



“Tangkoko Conservation Education” - Conservation Education project around the Tangkoko-Duasudara nature reserve, Sulawesi, Indonesia

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Tangkoko Conservation Education

Awarded a PSGB Conservation Grant in February 2012

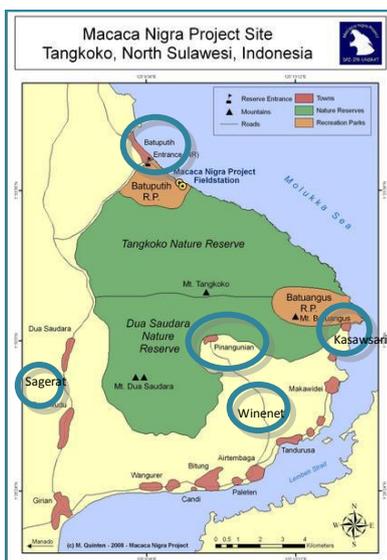


Crested macaque in Tangkoko (Photo: Jérôme Micheletta)

The Tangkoko-Duasudara Nature Reserve (North Sulawesi, Indonesia) is a unique protected area of around 8800 hectares and is the principal habitat of the crested macaque (*Macaca nigra*), one of the seven endemic Sulawesi macaques. Despite being a protected area, poaching, illegal logging, agri-business, and non-sustainable farming practises occur around the area. Due to these threats, crested macaques are listed as critically endangered by the IUCN red list since 2008 and population surveys documented a 80% decline, leaving as few as 5,000 individuals left in the wild. This is why an urgent and sustainable action is needed locally to avoid the extinction of this species.

Tangkoko Conservation Education is a conservation education programme, aiming at increasing the long-term survival chances of this species in the reserve. We develop education and conservation activities for local population (especially school interventions for young people), in order to increase their knowledge about the crested macaques and the local biodiversity and raise awareness about the threat they face and their importance for the local ecosystem and economy.

The project started in 2011 in one village at the entrance the reserve, following by another school year project in 2011-2012 including two more villages. The Conservation Grant Award provided by PSGB has helped us to intervene during a third school year and include two additional villages for 2012-2013. So far we have worked with 7 primary schools and 4 junior schools, for a total of 330 pupils between 8 and 15 years old.



Map of the Tangkoko-Duasudara reserve and the villages involved in our programme (Map: Macaca Nigra Project)

The activities for our 2012-2013 school year consisted in bimonthly educational interventions such as theoretical presentations, field trips in the reserve and a wildlife rescue centre, and various workshops about the Tangkoko reserve and its wildlife (especially the crested macaques). These interventions are implemented with the help of stakeholders such as local guides, researchers from the [Macaca Nigra Project](#), [Tasikoki](#) wildlife rescue and education centre, [Selamatkan Yaki](#) conservation programme and the local government authorities for nature conservation (BKSDA).

Additionally, we have created an education booklet, providing a concrete material for teachers who wish to implement the lessons and activities that we have designed. In September 2012, we have successfully developed and delivered the first lesson made of exercises and illustrations by [a scientific illustrator](#). The support provided by PSGB helped us to create this education booklet by covering part of the fees of

the illustrator. The booklet was finished by June 2013 and the whole content is now implemented by our team and will hopefully be part of the curriculum for the 2014-2015 school year. We are currently part of the [Primate Education Network](#) and we plan to share this booklet with other organisations working in the field of primate education for them to benefit from our work.



One exercise of the education booklet (Lesson 5: Threatened species): Link the animal to the main threat he faces.
Illustration: Elodie Philippe

For this 2012-2013 school year, we gave evaluation questionnaires to the pupils before and after the programme, in order to measure the effectiveness of our action on their knowledge, attitudes and behaviours regarding the reserve and its wildlife. The first results show that we do not perceive yet an improvement about the pupils' **habits** regarding the forest, such as taking wood from the forest. However, we can see an improvement regarding pupils' habits towards wildlife, as they seemed to realise that wild animals should remain in the wild and not being kept as pets. Regarding their **knowledge** about the fauna of Sulawesi and Tangkoko, we can mention a significant improvement, as pupils are more familiar with recognising all the animals of Sulawesi based on pictures. They also have a better understanding of the protected and endangered status of the crested macaque. The results also demonstrate that there is an improvement regarding children's' **attitudes** when encountering crested macaques in their local environment (the forest) or in their gardens/crops. They perform less disturbing activities such as approaching or feeding the macaques.

These first results are encouraging and show that our project has a positive impact on the pupils' knowledge and attitudes. However, we consider that we need to continue our efforts to help the pupils and their family improve their habits on a regular and long term basis..



In the classroom in Batu Putih village: experimenting the illustrated booklet with the pupils
Lesson 1: Environmental changes
(Photo: Tangkoko Conservation Education)