Greetings
... from the Editor

Hello! Welcome to the Asian Regional Network of the International Zoo Educator Association. You must have received a letter from us by now, and a form.

Asia is a big area and there are few precedents for running an effective all-Asia network. We need all the help we can get.

Asia includes many countries, cultures, currencies and religions. How can we come together to help each other achieve our goals?

And what are our goals? What are the most important things zoo educators have to do? Two subjects I think are important for Asian zoos to teach: 1. Biodiversity conservation, 2. Animal welfare vs a vis visitor behaviour. What are your ideas?

Regular members of IZE are listed on this page. If you have received this Newsletter you are already a member of ARNIZE, the Asian Regional Network of IZE. There are benefits to being a member of the "mother" organisation that we can't give you. So try to join (see enclosed form) or write to us requesting sponsorship.

There are too few Asian members for such a large area so let's work on that!

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ASIAN IZE MEMBERS

<table>
<thead>
<tr>
<th>Ranjan Biswas</th>
<th>Ms. Wen-chi Lin, Educational Dept. Taipel Zoo Gardens 30 Hsin-Kuang Road Sec.2 Taipel 11628 Taiwan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eden woods, Aspen House</td>
<td>May Kuen Lok, Education Executive Singapore Zoo Gdns. 80 Mandai Lake Road Singapore 2572 Singapore</td>
</tr>
<tr>
<td>Pothiram Rd 2</td>
<td>Akemi Matsumoto Tokyo Zoological Society 7-1-1 Hodokubu Hino-shi Tokyo 180 Japan</td>
</tr>
<tr>
<td>Thane 400 601 India</td>
<td>Chen Mei-Hui, Feng-Huang-Ku Bird Park Provincial Government 1-9 Ren Yin Road Lu Ku Nan Tou Taiwan</td>
</tr>
<tr>
<td>Yoji Kagawa, Assistant Director Ritsurin Park Zoo 1-20-2 Ritsurin-Chuo Takamatsu City Kagawa Japan 760</td>
<td>Mrs. D. Ling, Senior Director Jurong Bird Park 2 Jurong Hill, Jalan Ahmad Ibrahim, Singapore 628925</td>
</tr>
<tr>
<td>Lee Lai-Hsi</td>
<td>Malaysian Zoo Soc. Zoo Negra PO Box 12 Ampang Selanger Malaysia</td>
</tr>
<tr>
<td>Feng-Huang-Ku Bird Park Provincial Government 1-9 Ren Yin Road Lu Ku Nan Tou Taiwan</td>
<td>Mr. Kazuaki Nitsupashi Saitama Kodomo Zoo Park Higashi, Matsuyama City Iwadono 554 Japan</td>
</tr>
<tr>
<td>Ms. Y.W. Kuo, Education Officer Taipel Zoo 30 Hsin-Kuang Road Sec.2 Taipel 11628 Taiwan</td>
<td>Misako Namiki, Head Keeper Chiba Zoological Park Minamotoco 280 Wako-Ku, Chiba City 264 Japan</td>
</tr>
<tr>
<td>Daniel S.K.Lo, Assistant Staff Off. Hong Kong Zoo Albany Road, Hong Kong</td>
<td>Jun Sata Tama Zoo Park 7-1-1 Hodokubu Hino-Shi Tokyo 191 Japan</td>
</tr>
<tr>
<td>Dr. A.K. Malhotra, Biological Asst. National Zoo, Malhura Road New Delhi 110 003 India</td>
<td>Yoshiro Tateki J.Z.A.E.A. Toyohashi Zoo 830 Takada-Cho Toyohashi City Aichi Japan 440</td>
</tr>
<tr>
<td></td>
<td>Reiko Tanaka Saitam Children's Zoo 554 Iwadono Higashima Suyama-s, Saitama 355 Japan</td>
</tr>
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<td>Sally Walker Zoo Outreach Organisation PO Box 1683, Colombo 4 India</td>
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Activities undertaken by the Regional Network for Asia on behalf of I.Z.E.

in connection with its commitment to the World Zoo Organisation

to assist IZE in providing input to update the education section for the 2nd edition of the World Zoo
Conservation Strategy by gathering opinions and ideas from the zoo personnel and appropriate specialists from Asia itself.
to represent IZE in facilitating the development of education programmes in new institutions, by sharing of model
education programmes appropriate for the region. In so doing care will be taken to accumulate good ideas from
the Asian context so inappropriate educational models will not be used.
To represent IZE in Asia to address the following issues in depth

- cultural traditions which have adverse impacts on wildlife, human impact on wildlife and habitats,
- the promotion of biodiversity conservation,
- creation of standards to guide the development of education in Asia and interpretation for
audiences of all levels and from different cultural backgrounds.
- recognize and replicate effective conservation education programs so as to avoid costly duplication of
efforts to the extent possible,
- network Asian zoo/aquarium educators and the conservation specialists and scientists for the
enhancement of their mutual effectiveness.

Activities undertaken by Asian Regional Network on behalf of Asian zoos

To network zoo educators (or any individual responsible for educating the public in a zoo) in Asia so that
they can communicate with one another and make their heads of zoos, policy makers, other public educators
aware of the potential of zoos to educate the public about a variety of ways, with particular emphasis on
biodiversity conservation.

To empower zoo personnel to educate their public appropriately for their culture.

To put Asian educators in touch with one another in Asia.

To circulate a questionnaire to collect basic facts about zoo education programmes and activities in Asia on
the theory that the first step in any project is to find out where you are.

To promote the International Zoo Educator Association mechanism of Sponsored Members.

To collect as many e-mail addresses as possible and begin an electronic bulletin which will be short but
frequent and provide just a few simple ideas for trial at Asian zoos (These ideas can be called from the
educator network currently running in USA with other ideas from Asian zoos).

To revive the project of the International Zoo Educator Training Course for Asia using first Asians who
have expertise in zoo education as well as university and wildlife people with an education focus in Asian
countries.

To spur the formation of national level zoo educator associations and coordinated activities throughout
Asia and set the stage for election of another Regional Representative in 2000.

Effective Zoo Education: Conservation/ Communication/Cooperation

3rd Annual mMeeting of I.Z.E., 1998, Taipai, Taiwan

The 14th International Zoo Educator Conference will take place this year at Taipai, Taiwan on October 1-5, 1998 at the Plaza Hotel.
It is the first time the conference has been held in a truly Asian country and the Taipai Zoo is one of the advanced zoos in Asia in the
area of education. The main theme of the conference is Effective Zoo Education: Conservation/ Communication/ Co-operation. In addition
to presentations by participants on the theme topic, the Organising Committee is arranging an exhibition on the zoos of the world.

Objectives of the conference

1. Developing effective communication strategies to target audiences for marketing zoos and conservation.
2. Improving conservation and environmental education through cooperation among international zoo educators.
3. Improving communication through cooperation between zoo educators and other conservation agencies/organizations.
4. Expanding the number of approaches to zoo education through conference presentations and experience sharing.
5. Increasing the effectiveness of zoo education in promoting conservation through various innovative and traditional approaches.

Themes of the Conference

Theme 1: Conservation
- Developing a definition of conservation education.
- Steps leading to a successful conservation education program.
- Concerning world conservation educational policy.
- Developing standards for successful conservation education programs.

Theme 2: Communication
- Marketing zoo education programs more interactively.
- Developing better communication between zoo designers and zoo educators.
- Using graphics to communicate with visitors.
- Using the Internet to educate about zoos and conservation.

Theme 3: Cooperation
- Establishing models of collaborative educational programs.
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Ize -- Defining the Role of International Zoo Educators
Pegi Harvey, President, Ize

Ize was founded to promote greater use of zoos and aquaria for educational purposes and to encourage and facilitate contact and cooperation among professionals at all levels, including those at the highest level of professional concern and those interested in the educational work in zoos. In Ize's infancy, zoo educators dealt primarily with teaching school children on the zoo's site. Today, zoo education has evolved and expanded its scope to include wider audiences and broader venues. Through our exhibits and graphics, conservation messages can be delivered to today's visitors, consumers and decision makers without having to wait a generation for the possible payoff of conservation action.

Many progressive zoos are now extending their reach outside the zoo's walls, often to a whole new audience of non-zoo-visited students. Through educational outreach programs targeted to underserved pockets of the community. Others are rewriting their mission statements (or even changing their names) to include the concept of conserving wildlife not only in zoos, but also in nature. This has prompted zoo educators to employ environment education strategies focusing on conservation of habitats, biodiversity, and whole ecosystems.

The emergence of the World Zoo Conservation Strategy has also been a defining event in the evolution of the zoo educator's role. It refers to education as an essential task of zoos, and positions education to be used in a new capacity - as one of several primary conservation tools to help the path from zoo to conservation center.

Zoo directors are giving a vote of confidence to the growing credibility and contributions of zoo educators, evidenced when the IZUDG accepted the Marketing and Education Working Group's proposal to develop stronger links between IZUDG and Ize.

There are two key factors which are shaping the future role of zoo educators.

Technology is the chalboard of the future. Technology has empowered us to receive, transmit, and process information at light speed. It is possible to fit experts from five nations in a room in the computer class, digitalligns on the real action, any display virtual racquet ball. One is hard put to imagine anything more at odds with preserving the natural order of things. And yet technology may turn out to be one of our most valuable allies in the effort to preserve diversity of life on our planet. Thus, the future is, what we make of it.

The proliferation of the personal computer has increased the technological literacy of many users all over the world far beyond the levels of the previous generation.

Zoos also have begun to use technology in ways which are as entertaining as they are informative. Through the use of the World Wide Web, interactive broadcasting, CD-ROM technology, and innovation in the fields of photography and portable computers, the zoo visitor is locked into the channels which future generations will use to carry the work we are doing today into the 21st century. Some examples:

At the San Diego Zoo a membership program, which teams a select group of high school students with the zoo's top animal specialists, took a dive off the technological deep last spring. By adding a video conferencing component to a database loaded with science content which the students created themselves, the program's reach extended exponentially, from a handful of live interns to hundreds of virtual interns.

The second factor defining our role is the growing consensus that education has a major role in furthering the global conservation work being done by zoos.

Although there is no best way to describe this new application for education, what will make global conservation succeed can be described: e.g., large numbers of people must first understand the concept of biodiversity, then grasp how it is relevant to their lives, and finally become motivated and equipped to live sustainably. No matter how successful a zoo's efforts are in traditional conservation strategies, such as captive breeding or research, these strategies cannot influence human behavior. Thus, the issue is, what zoos may have the most impact on conservation in the decades to come.

Systematically applied educational strategies can be very effective conservation tools. Most recently, the Wildlife Conservation Society has entered a groundbreaking agreement with China's highest education authority, the State Education Council in Beijing. The agreement builds on a pilot program established in Yunnan province in 1999. In that year, WCS became the first foreign conservation organization to work inside the Chinese school system, introducing teachers and students to an environmental education program stressing ecology, human relations with other species, and conservation biology. To date, the program has reached over 100 teachers and more than 10,000 students. The new agreement to be implemented over the next five years, will expand the program to 10 provinces and build capacity for Chinese leadership in environmental education.

As zoo educators, our efforts to spread information necessary to positively influence human choices - and thereby transform zoos into active conservation and science centers - must be linked to changing issues in the world around us - and technological, social and cultural, public and personal.

The future of our wildlife, our zoos, and our children depends upon it.

Networking Asian Zoo Educators is not going to be possible without a great deal of help from people around the world. Therefore, we are looking for people to serve as Country Representatives from the countries listed in the box. These are the countries covered by what Ize considers Asia.

A Country Representative ideally should be professional educator from the zoo community, but in countries where that is not possible any person who is interested, who has a good relationship with the zoo of their country and who is willing to do some work could be the representative.

In the year 2000 a new Regional Representative will be elected from the members of Ize who live in Asia. Being a Country Representative would be a good way to become known and show your ability for this position.

ARNIZE Regional Office - located at Zoo Outreach Organization, India - is trying to organize some funding and projects which could be implemented as a national or country level. Again, this is for simplicity and convenience with regard to currencies - if we find a sponsoring agency willing to support a project in a particular country, the project could be coordinated by us but the work, resources, work, product and credit would be through country representative. There are sponsors out there although we don't have any yet.

Country Representative would be responsible for:

1. translating some materials into the local language
2. distributing material to all the zoos in the country
3. suggesting other people and institutions in their country who should be part of the network
4. sending news of the Region for the ARNIZE Newsletter and stimulating other members to contribute
5. informing ARNIZE Office of cultural taboos so we don't make too many mistakes!
6. collecting information, ideas, opinions from their country to help IZE Input into the 2nd Edition of the World Zoo Conservation Strategy
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- Bhutan
- Brunei
- Cambodia
- China
- India
- Indonesia
- Japan
- Laos
- Malaysia
- Myanmar
- Nepal
- North Korea
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Asia - Newsletter of the Asian Regional Network of I.Z.E. - Volume 1, Issue 1, October 1998
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- Japan
- Laos
- Malaysia
- Myanmar
- Nepal
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- Pakistan
- Philippines
- Singapore
- South Korea
- Sri Lanka
- Taiwan
- Thailand
- Vietnam

Countries networked by ARNIZE
A ZOO EDUCATION HANDBOOK

The Zoological Society of India (ZSI) has compiled a 250-page book of educational techniques and practices that have been carried out in India. The book contains new material as well as material that has appeared in a smaller version distributed to zoos worldwide. It is intended for use by zoo personnel in India and other parts of the world.

Three things to think about for next time

Western Zoo Ed methods – do they work in the East?

Western methods are used in zoos around the world, and they are effective. However, the success of these methods depends on the specific needs and cultural context of each country. For example, some Western methods may work well in Western countries but not in Asian countries due to cultural differences. It is important to consider the local context and adapt Western methods to fit the specific needs of each country.

Have you had any experience in trying to use an idea from the West? Could you share your experience, particularly if you adapted an idea for your own country, and changed it significantly to work in your culture. Please share this with us for our next newsletter.

Put yourself in their place - do not tease or feed animals.

What do you do to curb bad visitor behaviour in your zoo? How about sharing it in the next newsletter.

Teasing and vandalism in the zoo – how to control?

Do you have a problem with visitor behaviour? How about sharing it in the next newsletter.

Dancing bears and ribbon photos

In some Asian countries, animals are exploited for entertainment. Baby animals are taken from their mothers (often killed by poachers), who are then trained for dancing or posing with tourists. Zoo educators could do a service for these animals by encouraging visitors to stop patronizing these roadside entertainments.

Zoos that have animal acts and animal photography, however, may be harshly pressed to explain the difference in a simple manner.

Does your education programme address such issues? Will you share your ideas for the next issue?

Asian Zoo Ed Book

Zoo Education in Asia

How about it? --- Let's do it together

Zoo Education in India

This book, although comprehensive at 250 pages, does not cover the subject of zoo education. Sufficient material exists for another volume on the same topic but perhaps more specifically targeted.

While this book is by and about Indian zoo education, it is envisaged by ARNI to bring out another version of a Zoo Ed Book consisting of all-Asian articles and ideas. We can make a beginning by going through IZC journals and international Zoo Yearbooks and by compiling projects done by participants of various international training courses, but we need more material. Let us request our readers of this newsletter to think of writing up their educational techniques for inclusion.

The sections and subsections of the book are:

1. International Conventions & WZO education policy
2. Education and Interpretation
   - General articles
   - Programme vs. programmes
3. Animal Welfare
   - Visitor Behaviour and Animal Welfare
4. Conservation and Science
   - Interative Management
   - Biodiversity and Biology
   - Lesser Loved Species
5. Implementation
   - Skills and Techniques
   - Working with ABCs and 123s
   - Media and Marketing
   - Volunteers

A Zoo Ed Book - compiled and edited by Sally Walker and Paul V. O'Brien

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Western zoo education is advanced in zoo education and they like to share their ideas with zoos around the world. Some of the techniques and strategies cut through any cultural barriers and would work anywhere. Others are problematic in different cultures, particularly eastern, tropical culture. Some of them, unless carefully adapted for the Asian culture (country by country because every region of Asia is very different) can be disastrous. In India some of these methods have been spurned by Indian zoo personnel. Some of them are listed below with reasons why.

Volunteers: volunteers are a “Way of Life” for so many zoos in the west, which have sometimes hundreds of volunteers, all doing important tasks for zoo education and research. We have heard that in some zoos there are very negative attitudes towards volunteers, however in Asian zoos this practice is not as successful as in other regions. Does anybody have an idea why this is so? How to adapt the concept so that we can make use of it in Asia?

Have you had any experience in trying to use an idea from the west? Could you share your experience, particularly when you adapted an idea for your own country, using the same principle but changing it significantly to work in your culture. Please share this with us for our next newsletter.

Dancing bears and Gibson photos

In some Asian countries animals are exploited in public for the sake of entertainment. Baby animals are taken from their mothers (often killing the mother) to tame and train for dancing or posing with tourists. Zoo educators could do a service for these animals by encouraging the public not to patronise these roadside entertainments.

Zoos that have themselves animal acts and animal photography, however, may be hard-pressed to explain the difference in a simple manner.

Have you had any experience in trying to use an idea from the west? Could you share your experience, particularly when you adapted an idea for your own country, using the same principle but changing it significantly to work in your culture. Please share this with us for our next newsletter.

Put yourself in their place – do not tease or feed animals.

Many zoos in India now try a “soft” approach by putting up a sign that demonstrates the “Golden Rule”: do unto others as you would have them do unto you. The “Man in the Cage” was the winner of an art competition conducted by Friends of Mysore Zoo on Wildlife Week. Now this drawing is very well known in India and even other countries.

Teasing and vandalism in the zoo – how to control?

Do you have a problem with visitor behaviour in your zoo? Teasing and harassing animals is very stressful for them and ultimately they will lose their conservation value as a result.

Policing works if it is strict enough, but it create an atmosphere that doesn’t belong in the zoo. The zoo should be a happy place, full of light and laughter and learning.

At the same time, some visitors are so unkind that “policing” can’t be ruled out. Even animal welfare groups now blame the zoo for behaviour of visitors.

Does your education programme address such issues? Will you share your ideas for the next issue?
"ARanine" stands for the Asian Regional Network of the International Zoo Educator Association (IZE). In 1997 IZE decided to create independent regions in Africa, South and Central America and Asia for better networking and development of the profession of zoo education in those large continental areas. Now there are six regions - the ones mentioned as well as North America, Europe and Australasia.

IZE is a professional association dedicated to making education better in zoos and aquariums all over the world. IZE and its members work together with other international conservation organisations to better understand conservation issues and share effective zoo education methods. Members come from more than 30 countries around the world.

Unfortunately there are very few Asian members - we need to change that!

The organisation which is helping to network ARanine is the Zoo Outreach Organisation or Z.O.O. ZOO is a Positive, Constructive, Practical, Scientific, Sensible and Sensitive Conservation, Education, Research and Animal Welfare Society in India. Z.O.O. is a communications service to fill the gaps in information and to provide a link between different agencies and institutions that have comparable and compatible interests with Indian zoos, e.g., wildlife agencies, conservation and welfare NGO’s, universities, educational institutions. It is like a "Friends of the Zoo" for Indian Zoos. Z.O.O. supplies zoos with up-to-date technical materials which are not so easy to obtain in India due to foreign currency inequities and import obstacles.

ZOO does many things but one of its major activities is to promote zoo education and development, produce educational materials for zoos with low budgets and guide zoos with better facilities to direct them towards educating more people by outreach activities.

Many of ZOO's educational activities are conducted under the auspices of the Indian Regional Network of the Conservation Breeding Specialist Group (CBSG). CBSG is the SSC, IUCN specialist group responsible for providing scientific expertise in species recovery planning, small population biology, reproductive and behavioral biology, captive animal management, and other disciplines. Advises the IUCN, SSC, and other SSC Specialist Groups on the intensive management of small populations in the wild and the uses of captive propagation for conservation breeding.

ZOO and CCBG, India attempt to develop education materials about some very technical aspects of zoo management such as small population biology, population dynamics and other new conservation sciences. This is compatible with ZOO's mission to promote zoo and serious scientific institutions to governments and policy makers.

CBSG has three other regional networks in Asia besides CBBG, India - they are CBBG, Indonesia and CBBG, Japan. In our next newsletter we'll include a report from these networks about what they do for zoo education.

Write to: ARanine c/o ZOO
R. O. Box 1683, Petramedu,
Colombo 04 104
FAX 91 422 373 269

Email: zooreach@glamd01. vnl.net.in

Web sites.
CBSG, India: http://members-Aoom.com/ZZOIndia
ZOOb http://www.geocities.com/rainforest/vines/6883

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The Bi-Annual International Conference of the International Zoo Educator Association was held for the first time in Asia last year, 1-6 October 1998. The warm hospitality, efficient organisation and excellent arrangements made by the Taipei Zoo on this occasion were superb by any standard. The Zoo Director, his capable Education Director and her team in the Education Department and from other departments of the Zoo were appreciated by all attendees. Delegates were delighted with the conference bag which included an IZE "match" and a personal Chinese "chop" with the name of the delegate. In addition to more traditional conference items, an envelope and a elegantly bound gave a taste of the high standard for the conference as well as new tastes of Taiwanese food.

The first day of the conference was devoted to the presentation of papers on zoo education. Some of the highlights were Annice Barker's presentation on Preparing for the Future in which she set a tone for the remainder of the conference followed by Stephen Wallard with his paper entitled Zoo Education in the Next Millennium: Education for Sustainability. Other presentations about specific programmes in zoos in Taiwan, India, Mexico, Venezuela, Austria, Africa and USA comprised a very full day of learning. A fabulous field trip to yang-Ming Mountain National Park and the Sun-Yi Aboriginal Culture Museum made the second day of the conference special and permitted participants to get to know one another.

Dr. Ulysses S. Seal, Chairman, CBBG began the third day sessions by discussing the important work of the Conservation Breeding Specialist Group linking work of zoo and field conservation with the latest scientific advances and relating the need for professional educators in conservation processes such as Population and Habitat Viability Assessment and Conservation Assessment and Management Plan. Excellent presentations by delegates from Uganda, Netherlands, Australia, Kenya, Nepal, India, Taipei, and USA made up the rest of the day which was devoted to the theme Conservation and Communication. The fourth day was devoted to a field trip to the Taipei Zoo where delegates saw the lush vegetation and modern enclosure designs of the Taipei Zoo with a special tour through the Education Department which is one of the largest and best in Asia and on a par with any in the world. Other highlights of the day were a meeting of the IZE Steering Committee with Dr. U.S. Seal to discuss how IZE and CBBG could link their activities productively. A short review of that meeting will be given later. Other group discussions were held in facilitated working groups to discuss issues raised in connection with the World Zoo Organisation and the World Zoo Conservation Strategy, e.g. promoting scientific literacy, creation of standards to guide the development of an education and interpretive programme, and developing a system to identify and replicate effective conservation education programmes to avoid duplication of effort.

The final day of the conference was themed "Cooperation". Excellent presentations from the Congo, Philippines, Sco...