As announced in the May 2000 issue of ARNIZE News, I have stepped down as Regional Representative for Asia as per my commitment to do so when appointed in 1997. This is because I am an American working in India and I agreed to be the first Asian Regional Representative when those regions were added, only to get the region off to a good start. I think it is essential now for a native Asian to take over and go from there. And so it has happened that an excellent choice has been made for the current Asian Regional Representative for the International Zoo Educators’ Association.

That is Ang Phuri Sherpa, Conservation Education Officer for the King Mahendra Trust for Nature Conservation (KMTNC)/Central Zoo.

ARNIZE now has more than 165 members in 18 Asian countries. These members are now habituated to sending some news and notes and a question or two to ARNIZE. We don’t want to lose this momentum because Asia is NOT an easy continent when it comes to communication.

I will hand over all information to Ang Phuri Sherpa and help him make the transition as easy as possible. We just finished running a South Asia Zoo Education course together and are on the same wave length. I look forward to watching ARNIZE grow and develop under the auspices of the prestigious KMTNC / Central Zoo and its dynamic Conservation Education Officer, Ang Phuri Sherpa.

**Sally Walker, Outgoing Asian Regional Representative of I.Z.E.**

### NEW ARNIZE MEMBERS SINCE MAY 2000

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<th>Country</th>
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18 countries total representation

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**Total Members of ARNIZE as of October 2000**

**Countries** | **Individual Represented** | **Zoos Represented**
--- | --- | ---
Brunei | 2 | 1
Bangladesh | 4 | 3
Cambodia | 1 | 1
China | 3 | 3
Hong Kong | 6 | 3
India | 65 | 29
Indonesia | 8 | 8
Japan | 4 | 3
Korea | 4 | 2
Malaysia | 4 | 3
Nepal | 3 | 1
Pakistan | 8 | 6
Philippines | 3 | 3
Singapore | 5 | 2
Sri Lanka | 1 | 1
Taiwan | 4 | 3
Thailand | 8 | 7
Vietnam | 5 | 2

18 countries total representation
NEW Regional Representative for Asia I.Z.E.

Ang Phuri Sherpa has been appointed as the new Asian Regional Representative for the International Zoo Educator Association. Ang is 34 years old, married with a young boy baby. He hails from a village in the mountains of Nepal which takes three days to reach on foot – cars can’t go! He is employed by the King Mahendra Trust for Nature Conservation which runs the Central Zoo in Kathmandu, Nepal.

Ang’s Academic Qualifications are impressive. He graduated Intermediate in Science from Tribhuvan University, Amrit Science College, Kathmandu, Nepal with a Major in biology and as a B.Sc. in 1989 from the same institution. In 1996 he received Masters in Parks, Recreation and Tourism Management (M.P.R.Tm. Mgt.) from Lincoln University, Canterbury, New Zealand. (Major in Protected Area and Tourism Management). His Masters Thesis in “Participatory Rural Appraisal (PRA) in Community Tourism Planning: A case study in Nyeshyang and Nar-Phu Regions of Manang District, Nepal” reinforced his interest in conservation education and right development for rural areas.

In 1992 Ang received his Post-Graduate Environmental Education Certificate Course (E.ed) from Jordan Hill College of Education, Glasgow, Scotland. (Major in Environmental Education) and a Certificate of Proficiency in English (C.P. E) from Victoria University of Wellington, New Zealand. In 1993 he participated in an Outdoor Environmental Education Training at Porthill Outdoor Environmental Education Centre, Canterbury, and New Zealand.

Before joining the KMTNC Ang taught primary school in Solukhumbu, Sillery (his native place) and was a Conservation Education Teacher and Alternative Energy Supervisor at ACAP Ghandruk (1990). He was a computer help desk operator at Lincoln University, New Zealand. (1993) and did Group Research in “Tourist Behavior” at Christchurch International Airport, New Zealand. Ang designed and hosted a radio talk show on tourism in Nepal and transmitted in Christchurch FM 91.

Since 1996 Ang has been Conservation Education Officer at KMTNC/ Central Zoo responsible for program design, conduction and evaluation of all Conservation Education activities at the KMTNC/ Central Zoo. During his tenure at Central Zoo he has conducted many training courses, education programmes, conservation education activities and community events having to do with nature and environment. PRA in Community Tourism Planning during Masters research.

He has published a number of reports and articles in addition to his thesis. He has prepared an excellent video film of Central Zoo as well as an introductory slide show. His contributions of brochures, activity packets, colouring poster, Zoo Treasure Walk booklet for Central Zoo are many and of excellent quality. In 1998 Ang wrote a Master Plan for Education for Central Zoo which served as the basis for the First South Asia Zoo Education Training Workshop held in August 2000. The Master Plan for Education was published as a whole issue of the monthly publication ZOO ZEN, Zoo Outreach Organisation, Coimbatore, 2000.

Educational Visits and Conferences include All India tour with his college, throughout Nepal, and important environmental education centres in Scotland, England, Taiwan and New Zealand.

Ang is a member of a number of Professional Association including IZE, Conservation Breeding Specialist Group, SSC, IUCN, CBSG, South Asia and CBSG, Nepal, Bird Conservation Nepal (BCN) as well as a number of eco-societies and biodiversity programmes.

Consultancies in training and tourism for local community and program implementers, for Kathmandu Municipality on household plantation programme and as Kavanchunga Conservation Area Tourism Master Plan Team Member 2000 for WWF- Nepal Program.

AFRICA -- IZE REGIONAL REPS’ REPORT
(to be given in Guadalajara, Mexico at the IZE conference, October 2000)

Peter Micheni*

* Director, Giraffe Centre, Kenya
African Regional Representative, IZE
giraffe@insightkenya.com (giraffe centre)
South Asia as a separate and distinct region has not been well known in and by the international zoo community. India - with its 250 and more zoos has dominated the scene with its immense land area, numerous zoos and organised zoo legislation and organisation. However, there are six other countries in South Asia and four of them we know to have zoos. It became known only when zoo directors from zoos of all these countries came together for a series of zoo association, CBSG, and zoo education meetings that practically all of these countries have far more zoos than we knew about. Each participant at the series of workshop then became a potential conduit of information and catalyst for action for the other zoos of their country so that they can improve the standards of conservation, breeding, research and education in their institutions and for their country as a whole. This Report is about that.
The South Asian Zoo Education Workshop

This South Asian Zoo Education Workshop was unique in many ways.

- It was the first regional zoo workshop to be conducted for South Asian Zoos.
- It was the first time ever perhaps that a zoo education workshop has been attached to a zoo directors’ conference and a CBSG meeting.
- It was probably the first time so many senior level zoo personnel -- Directors! -- have participated in a zoo education event!
- It is also perhaps the first zoo educator workshop to come directly from the series of International Zoo Educator Workshops conceived by the International Zoo Educator Association and organised by Phillip Coffey, former Director of Zoo Education at Jersey Wildlife Preservation Trust.
- It may be the first time such a workshop has been organised with the intention of utilising the local regional expertise for resource persons and trainers.

In most instances, a so called “developing country” having its first workshop would invite experts from western countries as resource persons. In this workshop, however, the resource persons were all indigenous. Five countries with zoos gathered here and taught one another what they know and what they needed to know. They talked about their problems and potential. In addition there were resource persons brought in from India and Nepal for specific presentations. It worked!

Often times we bring foreign expertise into a country before it has developed its own identity fully. This is a big mistake. Every country and culture has its own “personality” and this, more than anything, should be the determining factor in how its institutions evolve.

In the process of communicating with zoos under the auspices of the Asian Regional Network of International Zoo Educator Association, it became clear that South Asia had a great deal going on in zoo education which needed reinforcing and conveying to the rest of the world. It is not that there is nothing to learn from the rest of the world (far from it -- there is more than we CAN learn in a lifetime) but as a result of this workshop, South Asia can relate to other zoos more as a peer than as a supplicant.

This could happen because of the great miracle of transformation of the Central Zoo, which evolved from a small, old, rather shabby zoo to a trend-setting regional force. The zoo education department in Central Zoo is on a par with almost any in the world, and far beyond any others of this region.

As plans for the education event evolved, it seemed a good idea — since so many people from these countries were coming together — to have a Regional CBSG meeting at the same time. Then it seemed like a good idea to have a zoo directors’ makeshift meeting to discuss the possibility of South Asia having its own regional association, along with SEAZA and ARAZPA. So — with so many directors attending, we could not insult them by “training” them and what started as “training” became a “workshop” in which all participants would be teaching one another.

A Handbook of educational techniques from South Asia will be brought out following the workshop as a Report.

The next education workshop or training in South Asia may well have external experts as resource persons, but the confidence gained by the first one being a regional affair from the “get go” will be invaluable.

All of us who were at the workshop are now ARNIZE members and we thank all the zoos, conservation and welfare organisations from USA, UK, and Europe who contributed financially to this workshop. Many might have questioned the wisdom of an indigenous panel of resource persons but not one of our donors did so. We have every confidence that the workshop itself and its results justified their confidence in us.

Sally Walker, Convenor, ARNIZE
Asian Regional Network of International Zoo Educators and South Asian ARNIZE Members

Participants first shared their “hopes and dreams” and then each gave a presentation on the zoo education programme (or even the lack of one!) in their institution. These presentations were both instructive as part of the training itself and indicative of the work that needed to be done.
Participants hopes and dreams

The first exercise in the workshop was to ask participants to list their hopes and expectations for the Education Workshop. All got something useful as indicated by the course evaluation, some of which will be included in this Report.

Ganesh Dubey, Veterinary Officer, Maitry Baag Zoo, wanted to develop an education plan for school children to Stop buying “cage birds” parrots into their homes and make it really effective for children.

Mr. S. Gunaseena, Director, National Zoological Gardens, Dehiwala, Colombo, Sri Lanka has two zoos, one old (Colombo) and one under construction (Pinnewala). He wants to learn zoo education techniques for his old zoo and to develop along with the new zoo.

Humayun Taher, Madras Croc Bank Trust wants to conduct young crocodile shows for children. Kids often want to touch and even hold baby crocodiles and this can be a peak experience for them and made an indelible impression on them. He asked, however, how to go about this without getting into difficulty with animal welfare organisations. He also wants to make audio-visual shows about reptiles … how to find out what would most interest the public.

Dr. N.C. Roy, Deputy Curator, Rangpur Zoo, Bangladesh wants to learn about educational projects from other zoos. He wants to increase awareness for his visitors by making effective signage in local language as well as English and learn to arrange keepers training.

Dr. Shital Kumar Nath, Curator, Chittagong Zoo, Bangladesh wanted to assess the suitability of designs of animal houses for his animals and make his up to date. He wants to train the caretaker of his zoo in modern technology and give his zoo a modern outlook in every way.

Dr. Md. Serizul Islam, Curator, Dhaka Zoo, Gardens, Dakha, Bangladesh related that the Dhaka Zoological Gardens had not had an education office and the only way they have to make visitors aware of wildlife is through signboards placed in some places placed inside the zoo. Now, when school or college children visit the zoo, some officers are engaged to guide them and to let them known about the things which they want to know, but there are more ways to inform the common people, which I want to learn from this meeting and I hope these could be arranged in future.

Dr. M. Shahidullah, Deputy Curator, Dhaka Zoo, Bangladesh. Dhaka Zoological garden does not have a zoo Education Officer. After finishing this workshop we will be trying to create a zoo education officer’s post and do the best for zoo education, friends of zoo, Eco-club etc. We will also arrange training of school and college students awareness & educational program on conservation of wild life.

Pradeep Shrivastava of Gwalior Zoo wants to conduct training of school teachers and children, create or acquire video film shows on wildlife organise street theatre, snake shows and training of volunteers for educating the visitor. Learning how to organise staff training, create sign boards and develop an audio guide were his wish.

Dr. V. Kalaiarasan, Director, Chennai Snake Park Trust wants to learn to make good signs for rural visitors, provide resource materials for visitors from other parts of the country i.e. Andhra Pradesh, Karnataka etc.

Mr. Mansoor Qazi, Director, Karachi Zoological Gardens wants to arrange conservation educational programme with the cooperation of school, college & university students, prepare signage for the education of general visitors and arrange keepers education programme.

Dr. M.A. Salam, Director, J.N.B. Park, Bokaro wants to develop an education plan for the visitors and school children to encourage them to avoid public “Bear & Monkey Shows”. He wants to get help in developing an effective (plan) method to discourage such type of shows in his state.
Zoo Education Training for South Asian Zoos in Central Zoo

Central Zoo was selected out of a total of nearly 300 zoos of South Asia for hosting the First South Asian Zoo Educator Training Workshop. The reason for this was that Central Zoo is a typical old zoo just like so many of the zoos of this region with small, cramped cages, no master plan, etc. However, Central Zoo is moving towards total modernisation now with a new administrator (the prestigious King Mahendra Trust for Nature Conservation - KMTNC) to run it, a Master Plan for renovation and some very innovative and attractive interim renovation strategies. What was the deciding factor, however, was the fact that although Central Zoo was still small, old and rather shabby, they had developed a dynamic and vital Education Programme, including a detailed Master Plan for Education, a variety of activities and a 6000-strong Friends of the Zoo.

It provided an object lesson that no matter how small or old or low budget, any zoo can make one genuine contribution to conservation and that is education. The photographs below illustrate some of the ways Central Zoo is making their zoo more conservation education relevant even within the old zoo premises and what was communicated to South Asian Zoo personnel.

A tour of Central Zoo was organised for the group of Education Workshop participants on different occasions to illustrate activities and concepts. Dr. Jha, Veterinary Officer, gives some background to the Central Zoo on the first tour.

Dr. Jha explains how the Gharial enclosure was renovated and also how the zoo teaches about the conservation of one of the country's own highly threatened species. There is also a Gharial Breeding Centre at Chitwan run by the government.

A very large tiger enclosure is one of the zoo's assets for its pure Royal Bengal Tigers. The public is a very long way from the animals however and separated by much safety apparatus.

Therefore the zoo is trying to develop signage which will hold visitor attention and compensate for the distance from the animals. These waysides being viewed by Curator, Chittagong Zoo and Director, Lahore Zoo are “in process”.

In another zoo visit, an excellent workbook called “Treasure Hunt” developed by the Central Zoo Education Department was demonstrated. Participants were asked to pretend they were kids and fill in the spaces in the book to help them “learn” about the animals. This was a means of demonstrating the utility of the book and also getting participants to really think which parts would be most useful for their zoo.

Later in the visit participants were given demonstrations of a variety of educational techniques in the zoo which are commonly done in
western countries but not practiced much in South Asia. Some of these are:
- environmental and behavioural enrichment of a barren enclosure for bears, deer, leopard, moneys
- keeper talks for visitors
- touch tables of artifacts for visitor education in the zoo
- minimizing stress on animals from visitors

Ang Phuri Sherpa explains Treasure Hunt booklet to participants before their zoo tour.

Participants take their assignment very seriously.

Sometimes it was difficult to distinguish participants from school students. Both Nepali school children and South Asian zoo directors were doing the same work!

Zoo Staff explain how they provide enrichment for the bear in this old style enclosure by providing fruit in ice blocks and hidden in logs. The new zoo will have a modern bear enclosure.

Participants are impressed with the manner in which Central Zoo has made interim improvements to a once sterile leopard cage. The animals and visitors would appreciate these devices and when the Master Plan is put into effect, all this will be replaced.

Central Zoo Director, R. K. Shreshta tells something about the Master Plan to participants while they observe the changes made to the old zoo. These are all inexpensive and low tech which any of the participating zoos could put into practice immediately on their return.
Dr. Jha explains how the zoo sets up, staffs and runs their weekend “touch tables”.

Later, in the classroom, participants formed two groups and prepared together a presentation on artifacts set up for them to emulate a “touch table”.

The “touch table” practice session included a “heckler”, a troublesome “visitor (Kalairasan from Chennai Snake Park) who challenged “volunteer teacher” (Uzma Khan from Lahore Zoo) with many typical visitor-style questions.

This is what it’s all about. Nepali man views Nepali rhinoceros in the Central Zoo. In the new Central Zoo the rhino enclosure will look like its natural habitat.

Dr. Jha explains how keeper talks are set up.

Many, many other things were conveyed to participants about and related to visitor education -- from running educational tours, renovating enclosures, recreational activities, Friends of the Zoo. Although Central Zoo is a small zoo, it has achieved so much that there was not sufficient time even in one week to teach participants all that they have done. Subjects which simply fell through the cracks in our timing were the Night Tour for special visitors, how to run a successful zoo shoppe, how to approach business houses for sponsorship, and many other things.

There were many presentations about wildlife in Nepal from local experts who are associates and partners with the zoo. Participants learned more from these presentations than about Nepali wildlife however, such as how to present (and how to not present) material, the importance and method of zoo collaboration with both governmental and non-governmental organisations, etc.

On the following page is an attempted review of some of the subject areas which were outstanding both of local and external resource persons. In this issue of ARNIZE news we could never cover all that was conveyed in the course. We are bringing out an extensive Report which will be designed as a Handbook for Zoo Educators of the South Asian region which will undoubtedly be useful to all zoo educators.
Classroom Highlights

Dr. Pandey of IUCN Nepal Country office lent insight into how an IUCN regional office can contribute to zoo conservation.

Pick up items of 15 years collections of ZOO and also 2 boxes of books sent by American Zookeepers Association.

A popular exercise was an interactive discussion with three Press Persons on how zoos can get on with the Press. Later participants wrote mock press releases which were evaluated by mediapersons.

Dr. Pandey of IUCN Nepal Country office lent insight into how an IUCN regional office can contribute to zoo conservation.

Meena Ragunath from Centre for Environment Education (CEE) was the most popular Resource Person. Her lively presentations involved the whole group in discussion and later some activity.

Shah Consultants team, who created the Central Zoo Master Plan presented educational aspects for participants.

Almost every education course presentation was followed by Working Group discussion and group presentations.

Geetha Shreshta of Central Zoo gave a detailed presentation on FOZ.

Almost every education course presentation was followed by Working Group discussion and group presentations.

R. K. Shreshta, Director, lectures on his techniques for financing and upgrading the Central Zoo.

Nepal’s Department of Wildlife and National Parks officials lectured on rhino, gharial, and other aspects of wildlife.

Sanjay Molur and B. A. Daniel (not shown) of ZOO presented material on conservation and education for amphibians and invertebrates which most participants had never considered before.

Participants gained experience in making presentations for their zoo and for working groups. They also got to critique one of Sally Walker’s presentations and hear principles of good talks by Meena R.
INTRODUCING ...

The Asian Conservation Awareness Programme -- ACAP -- that concentrates on TRADE

“When the buying stops, the killing can too.”

Many wildlife species are threatened with extinction because of habitat loss and degradation, declining numbers of prey species, poaching and other man-made threats. But for some species the most immediate danger comes from consumer demand for their body parts.

This demand has been strongest in East Asian countries and communities where awareness of the threats to wildlife is low and the market for body parts or products for traditional medicines, exotic foods and curios thrives.

While millions of dollars are spent annually on anti-poaching efforts and most Asian countries have strengthened their wildlife protection laws and penalties, there has been little concerted effort to directly influence the attitudes of consumers.

The Asian Conservation Awareness Programme (ACAP) is a unique cooperative initiative designed to pool resources and expertise. By drawing support from wildlife groups, media, governments, private foundations, corporations and individuals, it aims to provide a sophisticated multi-million dollar international campaign at a fraction of that cost.

ACAP’s primary objective is to reduce consumption of endangered species parts by:

• Innovative education and awareness campaigns to inform Asian communities of the threats to wildlife and win their support for wildlife conservation.

• Building the capacity of small, local organisations to actively assist in wildlife conservation, providing them with technical advice and high quality educational tools and information.

• Encouraging increased Asian involvement in global conservation efforts.

ACAP focuses on the consumption of keystone species like the tiger and the rhino to highlight the threat caused by the consumption of animal parts in traditional medicines and for luxury goods. Our central message is summarised by the slogan:

When the buying stops, the killing can too.

ACAP’s resources are constantly expanding and currently include multi-lingual versions of:

• Public service announcements for TV and cinema together with print advertisements for newspapers, magazines and billboards produced by J Walter Thompson.

• An educational documentary (25 minutes).

• Filmed personal messages from our International Ambassador Jackie Chan and other international stars.

• Teachers’ educational packs.

And much more. You can find out more about ACAP and how to become involved by contacting us at the address below.

ACAP, P O Box 18279,
London EC1R 0PP, UK
tel +44 (0)207 608 3535  fax +44 (0)207 253 9706
email acapworldwide@cs.com

TIGERS! Experts believe only 5000-7000 tigers survive in the wild. Cause: illegal trade in bones and body parts, habitat destruction and loss of prey.

SEA TURTLES! Although sea turtles have been on Earth since before dinosaurs, all species are now endangered. Cause: trade in turtleshell, industrial fisheries and other man-made threats.

BLACK RHINO! Black rhino numbers have declined by 90% since 1970. Cause: illegal trade in rhino horn.

AFRICAN ELEPHANT! Between 1970-89 African elephant numbers were halved. Cause: the ivory trade.

ASIAN BEARS! All Asian bears are now endangered. Cause: illegal trade in bear parts, habitat loss and degradation.

ACAP AWARENESS

Spreading the ACAP Message
ACAP is launched in each country with a high-profile press conference and celebrity endorsement. The launch is hosted by the local campaign partner. International celebrities are invited to record video messages of support for endangered species and local celebrities are invited to attend and help to spread the ACAP message.

Moving Pictures
One of the world’s leading advertising agencies, J Walter Thompson (JWT), has produced five ACAP adverts suitable for television and cinema. JWT offices throughout Asia generously donated their services, as did an award-winning director and leading London-based production house, the Moving Picture Company. Air-time has been donated or sponsored locally on private and government television networks, international cable and satellite broadcast agencies, cinema chains and videos. The 40-second adverts graphically illustrate the message “When the buying stops, the killing can too” and feature contact details of local ACAP campaign partners.

Bringing the ACAP message to life: A design/creative writing competition held in conjunction with the Hong Kong Education Department asked children to produce a piece of work that would convey the message “When the buying stops, the killing can too”. Over 700 children took part and the winning entries will be used throughout Asia to spread the message and encourage further support.
Education activities in Arignar Anna Zoological Park- 2000-2001
N. Krishnakumar and N. Bhaskar

The 2000 - 2001 calendar of Education activities for Arignar Anna Zoological Park has been communicated to over 300 schools in Chennai and suburbs and it is receiving wide acceptance. There are many calls and letters seeking for a day with the Education Wing of Arignar Anna Zoological Park.

The calendar of education activities for 2000-2001 has been circulated also to the Directorate School/College education, the District Education Officer of Kancheepuram, some distance from Chennai. The Zoo intends to extend teacher Education programme to all the Districts in the state with the help of Education Department, so as to impart information on Wildlife to all school teachers in the states.

The calendar of our Education activities is an indicator of the efforts taken by Arignar Anna Zoological Park to achieve the objective of conservation education as laid down in the National Zoo Policy of the Central Zoo Authority of India, 1998. The education component of the National Zoo Policy reads:

3.8 Education And Outreach Activity:
3.8.1 Each zoo should have a well drawn-up plan for educating the visitors as well as others in the community. Zoos shall keep a close liaison with other ex-situ facilities in this regard.

3.8.2 The central theme of the zoo education programme being the linkage between the survival of various species and protection of their natural habitat, enclosures which allow the animals to display natural behaviour are crucial to zoo education. Zoos shall, therefore, display animals in such enclosures only where the animals do not suffer physiological and psychological restraint.

3.8.3 Attractive and effective signage methods and interactive displays to explain activities of various species to visitors, published education material and audio-visual devices are proven methods for driving home the conservation message. A formal education programme should also be persued for strengthening the education message.

3.8.4 Besides signage, the zoos shall also use guided tours, talks by knowledgeable persons and audio-visual shows for effectively communicating the conservation message to visitors.

3.8.5 The help of universities, colleges and governmental organisation shall be taken to educate the students about the benefits of supporting nature conservation programmes.

So far the response to our Zoo School activities has been very encouraging and our efforts applauded by the media and press. It is encouraging to note that even some retired professors have offered to volunteer their service for our Zoo School. The calendar does not indicate the zoo school activities, which will go on for at least 3 days in a week. The Zoo club activities is gaining significance also. Many colleges have shown interest in joining the students Zoo club.

* Director, ** Biologist, Arignar Anna Zoological Park, Vandalur, Chennai 48, aazp@hotmail.com

Encouraged by this we have planned to launch the Kids club which will include school kids from all age groups. This year 2000-2001 the Government of Tamil Nadu has allocated a sum of Rs. 1.00 Lakh for the Zoo School. We intend equipping the Zoo School with many educational kits. The zoo school will have a library for children, which can be used by the students.

Our Teachers training programme is continuous and is receiving wide acclaim also. With such programmes so well received we are confident of our ability to create conservation awareness in the greater Chennai constituency.

* Director, ** Biologist, Arignar Anna Zoological Park, Vandalur, Chennai 48, aazp@hotmail.com
SINGAPORE

Mad Hatter Competition at Jurong Bird Park

On Saturday 22 April the Jurong Bird Park held a “Mad Hatter” competition for school children for the very first time to celebrate the Easter holidays. The competition was held at Pools Amphitheatre and required participants from the ten participating schools to parade their hats on stage.

The Mad Hatter competition attracted all kinds of creative inventions made from very inventive and imaginative materials - from egg shells to recycled egg cartons to pieces of coloured paper. The two categories were open to children from both the lower and upper primary school levels.

HONG KONG

Kadoorie Farm and Botanic Garden
Judy Kiu

Apart from organizing educational activities (including Treasure Hunts and Native Tree Planting) for students, the Education Department of Kadoorie Farm and Botanic Garden have also started educational training programmes for volunteers, so that we are able to promote our mission to more and more people.

The Training Programme for Education Volunteers was launched in November 1999. It aims at:
1) raising the number of guided groups, especially during peak visiting seasons;
2) converging the effort of education staff to organize more diverse school programmes and
3) providing increased manpower for implementing of large-scale programmes / activities.

Twenty-four candidates from five local universities/institutes were selected after interview. They then completed a three-day training course at Kadoorie Farm and Botanic Garden. Staff-in-charge of all of the education spots were involved in running the training course and producing a Reference Manual which consists of all related information and was given to all the candidates. In early April, the Education Volunteers will guide school groups at KFBG and hopefully join with us in coordinating future events.

After a recent Workshop in Cambodia on the “Conservation and Trade in Freshwater Turtles and Tortoises in Asia” attended by three KFBG representatives in December, it has become apparent that at KFBG we have the knowledge and facilities required to offer some of the more threatened of Asia’s turtles assistance. Following the advice of workshop participants we have begun initial plans to develop a breeding programme for the Three Lined Box Terrapin (Cuora trifasciata) and we are working closely with the Hong Kong SAR Government concerning conservation and identification of local turtles species. Depending upon the success of this programme we may later diverge into other threatened Asian species, immediate activities and publicity is aimed at making more people aware of the damage due to the unsustainable collection of wild populations of turtles.

Apart from the educational work based at Kadoorie Farm and Botanic Garden, we also sponsored some educational work in South China. A draft of an educational leaflet for Da Ming Shan Nature Reserve, received upon invitation from Guangxi Forestry Department (GXFD), is being revised and will soon be printed. The Da Ming Shan Nature Reserve also submitted a design for an outdoor education display panel to KFBG in December 1999 and requested funding support. This display will educate all visitors to the Nature Reserve, about conservation of the wild flora and fauna. The comments on the design were sent back to GXFD in December.
April 4 Birthday party celebration of gorilla-Bau Bau.
In the celebration activity, conservation issues about gorillas were emphasized.

May 14 Mother’s Day for animal mothers.
A fair was held. The games in the fair were designed to make attendants experience how mothers of wild animals take care of their babies.

July 2 Formosa Black Bear conservation education event.
A fair including game, puzzle, video program, paper carving to introduce knowledge about bear family. 4 hours interpretive talk was given for families. The talk emphasized habit and conservation issue about Formosa Black Bear.

July~September Summer Insect Exhibitions.
Exhibitions are focused on insect’s foraging and avoiding predator behavior, and habitat types of insect. Brochure, interpretive sign and learning sheet are designed to...

July 16 Zoo Venture.
Cooperating with Animal Planet channel, activities are games challenging attendants’ knowledge about animals and leading attendants to experience how a zoo keeper takes care of animals.

The topic of the campaign is biodiversity. The half day campaign has outdoor and indoor activities. Outdoor activities were conducted in Butterfly Park. Interpreters given guided tour to children and parents and lead them to explore nature wonders in the park. Indoor activities were held in museum of the zoo. Parents and children took learning sheet to explore the biodiversity exhibitions in the museum. Then interpreters gave a talk to discuss questions with the attendants in the learning sheets provided.

TAIWAN

Educational Activities of the Taipei Zoo Education Department
Li-Yi Chan

Opening of the Exhibition and Activities of No-eating Wildlife
The opening ceremony of the exhibition and activities of no-eating wildlife was held in the Shanghai Zoo on April 2 of this year. About 600 teenagers, leaders and professors participated in the ceremony. In this ceremony, the Shanghai Wildlife Conservation Association and the Wildlife Conservation Society signed the agreement of establishing the characteristic wildlife conservation School with 20 schools from the Shanghai City. It was deserved to be mentioned that this meeting proposed the Shanghaiese not to eat the wildlife excessively, because it would harm their health and the natural balance of ecosystem. This ceremony ended in the afternoon successfully. These activities will include a series of programs, and it will last about 8 months and end in end of this year.

The Activity “Friends of Shanghai Zoo” Enjoy Immense Popular Support
With the improvement of Awareness of protecting wildlife, protecting environment around the Shanghai City, more citizen, especially the youngster, adopted the animal in the Shanghai Zoo.

The primary and middle school students from Putu District continued to adopt swans, an adoption ceremony was held on March 31, 2000. The other continued adoption schools included Qibao No.2 Middle School, Shanghai Railway No.1 Middle School and Rihui Village Primary School, etc. The new adoption units are Beijing Sanyuan Forage Factory, Hamilu Kindergarten and WanPing Middle School.

In addition, Shanghai Zoo held an activity of Individual or Family Adoption as a part of “Friends of Shanghai Zoo” since March of this year, by which to improve citizen awareness of protecting wildlife. The ceremony was held in the Shanghai Zoo on May 10, 2000.

The First 100 adoption Individuals or Families attended the ceremony, which included foreign friends, old people, babies, model workers, artists and news reporters, common citizen, students, people from other cities and the zoo’s employee.

REPUBLIC OF CHINA

Shanghai Zoo Activities
The South East Asian Zoo Association has a Training Committee that is constantly on the move to bring training to SEAZA members. In Cincinnati in 1999 SEAZA officers, Bernard Harrison, President, Tan Kit Sun, Training Coordinator and Sally Walker, Asian Regional Rep of IZE had a serious discussion about organising a zoo education training course. Singapore has dozens of leisure facilities for tourism and many of them are nature education centres, captive animal facilities, botanic gardens and museums. Singapore is not lagging behind anyone in the world in terms of interpretative excellence and graphic design and many of its animal viewing facilities demonstrate this excellence better than any other. It was then proposed to hold a training course for zoo educators of South East Asia in Singapore and invite the local wildlife viewing facilities to act as resource centres and provide trainers for the course.

Education should be consistent with the cultural and social ethos of the region so having a training conducted by Singaporeans for SEA zoos makes a lot of sense. Language is a problem in South East Asia and the course will have to be in English, but at least it will be in oriental accented English and thus easier to understand for the participants. Participants were to be drawn from all SEAZA member zoos, targeting particularly those with no systematic educational programme or plan. The overall theme and course project is to be master planning zoo education so that every trainee can go home with a Proposal in his hand which he can submit to his zoo and his zoo can submit to their governing authority.

While struggling and agonising to raise a very small amount of money and have a short term, low budget course, the Government of Singapore came through with a generous grant which will allow 20 participants (as opposed to our hoped for 10) to attend a 10 day (as opposed to our hoped for 5 days) in a proper hotel and with a two day holiday tour of Singapore. The course will be held in January 2001 and the syllabus and schedule below, although still tentative, gives a good idea of what is intended. We have left out teas, lunch and dinner from the schedule but – don’t worry – everybody will drink, eat, play and sleep quite normally, as well as learn about conservation education and interpretation.

We are pleased indeed that ARNIZE was able to catalyze two training courses in two Asian regions during our two short years and ARNIZE members can look forward to more and more.
Module
Theme for Day from SEAZA Futures: Providing visitors with comprehensive, accurate information on environmental conservation
- “What is Environmental Conservation?”
- Environmental Education in Zoo Education
- Targeting your audience - planning
- Visitor Surveys - (to help with targeting audience and planning activities) and evaluations
- Working up surveys for different reasons - interactive discussion and hands on project
- “Variety of teaching methodologies”
- Drive to Jurong Bird Park
- Teaching Session at Jurong Bird Park
- Outreach programmes
- Visitors with special needs; disabled visitors
- Tour of JBP from Education perspective
- Cultural animal Stories from each country
- Introduction of tomorrow’s activity
- Working group for course project

Module
Theme: Zoo / Public School Education
- Linking Zoo Ed to School Curriculum
- Teachers’ training workshop
- Educational packets & designing worksheets
- Hands on trial packets
- Trip to Sg. Buluh Nature Park
- Teaching session at Sungai Buluh
- Subject: Interpretation
- Followed by tour from Education perspective
- Evening Session at Hotel - Discussion of daily sessions
- Educational group game or activity & Introduction of next day

Module
Theme for the day: Develop environmental and biodiversity messages and Communications
Biodiversity in the Zoo with visit to Fragile Forest
- Graphic Designing
- Cage labels; display
- Brochure and poster design
- Using media
- Public presentations
- Travel to Underwater World Sentosa Island -- teaching session and visit
- Subject: Marine eco-system,
- Start Zoo Masterplan

Module
Theme for day: Special days to heighten public awareness, create publicity events, promote environmental conservation and animal welfare on designated days
- How to be creative lecture
- Graphics and signage, Designing cage labels
- Display techniques
- Brochures, poster design, May & ..
- Hands on trial labels
- Visit to Bukit Timah Nature Reserve
- Nature trail - how to organise
- Natural history exhibition; EE exhibition
- Followed by Nature Walk through preserve with
- Discussion of daily sessions
- Return to hotel
- Back to hotel -- Dinner -- work on project

Module
Weekend -- Participants tour Singapore

Module
Theme for the Day -- Using volunteers & docents, face to face contact with visitors
- Touch tables
- Keeper Talks
- ZooCraft - Hands on making a touch table and demonstrate in zoo.
- Tips on making a presentation for groups
- Singapore Botanical Gardens visit and teaching session
- Teaching about plants
- Some other subjects
- Followed by tour from Education perspective-
- Back to hotel -- Dinner -- work on project

Module
- Review of daily sessions
- Fundraising from international and local sources
- Master Plan Project Working Groups complete their Reports with help from Resource person
- Return to Hotel -- Dinner

Module
- Working Group presentations
- Course Evaluation
- Free time
- Farewell Dinner and Certificate Presentation by MFA, SEAZA, ARNIZE and SZG/WRS

EDUCATION AND CONSERVATION INTERPRETATION
FROM THE SEAZA STRATEGIC FUTURES SEARCH REPORT*

Goal:
To provide guests to our zoos with comprehensive and accurate information on the need for environmental conservation and how they can help through the use of a variety of appropriate media such as printed material, graphics, audio-visual aids and live presentations. This will be achieved by developing SEAZA based conservation messages and South East Asian regional zoo education programmes to support them.

Methods:
SEAZA based conservation messages
Special Days to heighten public awareness
Visitor involvement
Evaluate education resources in the region
Educating the Educators
Develop Travelling Exhibits of South East Asia

Formulated at SEAZA Strategic Planning Workshop,
Bangkok, Thailand, 30 Nov - 2 Dec 1998
Asian Regional Report for IZE Meeting

Of the Strategic Objectives listed in the presentation to IZE in Taipei last conference, the Asian Regional Network has achieved almost all of them, e.g.

- Listed all zoos in our section of Asia and established a regional identity
- Communicated with 700 odd zoos in 20 countries with a total of four printed newsletters and many other personal and circular letters.
- Raised a regional membership of 150 persons, many of whom contribute regularly to IZE Newsletter, ARNIZE News and to ZOOS’ PRINT.
- Raised sponsorships of Membership in IZE for other Asian members (10 complimentary from IZE itself and several more for Asian members by sponsors in Australia, Canada, USA and England. (We are ourselves not sure how many as we were not always kept informed.)
- Produced an Asian edition of the IZE brochure which was distributed widely.
- Produced a new edition of a Zoo Ed Book for Asia and distributed to more than 200 zoos, individually and by distributing at training courses.
- Represented IZE in many zoo training courses in India and distributed the IZE brochure and a Zoo Ed Book developed for the Region.
- Collected email numbers and circulated announcements, including requests for articles for the Asian Newsletter.
- Set up a few core groups of national network representatives to facilitate communication and to encourage formation of national level associations.
- Collected educational materials from all over the world and distributed them in Asia.
- Nominated successfully a dynamic Asian zoo conservation educator to take over as Regional Rep in 2000.
- Catalyzed and organized two full zoo education training workshops, one in Kathmandu, Nepal for 20 South Asian Zoo Directors and other zoo personnel.
- Raised funds for the South Asian Zoo Education Workshop.
- Catalyzed and wrote a proposal for a South East Asian Zoo Educator course which was funded by the Government of Singapore.
- Cussed zoo education issues with their zoo personnel (Nepal, Vietnam, Singapore, Malaysia and India)
- Found trained and experienced Asians to use as Resource Persons in the training courses.
- Helping IZE to facilitate development of education programs in new institutions, by sharing of model education programmes appropriate for the region.

The regionalisation of IZE in Asia has been very effective. Although there have been some comments that seemingly separate logos and acronyms are unnecessary and counter-productive for IZE, this is not so.

IZE had no presence to speak of in Asia previously. An example from one of the zoos in India illustrates the effectiveness and importance of a regional identity with a firm attachment to an international organisation.

In the Maitri Baug Zoo, Bhiwai, Madhya Pradesh in India, Dr. Dubey, combination director/vet/curator and educator became a member of ARNIZE. He went with the membership form, brochure, letter and Newsletter to his superior officer and told him about this initiative and its purpose, e.g. to promote the importance of zoo education in Asia. His superior officer was impressed with the fact that there could be

1. An international zoo educator association in the first place (!)
2. That there could ever be an Asian Regional Network of this international organisation and 3. That his director could be given so much positive attention as a member.

Dr. Dubey was given a budget for Zoo Education on the spot and permitted to do so many projects previously considered unimportant. This could not have happened without a regional identity for IZE. Other Directors and Educators in other parts of Asia have reported such experiences. IZE has nothing to fear and lots to gain from regional identities.

Sally Walker,
Outgoing Regional Representative for Asia, Int’l Zoo Educator Association

“Put yourself in their place” in Pakistan

A highlight of the workshop for Zoo Outreach Organisation was the discovery that Lahore Zoo had outdone us utterly with their beautiful colour poster on the theme “Put yourself in their place...do not feed or tease animals”. Arshad Toosey, Director, used reverse nepotism to convince his brother to sponsor the poster which is in Urdu.

Zoo Outreach Organisation has hosted the Asian Regional Network of International Zoo Educators for the last three year. It is with great pleasure and no regrets that we turn ARNIZE over to the new Asian Regional Representative, Ang Phuri Sherpa, Conservation Education Officer, Central Zoo/KMTNC, Nepal.

Thanks for sponsoring ARNIZE

The Columbus Zoo Conservation Fund had given a grant to cover the initiation of ARNIZE, initial correspondence for sponsorship, the ARNIZE Newsletter and duplication and circulation of one issue the IZE Newsletter. The Columbus Zoo also contributed generously to the South Asian Zoo Education Workshop and to the travel involved in organising this and the SEAZA workshop.

Many, MANY thanks to you, Columbus Zoo.

Now, to contact ARNIZE write to: 
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