

Project : Feeding Ecology and Seed Dispersal by *Eulemur rufifrons* for the Regeneration of Kirindy Forest/CNFEREF, Menabe Region, Madagascar

Objective 4 : To organize environmental education for public pupils and students to show the effects of endozoochory of *Eulemur rufifrons* and the professional job of research assistants.

On September 15th, 2025, I organized a field trip for the end year students of the Morondava Pole Public High School to Kirindy Forest. Then, on September 16th, it was the turn of the first year students of the Morondava Pole Public High School.

And finally, on September 20th, for the third-year Bachelor's students from the Ecotourism and Sustainable Development Department of the Menabe Catholic Higher Institute in Morondava.

The participants visited forest sites, guided by ecotourism guides and local research assistants, to learn about their natural heritage. They were able to meet many ecotourists and foreign forest researchers and understand the importance of protecting their biodiversity.

I showed them the importance of endozoochory through my seed germination experiments in nurseries and introduced them to how to track and study diurnal primates and nocturnal primate research laboratories.

I then gave a PowerPoint presentation on: the Categories and Governance of Madagascar's Protected Areas; the Biodiversity of the Menabe-Antimena Harmonious Protected Landscape; Pressures and Threats to Biodiversity and Environmental Impact; Primate Conservation in the Kirindy/CNFEREF Dense Dry Forest; Eco-responsible and Eco-citizen Solutions for Sustainable Development; and Professions and Promotion of Protected Areas.

Before issuing them with certificates of participation, I gave them a monitoring and evaluation questionnaire to reassure them of their level of understanding of their biodiversity and what awaits them in their turn to protect it.

For everyone, this was the first time they had discovered their natural heritage, which they found very exciting and impressive, with all the richness of their endemic and unique biodiversity. They wanted to thank everyone who made this field trip possible, as their parents' standard of living would not allow them to have such an opportunity to discover their natural environment and the associated professions.

For the third-year Bachelor's students, this field trip gave them ideas for their upcoming dissertation topics for their Bachelor's degree.



German Primate Center
Leibniz Institute for Primate Research

NOUWAIR Hassani Ahmada, Coordinateur du Projet

« Feeding Ecology and Seed Dispersal by *Eulemur rufifrons* for the Regeneration of Kirindy Forest/CNFEREF, Menabe-Antimena P.A, Madagascar », atteste que

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à participé à la classe verte sur l'éducation environnementale
et au développement durable en milieu naturel à Kirindy Forest.



Latimeria chalumnae

Le 15 Septembre 2025



Plus d'information sur le contenu du projet, rendez-vous sur <https://www.rufford.org/projects/nouwair-hassani-ahmada>

ATTESTATION DE PARTICIPATION

**EDUCATION ENVIRONNEMENTALE ET
AU DEVELOPEMENT DURABLE EN
MILIEU NATUREL**

Les cibles :

Lycéens.ennes & étudiants.es de Morondava

Les acquis :

Catégorie et gouvernance des Aires
Protégées de Madagascar

Biodiversité du Paysage Harmonieux Protégé
du Menabe-Antimena

Pressions et Menaces sur la biodiversité et
impact environnemental

Conservation des Primates de la forêt dense
sèche de Kirindy/CNFEREF

Solutions éco-responsables et éco-
citoyenneté pour le développement durable

Métiers et valorisation des Aires Protégées

Questionnaire de suivi-evaluation du projet

Disagree most					Agree most				
-4	-3	-2	-1	0	+1	+2	+3	+4	

Answer with (0: I don't know), (+1: I agree a little), (+2: I agree), (+3: I agree a lot), (+4: I really agree), (-1: I disagree a little), (-2: I disagree), (-3: I don't even agree), (-4: I completely disagree)

1. I understand the components of biodiversity.
2. I understand the components of wildlife biodiversity.
3. I understand what an endemic species is.
4. I understand the main endemic species of Kirindy Forest.
5. I understand which animal group the lemurs of Madagascar belong to.
6. I understand the nocturnal and diurnal lemur species of Kirindy Forest
7. I understand the importance of the forest and biodiversity for the local population.
8. I understood the importance of lemurs to the forest and the local community.
9. I understood the importance of gidros in the regeneration of the Kirindy Forest.
10. I understood the approximate distance between the town of Morondava and the Kirindy Forest.
11. I understood the approximate distance between Kirindy Village and Kirindy Forest.
12. I am now aware of the pressures and threats facing Kirindy Forest.
13. I understood what a protected area is and its main role.
14. I understood which ministry is responsible for the governance of protected areas in Madagascar.
15. I understood which category of protected area in Madagascar the Menabe-Antimena belongs to.
16. I understand who manages the Menabe-Antimena Protected Area.
17. I understand the current status of Kirindy Forest within the Menabe-Antimena Protected Area.
18. I understand who manages the Kirindy Forest and which ministry it reports to.
19. I understand the meaning of the German NGO DPZ.
20. I understand the main role of DPZ in Kirindy Forest.
21. I understand the solutions for the conservation of Kirindy Forest.
22. I understand the professions that can be found in Kirindy Forest.
23. I need to improve my foreign language skills (French, English, German, etc.) to be able to communicate with international researchers, students, and ecotourists.
24. I understand what sustainable development is, as defined by the UN.
25. I understood the 17 Sustainable Development Goals
26. Ecotourism activities should be developed.
27. We must stop destroying our forest and live in harmony with it.

28. If we don't do something, our forest risks disappearing.
29. After this field trip, I had some ideas for my future career to conserve our forest.
30. I will protect the lemurs of Menabe-Antimena and Madagascar.
31. I will be able to explain to my friends and family the importance of lemurs.
32. Parents must be involved in the conservation of the Menabe lemurs.
33. These basic concepts must be taught in our school curricula.

In french : Repondez par (0 : je ne sais pas), (+1 : un peu d'accord), (+2 : je suis d'accord), (+3 : bien d'accord), (+4 : vraiment d'accord), (-1 : un peu pas d'accord), (-2 : je ne suis pas d'accord), (-3 : meme pas d'accord), (-4 : absolument en désaccord)

1. J'ai compris quels sont les composantes de la biodiversité.
2. J'ai compris les composantes de la biodiversité faunique.
3. J'ai compris c'est quoi une espèce endémique.
4. J'ai compris les principales espèces endémiques de Kirindy Forest.
5. J'ai compris quel groupe animal appartient les lémuriers de Madagascar
6. J'ai compris quelles sont les espèces de lémuriers nocturnes et diurnes de Kirindy Forest
7. J'ai compris l'importance de la forêt et de la biodiversité pour la population locale.
8. J'ai compris l'importance des lémuriers pour la forêt et la communauté locale
9. J'ai compris l'importance des gidros dans la régénération de la forêt de Kirindy.
10. J'ai compris combien de distance environs sépare la ville de Morondava et la forêt de Kirindy.
11. J'ai compris combien de distance environs sépare Kirindy Village et Kirindy Forest.
12. Je suis conscient maintenant des pressions et menaces qui pèsent sur Kirindy Forest.
13. J'ai compris ce que c'est une aire protégée et son rôle principal.
14. J'ai compris quel ministère est en charge de la gouvernance des aires protégées de Madagascar
15. J'ai compris quelle catégorie d'aire protégée de Madagascar appartient le Menabe-Antimena.
16. J'ai compris qui est le gestionnaire de l'Aire Protégée du Menabe-Antimena
17. J'ai compris le statut actuel de Kirindy Forest dans l'Aire Protégée du Menabe-Antimena
18. J'ai compris qui est le gestionnaire de la forêt de Kirindy et de quel ministère est sous tutelle.
19. J'ai compris la signification de l'ong allemand DPZ.
20. J'ai compris le rôle principal de DPZ à Kirindy Forest.
21. J'ai compris les solutions pour la conservation de Kirindy Forest.
22. J'ai compris les métiers qu'on peut rencontrer à Kirindy Forest.
23. Je dois améliorer mon niveau de langue étrangère (français, anglais, allemand...) pour pouvoir échanger avec les chercheurs, les étudiants et écotouristes internationaux
24. J'ai compris ce que c'est le développement durable de l'ONU.
25. J'ai compris ce que c'est les 17 objectifs du développement durable.
26. Les activités écotouristiques devraient être développées.
27. On doit arrêter de détruire notre forêt et vivre en harmonie avec elle.
28. Si on ne fait pas quelques choses, notre forêt risque de disparaître.
29. Apres cette classe verte, j'ai eu quelques idées pour mon métier d'avenir pour conserver la notre forêt.
30. Je vais protéger les lémuriers du Menabe-Antimena et de Madagascar.
31. Je serai capable d'expliquer à mes amis et à mes proches l'importance des lémuriers
32. Il faut impliquer parents dans la conservation des lémuriers du Menabe.
33. Ces notions de bases doivent être enseignés dans nos programmes scolaires



Latimeria chalumnae

ENVIRONMENTAL EDUCATION
AND SUSTAINABLE
DEVELOPMENT IN THE
NATURAL ENVIRONMENT



PhD student : **NOUWAIR Hassani Ahamada**



Title of PowerPoint presentation



The students of end class of the Lycee Pole de Morondava with me, the Headmaster of the High School and a teacher ready to leave for Kirindy.



Lycée Pole Morondava : departure to Kirindy Forest



A few moment at Allée des Baobabs



Beautiful atmosphere at the avenue of baobabs: a first time



Learning about the endemic biodiversity of Kirindy Forest and IUCN conservation status.



Discovering primates, here the Verreaux's sifaka (CR)



Professor Peter Kappeler, Director of DPZ station at Kirindy Forest explained ecology



After learning, a student applied the radio-tracking method to locate lemur group of *Eulemur*