native species for Russian zoos, many of which are members of EAZA.
• Many EAZA members keep tigers - and even those without tigers may want to join in. "The Owl Centre" was one of the most active participants in Tiger Week in the UK in 1996.
• We have included notes for those zoos without tigers.

Previous EAZA Conservation Campaigns have targeted Africa and South America - tigers are from Asia, which EAZA had not yet covered.

All good reasons.
The next few pages cover a few bits from the EAZA tiger promotion packet that we thought might be of interest to zoo educators from the range of tigers. Such as

1. an A-Z of tiger promotion ideas -- these are meant for western zoos but many of them would work great in Asia
2. an example of a project which will get funded by the 21st Century Tiger Programme with help from EAZA
3. a list or two of species other than tigers that will benefit by the tiger being helped.

For more information about the EAZA Tiger Campaign and whether any of the materials could be shared with Asian zoos, please check the EAZA website <www.eaza.net>.

FINALLY, it would be really neat if we could put together a compilation of projects and ideas that Asian zoos use for promoting tiger conservation and discouraging trade. How about it? Send your reports to ARNIZE at the zooreach email address <zooreach@vsnl.com> or post to ARNIZE C/o ZOO, POB 1683, Peelamedu, Coimbatore 4, TN, India.

AND FURTHER MORE, have any of you Asian zoos ever conducted a fundraising campaign for field conservation? Many Asian zoos are not valued much by wildlifers or wildlife agencies and there is little interaction. One way to change that might be to raise some money for field conservation for your country’s tiger projects. Your zoo would get great publicity and it could start a better dialogue between in situ and ex situ conservationists in your country.
EAZA Tiger Campaign activities and ideas for your zoo, A-Z

Many of these activities were created and tested at Marwell Zoological Park, Paignton Zoo and Bristol Zoo (UK), and during the Tiger Week organised by the Federation of Zoological Gardens of Great Britain & Ireland in 1996.

A-Z of activities and ideas

Activity Marquee (exhibition tent)
Set up a marquee with different activities inside:

· 'What does the tiger eat?' - a display of one day’s food with keepers available to talk about feeding and care of tigers at the zoo.
· 'Vital Statistics' cut-outs of the footprints and body of a tiger for kids to compare themselves to scales to compare their weight with a list of animal weights.
· 'Colouring In' a large mural of a tiger’s habitat, ready for kids to colour in.
· 'Bones’ skeletons, bones and jigsaw pictures of x-rays.
· Badge and Mask Making (see below).

Badges
Badge fronts can be pre-photocopied for children and adults to cut out and colour. Zoo staff or volunteers can make badges with a machine.

Biodiversity
Talk about tigers as one species in the habitats concerned and use them to show the biodiversity in those areas.

Drama Workshops
In the holidays you can run a workshop for children which has to be booked and paid for beforehand. You can create a play, make costumes and musical instruments, have drama sessions. At the end of the workshop the children can parade around the zoo in costume and perform the play in an open space.

Exhibition/Display
Cover tiger legends in history, the decline in numbers, the threats to tigers, the possible solutions. Volunteers can staff the exhibition to answer queries and give information on the Tiger Campaign activities. Have a collection box at the exit.

Face Painting
If your zoo already has face painters, ask them to donate the money from tiger faces only towards the campaign, or charge an extra 1 Euro for tiger faces only. Give out information on the campaign to each person who has a tiger face. If your zoo does not have face painters already, then you can donate all the money raised after cost of materials and labour.

Fact Sheets
Provide simple fact sheets about each kind of tiger, or just the kind you keep in your ZOO.

Feeding time
Advertise what time the tigers at your zoo are going to be fed each day. Keepers or staff can explain about the Tiger Campaign aims and activities to the people who gather to watch. You may also be able to use this opportunity to give or invite them to a formal talk on tigers.

How Many Tigers?
Create a mural or collage showing a small, simple tiger outline, repeated many times to show the estimated number of either all tigers, or of one kind of tiger, left in the wild. Then get children to pay a small amount to colour one outline in - the idea being to get all the tigers coloured in while also showing how few are left.

Mask Making
Mask templates can be copied on to orange card. Children and adults can cut them out and draw stripes on. Volunteers can be on hand to help fix head bands to the completed masks.

Money Tiger Picture
Get people to donate coins (or even notes) to stick to a board or wall to produce a picture of a tiger made of money.

Paint-a-Tiger
Draw a tiger on an A3 piece of paper with a grid. Copy this onto an OHP transparency and project onto a sheet of thin wood about 15 m x 6 m. Cut out the tiger and cut the shape into a simple jigsaw. Lie it out on a flat surface and draw around it then take the tiger jigsaw away and disassemble it. Provide white, orange and black paint in small pots which children and adults can buy and then paint a piece of the jigsaw. When the piece has been painted fit it into the right place in the tiger outline.

People, Tigers and Life at Home
Provide information on the people that live in tiger areas and how these people make a living. Talk about the products that we buy that come from tiger habitat, and encourage responsible consumerism e.g. buying FSC certified wood. Talk about what people can do in their own lives to help not only tigers but also other wildlife, both in Asia and at home.

Pledge tree
Create a pledge tree to show how many people have a concern about tigers and have made a contribution.

Puppet Theatre
Puppets can be used to tell stories about tigers, with volunteers.

Refurbish Tiger Enclosure
In the United Kingdom there are some army units with the nickname ‘Tigers’. They can be asked to come to the zoo to help with enrichment and refurbishment, with materials either provided by the zoo or bought with money fundraised by the soldiers themselves. This presents very good press opportunities.

Schools Competitions
Give information and adverts about a competition to schools and ask them to write a poem or story, or draw a picture or poster. You could run a competition in conjunction with the local press as well. Have a closing date just before a ‘tiger event’ so the winners can have their work displayed during the week and give prizes like free entry to the zoo.

Talks
Ask a local hotel or venue to donate a room for the evening or afternoon and sell tickets in advance. Advertise as cheaply as possible around the zoo in free papers and ‘what’s on’
Some projects to be sponsored by EAZA zoos via 21st Century Tiger

Project No 4: Southeast Asia Wildlife Protection Training Centre, Khao Yai, Thailand
The illegal trade in wildlife has become one of the most profitable forms of crime in the world today. Profit margins are wide and the threat of being caught in Southeast Asia is particularly low. Rangers and forest guards put their lives on the line every day as they face poachers who are better equipped than they are, and are determined to get the profits even if it means assauling a ranger in the process.

Shockingly, guards in protected areas are nearly ten times more likely to be assaulted with deadly force than their urban counterparts. Some rangers experiment with ways to increase protection of tigers in their protected area, but don’t get the chance to share their experiences with staff in other parks in other areas or other countries.

WildAid is collaborating with the governments of Thailand, the US and other countries, as well as NGOs and academic institutions, to create a regional wildlife protection training programme and centre. The target audience is rangers and guards, law enforcement officers, conservationists and students from around Southeast Asia. Training is delivered inside a protected area in Thailand where circumstances typify problems facing tigers and other wildlife, the habitat and all those protecting them.

Tiger Artists
A local artist or group of artists can set up a display of paintings and prints, with some for sale and do a painting demonstration. Pictures can be raffled, or a percentage of the sale price could be donated.

Tiger Costume
A person dressed up as a tiger and walking around with a bucket to collect money in is always very effective. You can borrow or hire a costume or if you think it would be a good investment for future activities, have one made. Alternatively you could run a children’s competition to dress up like a tiger.

Tiger Stripe Jigsaw
You can make a life-size tiger stripe jigsaw with individual stripes numbered to correspond to places on a wall-mounted board, and ask visitors to pay a small amount per stripe to add pieces (attach with velcro).

Tiger Raffle
Ask local famous people to provide a tiger-related item for raffle – the pop star Robbie Williams wore underpants with a tiger’s head on in his video! Or you could ask them to draw a tiger on a T-shirt or other item to sell afterwards.

Tiger Tail
Make pretend tiger tails from orange and black material which people can buy and wear as they go round the zoo to show their support for the campaign.

Tiger Trail
Create a trail around the zoo to be followed by people who buy a form. Charging a small fee (e.g. 25 cents) stops people wasting the paper. Trails can have:
• A trail sign in different locations with a tiger picture, tiger fact and a letter. Letters have to be collected and rearranged to make a word that describes all species of tigers (ENDANGERED).
• A quiz collecting answers as you go around the zoo or solving written clues to find a location where letters are hidden like the trail above.
• A passport system where you have to collect passport’s stamp in different locations.
• Tiger footprints to guide people around the trail.

Entries can be posted in a box by the exit gate and winners receive a certificate or ‘tiger’ prizes.

Touch Table
Use a table or trolley to lay out items related to tigers, such as skins, skulls and bones, medicines, other cat skins and skeletons for comparison, snares, teeth and so on. You can try to borrow some items from local museums or try your customs office, who may well have seized goods. Volunteers can be given notes on the items to answer queries. Have a collection box and information on the Tiger Campaign nearby.
There will also be the benefits of shared experience, which will build a core of best practices to be analysed by participants and trainers.

Destruction of wildlife and habitat threaten the watersheds and sustainable resources, thereby threatening the country itself.  WildAid’s developing training courses in many tiger range states and the protected area management programme in Khao Yai National Park have already produced positive results, and demonstrate the need for a training centre that can reach key staff.

Some Sumatran Species that benefit from tiger conservation
Slow loris, Nycticebus coucang
Crab-eating macaque, Macaca fascicularis
Pig-tailed macaque, Macaca nemestrina
Agile gibbon, Hylabates agilis
White-handed gibbon, Hylabates lar
Siamang, Hylabtes syndactylus
Sumatran orangutan, Pongo pygmaeus abelli
Temminck’s golden cat, Catopuma temminckii
Fishing cat, Prionailurus viverrinus
Asian short-clawed otter, Amblonyx cinereus
Sun bear, Helarctos malayanus
Binturong, Arctictis binturong

Project No 8: Tiger Habitat Consolidation, Kudremukh Reserve, India
The Western Ghats in India, of which Kudremukh is a part, is a hotspot of biodiversity and an important habitat for the survival of wild tigers, but the Ghats are fragmented by many privately held areas of land deep in the interior. These cause immense impact on the wildlife and biodiversity through population growth, agricultural expansion, mining, forest fires, poaching, illegal removal of timber and other forest products, human-wildlife conflict, and restriction of animal movements. Unfortunately, the government procedures to buy back the land and merge it with the protected reserve are expensive and very slow.

The Centre for Wildlife Studies has come up with an innovative idea of compensating landowners for surrendering their land through private funds. Substantial groundwork has already been done and the legal framework drawn up. A community project working with local people in the reserve has already successfully negotiated the relocation of villages to outside the reserve, and so has the skills to carry out this project’s aims. Interior enclosures deep in the forest have been identified and targeted on priority for acquisition. The overall project budget is very large and funds are being sought from a range of sources; the EAZA Tiger Campaign is targeting a specific piece of land, which won’t be identified here for fear of driving up the price.
The project will:

- **Reduce the intensity of human interference in the reserve.** Illegal road building has increased the access to human intrusion. Unregulated hiking inside the reserve has caught the attention of commercial tour operators and some resorts are planned.

- **Reduce the number of cattle and level of commercial exploitation within the reserve.** Overgrazing of domestic cattle and mining have affected the habitat and water supply.

- **Prevent agricultural expansion in the reserve.** Lack of alternative livelihoods and family partitions of land have increased forest encroachment. Pesticides and artificial fertilisers are a serious threat to smaller organisms.

- **Eliminate human-wildlife conflict in the reserve.** A study has been initiated to monitor the trends of wildlife population once people have left the area.

- **Help villagers living deep inside the forests to shift to other areas.** Eviction of illegal settlers without alternative livelihoods would not be humanitarian, so they will have to be adequately compensated, helped to buy other land and transported to the new site. Many landholders have already shown their willingness to dispose of their property in return for compensation.

- **Create a model private land acquisition project for crucial tiger habitat in other areas of India.** Families inspired by the project may volunteer to surrender property through other government rehabilitation projects.

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**ARNIZE Membership Form and Questionnaire**

Xerox, Fill and Return to IZE Regional Rep for Asia

Sally Walker, ZOO / ARNIZE, 29/1, 1st Cross, Bharathi Colony, Peelamedu, Coimbatore 641 004 India

or retype and email to <zooreach@vsnl.com>

Name: _______________________________________________________________________

Designation: __________________________________________________________________

Postal address: __________________________________________________________________

______________________________________________________________________________

Name and address of your zoo or organisation: _______________________________________________________________________

______________________________________________________________________________

Fax: _______________________________________________________________________

Email: _______________________________________________________________________

Your story -- what you do at your zoo:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
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