



GLOBAL VILLAGE CAMEROON

**Organisation Non Gouvernementale Pour la Protection de L'environnement
et le Développement durable**

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PROJET RUFFORD SMALL GRANTS

A REPORT ON ENVIRONMENTAL SENSITISATION AND INFORMATION CAMPAIGN FOR PRIMARY AND SECONDARY SCHOOL TEACHERS AND TRADITIONAL AUTHORITIES AND OTHER LEADERS IN THE KEPERE DENG DENG CARRIED OUT BY GLOBAL VILLAGE CAMEROON.

A) OBJECTIVE OF THE ENVIRONMENTAL EDUCATION

The objective of this environmental sensitisation campaign which was carried out between 28th to the 4th of October 2006 was to build the capacity of primary and secondary schools teachers on how to include in their lessons the environmental problems posed by the unsustainable exploitation of the Deng Deng forest. The environmental education (EE) lessons were meant to help teachers instil in the pupils and students of primary and secondary schools respectively that passion to live in harmony with the forest and to promote sustainable forest resource use. For them to live in harmony with nature, they do not need again to consider themselves as conquerors of nature but as part of the ecosystem. This was aimed at bringing up the young generation in such a way that they do not engage in the same activities that the older generation of the region have been carrying out which have caused untold torment and hardship to the Deng Deng forest ecosystem. In this EE programme we expect teachers to help in bringing up a new generation that will be friendly to nature.

The environmental sensitisation campaign for traditional leaders and other leaders of the region was also aimed at increasing their knowledge on the impact of the threat posed to the Deng Deng forest and their role in remedying the situation by engaging their people to be involve in sustainable forest management and use. Building the capacity of these leaders was a strategy we adopted to help them understand the impacts of unsustainable forest resource use like poaching and over exploitation of forest resources so that they could now sensitise their people on the need to stop these unsustainable activities. We told them that a participatory forest resource management was the best approach to be adopted especially now that the forest was suffering from degradation and over exploitation due to increase in pressure exerted on the forest.

B) METHODOLOGY USED AND ITS JUSTIFICATION

The project we deposited for funding talked of three workshop to be organised for teachers of primary and secondary schools and thirdly for traditional rulers and other leaders in the region. Faced with the problem of consistent heavy rainfall and bad roads we were afraid that we will witness a low attendance if we go on to organise workshops. We decided to visit and work with them in their various schools and localities. We started by preparing elaborate guides for the three groups of people. These guides that were prepared showed the importance of the forest as an ecosystem, the need for this ecosystem to remain intact, its value, the threats to forest especially the Deng Deng forest and its impacts. The guides also made mention of what the national and international forestry laws says about the forest and the prosecution that await any wildlife defaulters and finally on sustainable forest management best practices and its application in the

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case of the Deng Deng forest. We first started by booking appointments with various schools and authorities concerned. We obtained an authorisation from the Inspector of Primary Education in Belabo to work with the selected schools in the region. He also help us circulate the authorisation to all the primary schools that we were to work with and by the time we arrived the schools they were already aware of our coming. As we contacted the teachers and leaders of the region we explained to them the importance of the EE programme and discussed with them what we expected as results. In the cases of primary and secondary schools we had a round table meeting with each school's teachers that lasting for about three hours presenting our work, sharing guides and answering questions from teachers concerning the work to be done. EE programme has been part of the schools curricula but the teachers reiterated that it was necessary to adapt it to reflect real local situations especially in their region. The applauded this initiative of GVC. While discussing with them we said the quality of work they will do will be determine by the quality of articles students and pupils will produce for publication in booklets and which will witness the award of prizes for the best ones. We decided to keep out Government Primary School Gbadanga and Woutchaba of the region because the two schools are still newly created and only have junior classes that are made up of infants. The two schools are very low population.

We also decided to include the two groups of Government Primary School (GS) Belabo Group I and II. This is because we noticed that most parents in Képéré Deng Deng preferred sending their children to Belabo for School because of the quality of education which is superior to that in Képéré Deng Deng. The two Groups of GS Belabo are highly populated and our message was to target a large number of pupils. Because of the large nature of the two groups of GS Belabo we decided to work with two senior classes (5 and 6). There are two class 5 and two class 6 in each of the two groups. The large population in the schools resulted in this partitioning and each of the classes had two allocated to handle the sections.

Since there is no secondary school in Képéré Deng Deng, we choose to work with Government High School Belabo which has a very large population of students. We also decided to work with Biology and Geography teachers in this school because of the link of our EE programme to their subjects. We also prepare a one page explanatory note on the way we expect the students to orientate their articles that will be published in a booklet. This one page explanatory note was photocopied in many copies and distributed to teachers of secondary schools for transmission to students. The roundtable meeting with teachers of secondary school was very interesting with many questions coming up and the principal ready to encourage his teachers to produce the expected results.

We also included the Headmasters and Principal of the school in the programme to help coordinate the work and strategise with their teachers to achieve the set objectives.

C) ACTIVITIES CARRIED OUT IN THE FIELD

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a) At the level of Secondary School

An appointment was booked to meet the Principal (Administrator) of Government High School Belabo. When we contacted him we presented the work we intended to carry out with his Geography and Biology teachers on EE. With authorisation from the Principal, we organised a roundtable meeting with these teachers which he also participated. During the meeting we explained to them the objective of the EE programme, the role they needed to play and how they will play that role while drilling the students on this EE programme. EE guide for secondary school which we had prepared was distributed and the explanation on the importance of the guide

given and how it was to be used. During the explanation phase we tried to bring out clearly the facts we took in to consideration before preparing this guide which included:

- the importance of the forest and the need to maintain this ecosystem;
- the values of the forest particularly that of the Deng Deng forest;
- the threats that surround the forest with more emphasis on the Deng Deng forest;
- national and international laws that are there to safeguard the forest;
- and the need for a sustainable and participatory forest management approach to be adopted.

After this explanation, many questions came up for clarification purposes from the teachers and we did answer them although there were some challenging ones. The meeting ended up with the distribution of many copies of a one page explanatory sheets to teacher. These sheets explained the work of students and the type of articles that we expected them to produce for publication in a booklet. These explanatory sheets were to be distributed to students. In addition to this we told the teachers that the quality of articles that students will produce will serve as an evaluation tool to know how successful they carried out their work. We finally agreed that the Global Village Cameroon team could pass around to collect the articles before students go on vacation that is by early December 2006. The meeting ended with the principal applauding the initiative of GVC in organising this EE programme and saying that he will do his best to see this succeed. Find below the list of Geography and Biology teachers that will be involved in the EE programme and who participated in the meeting including the Principal.

Names of secondary school teachers to carry out the EE programme in Government High School Belabo

- 1) Mvogo Lazare (Principal of School)
- 2) Mbou Fotouo Guillaume
- 3) Effoudou Effoudou Germain
- 4) Data Richhard
- 5) Assomongono Ngbwa Jacqueline
- 6) Nviom-a-moutassi Pierre Fedinant
- 7) Mrs Essouka Kemelol Therese
- 8) Tsida Romuald Mathice
- 9) Ebogo Abougou Francis
- 10) Mrs Anaba Susanne
- 11) Evina Tsoak Julienne

b) Activities at the level of Primary School

After obtaining the authorisation from the Inspectorate of Primary Education in Belabo to work with Primary schools in the Belabo Sub division, we moved from one primary school to the next having meetings with the teachers of each school. During the meeting we distributed to them guides on EE programme which we had simplified to be at the level of understanding of these teachers. These guides carried the same message as that which we prepared for secondary school except for the fact it was simplified. This guide were to help them in improving on their skills and knowledge on EE programme which was already part of the curriculum so as to better teach their pupils. This guide look at the forest in general with much reference to the Deng Deng forest and how to instil the passion to live in harmony with the forest in pupils as they grow up. Teachers in each school were drilled in roundtable meetings on how to guide pupils understand the message of conservation and to grow up looking at poaching especially of endangered animals and unsustainable exploitation of the Deng Deng forest as activities to avoid. We told teachers that we were to know if this message have been understood by pupils from the quality of articles they

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were to come up with for publication in a booklet by January 2007. After discussing with teachers, we all agreed that the pupils should produce the articles and submit by early December 2006 before going on Christmas vacation. The teachers promised to put in their best in the programme. The Headmasters of various schools promised to lend us the necessary support to see the programme succeed. They appreciated the EE material saying that it was going to help them now and in the long run to develop good EE lessons for their schools as EE is an important subject in their school curriculum. This they said was going to facilitate the understanding of the subject matter by the pupils as the EE lessons will reflect local realities. This EE guide will make our EE lessons more pragmatic said the headmaster of Mbaki II. See below the list of schools and teachers we work with.

NAME OF PRIMARY SCHOOL	LOCATION	TEACHERS INVOLVED IN THE EE PROGRAMME
Government School Deng Deng	Képéré Deng	1) Kouh Mageoire (Headmaster) 2) Goh Albert 3) Koula Eloi
Government School Goyoum	Képéré Deng	1) Medjas Evans (Headmaster) 2) Ntamack Simon 3) Ngaba Dieudonne
Government School Mbaki II	Képéré Deng	1) Bang Antsio Severin (Headmaster) 2) Mekouni Alain 3) Yamma
Government School Mbambo	Képéré Deng	1) Ngo Getna Solange (Headmistress) 2) Fetem Blaise 3) Alain Joseph Ngale 4) Guissan Noel
Government School Group I Belabo	Belabo	1) Bioua Mpiajoung (Headmaster) 2) Njeng Jean Florent 3) Zooa Olivier Dupont 4) Mepong Aimé Phalice 5) Sekvou Bitang
Government School Group II Belabo	Belabo	1) Bile Vincent de Paul (Headmaster) 2) Amba Susan 3) Mrs Belinga Vvalerie 4) Jiokeg Janvier 5) Belem Mathice

c) Activities carried out at the level of traditional leaders and other leaders of the region

The capacity building on EE for leaders of the locality especially the traditional rulers that we had earlier identified in the previous studies (of September 2006) to have an important role to play in stopping poaching and over exploitation of the forest resources took two different dimensions and included traditional rulers, youth leaders, leaders of associations and other prominent community figures. A meeting was organised at Deng Deng and witnessed the participation of most of these people. This meeting was aimed at sensitising these leaders on the importance of the forest, the need to protect it, the impacts that could arise if we fail to protect the Deng Deng forest, the laws that are there to protect the forest and the need to adopt a participatory approach in order to manage the forest sustainably. The leaders were also trained on communication skills, methods and strategies that were going to help them pass this message to their population to see the need to

stop poaching and over exploitation of forest resources and engage in sustainable forest management activities after they had known more on the importance of the forest. Many questions came up and we gave answers to them. The issue of alternative options of livelihood to the forest kept up coming up. They said, when people now learn how to manage the forest and stopped poaching especially of endangered species and overexploitation, what next will they do to earn a living? This question kept on coming in the three meetings with various groups. The capacity building meeting on the EE programme ended with most leaders attending. EE programme guides for leaders were distributed to them to help them in this task.



Bakker presentation on community participation in forest management to traditional rulers and leaders in Deng Deng

The second phase of this programme targeted those leaders or prominent persons who did not attend our meeting. During this phase we moved from door to door in the evening visiting them and telling them what took place in the meeting , their roles as leaders in fighting against the degradation of the Deng Deng forest and the need to protect the forest. Summarily, we replicated the same message we had passed in the meeting to them. We ended up every visit with the handing of EE programme guide for leaders to them. See below the list of persons we worked with.

Names of leaders and prominent persons we worked with

NAME	TITLE AND VILLAGE
1) Kassala Dang Roger	Second class traditional ruler Deng Deng
2) Landi Pessi Paul	Enlighten person and Youth leader
3) Mbom Mathieu	Notable
4) Sambo René	Church Leader
5) Mbelle Raymond	Elite
6) Sarki Yaki Paul	Prominent Farmer
7) Koueue Victor	Prominent Farmer
8) Nyefele samaki	Retired Teacher (elite)
9) Ndotta Nestor	Notable
10) Dodo Faroukou	Traditional ruler of Lom Pangar
11) Ganga Isidore	Traditional ruler of Kambocassi

12) Mekinda Yannick	Hunters
13) Koul Magloire	Headmaster of Deng Deng Government School
14) Danga Yiguim	Retired Nurse
15) Bamio Julien	Municipal councillor/ President of an association
16) Amina Cecile	Notable
17) Idayatou Stephane	Fisherman
18) Midjiawa Moussa	Notable
19) Issa Bobbo	Councillor
20) Bwalang Jerome	notable
21) Ndocta Nestor	Notable
22) Founare Eloi	Chief in charge of rain gate barrier
23) Goedjom Monique	Help in facilitating birth in the region in a traditional way
24) Mrs Sammy Chantal	President of Association for the Development of Deng Deng
25) Djopam H. Firmin	Secretary General of Association
26) Dika Martin	Forest Agent under Deng Deng
27) sandrin Belounga	Forestry Post
28) Mrs Gadji Fatimatou	Prominent Elite
29) Mvekouri Rodrigue	Prominent businessman



Some traditional authorities and other leaders attending the training in Deng Deng

D) CHALLENGES EXPERIENCED IN THE FIELD

While carrying out environmental sensitisation programme with teachers and leaders of the region we were faced with the following challenges:

- a) At government High school Belabo during the capacity building session on EE with teachers, teachers expressed the need for some students from the School to be selected from all the classes to go on a discovery visit in the Deng Deng forest. They saw the need for this visit to be carried out with explanation in the field by GVC staff on the importance of the forest as an ecosystem, its threats and the impacts of the threats to the Deng Deng

forest ecosystem. This they said will help the students understand and appreciate the importance of the forest and why it should be protected. The teachers went further to explain that after this field visit, the selected students will tell their school mates what they saw and how they think it is of importance. This they said was going to create a positive impact on the students especially as the secondary school is a mixture of students coming from areas with forest and with some coming from the northern part of the country where there is little or no forest at all. Students who come from where is no forest will learn more about the forest in the visit , its importance and see the need to protect it.

- b) The second issue raised was that many non governmental organisations come in to the region or other areas and engage in EE programmes but fail to provide the local people with other sources of livelihoods to reduce the dependency on the forest for their livelihood. They preach the message of the protecting the forest which usually go with the need to stop poaching and over exploitation of forest resources. The forest community like them in Deng Deng sees the need to protect the forest especially as everyday they see that it's resources are gradually diminishing and the forest is becoming degraded as the population increase. They said they need alternative sources of livelihood to reduce the pressure exerted on forest resources in the region. These alternative livelihood should include the drilling of the population on modern agricultural methods, introduction of high quality breeds of animals in the region, domestication of wild plants and animal species of economic value and access to credit facilities to engage in to business activities. They said that when the time come to complement behavioural change pattern of the population with access to the above mentioned alternative sources of livelihood NGOs are no where to be found. They pray this should not be the case with Global Village Cameroon as they have started from this EE programme. They concluded by saying that this project will be very successful if GVC provide other sources of livelihood to local people after the EE programme.
- c) The third challenge was that government recently partitioned the forest of Deng Deng in to council forest, research forest, wildlife sanctuary and UFA which is forest allocated to be given to an exploitation company for exploitation and reforestation. The government never allocated any forest as community forest which the community could manage and use. It becomes difficult to complement the fact that the population have not been allocated a portion of the forest but they say the forest is their backbone. Global Village Cameroon helped the population in transmitting to the Ministry of Forestry and Wildlife their letter asking for a community forest and not being happy with the fact that the council was prioritised in forest allocation instead of the local people living in the forest region. The organisation of the Deng Deng community in to an association and the building of their capacity by GVC seek to empower the people to fight against the injustices that can come their way. The association will obtain its legal status soon from the government. We expect the association to take a lead in this forestry issue and also in other worrying issues in the region like the Lom Pangar dam project so as to protect the rights and interest of the population of the region by participating in decision making pocesess.

D) THE WAY FORWARD

Global Village Cameroon have some contact people in Deng Deng who will always inform us about the development in the field when they visit Belabo where is telephone network in the region. We also got telephone contacts of some teachers, Headmasters and Principal and we will call them regularly to know how far they have gone with the programme. We will visit them again on mid December 2006 and at this time we will be collecting articles prepared by students and pupils before they go on Christmas holidays.

We are already preparing wall pictures that will be put up everywhere in the region including schools and transportation venues. We also hope to include the calendar of 2007 to make them more valuable so that they can be visited constantly and regularly by the population. This will refresh their memory of the EE programme we carry out. This should be ready by December ending so that when we visit the field again in January 2007 they will be put up. By January 2007 we must have produced booklets of articles produced by students and pupils and best articles known so that as we visit the field we will have booklets and prizes for the best articles handed to them. Some of these booklets will be handed also to other schools that never took part in the programme so that they could be kept and used in their libraries. These booklets will give an opportunity to present and future students and pupils of these school to learn more on the need to take care of the forest

In January 2007 we hope to complete the project execution with a public video show in Deng Deng on an example of a successful sustainable and participatory forest resource management and how it benefits the people.

As concerns advocacy and lobbying, we have had meetings with various stakeholders in the forestry sector. The Divisional Officer of Belabo told us that he is aware of the population demand to have a community forest and that they are going to look in to the matter. The same information was given to us at the level of the Ministry of Forestry and Wildlife. We hope that with much pressure that we put and also with pressure from the forest community, the government will react at the interest of the people.