

SADC REGIONAL PROGRAMME FOR RHINO CONSERVATION

**Community Outreach in Rhino Conservation via
Awareness Programme in Rural Secondary Schools**

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Task 5.1-2.2



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The Programme is contracted to CESVI and implemented through a regional consortium which comprises:

- The Secretariat of the Southern Africa Development Community (SADC)
- IUCN-ROSA (The World Conservation Union - Regional Office for Southern Africa)
- The IUCN African Rhino Specialist Group
- WWF-SARPO - (World Wide Fund for Nature - Southern Africa Regional Programme Office)
- CESVI (Cooperazione e Sviluppo)

The *Programme goal* is to contribute to maintain viable and well distributed metapopulations of Southern African rhino taxa as flagship species for biodiversity conservation within the SADC region.

The *Programme objective* is to implement a pragmatic regional rhino strategy within the SADC region following the acquisition of sound information on, firstly, the constraints and opportunities for rhino conservation within each range state and secondly, the constraints and opportunities for rhino metapopulation management at the regional level.

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Summary

This report documents the final phase in a multi-phased rural schools rhino awareness program. The aim was to develop and demonstrate an awareness-raising approach that has potential for regional replication and could therefore serve as another rhino conservation “tool” for SADC Range States.

The program has had two main components: the first focused on rural primary schools and the second on rural secondary schools. Each of these main components contained a concept development phase and an implementation phase. This report covers the implementation phase of the secondary school component, and some results from the primary schools component. The secondary school material designed to concept stage in phase one of that component has been further developed with the input of rural secondary school teachers and a test version is being trialled in five secondary schools in and around black rhino conservancies in Zimbabwe. The booklet, called “RHINO”, covers the basic biology and ecology of black and white rhinoceroses, population decline, conservation efforts and the current status of rhino populations. Each topic is presented in a way that highlights the subject matter’s relevance to standard secondary schools syllabus topics.

Introductory sessions to present the booklet and explain the purpose of the material, the trials and the surveys were held at each of the five schools participating in the trial. Teachers that attended sessions showed a great deal of interest in the material and commented that wildlife and conservation, though important topics, were difficult to teach because of lack of relevant resources.

Administration and production delays resulted in the commencement of the trials being postponed until November 2004. Unfortunately this coincided with secondary school exams and most formal lessons for the year had ended therefore the booklet was not put to class use till the commencement of first term in 2005. Consequently the materials have not been in class use long enough to allow a valid assessment of the booklets’ impact on the level of rhino conservation awareness. A follow-up report will be submitted at a later date once the materials have been in use for a longer period.

A similar problem of insufficient class use time prevented post-trial surveys from being included in the implementation phase report for the primary school level phase. The materials developed and trialled for primary schools are called the RHINO CARDS. The Rhino Cards are in a ring binder file containing a school set of 6 laminated copies of 8 different rhino fact cards and a teachers’ GUIDEBOOK. The surveys have now been completed and the results indicate that the level of awareness of rhino conservation has improved. Pre-trial surveys of 868 students indicated that, on average, only 51.9% of students responded correctly or positively to the questions asked. Post-trial surveys of 1071 students conducted six months after the material were introduced showed that an average of 76.4% of students now provided the correct or positive response.

As with The Rhino Cards, the RHINO booklet has attracted interest from other conservation bodies. Malilangwe Conservation Trust has indicated its interest in funding the production of the RHINO booklet to provide class sets for all secondary schools in the Chiredzi District in Zimbabwe’s south-east lowveld region. Marwell Zimbabwe Trust is keen to work on the further development of the material and to engage with other donors to fund another production run.

The material

Through discussions with rural secondary school teachers it was decided that the most practical and cost effective way to present rhino awareness information would be in a booklet format similar to the teachers' Guidebook that forms part of the Rhino Card set developed for primary schools. Teachers felt that the older students were able to treat reading material better and so the added expense of laminating individual cards was not warranted.

The booklet, called RHINO (Annex V) presents information on the physical and behavioural attributes of the two African rhinoceroses, population information and rhino conservation efforts. Each of the topics covered have been presented in a way that highlights their relevance to standard syllabus topics in subjects such as science, geography and agriculture. Most of the information contained in the RHINO is relevant to topics taught in science and geography which are compulsory at lower secondary level and are very popular elective subjects through to the higher grades. Topics such as classification of organisms, populations, population and resource balances, carrying capacity and resource conservation which are all topics taught in junior science, are easily illustrated utilising the rhinoceros as an example. For example, carrying capacity is a topic in the junior level science syllabus - the concept of carrying capacity is presented in RHINO with explanation of how this concept is applied to the management of rhino populations.

Summary of contents of the RHINO booklet.

- Short history of rhino populations and the threat of extinction.
- Rhinoceros ancestors.
- Animal classification and the different types for rhinoceroses.
- Physical features and behaviour of the white rhinoceros
- Physical features and behaviour of the black rhinoceros
- Rhinoceros reproduction
- Rhinoceros populations – historical
- Rhinoceros poaching
- Extinction and Critically Endangered species
- Protection measures – Specially Protected Species, penalties, education, dehorning
- Population management – carrying capacity, monitoring, translocations
- Individual efforts for rhino conservation – education and information
- Conservation rewards – live game sales and tourism
- The Rhino game (based on Snakes and Ladders)

A copy of RHINO is located in Annex V (The digital version of RHINO is in full colour. The trial copies were printed in black and white to reduce production costs).

The information is presented in a highly illustrated magazine style format. This style was chosen to make the material attractive and more accessible to a wider range of students. Unfortunately it is not uncommon for students in the lower secondary levels in Zimbabwe to have very poor English language skills. Because RHINO is well illustrated, with almost every piece of written information being supported by an illustration, these less literate students can gain an idea of what is been presented without having to be able to read all the text. The more literate and older students can read the text to develop a deeper understanding of the topics covered. It is envisaged

that the colourful cartoon style would appeal sufficiently to the students to attract them to read the booklet at their leisure and not only utilize it as a classroom resource.

The Trial

For the trials, copies of the RHINO booklet were printed in black and white to reduce costs per unit so that sufficient copies could be produced within the budget available. A total of 75 copies provided for class sets of 15 for each of the five schools selected for the trials.

The schools included in the trials are as follows:

1. Nikita Secondary School, Maranda Communal Land
2. Gandahari Satelite Secondary School, Bubiana Conservancy
3. Sovelele Satelite Secondary School, Bubiana Conservancy
4. Sangwe (Takunda) Secondary School, Sangwe Communal Land
5. Tabidirira Secondary School, Matsai Communal Land

Nikita Secondary School neighbours Bubiana Conservancy and the teachers at this school were closely involved in developing the booklet. Gandahari and Sovelele are informal secondary schools located within the occupied areas of the Bubiana Conservancy. The last two schools, Sangwe and Tabidirira are located in the communal lands close to the boundary of the Save Valley Conservancy. Both conservancies are in the lowveld of Zimbabwe and contain significant black rhino populations (Save Valley also has a small white rhino population). Some of these secondary schools receive students from primary schools that participated in the Rhino Cards trials. For these students the RHINO booklet should help reinforce what they have learnt from the Rhino Cards at primary level.

Each of the five schools included in the trial were visited in November 2004. Initial introductions were made to the Head or Teacher-in-Charge to explain the purpose of the visit. Without exception the response was positive and a meeting with the teachers was arranged. At this meeting it was explained that the booklet has been developed as a tool to help raise awareness of rhino conservation in rural schools and that the school was being asked to participate in testing the materials and to offer suggestions on how the material may be improved. The response from all the schools was positive and they were keen to participate and help assess the material. The teachers were enthusiastic about having access to new materials that could be used to teach core subjects in new and interesting ways. They particularly like the fact that the information was varied and up-to-date which would help to help make the subjects more relevant and contemporary. The questions asked by the teachers during these sessions showed a very low level of awareness of rhinos and a number commented that the booklets would be very valuable for educating themselves, not just the students.

The introduction of the booklet itself was simple as its format is familiar in most Zimbabwean secondary schools since Action Magazine (who did the production work on RHINO) regularly produce similarly styled educational magazines for rural schools. The majority of the teachers felt that the material could be easily used to help teach topics in science and geography and that they would familiarise themselves with it and use it in classes.

Invariably the teachers had numerous questions about rhinos and rhino conservation. Many of the questions indicated a very poor level of awareness amongst the teachers. Interestingly many of the teachers were unaware that the wildlife areas neighbouring them contained black rhinos. Surprisingly, some of the teachers living within the Bubiana Conservancy were not aware of the fact that there are rhinos in this area, as a long-established black rhino conservancy.

Surveys

The questionnaire that was used for the pre- and post-trial surveys was designed with a set of questions that solicited factual answers (so could be marked as correct, incorrect or “don’t know”) and a set that solicited attitudinal responses (i.e. the extent to which the students were positive about and supportive of rhino conservation). This survey design recognizes the fact that a student may gain a greater awareness of rhino conservation from the teaching material but may not necessarily develop a more positive attitude towards the conservation needs of this species.

The concept of conducting pre- and post-trial surveys was discussed with the teachers in an effort to encourage them to conduct the surveys. The teachers were enthusiastic and interested in the idea of assessing the students’ level of understanding in this way. The pre-trial survey (Annex I) was explained to the teachers and they seemed to have a good grasp of what the survey was meant to achieve. Nonetheless, when the pre-trial survey results were collected from some schools it became clear that the objective was not sufficiently understood. In one case a teacher’s list of the correct (in the most part) answers was presented as the survey results. Other survey results indicated that the entire class had the same response to every question – i.e. no students responded that they were unsure of the answer or varied from the rest of the class. These results were not included in the analysis of the trial results.

The surveys were correctly completed in the three schools in the Bubiana area and these results therefore provide a reliable indication of baseline awareness of rhino conservation in these schools.

Survey Results

Due to delays in production the RHINO booklets were only presented to the schools late in November, close to the end of term. As a consequence the cards have only been in class use for a couple of weeks since the opening of schools for 2005. This period is insufficient to warrant any valid attempt to assess the impact of the material on the level of student awareness of rhino conservation. A post trial survey will be conducted later in the year to gauge the level of impact the material has achieved and the results will be submitted to the SADC RPRC.

At Gandahari Satellite Secondary school in the Bubiana Conservancy the RHINO booklet is the only reading material available in the school and consequently is being utilized for a wide variety of lessons and for leisure reading both by the students and the teachers. Obviously this is a rather unique situation but it does provide an opportunity to gain an indication at this early stage in the trials to see what sort of impact the material is having on the level of awareness of rhino conservation. The results from the pre-trial survey conducted in November 2004 indicated that the percentage of questions answered correctly or positively was 61%. When answering the same survey in February 2005 (after using the material for about one month) the

proportion of correct/positive responses increased to 81%. The survey results can be found in Annex II

Survey Results – Primary Level Rhino Cards

The implementation phase of the primary school level trials also suffered from insufficient class use time, before the report was due, to allow a valid assessment of the materials impact on rhino awareness. These trials have since been completed and the results from the pre- and post-trial surveys (see Annex III for primary level survey and Annex IV for survey results) conducted in primary schools that participated in the trial of the Rhino Cards have shown an improvement in the general level of awareness of rhinos and rhino conservation.

The pre-trial surveys, completed by 868 students ranging from grade one through to grade seven indicated that, on average, the correct (or positive in the case of attitudinal questions) answer was provided only 51.9% of the time. The post-trial surveys were completed by 1071 students covering the same range of grades in the same schools that completed the pre-trial surveys. In these surveys the proportion of correct answers was 74.3%. This represents an improvement of over 20% after the materials had been in use for only six months.

When the factual questions are separated from the attitudinal it is interesting to note that in the pre-trial surveys, even though the students' knowledge of rhinos was low (only 47% of fact-based questions were answered correctly) their attitude responses were more positive (64.1%).

The post-trial results show that the level of knowledge improved from 47% up to 71.6% and the attitude responses also improved, being 81.1% positive, up from 64.1%. These results suggest that the Rhino Cards are indeed having a positive impact on both knowledge and attitude towards rhinos.

It is also interesting to note that there was a considerable change in the proportion of students that indicated that they were either unsure or did not know the answer. Post-trial results were down to 8.7% compared with 23.8% in the pre-trials. This result suggests that the students have become more decided and aware during the trial period. The fact that the proportion of correct/positive responses has increased suggests that students have become more aware and conservation-conscious. This trend is also indicated by the fact that the percentage of negative or incorrect responses decreased from 24.4% to 16.1% in the post-trials.

When the Rhino Cards were introduced to the primary schools the teachers were asked to keep a record of which subjects the cards were being used to teach and how frequently the cards were in use. In the majority of cases the cards have been used to teach Environmental Science topics on wild animals, animals and the environment and animals and their habitats. The cards have also been utilized to teach English, Shona and Ndebele. To a lesser extent the cards have been used to teach maths, art and social studies. The Rhino Cards are being used to teach all grade levels from Grade One right through to Grade Seven.

The frequency of use of the Rhino Cards varies considerably between schools. In some schools the cards were found to have not been in use at all having been placed safely in the Headmaster's office. This was found to be the case in a number of the

satellite primary schools in the conservancy where the staff turnover is high and the level of organisation within the school is often low. When this situation was found a brief explanation of what the materials were for seemed to be enough to stimulate interest and a reassurance that the materials were wanted by the school. In the majority of schools the Rhino Cards are in regular use – sometimes multiple times a day for different classes.

Physically the Rhino Cards are performing as hoped. The laminated individual sheets are easy for the students to use even when the class is conducted outside under a tree. There is no indication of the lamination splitting or breaking. The folders provide an organised and protective form of storage for the cards when they are not in use. Here again the lamination has been of particular value in areas where termites are a problem. Many paper books are destroyed by termites while they books are in storage on shelves. The lamination of the Rhino Cards protects them from such attack.

Both the Beit Trust and Save the Rhino International have been encouraged by the success of the Rhino Cards and have provided funding to produce 500 sets of the Rhino Cards to be placed in primary schools within Zimbabwe. This program will commence early in second term 2005 and will provide rhino awareness material to the majority of primary schools located near important rhino populations in Zimbabwe.

Amplification of secondary school materials

Malilangwe Conservation Trust, in Zimbabwe's south-east lowveld region, indicated their desire to fund the production of enough copies of the RHINO booklet to provide a class set for every secondary school in the Chiredzi District, Zimbabwe. Marwell Zimbabwe Trust, has expressed interest in helping to source support to fund the further development and production of the RHINO booklet to enable its distribution to secondary schools neighbouring rhino conservation areas in Zimbabwe.

Annex I: Secondary Level Rhino Awareness Survey

Dear Teacher,

This survey has been put together in an effort to gain an indication of the level of awareness students have of rhino conservation.

Please read the questions in full, giving the students the options they have to choose from before asking them to answer. I would like to get as true an indication as possible of the students' level of knowledge so please do not prompt or assist the students to give the correct answer.

All students need to respond to each question. If they do not know the answer this must be recorded. Students should respond by raising their hands for the teacher to count and the teacher should record the number in the spaces provided.

Thank you for your time and effort.

Yours Sincerely,

Natasha Anderson.

Form: _____ Average Age of Class: _____ Class Size: _____

1. Is a rhino a big or small animal?

Big: _____ Small: _____ Do not know: _____

2. Are rhinos very hairy?

Yes: _____ No: _____ Do not know: _____

3. Do rhinos live on land or in water?

On land: _____ In water: _____ Do not know: _____

4. Do rhinos like to move from one place to another so that they are never found in the same place or do they like to stay in one area that they know well?

Move from place to place: _____ Stay in same area: _____ Do not know: _____

5. Africa has two types of rhinos: the black and the white. Can these two types of rhinos be found in Zimbabwe?

Yes: _____ No: _____ Do not know: _____

6. Are there rhinos living near you?

Yes: _____ No: _____ Do not know: _____

7. Do you think there are more or less black rhinos in Zimbabwe today that there were 100 years ago?

More black rhinos: _____ Less black rhinos: _____ Do not know: _____

8. Today it is not possible to see some animals that our Grandparents knew because people have killed or chased away many animals. How does it feel to know that you will never get to see these animals?

Happy: _____ Sad: _____ Do not know: _____

9. Rhinos are killed mostly for:

Meat: _____ Horns: _____ Do not know: _____

10. It is possible that if people keep killing rhino there will be none left. Do you think this is a good or a bad thing?

Good: _____ Bad: _____ Do not know: _____

11. Do you know that Zimbabwe has some animals that are Specially Protected?

Yes: _____ No: _____ Do not know: _____

12. Do you think that rhinos are Specially Protected?

Yes: _____ No: _____ Do not know: _____

13. Someone is asking people where the rhinos are in your area. You think he may be planning to kill a rhino. Would you: tell no one; tell him where the rhino are or tell a responsible adult (teachers, scouts or police)?

Tell no one: _____ Tell him where the rhino are: _____

Tell a responsible adult: _____ Do not know: _____

14. Someone kills a black rhino and you think you know who it was. If you told a scout or the police and they put the person in prison because of your help do you think you would: get in trouble or get a reward.

Get in trouble: _____ Get a reward: _____ Do not know: _____

15. If a poacher kills a black rhino, do you think he would: A. Get a fine, B. Do community service or C. Go to jail?

A. Get a fine: _____ B. Do community service: _____

C. Go to jail: _____ D. Do not know: _____

16. Rhinos sometimes get caught in snares put in the bush to catch other animals. The snare gets caught around the rhino's leg or neck and causes a sore that if left untreated can kill the rhino. Do you think this is a big problem or not a problem?

A big problem: _____ Not a problem: _____ Do not know: _____

17. Do you think that rhinos breed faster or slower than other wild animals like impala or kudu?

Faster: _____ Slower: _____ Do not know: _____

Annex II - Summary Gandahari Satellite Secondary School Survey Results

Pre trial – Class 1

Question	Answer				Correct	Incorrect	Unsure
	A	B	C	D			
1	11				11	0	0
2			11		0	0	11
3	11				11	0	0
4	4	2	5		2	4	5
5	9	1	1		9	1	1
6	1	9	1		9	1	1
7	1	2	8		2	1	8
8	1	10			10	1	0
9		9	2		9	0	2
10		7	4		7	0	4
11	8	3			8	3	0
12	5	5	1		5	5	1
13	2	1	7	1	7	3	1
14	5	6			6	5	0
15			11		11	0	0
16	10	1			10	1	0
17		4	7		4	0	7
					121	25	41
Percentage (%)					61.1	12.6	20.7

Post trial – Class 1

Question	Answer				Correct	Incorrect	Unsure
	A	B	C	D			
1	16	1			16	1	0
2		17			17	0	0
3	16		1		16	0	1
4	14		2		0	14	2
5	10		7		10	0	7
6		16			16	0	0
7		17			17	0	0
8		17			17	0	0
9		16	1		16	0	1
10		17			17	0	0
11	17				17	0	0
12	9	8			9	8	0
13	5	2	10		10	7	0
14		17			17	0	0
15			17		17	0	0
16	17				17	0	0
17		17			17	0	0
					246	30	11
Percentage (%)					85.1	10.4	3.8

Post trial – Class 2 (new Grade 1 class)

Question	A	B	C	D	Correct	Incorrect	Unsure
2		8	1		8	0	1
3	8		1		8	0	1
4	3		6		0	3	6
5	8		1		8	0	1
6		7	2		7	0	2
7	2	2	5		2	2	5
8		9			9	0	0
9		8	1		8	0	1
10		9			9	0	0
11	8		1		8	0	1
12	6	2	1		6	2	1
13	1	1	7		7	2	0
14		5	4		5	0	4
15			8	1	8	0	1
16	9				9	0	0
17		8	1		8	0	1
					119	9	25
Percentage (%)					77.8	5.9	16.3

Annex III – Primary Level Rhino Awareness Survey

Dear Teacher,

This survey has been put together in an effort to gain an indication of the level of awareness students have of the Black Rhinoceros.

Please read the questions in full, giving the students the options they have to choose from before they attempt to answer. I would like to get as true an indication as possible of the students level of knowledge so please do not prompt or assist the students to give the correct answer.

All student need to respond to each question. If they do not know the answer this must be recorded. Students should respond by raising their hands for the teacher to count and record the number in the spaces provided.

Thank you for your time and effort.

Yours Sincerely,

Natasha Anderson.

Grade: _____ Average Age of Class: _____ Class Size: _____

1. Do you know what a black rhino looks like?

Yes: _____ No: _____ Not sure: _____

2. Do black rhinos live on land or in water?

On land: _____ In water: _____ Do not know: _____

3. Is a black rhino very hairy?

Yes: _____ No: _____ Do not know: _____

4. Is a black rhino a big or small animal?

Big: _____ Small: _____ Do not know: _____

5. Do black rhinos eat grass, leaves and branches or other animals?

Grass: _____ Leaves and branches: _____

Other animals: _____ Do not know: _____

6. In Africa, do you find lots of black rhinos, or very few black rhinos?

Lots of black rhinos: _____ Very few black rhinos: _____ Do not know: _____

7. Are there black rhinos in Zimbabwe?

Yes: _____ No: _____ Do not know: _____

8. Are there black rhinos living in Hwange National Park?

Yes: _____ No: _____ Do not know: _____

9. Are there black rhinos living in Bubiana Conservancy?

Yes: _____ No: _____ Do not know: _____

10. Where do black rhinos like to be during the day?

Up on top of kopjes: _____ Out in open grassy areas: _____

In among the trees: _____ Do not know: _____

11. Do black rhinos like to move from one place to another so that they are never found in the same place or do they like to stay in one area that they know well?

Move from place to place: _____ Stay in same area: _____ Do not know: _____

12. Does Zimbabwe have more or less black rhinos than it had 100 years ago?

More: _____ Less: _____ Do not know: _____

13. Do you think that black rhinos breed faster or slower than other wild animals like impala or kudu?

Faster: _____ Slower: _____ Do not know: _____

14. Do you know that Zimbabwe has some animals that are Specially Protected?

Yes: _____ No: _____ Do not know: _____

15. Do you think that black rhinos are Specially Protected?

Yes: _____ No: _____ Do not know: _____

16. Today it is not possible to see some animals that our Grandparents knew because people have killed or chased away many animals. How does it feel to know that you will never get to see these animals?

Happy: _____ Sad: _____ Do not know: _____

17. It is possible that if people keep killing black rhino there will be none left. Do you think this is a good or a bad thing?

Good: _____ Bad: _____ Do not know: _____

18. If a poacher kills a black rhino, do you think he would: A. Get a fine, B. Do community service or C. Go to jail?

A. Get a fine: _____ B. Do community service: _____

C. Go to jail: _____ D. Do not know: _____

19. Some people think that you can get paid a lot of money for the horns of a black rhino.

Do you think this is true?

Yes: _____ No: _____ Do not know: _____

20. Some one is asking people where the rhinos are in your area. You think he may be planning to kill a black rhino Would you: tell no one; tell him where the rhino are or tell a responsible adult (teachers, scouts or police)?

Tell no one: _____ Tell him where the rhino are: _____

Tell a responsible adult: _____ Do not know: _____

21. Someone kills a black rhino and you think you know who it was. If you told a scout or the police and they put the person in prison because of your help do you think you would: get in trouble or get a reward.

Get in trouble: _____ Get a reward: _____ Do not know: _____

22. Rhinos sometimes get caught in snares put in the bush to catch other animals. The snare gets tied around the rhino's leg or neck and causes a sore that if left untreated can kill the rhino. Do you think this is a big problem or not a problem?

A big problem: _____ Not a problem: _____ Do not know: _____

Annex IV -Summary of Pre and Post Trial Survey Results for the Primary School Level Rhino Cards.

Rhino Cards Pre Trial Survey Results (expressed as %)

Question	Positive/Correct	Negative/Incorrect	Unsure	n
1	15.5	63.8	20.7	825
2	68.8	5.9	25.3	866
3	37.1	39.3	23.7	866
4	69.3	14.1	16.6	867
5	33.8	39.1	27.0	866
6	34.5	28.4	37.2	864
7	72.9	10.2	17.0	796
8	45.3	11.4	43.3	866
9	51.0	13.0	35.9	866
10	21.0	50.2	28.7	828
11	22.6	48.8	28.5	866
12	40.2	27.7	32.1	866
13	53.0	15.1	31.9	781
14	72.1	13.2	14.8	866
15	67.8	8.8	23.4	696
Fact Sub Total	47.0	25.9	27.1	
16	74.5	14.3	11.3	869
17	80.4	7.3	12.4	866
18	58.3	31.3	10.4	866
20	48.6	30.3	21.1	866
21	61.2	22.8	16.1	865
22	61.8	16.3	21.9	866
Attitude Sub Total	64.1	20.4	15.5	
TOTAL	51.9	24.3	23.8	

Rhino Cards Post Trial Survey Results (expressed as %)

Question	Positive/Correct	Negative/Incorrect	Unsure	n
1	68.3	20	11.7	1071
2	84.3	4.7	11	1073
3	68.6	25	6.3	1071
4	87.7	6.5	5.7	1061
5	57.2	38.6	4.2	1071
6	54.8	34.9	10.2	1065
7	85.2	9.2	5.5	1071
8	70	14.4	15.6	1071
9	62.7	13.5	23.7	1071
10	69.9	17.5	12.6	1071
11	52.6	33.2	14.2	1072
12	67.5	18.5	13.9	1069
13	73.2	11.6	15.2	1072
14	87.6	4.9	7.5	1071
15	83.9	10.7	5.3	1071
Fact Sub Total	71.6	17.6	10.8	
16	90.7	5.5	3.8	1071
17	85.5	8.1	6.3	1071
18	56.1	36.8	7.1	1071
20	83.7	10.4	6	1071
21	85.3	7.7	6.9	1071
22	85.4	5.4	9.2	1071
Attitude Sub Total	81.1	12.3	6.6	
TOTAL	74.3	16.1	9.6	

**Annex V – The RHINO booklet
(insert digital copy)**