

## Partnership with Université Evangelique du Cameroun.

UNAFAS CVP delivered an innovative environmental education curriculum to trainee teachers in the Faculty of Educational Sciences at the UNIVERSITE EVANGELIQUE DU CAMEROUN, Mbouo / Bandjoun (below) West Region of Cameroon recently.

The students will go on to teach in secondary schools across the country, as French and English language, Maths, History as well as Geography teachers. They are taking a degree course in Educational Sciences that also confers professional teacher certification. Seventy per cent of the current class are already contracted to work in EEC colleges after graduation – a network of institutions covering eight regions of Cameroon.



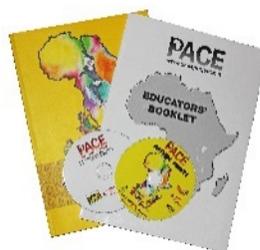
The course, made up of eleven sessions, included -

- Creative pedagogy,
- Principles and practice of cross, curricular environmental education,
- Use of local content, issues and case studies to create lessons,
- Practical, participatory methodologies.

By the end of the course all students had a basic knowledge and understanding of environmental and conservation issues and concepts and how to relate these to teaching and learning in their respective disciplines and wider school activities. They learned how to present, simply, the connection between local and global aspects of environment and conservation, biodiversity, sustainable development and climate change.

Wildlife was a focus of the course. The students found a presentation - “Regard sur la législation Faunique du Cameroun et l’effectivité de son application” and round table discussion on Cameroon wildlife law to be particularly interesting. The session was led by Frisco Aimé NYA, from the legal department of LAGA. Questions and debate instigated by the students continued for an hour and half.

Content from Cameroon Our Home and PACE (Pan African Conservation Education) packs and action sheets was shared so that participants are equipped to apply their learning when they start professional practice in September.





## Sustainable use of fuel wood



### *How many trees does it take to cook a meal?*

The student teachers practiced an exercise that can be carried out in schools, to illustrate how simple affordable technology can reduce domestic fuel wood consumption.



Groups cooked the same meal on three types of stove, then compared the amount of wood used, cooking time, cleanliness and other advantages and disadvantages of each stove.



Environmental and family health, economy of time and money, cleanliness, sustainable development and deforestation issues were discussed before students designed lessons based on the practical, to cover topics on the syllabuses they teach, be this in maths, geography or languages.

## Evaluation

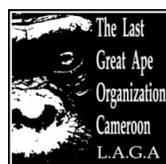
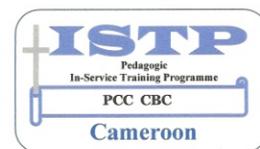
This course was designed by Penny Fraser, it was influenced by a survey of 1200 teachers carried out in five regions of Cameroon in 2012 which indicated that teacher's awareness of environment and conservation is high, but knowledge is local and based on personal experience and needs. It showed that teacher's knowledge of global environmental issues and concerns is limited, and understanding of the links between national and global environmental issues and everyday local realities is very weak, also that they value their natural heritage and want to preserve it, but do not understand which elements are under threat, nor which elements are important in a global sense. Our 2012 teacher survey also provided evidence that the cross curricular approach employed by CVP since 2005 is impactful - teachers in school systems that have been CVP partners since 2005 (receiving resources and other interventions) showed greater ape awareness for example, than teachers working for education authorities that are new partners, and had not received materials or interventions prior to the survey.

Our UEC students completed the same survey before the course - a majority (71%) had heard of the term 'sustainable development,' but less than 30% knew what it meant. Seventy six percent had heard of 'biodiversity' but didn't know what it meant, 38% knew what Great Apes are and included them in their list of Cameroon's important native wildlife species. Before the course all participants knew that there are wildlife laws, but no detail. Few people knew the rationale behind the laws, including that the law recognises different categories of wildlife and it is rare and threatened species that have greatest legal protection. They enjoyed learning these things. Students had to demonstrate the learning objectives to pass the course.

The entry level of students was assessed using the survey described above. A series of written and verbal quizzes and activities assessed learning objectives. Comprehension was further evaluated by observation during question and answer sessions, in presentations and submitted assignments. The presentations and practical sessions were followed by group and individual exercises in which students were required to practice using the knowledge and experiences covered. Written reports were submitted and selected groups or individuals presented their work in plenary, followed by class discussion and feedback. The exercises were preparation for application of learning in the work place, and provided means for level two and three evaluation. Level one evaluation was based on a feedback form that collected data on participants reactions, their opinion of the course. Eighty four percent of those completing were confident that they could use their learning in their role as a teacher, 84% were also 'motivated' to use their learning (the other 16% being neutral rather than not motivated). Eighty four per cent believed the training will influence their way of thinking and 79% that it will influence their teaching in school. We hope to follow up the application of learning in schools and changes in behaviours in 12-18 months time, and meanwhile will strive to improve the course and share it with more teacher training colleges.



We thank all those who contributed intellectually, professionally, material and financial resources and logistically to the realisation of this initiative, including long term partners ISTP with whom many of the ideas were developed and tested.



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