



18th Annual
International Zoo
Educators' Conference

**Proceedings from
Open Space Sessions**

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Compiled by Ian Signer and Cayra Carroll

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Dear Fellow Educators,

It was a great pleasure to facilitate the open space activity at IZE. Thank you for sharing your enthusiasm and creativity. I'm looking forward to continuing to hear about the wonderful things you're doing in your various institutions.

If you would like more information, please refer to the great book *Open Space Technology: A User's Guide* by Harrison Owen (ISBN: 1-57675-024-8), which details all of the main steps involved in setting up an open space event. Please also feel free to contact me at any time.

The following proceedings are unchanged except for spelling corrections and minor changes for consistency in font and format. If you have any questions, I encourage you to contact the convener of the session to continue this conversation as we move beyond the conference.

Sincerely,

A handwritten signature in black ink that reads "Ian Signer" followed by a stylized flourish.

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Priorities for IZE

Following is a list of the various action steps associated with the open space sessions. The number before each title is the number of votes given to each action step. They are listed in descending order from the action steps that received the most votes on down.

31: Evaluation

IZE website includes:

- list of reference material on evaluation
- list of evaluators and trainers
- examples of successful evaluation models

28: Capacity building of Environmental Educators:

- Create a collection of training resources on IZE website

27: IZE should ask its members in each region what they need and provide appropriate services (workshops, sharing expertise, etc.) in response to those regional needs.

21: IZE should develop a listserv to better communicate a list of behaviours that can be evaluated.

20: IZE should develop a listserv e-group to better communicate the behaviours we want our audiences to carry out and how we can help enable our audience.

18: Recommend that IZE propose to WAZA that we can serve as a resource as they develop training programs and resources to assist zoos that need improvement (e.g., training courses – resource manuals)

13: Conservation Education in Asia

Conduct survey to understand the education status of zoos and aquariums in the Asia region via regional and national associations (SEAZA). Introduce IZE to them, provide training and support.

13: AZOREN

Activate present structure and organize 2007 conference at Johannesburg Zoo

11: Integrate other conservation sites (aquaria, wildlife reserves) in the IZE name to consider re-branding the name.

10: Program Animal Discussion

Share information via listserv and Internet both within country and through IZE partners about guidelines, housing, surplus and acquisitions of animals and husbandry including photos.

10: Compile and distribute list of institutions using theatre with costs, time, money and outcomes listserv.

- 7: Establish networks for fund-raising to support sustainable practices in in-situ conservation projects designed within the community.**
- 7: Weird Education -Tell the true story by positive interpretation about the weird education. Provide public with the choice of attending through timed events (dissection, feeding, euthanizing, poo).**
- 6: All aquariums must have a resourced and active education service that has a focus on conservation action. For example, the sustainable seafood program.**
- 6: Join the EAZA campaign in 2009 about European carnivorous mammals.**
- 6: IZE should develop a tool for a needs assessment of the communities around the zoos.**
- 5: To develop EE programs focused on relevant current environmental issues to ensure the inclusion of the whole community by IZE involvement.**
- 5: Establish a working group to follow-up on questions identified:**
- Impact of animal welfare on Zoo visitors:
 - Age differences
 - Cultural
 - Perception of Zoos
 - Can Good Interpretation overcome bad exhibits
 - Impact of Shows
 - Impact of acquisition – disposition policies on zoo visitors, etc., game hunting, ranches.
- 4: Maintain current programs. Further develop and execute more programs in the future using IZE experience.**
- 4: Equip the teachers with knowledge and resources that help them implement actions in schools and also help them realize the programme supports the curriculum.**
- 3: Use role models (celebrities, politicians, leaders – to make conservation trendy, fashionable, the “norm”).**
- 2: Within one month conduct at least one activity to re-inspire yourself and your staff.**
- 2: The priority of any activity for under-fives is to build an emotional connection to wildlife early on in their personal and social development.**
- 1: Provide input from IZE to the NA Environmental Education Partnership regarding their proposed toolkit on conservation action, including potential of using IZE as a resource for dissemination and possible regional train the trainer program.**

SESSION TITLE: Aquarium Education

Facilitator: Kevin Tanner

Participants: Russel Stevens, Maggie Esson, Joyce (OP), Armstrong (NZG), Barbra Revard, Jackie Ogden, Karia Tassien, Claudy Fox, Jone Porter, Claire Robinson, Judy Mann, Ulrich Oberprieler

1. WZACS – Aquarium Education

- Education should be a core value of an aquarium.
- All aquariums must have an active and dedicated education service and employ trained education staff.
- Adequate resources need to be allocated to the education service.
- All aquariums must prepare an education strategy.
- All aquariums must prepare, implement and evaluate education programmes that include conservation education that leads to actions/behaviour changes.
- There should be linkages established with local, regional or international associations.
- Education is for all audiences.

2. What are the fundamental differences between zoo and aquarium education? What makes an aquarium experience difference?

- Do guest attitudes to aquatic animals differ?
- Are guests separated from the animals?
- Interpretation/people add to the emotional experience.
- Do we have more 'spiritual' experiences an aquarium?
- Aquarium visitor profiles – MIRP study

3. Is possible to have one big message for the oceans? Aquarium visitors – behaviour messages, fisheries.

- Ocean Literacy
- Every aquarium should establish a SeaFood Watch Programmes relevant to their area. These should be based on sound science. The programme should be integrated into the facility operations. This should be done at a regional level and should be integrated.
- Recommended
- Think twice
- Rather not
- Litter – Land to Marine environment linkage
- Amphibians connections

ACTION STEP:

All aquariums must have a resourced education service that has a focus on conservation action such the Sustainable SeaFood Programme.

SESSION TITLE: Assessing the Impact of Zoos that Need Improvement on Perceptions of Animals and of Zoos in General

Facilitators: Chris Kuhar and Jackie Ogden

Participants: Ruth Rosenberg, Joyce Kwok, May Lok, Chris Kuhar, Anneleise Smillie, John Gardner, Ulla Broderson, Kim Intino, Tom Naiman, Bill Street, Jackie Ogden, Renald Fulconis, Russell Stevens, Rendalo Niebles

1. Three categories of facilities:

- Facilities are OK
- Facilities under resourced but want to improve
- Facilities under resourced that don't want to improve

2. WAZA is focusing on moving facilities up the chain from lowest to top levels with the least potential of controversy and negative impact.

3. Definition of a Zoo that needs Improvement:

- No conservation education or wrong messaging
- Animal welfare is compromised
- Under financed (lack of funds, qualified staff, infrastructure)
- Safety for visitors or staff
- Appropriate acquisition/disposition policies

4. Research Questions:

- **Impact of animal welfare on zoo visitors:**
 - a. Age differences? Is the perception of animal facilities age related? Does the perceptual and cognitive ability of a child play into their take-away message?
 - b. Cultural differences? How do the cultural differences impact this perception? (Hindu cultures have different perceptions than English cultures).
 - c. How might we test this? Surveys of zoo visitors to each of these types of facilities. Pictures of these three institutions to non-zoo visitors. First impressions of a zoo and how it relates to perception.
- **What is the public's definition of a zoo?**
- **What is the professional definition of a zoo?**
- **Are the perceptions of zoos negatively impacted by zoos that need improvement?**
- **Impact of safety concerns?**
- **What is the effect that education/interpretation has on the perception of zoos/exhibits? Can good interpretation overcome a bad exhibit? Can bad interpretation turn an exhibit bad?**
- **What is the impact of shows with different messages?**

- How does the acquisition/disposition of animals impact perception of the zoo? Does the public know how zoos operate? Do they care about game ranch/private disposal?

ACTION STEPS:

1. Who are the zoos? How many are there? What kind of zoo are they?
2. Literature search to develop benchmarks on perception of animals.
3. Goals and feasibility of the research questions (outcome)?
4. Chris, Tom, Russell and Renaldo will lead the work group.

SESSION TITLE: Capacity Building and Training of Environmental Educators

Facilitators: Kathy Lehnhardt, Zippy Musyoki

Participants: Nadine Kocanjic, Wilton, Stacy Reynolds, Daisy Msogo, Denise Charly, Mary Patterson, Shawn Peng, Nancy Hampson, Sandile Dyantyl, Terrence Tang, Jone Porter, Judy Mann, Ulrich O, Louise Gordon, Muna Aldhaheer

1. Issues

- Who needs training?
- How?
- What is the appropriate training?
- What regions?
- Language issues

2. Problems

- Educators lack teaching skills
- Educators have no natural history background

3. Training Components

- Content background
- Public speaking skills
- Conversation skills with visitors.
- Interpretive skills (www.interpnet.org)
- Delivery of conservation messages & sustainability component. (Need to ensure visitors pick up the conservation message.)
- Training on conservation issues. Make it fun with a positive approach.
- Proper interpretive signage.
- Limit the degrees of separation between message and the animal.
- Safety training in the back of house and animal handling.
- Experienced staff refresher course.
- Accuracy of background information and content.
- Educators should have a clear understanding of what conservation is.
- Training on web design, print media and teacher resources for educators.
- Training and resources for educators on how to develop a program or event (developing objectives, defining clear conservation messages, etc).

4. Training Resources

- Add training materials to IZE website.
- Sally Walker to look into training books and training kits
- AZA/CEC documents available?
- JWPT International Training course
- Provide list of links to training resources on IZE website.
- WAZA education strategy documents
- WCS training materials
- Contribute information to a wikipedia type of site.
- Learn from other fields (museums, environmental education, NAI, NAAEE, EASSA)
- Conservation Psychologists, Health Field, Social Marketing and others fields that focus on behaviour change.

ACTION STEPS:

1. Create a collection of training resources.
2. Create a list of training topics available.
3. Focus on funding available for training and capacity building.

SESSION TITLE: Developing Learning Experiences for Under 5

Facilitator: Francesca Gale, Colchester Zoo

Participants: C. Oldham, C. Wong, N. Daniels, M. Khular, T. Vekouine, R. Lovell, S. Heinzelmann, S. Reynolds, E. Mugo, Z. Musyoki, L. Richards, Yvette, B. Amundin, W. Nsimango, M. Deklerk. R. Nebles, P. Lesboto

1. Existing programs:

- Use of biofacts (3-5)
- Tub tables for rock pools (S. Africa)
- Who is eating whom – foodstuffs from kitchen, relate to what kids eat (National Zoo Gardens S. Africa)
- Butterfly theme – touching caterpillar (Ocean Park)
- Touch biofacts, teddybears, diet, take to see animals in zoo, fairytale animals, climb into den (Swiss)
- Themed classroom – open to schools and public (Paignton) Get regular visits to play room – preschool don't try to fill with too much information, colors – camouflage – take away color and match around zoo – bird keeper trail – feathers food – sorting exercise, use of mascots, story telling
- Need educators with drive and enthusiasm
- Keep kids motivated with certificates and ask parent
- Time frame
- Learn by interaction
- Exhibit for under 5 – sand and water, campground, link to play animals – monkeys to see and climbing apparatus, backyard, self discovery is important
- Children's costumes
- Encourage whole family activities
- Get children to dress up – experience life as the animal
- Encourage learning by self discovery
- Help to break cycle of phobia
- Class ratios: 1:20, 1:10

2. Key Components to a good under 5 program:

- enthusiastic staff member
- UK foundation curriculum

ACTION STEPS:

1. Build emotional links to animals early on.
2. To have educators with drive and enthusiasm.
3. Help to break the cycle of phobia.
4. Encourage learning by self discovery.
5. Encourage whole family activities.

SESSION TITLE: Weird Education: Dissection and Feeding with Whole Animals

Participants: Ulla Didriksen, Nina C. Christensen, Helana Olsson, Annie Graham, Dorthe Andersen, Claire Oldhom, Stephen McKeown, Yvette Finaly, Nicky Daniels, Rael Richards, Morten Andersen, Renaud Fulconis, Reimblo Niesles, Francesceca Gale, Bill Street, Joyce Kwok, Christine Wong, Romam Kossl, Tatyave Veronino, Miguel Vieyra, Micha V....., Barbara Reinhard, Bob Lovell, L. Schroder, Eliska Kubikova, Tomas Hajnys, Cocnella Coehne, Rececca Turner, Karla Slotman, Isabel Arce, Soren Sorensen.

1. Headlines:

- Dissection of lion and camel in winter activity announced in newspaper – many visitors came to see it – same with camel in summer – under vet. Supervision, Odense Zoo
- Children Zoo – dissection of hen, then body used to feed at carnivores. Kill hen in front of children with an axe – ask children if they want to watch it, from 9 years. Copenhagen Zoo
- Butcher invited to show pig and cows insides, then cooked to feed for the pupils – formal education
- Melbourne Zoo: race day beside the zoo at the same time as feeding the lions with a horse
- Squid dissection, Ocean Park
- China: Feed live chicken to animals
- Public perception – let people know what is happening – feeding lions
- Whole carcass – people decide if they want to go
- Givskud Zoo fed excess giraffe whole carcass to lions – lots off calls – explanation – visitors happy
- How can we avoid complaints: Tell the true story – lions eat big game – work with animal welfare/other organisations
- Givskud Zoo – Dung days at the Zoo – big pile of dung at entrance – dung on plate – guess the animal – educators talk about it – vet. Analysis – story/theatre – Who pooped on my head?

ACTION STEPS:

1. Tell the true story by positive interpretation about the weird education (feeding, dissection, euthanizing, poo) by giving public the choice – make aware of what happening
2. Announce when it is about to happen
3. Invite the animal welfare organisation – work with them
4. Avoid the distance to nature – if WE (educators) can't tell the truth who can? Birth, life and death are basis for better understanding of nature and nature conservation.

SESSION TITLE: Environmental Education, Training and Partnership (EETAP)

Facilitator: Jackie Ogden

Participants: Claire Robinson, Stephanie (Goldau), Barbara Revard, Ian Walton, Bob Langston and Natasha Silva.

1. Background:

EETAP = Environmental Education Training Partnership in the US – funded by Environmental Protection Agency. One activity including partnership between US Fish and Wildlife Service, North American Association of Environmental Education, and AZA is developing a toolkit to promote conservation action, which may be used by educators and conservation practitioners – potentially all around the world.

2. Ideas on what might be valuable:

- **Case Studies**

- Delegates: Please state particular things which made it successful. Case studies need to be continually updated! It is much harder to get a long term behavioral change (beyond the first year) > need more research.
- Refresh case studies every 2 years.
- Provide a smorgasbord: what makes it successful (at that particular time)? Also give examples of aspects which did not work (highlight aspects which did not have the expected outcome/did not work, instead of giving examples of entire case studies which did not work) > Top Tips to Remember.

- **Tools of Engagement**

- What makes behavioral change successful? What does the research tell us? A summary about what the research tells us what really works and what does not work (+ literature to back that up) > Literature results, including key research results.

- **Evaluation tools**

- Need to include templates for surveys/evaluation to assess impact - so that we can compare apples + apples.

- **Management tools/influencing skills**

- Developing a series of tools for helping people develop relationship/influencing skills (workshop/practice + long term/multiple contacts with follow-up and mentorship).
- Ensuring lifespan of action/project when key persons leave. Pitfalls. Build sustainability into program in conjunction with personnel change

- Needs tips for developing networks, building relationships, fundraising.
- Tools on funding resources/contact people.

- **Basics of program design**

- Need foundation on basics of education flow chart of program design.

- **A Decision Tree**

- With actions to accomplish at each stage (decision assistance for people at two different levels/two trees > high/basic level). Need to include Design Stages + Key Questions (+checking presumptions) > possibly one Decision Tree + fit case studies into this.

- **ROI - Return on Investment. Matrix of Benefits.**

- What does an educator bring in? Defining education + approaches (focus on education, not educator! > so does not sound defensive; weave into case studies).

3. Dissemination:

Resource format:

1. Shortened version which is visually attractive.
2. Hard copy + CD/online resources (online resources can be easily updated).
3. Use regional networks/partners + integrate it into conferences/workshops.
4. Training. Train the trainer – regional models.
5. Consider 2 tool kits: one for conservation education practitioners and one for conservation practitioners (including the basics of conservation education).
6. Consider utilizing IZE as mechanism for dissemination; train the trainer

ACTION STEPS:

1. Information/input from IZE will be shared with EETAP group, including potential of using IZE as one mechanism for dissemination, including train the trainer model w/IZE members.
2. EETAP group then will be developing draft materials for piloting these materials over the next two years.

SESSION TITLE: Do European Zoos Make Real Contributions to European Nature Conservation?

Facilitator: Marjolein de Klerk

Participants: Zahava Carmeli, Stephanie Heinzelmann, Claudy.Fox, Claire Oldham, Francesca Gale, Denise Charley, Muna El Dhaheri, Brigitta Amundin, Morten Andersen, Rebecca Turner, Helena Olsten, Tomas Hajnyk, Cornelia Lohne

We started the session with the question: In how many of the European Zoos are European sections/areas?

- ONLY Goldau Zoo (Switzerland) had a real area – that's because the zoo is a theme zoo about European animals.
- Euro zoos do have European animals but we just don't show them good enough.
- Comment from Denmark: European zoos get rid of European animals because they think the visitors are not very interested in these kinds of animals, but some of them talk a lot about local animals – without showing them.
- Comment from the Emirates: after she'd visited Europeans zoos twice where she didn't see European animals, she thought that there was no European wildlife left in Europe. Or that the zoos were not interested in those animals.
- We discussed that maybe it's a mistake to get rid of all the European animals. Some felt like we don't do enough on the local base, others felt like we do or that there are enough other organisations which do that. We didn't really concluded that we SHOULD show more, but DO focus on the local animals with others methods.

ACTION STEPS:

How can we focus more on European species?

1. Cooperation's with local nature conservation organizations (improves image as conservation centre!)
2. Make the best of the enclosures you already have (improve them, signed them etc.)
3. Do other things like:
 - Show people pictures of rare looking animals and ask them for their names and tell them that these animals live close to their homes.
 - If your zoo have a magazine than make articles about euro species
 - Develop programs like Adopt a European animal which is in your zoo or maybe get to be released into the wild
 - For small children: Use fairytales with European animals in it
 - There are websites where people tell about their experiences with counting and watching birds and euro animals. Tell the people about these websites.
4. MOST IMPORTANT: JOIN IN THE 2009 EAZA CAMPAIGN – IT WILL BE ABOUT EUROPEAN MAMMALS (CARNIVORES).

SESSION TITLE: Evaluation of Our Programmes

Facilitator: Russell Stevens

Participants: Terrence Tarry, Nicky Daniels, Sandile Dyantyi, Parks Leshaba, Karin Slotman, Chris Khuhar, Armstrong Mushukeni, Nina Christensen, Birgitta Amundin, Kathy Norman, Denise Chorley, Judy Mann, Kathy Lehnhardt, Nuhu Daniel, Dave Naish, Joyce Kwok, Sam Sohrisey, Doure, Andersen, Cornelia Lehne, Musingo David, James Musinguzi, Zippy Muzyoki, Helena Olsson and Claire Robinson.

1. Some key questions were suggested that needed to be considered with regard to evaluation of zoo and Aquarium programmes:

- What needs to be evaluated: knowledge, behaviour change, attitude.
- How does one establish the objectives of a programme needing assessment?
- How do you quantify whether you're making a difference?
- What 3 key things does the audience need to leave with?
- It is important to change the heart of the person.

2. What are the objectives of a programme that need to be quantified?

3. Objectives needed to be SMART which meant that they needed to be:

- Specific
- Measurable
- Acceptable
- Realistic
- Time

4. Objectives need to be simplified. (For example, what one thing do you want your visitors to take away with them?)

5. Train the staff to evaluate correctly and endeavour to do a few things very well.

6. Pre and post evaluations are needed of our existing programmes.

7. What about evaluating informal education?

- Questionnaires are the most straight forward method of evaluating programmes.
- Can visitors be tracked so changes can be measured? Members/Teacher loyalty database could be used.
- A good sample size can give an idea of trends which implies that not every visitor needs to be surveyed. One needs to accept that to prove that it was your project that was responsible for the changing behaviour is difficult as there are so many variables that determine human behaviour change. The chance of changing behaviour in one day is also uncertain.

8. Types of evaluation

- Evaluation needs to be done after a period of time (after a week and then after a few months) to see whether the behaviour change has been lasting, if that's what you are evaluating (changes in behaviour need to be relevant to people i.e., local actions)

- Collaborative efforts with teachers are needed to carry out a continued evaluation
- Students can be set a task such as giving a presentation on the topic /skill when they get back to school
- Following students through their education would be useful.

9. Immediate evaluation catches immediate and possibly short term knowledge intake.

10. How do you evaluate without the staff and the time to do it in detail?

- For many institutions, partners can be used to assist with the evaluation - e.g., university students/or departments
- Train staff to evaluate appropriately
- Concentrate on smaller projects and not aim to broad

11. Need to link evaluation to curriculum using teacher knowledge

12. Can behaviour really be influenced by one visit?

13. Need to use the results of evaluation to improve practise. You can prime visitors to change behaviour – zoo visit could be the first contact with the idea.

Action Steps:

1. IZE to make reference materials and resources, including trainers and evaluation models, available on IZE website.
2. We will try to use SMART (specific, measurable, acceptable, realistic, time) model to help design evaluation.
3. We will evaluate our own behaviour – and model conservation actions on our lives.
4. We will evaluate conservation actions in all of our programmes.

SESSION TITLE: Helping Visitors to Take Conservation Action

Facilitators: Claudy Fox and Nadine Kocanjic

Participants: Morten Andersen, Tom Naiman, Rachel Lowry, Jackie Ogden, Tomas Hajnys, John Gardner, Vicki Searles, Ulrich Oberprieler, Lucia Schroder, Lael Richards, Ruth Rosenberg, Anneleise Smillie, Zahava Carmeli, Stacy McReynolds, Jone Porter, Wilton Nsimango

1. What behaviors do we want our visitors to carry out?

- Responsible treatment of animals
 - Choose pets wisely
 - Don't feed wildlife
 - Spay and neuter pets
 - Keep cats indoors
- Be an advocate for wildlife
 - Be a role model
 - Start a wildlife club
- Remove introduced species whenever possible
- Be a wise consumer
 - Don't buy or sell shells, insects, exotic animals etc.
 - Be a responsible tourist (Support eco-friendly companies)
- Improve and create habitats for wildlife
 - Participate in a local clean up
 - Hang a bird feeder etc.
- Support political candidates and campaigns that favor the environment
- Experience nature/Take a closer look at nature
- Grow your own food
- Plant a sustainable vegetable garden
 - Report negative behaviors to proper authorities
 - Recognize/reward positive behaviors
- Start a positive radio/media campaign

2. How do we help our visitors to achieve this behavior?

- Keep messages positive
- Develop several levels of achievement. (eg. Simple, moderate, complex)
- Keep the actions realistic and achievable
- Consider the economic benefits of an action

- Report back to visitors on the success of their actions. (feedback)
- Make the message memorable by engaging the visitors in hands on activities (role play and practicing behaviors)
- Make it fun
- Encourage families to carry out actions together
- Make a connections with wildlife for younger audiences before focusing on actions
- Connect visitors with people in other countries (email, websites)

ACTION STEP:

Create a listserv/e-mail group to communicate 'enabling' work.

SESSION TITLE: How Do We Increase Action after Conservation Education Outreach? What Incentives Can be Employed?

Facilitator: Ephantus Mugeni

Participants: Sol Mushwana, John Gardiner, Nuhu Daniel, Luo Lan, Brylinski Magali, Dave Naish

1. Give responsibility to teachers to follow up on actions: Provide materials including evaluation; offer suggestions of actions
2. Teach the teachers
3. There is a problem if follow up work is perceived as extra work for teachers to do. In some cases teachers see it as being work that can only be done outside normal school hours, so it is unpopular. School timetables are already very full and so new things cannot be fitted in easily.
4. Need to motivate teachers to want to get involved.
5. Encourage ideas for conservation involvement from (short videos can be made of each idea and distributed between participating schools)
6. Environmental education (EE) is not always a defined part of the curriculum. However different areas are contained spread across other sections. This is a problem as teachers do not recognise EE as something they need to/have time to teach.
7. Conservation actions may not be interesting to the schools because they do not see individual benefit or are not personally relevant.
8. Need to mention the need for conservation involvement when the booking for the education programme is initially made.
9. It is important to work through or demonstrate the conservation activity as part of the session/programme. Could be in the form of a game.
10. Regular follow up contact with the school is needed by Education Officer to offer advice and encouragement and sort out problems.
11. Need to recognise that not all schools will get involved despite your efforts.

ACTION STEPS:

1. Teach the teachers: give teachers the training and materials they need to act.
2. Show that your work is satisfying the education curriculum – photocopy or highlight the relevant areas and distribute them to teachers.

3. Target actions that are individually relevant to the schools. The children/teachers should be involved in the decision about what type of action they would like to work on.
4. Tell teachers that there will be an expectation of their involvement in conservation action when they book the programme/session.
5. Maintain regular contact with the school after the programme/session is over – to offer encouragement and help.

SESSION TITLE: How to Keep Staff Inspired - So They Can Inspire Others

Participants: Brylinski Magali, Bob Langston, Yvette Finley, Judy Mann, Louise Matschke, Rob Lovell, Sol Mushwana, Nina C Christensen, Rachel Lowry, Karin Slotman, Terence Tang, Lue Lan, Christine Wong, Russell Stevens, Jone Porter, Nadine Kocanjic, Angeles Cruz, Morelos, Isabel Arce, Lael Richards, Miguel Vieyre, Karla Wolffer, Maria Eugenia Martinez, Ulrich Oberprieler, Robert Sikora, Stacy McReynolds, Shawn Peng, Natasha Silva, Nuhu Daniel

1. What have we experienced that has inspired us or our staff?

- Send people to conference
- Send people away on trips
- Professional development opportunities
- Working with animals
- Working with the public
- Give staff enough space and time to let them find their own projects
- Give them opportunity to volunteer
- Exchange staff with other departments and other organizations
- Give them opportunity to work in the field
- Combine staff from different organizations for retreats

- Team building activities
 - Play cricket
 - Snorkel with staff that can't swim
 - Zoo birthday party
 - Take team of interns out of the zoo to volunteer for another organization (terminally ill children's group)

- Dreamnight (Multiple zoos have found this to be a motivator)
- Employee recognition program – Disney's program works – verbal recognition - cards that interns give to each other (Thanks)
- Send one or more staff people on a rotating basis to conference (non-management)
- Guest service award – anybody can nominate anybody else for an award on any paper. The recipient gets a pin. Awards are listed in an employee newsletter.
- Have staff work in an animal area for one full day.
- At new enclosures with water – initiate water by swimming in it

2. How?

- Plan down time
- Don't schedule programs for certain times to allow for these chances

3. Ah hah Moment for each member – (to help us get renewed)

- Holiday
- Climbed a mountain – petrels flew down to whistling people. She picked them up. 22 years old
- Circus – parking lot was crowded – dad took kids to see animals – rode elephant -discovery that elephants have hair! – 5 years old

- Born and raised on farm – falling in a pond and seeing black rat snake inches away from face. 3 years old.
- Born in city – went to small town, goat born in front of her. 23 years
- Grew up with Rotary International. Went to zoo with children. Watched 2 kids swim with flamingos. 13 years old
- Shamu jumping. 8 years old
- In university as a dive master – dove into water where a whale was – 18 years old
- Father worked with the environment – no defining moment – whole childhood.
- Is there an “ah-hah” moment that had nothing to do with animals, but instead working with kids?
- Most of us don’t get a chance to do anything outside of our normal day

ACTION STEPS:

1. In next 2 months I will do one of the following:

- Compliment my staff
- Find out what inspired at least two other people in my department.
- Tell my staff when a visitor compliments my staff.
- Write a letter to the principal when we've had a good experience with the students.
- Let the aquarists spend two hours with educators to see what the education staff experiences.
- Organize something fun to do with other staff (silly and whimsical).
- Provide time for staff to do what they need to do and model that.
- Have dinner or picnic together with everyone contributing something.

2. Action item: Start a distribution list – e-mails – subject will be will be “IZE inspirations”

SESSION TITLE: Involving the Zoo in the Community

Facilitator: David Musingo

Participants: Parks Leshamba, James Musinguzi, Karla Tassier Wolffer, Ian Signer, Angela Cruz Morelos

1. What kind of community is around the zoo?
2. What do you mean by community?
3. Are there universals that zoos can contribute to ANY kind of community?
4. Evaluating the needs of the community is important – we need to know them.
5. How do we serve the community, but keep the zoo economically viable?
6. Community can become amorphous – identify groups you can help that are organized and interested.
7. In some parks, a percentage of the gate take is given back to the community for needs like water works / latrines / etc.
8. Help a process – because we all want resource conservation and that people learn how to manage their resources – through capacity building, getting the confidence of the community.
9. Maybe we can come up with a survey that can define our communities that visit us and surround us.
10. It's important to know the communities on which we're going to focus their needs – whether they're. Focus on what we can, depending on our resources.
11. Choose maybe one group that is geographically close, another who is a group of visitors.
12. Every zoo does things, but there isn't a universal structure that's there.
13. The Local community will participate in programs and contests, but only when there is a prize involved.

ACTION STEPS:

1. IZE develop a tool to use as a survey / needs assessment for communities around zoos. Are there any patterns that emerge?
2. Develop Community-Related Programs.
3. Put incentives in place for the community (e.g. one day free entry).
4. Send tickets to people in around the zoo (community post offices).
5. Offer employment to neighboring communities (guides, guards, etc.)
6. Allow Stalls for community members to sell their stuff (arts / crafts / etc.)
7. Involve the community leaders of surrounding schools directly into zoo activities (guided tours).

8. Introduce a "Friends of the Zoo" club.
9. Join the community in celebrating days like world environment day / world biodiversity day / etc.
10. Do a community action together.
11. Give a discount to identified/disadvantaged groups.

SESSION TITLE: Conservation Education in Asia Region

Facilitators: Shawn Peng, Joyce Kwok

Participants: Sally Walker, Stephen McKeown, Anneliese Smillie, Luo Lan, Gawsia Wahidunnessa Chowdhury, May Luen Lok, Kathy Lehnhardt

1. What do we know about the needs of zoo and aquarium in Asia region?

- Zoos in South Asia are well taking care by Sally Walker. But those in South East and South Asia, like Indonesia, Malaysia, Vietnam, Laos, China, Korea and Japan need more attention. We need to understand the situation, their needs and see how developed zoo/ aquarium can collaborate to provide with assistance for them.

2. We don't know much about the present situation and condition of all zoos/ aquarium in South East Asia. We just know that:

- Some zoos/aquariums don't know how to start education programme. They just don't have any concept, knowledge and skill to develop education programme. They need training and financial supports.
- Most zoo/aquarium directors have low or no awareness about the importance role of education in their zoo. It is very important to educate and change the attitude of the upper management of the zoo.

ACTION STEPS:

1. Produce some programme development manual and translated into different languages and distribute to zoos in South East Asia region.
2. Check the 10 priority animal species listed by SEAZA. Produce tools and materials for education programme of these species and share with them for use.
3. Conduct survey to find out the situation and needs of these zoos/ aquarium.
4. Make good connection and communication with SEAZA.
5. Establish relationship and communication channel with local zoo association e.g China Association of Zoological Garden.
6. Inspire zoo directors to visit other zoos and get the ideas of conservation education or join some international conference e.g. IZE, SEAZA
7. Hold training workshop for educator on programme development skills, writing of education plan and strategy. Singapore Zoo proposed to hold a training workshop for zoos in Malaysia and Indonesia in 2007.

SESSION TITLE: Marketing IZE

1. Identify audiences

- Zoos-Directors, Animal keepers, Educators, Marketing/PR personnel, Curators, Regional zoo associations.
- Education institutions
 - Primary, secondary schools
 - Teachers Associations
 - Head teachers
- Tertiary institutions
 - Animal Mgt. Training Institutions
 - Universities
 - Colleges
- Autonomous Research institutions
- Aquariums- Associations national and international
- Botanical Gardens – GGCI
- National Associations
- Wildlife Reserves
- Non Governmental organizations
- National Parks
 - Directors
 - Educators
- Animal Welfare Organizations
 - Universities Federation for Animal Welfare
 - Animals Asia
 - Born Free Foundations
- IUCN
 - CBSG
 - CEC
 - Taxon-based specialists groups

ACTION STEPS:

1. Integration of other conservation sites in the name – change from IZE (re-branding).
2. IZE should consider giving awards, i.e. Research, recognitions of outstanding education projects, director who has done the most for education.
3. IZE Journal distributions (translate into other languages and create PDF formats on website) and IZE website link to the target audiences and zoos.
4. Joint membership with regional associations.
5. Presentations on IZE activities at WAZA conference (Stephen and Tom).
6. WAZA branding

SESSION TITLE: How Can IZE Better Serve Its Member's Needs?

Facilitator: Tom Naiman

Participants: Chris Peters, James Musinguzi, Ian Walton, Kevin Tanner, Denise Chorley, Stephane Heinzelmann, Mary Patterson, Russell Stevens, Helena Olsson

1. European zoos, and others, are not engaged enough with IZE.
2. The IZE conference, journal and website are the best ever!
3. Zoo educators and directors need to feel IZE membership is relevant and beneficial to them.

ACTION STEPS:

1. IZE should ask members in each region what they need and provide appropriate services (workshops, sharing of expertise, etc.) in response to those regional needs.
2. IZE should create a mentorship program for individuals who are sponsored to attend the biennial conferences. Mentors should be engaged with them before, during and after the conference.
3. IZE should create a registry, posted on the website, of existing international partnerships among educators. IZE should also create a "matchmaking" service for its members to find international partners.
4. IZE should work with the regional zoo educator organizations to create the opportunity for members to join both organizations at the same time, at a discounted price.
5. In order to recruit new members, IZE should do a better job of telling people exactly where its funds go.
6. We should ensure that an article is published on this conference.
7. We should send emails to the membership when new things are posted on the website, and we should make an effort to update it often with news and links to regional and international list serves.

SESSION TITLE: Theatre, Music and Arts

Facilitator: Robert Sikora

Participants: Magie Esson, Christine Wong, Muna Al Dhaheri, Magali Brylinski, Magali Brylinski, Marjalein de Klerk, Natasha Szlia, Daisy Mbogo, Shawn Peng, Rob Lowell, Rebecca Turner, Angeles Cruz, Migel Veyra, Sol, Marimuthu, Arun Rama, Gawsia Ephenstumugo, Ulla Didrinsen.

18 Institutions Surveyed: 12 offered theatre, music, arts, 6 offered no arts programs:

1. THEATER PROGRAMS

- Two institutes offered 3-D special effects film theatres – one with actors and animals, other offering films produced outside the zoo with animal themes.
- Three offered active theatre programs – one also offered poetry and was looking to do drama in-situ, one offered drama around snow leopard exhibit, and one offered drama on resource depletion via 30-minute video. Two institutions offered storytellers and two hired theatre professionals to train staff, but no budget for a theatre company.
- Four institutions offered student theatre programs – one had 100 students write a play at the end of the session; one institute used university students to perform a puppet show, one institute had an acting program for children, one institute had university students writing conservation plays.

2. VISUAL ARTS

- One institute had an art gallery, one had a photo gallery, one institute hired sand artist, and one zoo had artwork in the exhibits, one institute had an artist in residence, one institute had a batik art program.

3. MUSIC

- One institute offered existing songs in programming; one offered folk songs; one offered music before animal demos; one zoo had theme song to find an animal.

4. PROS AND CONS OF USING THEATRE

- Group generally agreed theatre was a useful tool; however Animal Departments felt puppets and characters were cartoon-like and unacceptable.

5. CURRENT POLICIES

- No clothes on animals, but animals can speak and sing; One zoo had a black rhino costume that was very accurate. Group agreed that puppets/characters must honour the animal. There was a debate over the use of animal puppets/characters wearing clothes.

SESSION TITLE: Use of "Program" Animals in Education Programs (Sessions 1 & 2)

Facilitator: Bill Street

Participants: Yvette Finloy, Francesca Gale, Nina Coliatz Chrestenson, Deona Jhb, Robert Skora, Louise Gordow, L. Schroeder, Terrance Taig, Nancy Hampson, Rebecca Turner, Bill Street, Maggie Esson, Morten Anderson, Mirba DeLulora, Tatyaria Vorouina, R. Kord, Elisha Kubikoua, Natasha Silva, John Gardener, Sam Sorensen, Ruth Rosenberg, Jone Porter, Rob Havell, Barbara Revard, Ulrich Oberprieler, Isabel Arce Birgitta Amundin, Lael Richards, Claire Robinson, Claire Oldham, Zahara Carmeli, Claudy Fox, Corneilia Loehne, Barbara Reinhart, Annie Grabar

75% of audience has a program animal collection that is used by education staff.

1. Why use program animals?

- Opportunity for urban center audiences to interact with "non-pest" animal
- Connection and appreciation for animals complimenting non-live (i.e. television) experiences
- Remove apprehension and fear of animals
- Demonstrate gentleness and respect for animals (appropriate practical care)
- It is what audiences want
- Attract attention to an area or important subject
- Realize that an animal is real (ex. Sea cucumber)
- Special needs audiences
- SEE IT, SENSE IT, SAVE IT
- Provides a focus for content (ex. Bird show)
- Promotions and marketing use
- Demonstrate natural behaviours on cue

2. How do you use program animals?

- Trained animals to demonstrate behaviour (evaluation has been done that has shown this as an effective education tool)
- Personal experiences (one-on-one)
- Group experiences
 - Group grope discussion
 - Dead space while individuals are interacting – team teaching
- Reward volunteers or audiences (selected members of a group)
- Use of microscopes instead of touch
- Group circle with free animal in center.
- Resident camp programs

3. Diversity of Program Animals

Farm animals
Fish
Rats
Owls
Chinchilla
Hedgehog
Cockroach

Seastars
Servals
Millipede
Toads and Frogs
Parrots
Koala
Sea Cucumber

Squirrel Monkey
Goat
Tenrec
Warthog
Billy
Cranes
Penguins

Llama	Cavey	Ferret
Sheep	Scorpion	Tortoise
Spiders	Armadillo	Slow Loris
Worms	Groundhog	Kookaburra
Alligators	Skink	Bush baby
Salamanders	Raccoon	Stick insects
Wallaby	Opossum	Toucan
Dingo	Sloth	Snails
Caterpillar	Sea Lions	Rabbits
Skunk	Red Panda	Hawk
Kangaroo	Tamandua	Chickens
Kinkajou	Hyrax	Cockatiel
Cheetah	Snakes	Lemur
Porcupine	Geckos	Tawny Frogmouth

4. What are the morals and ethics involved?

- Warm blooded vs. cold blooded
- Perceived intelligence
- Acquisition
- Message
- Domestic vs. non-domestic
- Disposition of individual
- Trained vs. Untrained (trainable vs. untrainable)
- Acceptance by visitor
- Animal needs
 - Welfare of animal is priority
 - Use of multiple animals of the same species if used frequently
- Husbandry requirements
- Usability for both display and education purposes (duality of purpose)
- Quantity of interactions vs. quality
- Human consumption of domestic species (learn about the cow then eat the cow)
- Assuming casualties (sacrificial animals)
- Cultural variances (expectations and assumptions of audiences)

5. What challenges do you have with the program?

- No one under 18 can work with animals
- Quarantine
- Curatorial staff and who makes decisions about animals

6. Program Animals vs. Collection Animals

- Program animals should not be released or breed so that offspring can be released
- Program animals should have at least or better husbandry protocols, record keeping and safety than exhibit animals

- Program animals should have at least or better housing than exhibit animals
- Program animals should have at least or better quality of life than exhibit animals
- Program animals are often kept separately from overall collection
- Use of domestic animals as program animals is typically not controversial
- No existing program animal breeding program. Should there be?
 - Overall, good idea to breed and share program animals
 - Surplus animals should be used as a priority before breeding if they can
- Probably good idea to breed common species used within education community
- Quarantine

7. How do you acquire animals?

- Pet trade
- Donations
- Confiscations
- Retired from exhibit collection
- Trade from zoos (surplus)

8. Should we breed program animals?

ACTION STEPS:

1. Share AZA and ARAZPA program animal guidelines.
2. Share notes from this session.
3. Share pictures of program animal facilities.
4. Institutional species list.

6. WHY USE THEATRE

- Theatre addresses many learning styles; consultant advised one zoo needed a drama/theatre program; marketing department promoted university student program; and one zoo needed to reach children under six years had by in from all departments including marketing and science. All agreed that more students could be reached by theatre through school assemblies.

ACTION STEPS:

1. Compile list of institutions using theatre and arts – including outcomes and costs in time & money.
2. Publish more articles on use of theatre in conservation organizations.
3. Provide for training of staff including observation of theatre programs.

SESSION TITLE: Education for Zoos that need improvement: How can we contribute?

Facilitator: Renaud Fulconis

Participants: Renaud Fulconis, Muna Al Dhahari, Zahava Carmeli, Chris Kuhar, Lawrence, Armstrong Mashakiri, James Musinguzi, Dave Naish, Reinaldo Niebles, Jackie Ogden

1. What is a zoo that needs improvement?

- animal welfare standards are compromised (need to address **whose** standards)
- zoos without conservation education or with really conflicting messages
- zoos without appropriate infrastructure
- lack of staff or lack of well-trained staff
- finance (under resourced)
- lack of knowledge

2. Can we assist these sorts of zoos with education? What about zoos that don't meet these standards but still provide education? How can situations with compromised animal welfare educate?

- if they provide enrichment to compensate for poor spaces?
- if they provide communication that says "we care about animals and we know this lion needs a better home. Help provide me a better home."?

3. General consensus that you must first address welfare issues before education can be successful.

- First step is changing mindset of management – Recognition that WAZA is working on this, but an interest on the part of participations that IZE extend an offer to assist in influencing management of zoos/aquariums that need improvement (some zoos have sufficient resources, but are not being managed appropriately)
 - could contact these zoos to share information; communicate available resources, existing associations etc.
 - suggest that IZE provide their expertise in communication strategies to assist WAZA as they are working to improve animal welfare
 - a. Can IZE assist in training staff? Can they help to train staff to be empowered? Can they provide natural history training to animal staff? Can these animal staff also be provided with some basic training in interpretation so that they provide appropriate messages?
- Second step is providing training to change habits and practices to influence animal husbandry practices before education is focused on
 - IZE could assist with helping to develop this animal husbandry training (realizing that educators are not necessarily subject matter experts in husbandry, but do have expertise in developing training programs)

- IZE could assist in providing tools that promote this training
 - a. Videos that could include training
 - b. Email list serves to connect people
 - c. Improve IZE website to provide resources
 - d. Provide training on use of program animals
 - e. Could IZE regional representative promote these efforts? (challenges: these representatives have other jobs)
 - f. IZE, WAZA and regional associations could promote development of formal, positive relationships with governments, and encourage increased role in developing standards by regional associations, etc.
- IZE can provide tools, ideas to encourage community involvement, volunteer support to assist in improving the zoo
- After animal welfare needs are addressed, we can then work to promote education, including resources from IZE
 - communicate what is available
 - IZE website can improve to provide interpretive tools
 - Etc.

4. Need to also address challenges facing zoos that need improvement (and are working to improve)

- How can you feed chimpanzees well when people in the area are starving?

ACTION STEPS:

1. Have IZE extend offer to WAZA to assist in providing communications expertise to promote improvements in animal husbandry
 - Creating training modules and workshops for staff
 - Improving website
 - Developing videos, other training media
2. Develop task force to assist with this, including increasing communication with directors, promote leadership training, work with regional associations etc.
 - Develop communications system amongst IZE – email list serve (several possibilities: Could IZE administer such a listserve? If not, AZA is a possibility, as is Fulconis' organization)

SESSION TITLE: How can I keep up my participation in IZE!

(The next responsibilities after participation in IZE Conference)

Facilitator: Gawsia Wahidunnessa Chowdhury, Wildlife Trust of Bangladesh

Participants: David Musingo, Uganda Wildlife Education Service
Rengasamy Marimuthu, Zoo Outreach Organisation, India
Dammika Malsinghe, National Zoo, Colombo, Sri Lanka
Chris Poo, National Zoological Gardens of South Africa
Lawrence Tshokgohle, Zohannesburg Zoo, South Africa

ACTION STEPS:

1. Maintain a good relationship with existing relationship/develop relationship with Educators/Zoo Personnel.
2. Communication (through Newspapers, TV, Programmes) / Sharing Education Materials / Sharing what is happening by networking among the participants of IZE Conference.
3. Develop partnership with stakeholders for community feelings.
4. Arrangement of Conservation Education Workshop for community/Zoo Personnel/whoever interested/Regular conservation education workshop for visitors/school children.
5. Development of volunteerism for zoos/animal welfare!

MAJOR ACTION PLAN:

Maintain current programs. Further develop and execute more programs in the future using IZE experience.