

EAZA

Screening Team Questionnaire



European Association of Zoos and Aquaria

Updated to Reflect New Standards August 2017

This is an official document of the European Association of Zoos and Aquaria and becomes an intrinsic part of the accreditation procedure of the institution. The accreditation procedure is conducted in confidence; only the Screening team, EAZA Membership & Ethics Committee, EAZA Executive Office, chief executive officer of the

applicant institution, and chairman of the institution's governing authority shall be provided copies by EAZA.

Dates of Screening: [Click here to enter text.](#)

Name of Facility	Click here to enter text.
Country	Click here to enter text.
Short Name	Click here to enter text.
Member Number	Click here to enter text.
Membership Status	Choose an item.

Screening Team and Representative

National Screener	Click here to enter text. Click here to enter text.
International Screener	Click here to enter text. Click here to enter text.
EAZA Rapporteur	Click here to enter text. EAZA Executive Office
Facility Representative	Click here to enter text. Click here to enter text.

Date of Opening	
Physical Size	
Ownership Type	
Annual Visitation	
Annual Budget	
Number of Staff	
Number of Species	

History of Institution:

SAMPLE

Please answer each question with **yes** or **no** and with either **A**, **U**, or **Q**.
If the question is not applicable, mark it **N/A**.

A : Acceptable (requires no immediate action: normal within the profession)

Q : Questionable (should be improved or changed as soon as possible, but is not a critical matter)

U : Unacceptable (must be corrected without delay; does not meet professional standards, may be unsafe or detrimental to the institution, its staff, its animal and plant collection, or its visitors)

1. DETAILS ON THE INSTITUTION					
- Stated Purposes -					
		Yes	No	A/Q/U	N/A
1	Does the facility have a master plan?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
2	Is this master plan realistic and obtainable for the institution's current financial and knowledge capabilities?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Governing Authority -					
		Yes	No	A/Q/U	N/A
3	Do the director and governing authority (municipality, board, parent company) have a good working relationship and is the structure clearly defined?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
4	Do the governing authorities (city, board, etc.) recognise the director as the sole official liaison between itself and the staff?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	Are day to day operation decisions made by the director?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Staff -		Yes	No	A/Q/U	N/A
5	Are there clear job descriptions for all levels of staff?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
6	Do staff members have a clear understanding of their jobs?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
7	Do all levels of staff have regular meetings?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-	<input type="checkbox"/>
8	Are staff members provided an opportunity and encouraged to seek continuing education and/or training specific to their current or future position (e.g. personal development programme)?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
9	Are staff members on all levels experienced and knowledgeable for their position?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
10	Is there sufficient staff to properly care for the collection and to conduct the institution's programmes?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
11	Is staff at the facility participating actively in EAZA in the form of committees, hosting of breeding programme management, TAG or working group positions (chairs, vice-chairs, advisors)? (EAP)	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Support Organisation - (only when applicable)		Yes	No	A/Q/U	N/A
12	Is there a good working relationship between the support organisation and the institution?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
13	Does the support organisation raise funds for the institution?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
14	Are activities sponsored by the support organisation appropriate and meeting the goals of both it and the institution?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Physical Facilities -		Yes	No	A/Q/U	N/A
15	Does the institution have amusement rides/playground areas near or on the institution grounds?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
16	Is the institution easy to reach by car and/or public transport?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
17	Is there adequate provision for disabled visitors?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
18	Does the facility appropriately manage its sewage, toxic materials and waste?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
19	Is the facility recycling when appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
20	Are public food service facilities clean and provide a nice guest experience?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
21	Are the grounds clean and neat?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
22	Are paths and roads in good repair?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
23	Are the buildings in good repair?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
24	Are plants and trees well-maintained throughout the institution?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
25	If off-premises facilities are operated, did the team visit the site?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
26	Are the conditions at the off-premises facility acceptable?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

2. FINANCIAL MATTERS		Yes	No	A/Q/U	N/A
27	Does the institution appear to be financially stable?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
28	Is there a separate budget available for capital improvements and are adequate funds available?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
29	Is the facility able to reinvest into new exhibits, infrastructure and repair on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

3. ANIMAL CARE		Yes	No	A/Q/U	N/A
- General Animal Welfare -					
30	Does the institution have a proactive animal welfare policy?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	- If yes, is it clear that the policy is adhered to?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	- If not, is it clear that the institution has a proactive approach promoting physical, behavioural and emotional welfare?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

41	Is there a sufficient number of staff members trained in the use of chemical capture equipment (within national law)?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
42	Is there a safe and effective programme for the control of pests and, where necessary, predators?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
43	Does the institution normally perform necropsies? Are these results analysed by a veterinary professional (either internal or external personnel) to evaluate trends?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
44	Are deceased animals disposed of properly?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
45	Are deceased animals stored away from food?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
46	Is animal waste managed in a manner that minimizes contamination and potential environmental hazards?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Animal Enclosures -

		Yes	No	A/Q/U	N/A
47	Is the general impression given by the exhibits acceptable?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
48	Are the animal enclosures clean and well maintained?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
49	Are primary enclosures suitably complex to meet the behavioural, physiological and emotional needs of the animals? (primary = most amount of time spent, could be indoor holding in winter or temporary holding)	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
50	Is the animal provided free choice on the use of the exhibits? (Ex: not locked out beyond what is required for cleaning/maintain/enrichment).	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
51	Is it apparent that the enclosures are of sufficient size and that the animals are managed in such way that:				
	1. Undue dominance by individual animals is avoided?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	2. Persistent and unresolved animal conflict is avoided?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	3. The physical carrying capacity of the enclosures is not overburdened?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	4. There is not an overcrowding for resources? (benches, access to food, etc)	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	5. All animals which are in visibly adjoining enclosures appear to be those	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

	which do not interact in an excessively stressful way?	
52	Are animals kept in temporary accommodation? - If yes, is their situation regularly assessed and evaluated?	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>
53	Are separation facilities adequate for all species exhibited?	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>
54	Do enclosures provide for the well-being of the animals throughout the year?	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>
55	Do trees within or near animal enclosures appear to be in a safe condition?	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>
56	Are the aquatic water circulation and life support systems adequate?	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>
57	Do the water quality methods and controls programme appear to be adequate for the aquatic exhibits?	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>

Comments:

- Enrichment and Equipment -		Yes	No	A/Q/U	N/A
58	Is species appropriate enrichment built into the day to day animal care and is there evidence that it is taking place? (Schedules, daily records etc.)	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
59	Is enrichment evaluated for success?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
60	Is there a standardized procedure for approval of enrichment?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
61	Do enrichment programmes include a range of enrichment categories e.g. physical habitat, sensory, novelty, feeding behaviours, cognitive and social?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
62	Is there a specific budget for enrichment?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
63	Are staff provided and allocated time for the production, implementation and evaluation of enrichment?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

64	Are enclosure substrates, design features and furniture sufficient to provide shelter for and meet the behavioural needs of all specimens displayed, especially those kept in multi-species exhibits?	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>
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Comments:

- Training -		Yes	No	A/Q/U	N/A
65	Is there an animal training programme at the facility? - If yes, are the training sessions tracked for progress?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
66	Is it evident that only positive reinforcement techniques are employed?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
67	Does the animal training promote positive animal welfare through e.g. cognitive stimulation, positive social interaction, aid in husbandry or health checks?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
68	When training is conducted in front of the public, is it conducted in a manner deemed to provide an educational and conservation message in line with the ethics of EAZA's 'Demonstrations' document? - Is there a protocol to ensure the animals well-being and safety during the training session? - Do formal animal training programmes provide for the well-being and overall health of those participating? - Do holding/off-show facilities for animals in demonstrations meet EAZA Standards? - Do animals in demonstrations participate in population management programmes? (as recommended for the species and individual)	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Nutrition -		Yes	No	A/Q/U	N/A
69	Does the quantity and quality of food and drink provided for the animals appear satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
70	Are diets formulated with the advice of veterinarians, species experts or nutritionists?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
71	Are supplies of food and drink kept and prepared under hygienic conditions?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
72	Is it apparent that food and drink are placed to be accessible to every animal within an enclosure?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
73	Are animal diet sheets available for all species and accessible to staff?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	Are they utilized in the nutrition centre?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	Are diets evaluated, updated and approved in a standardized manner?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
74	Is food and drink provided in such a way that:				
	(1) It meets the biological needs of the animal (e.g. time and frequency of feeding)?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	(2) It meets the behavioural needs (e.g. placement)?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	(3) Contamination is minimised?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Visitors & contact with animals -		Yes	No	A/Q/U	N/A
75	Is it apparent that the animals are not provoked for the benefit of the viewing public?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
76	Are animals used directly as part of a visitor contact /educational programme in line with EAZA Demonstrations Guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	- If yes:				
	1. Are they housed in a designated education area?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	2. Is the animal given choice regarding their participation? E.g. do they have the opportunity to choose to abstain from participation without negative consequences?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	3. Are all animals engaged in the contact sessions through positive reinforcement techniques?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	4. Whilst not actively participating in the educational programme, are	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

	<p>the animals' enclosures/situation meeting all other EAZA standards?</p> <p>5. Are guest interactions tracked and recorded?</p>	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>
77	<p>Does the facility have walkthrough, drive-through or direct contact animal exhibits? (Petting zoo, lemur walkthrough, touch pools, etc.)</p> <p>- If yes:</p> <p>1. Do these animals have an area away from public access which they can access at all times?</p> <p>2. Does this 'away from public' area, provide for all the animals' needs e.g. appropriate resting areas, food and water, provision of behavioural opportunities?</p> <p>3. Is the contact area supervised by a member of staff at all times?</p> <p>4. Is biosecurity managed? (Hand washing, shoe cleaning, etc.)</p>	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>
78	<p>Is feeding by visitors permitted?</p> <p>- If yes, is this on a selective basis only, with suitable food sold, provided or approved by the management?</p>	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>
79	<p>Does the institution utilise wildlife in off-premises situations (i.e. shopping malls, sporting/events, school programmes/visits, theatrical productions)?</p> <p>- If yes:</p> <p>1. Does the institution make certain that the off-premises programmes cause no undue stress for the animals?</p> <p>2. Is sufficient care provided while the animals are off the premises?</p> <p>3. Are animals kept separate from the collection, especially following an appearance off the institution's grounds?</p>	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>

Comments:

4. ZOOLOGICAL COLLECTION					
		- Animal Records -			
		Yes	No	A/Q/U	N/A
80	<p>Is the institution using ZIMS for animal record keeping?</p> <p>- If yes:</p> <p>Are records of all animals (either at individual, group or colony level) entered into ZIMS?</p> <p>Are all EEP and ESB species maintained by the institution registered in ZIMS?</p>	<input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/>			

	Does the institution regularly enter/update animal records in ZIMS?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
81	Do the records provide adequate information to allow for behavioural notes, tracking health trends and breeding success?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
82	Is there a designated registrar/record-keeping staff member?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
83	Are duplicate records (including permits, etc.) stored in an appropriate separate location? (Back-up server, off site hard drive, trusted cloud storage, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
84	Are animal identification methods (microchip, leg bands) appropriate and implemented?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Acquisition, Exchange & Transport -		Yes	No	A/Q/U	N/A
85	Does the institution have a written animal acquisition/disposition policy and is it apparent that this policy is adhered to?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
86	Do the institution's animal acquisitions and dispositions fully comply with EAZA Standards?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
87	Can animals be safely and efficiently moved into/out of the collection?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
88	Do options for transportation take the wellbeing of the animals into consideration?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Collection Plan -		Yes	No	A/Q/U	N/A
89	Does the institution have an animal collection plan reflecting their current collection, institutional mission and future ambitions?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
90	Does the decision process regarding the development of the (plant/animal) collection show a conscious effort to take one or more of the following aspects into consideration? EAZA Regional Collection Plans EAZA Population Management Programmes' needs and requirements (programmes looking for new holders, providing space for non-breeding groups or additional housing for males for social species, etc.) Experience of the institution with (similar) species	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

5. SAFETY & SECURITY					
- Enclosures, Barriers & Exits -					
		Yes	No	A/Q/U	N/A
91	Are the enclosure barriers designed and well maintained in order to contain animals within their enclosures?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
92	Are the enclosures free from vegetation or other elements which would allow for the escape of animals?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
93	Are warning signs displayed on enclosures containing hazardous animals or on electrified barriers?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
94	Are stand-off barriers successful in preventing direct contact between visitors and hazardous animals?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
95	Are barriers designed and maintained in a way that they are safe and effective for the public, particularly children?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
96	Are gates and/or doors to enclosures containing (hazardous) animals securely locked?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

97	Are gates and/or doors as effective in containing the animals as the rest of the enclosure barrier?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
98	Is the perimeter boundary of the institution clearly defined? If no, have appropriate safety measures been taken to protect these animals from public nuisance or to address escape concerns?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

SAMPLE

- Drive-through Enclosures -		Yes	No	A/Q/U	N/A
99	Is a system of double-gates provided for enclosures containing lions, tigers, bears or primates?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
100	Is the type of gate or grid system used for other animals satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
101	Is tunnel fencing adequate for enclosures holding jumping, fast moving, or hazardous animals?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
102	Are access points between enclosures monitored where needed?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
103	Is there an alternative method of opening or closing mechanically-operated gates in the event of power failure or other emergency?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
104	Do operators of mechanically-operated gates have a clear, unobstructed view of the gates under their control and of the area within the vicinity of those gates?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
105	Is drive-through enclosure traffic one-way only?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
106	Is stopping permitted only at places where the road is at least 6 metres wide?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
107	Are the safety precautions and procedures adequate for the hazardous species exhibited?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Emergencies -		Yes	No	A/Q/U	N/A
108	Is first-aid available to the staff and the public?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
109	Is there an appropriate number of staff trained in first-aid?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
110	Are there emergency procedures (including communications) for a major injury or death by a hazardous or venomous animal?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	<input type="checkbox"/>
111	Is the written procedure adequate in the event of an animal escape?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
112	Are staff members trained for emergency situations?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
113	Are animal related emergency drills conducted regularly? (Animal escape, keeper down, fire, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
114	Are fire extinguishers available and appropriately placed?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
115	Is the staff sufficiently trained in the use of fire extinguishers?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
116	Are there alarms, cameras and extra security around sensitive species? (Rare birds, primates, dolphins, rhinos, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
117	Are fire, police and ambulance services available?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
118	Are emergency exits available and sign posted?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Health & Safety -		Yes	No	A/Q/U	N/A
119	Are staff members/volunteers who handle animals adequately trained in common zoonosis and prevention?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
120	Can staff safely service all exhibits?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
121	Does the institution have written procedures for working with hazardous animals?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
122	Are service areas sufficiently protected from visitor access?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
123	If 24-hour security staff members are not provided, does the institution have adequate security in place during the off hours?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
124	Is the security programme providing sufficient protection?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
125	Are firearms kept in a secured area?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	<input type="checkbox"/>
126	Is the staff adequately trained in the use of firearms?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

6. CONSERVATION		Yes	No	A/Q/U	N/A
127	<p>Does the institution engage in and/or support conservation endeavours that aim to contribute to the long-term survival of species in natural ecosystems and habitats, and allocate appropriate resources to such endeavours (refer to the 'EAZA Guidelines on the definition of a direct contribution to conservation (2015);</p> <p>- If yes, please specify if the institution is involved in (by providing staff, funding or other in-kind support):</p> <ul style="list-style-type: none"> - <i>Maintaining, restoring or creating habitats</i> - <i>Conservation of species and populations (in situ or ex situ)</i> - <i>Conservation research</i> - <i>Conservation education and capacity building</i> - <i>Advocacy</i> - <i>Fundraising/direct grants</i> 	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

128	Does the institution assist the wider conservation community including wildlife agencies, conservation organisations, governments and research institutions in maintaining global biodiversity?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
129	Do the conservation activities include action towards local native species and/or habitats?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
130	Does the institution inform the relevant zoo and aquarium association(s) when leading conservation activities outside the EAZA region?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
131	Are conservation activities routinely evaluated to measure their impact and demonstrate their on-going effectiveness?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
132	Do conservation activities take relevant guidelines into account (for example IUCN guidelines) and are they endorsed by the relevant wildlife management agencies?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
133	Is conservation included in the message of the institution to the general public?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
134	Does the institution regularly participate in EAZA Conservation Campaigns?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	<input type="checkbox"/>
135	Is the institution involved in energy and natural resource conservation in an appropriate manner?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
136	Please specify if the institution: <ul style="list-style-type: none"> - <i>Has a policy on energy use reduction</i> - <i>Recycles/implements wise waste disposal practices</i> - <i>Has a policy on wise water use and discharge</i> - <i>Avoids the use of harmful pesticides and chemicals in operations</i> - <i>Progresses towards a sustainable food system (e.g. seafood procurement policy or other)</i> 	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
137	Are the conservation activities of this institution up to EAZA Conservation Standards (2016)?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
138	Does the institution document its conservation efforts through the EAZA Conservation Database? (EAP)	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

7. EDUCATION		- Organisation -			
		Yes	No	A/Q/U	N/A
139	Is the education role of the institution reflected in its written mission statement?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
140	Does the institution have a written education plan that outlines: a) All the institution's conservation education activities b) How they apply to different types of audiences c) The strategic thinking behind the plan's design?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	- - -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
141	Does the facility have at least one member of staff, with the necessary experience and qualifications that are responsible for leading and implementing the institution's conservation education plan?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
142	The institution can demonstrate that their education outcomes aim to: a) Raise awareness of biodiversity loss b) Connect people to nature c) Encourage sustainable behaviours	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	- - -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:

SAMPLE

		- Staff Development -			
		Yes	No	A/Q/U	N/A
143	Can the facility demonstrate its support to staff involved in their conservation education to be actively involved in local, national, regional and international conservation education networks and meetings?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
144	Can the facility demonstrate its support of staff involved in their conservation education with continuous professional development and training to be able to meet the aims of the institution's conservation education plan?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

- Facilities -		Yes	No	A/Q/U	N/A
145	Does the institution have appropriate facilities to deliver its educational programmes?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
146	Is there evidence that conservation education is an integral part of the institution's exhibits through:				
	a) Collection planning	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	b) Exhibit design	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
	c) Interpretation planning	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

- Programming and Content -		Yes	No	A/Q/U	N/A
147	Is there evidence that the institution applies measurable learning outcomes to all aspects of their conservation education programmes?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
148	Does the institution use a range of delivery approaches and resources to cater to different audiences and needs?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
149	Are all the institution's conservation education messages based on scientific facts?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
150	Does the institution educate their audiences about their own conservation work by demonstrating how their institution makes direct and indirect contributions to conservation?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
151	Is the information about the species exhibited in the facility accurate and relevant?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
152	If an institution participates in one or more EEPs, do the signs at the animal enclosures mention that the animal concerned is part of an EAZA Ex Situ Programme (EEP)?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
153	Can the facility provide a range of evidence to demonstrate how it evaluates its conservation education programmes using appropriate methods?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

8. RESEARCH		Yes	No	A/Q/U	N/A
154	Does the institution employ research staff?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
155	Is the institution's participation in research programmes in line with similar-sized institutions?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
156	Does the institution have a research policy?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
157	Are research results published and/or shared with relevant staff and other professionals?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
158	Does the institution have cooperative research activities with colleges and universities?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>
159	Does the institution have plans for future research projects?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

9. MISCELLANEOUS		Yes	No	A/Q/U	N/A
160	Are the brochures, reports, newsletters and other publications produced by the facility appropriate and adequate?	<input type="checkbox"/>	<input type="checkbox"/>	-	<input type="checkbox"/>

Comments:

SAMPLE

Items of Concern

Major Concerns:

Minor Concerns:

Recommendations:

SAMPLE