MOUNT CAMEROON PROJECT

MOKOKO AREA

PROCEEDINGS OF A PARTICIPATORY LAND USE MAPPING TRAINING WORKSHOP

HELD AT

THE LIMBE BOTANIC GARDEN (NOVEMBER 23RD - 25TH 1998)

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GLOSSARY AND ABBREVIATIONS

CARPE   -   Central African Regional Program for the Environment

CDC   -   Cameroon Development Corporation

CETELCAF   -   Centre de Teledetection et Cartographie Forestière

CNL   -   Centre for the Support of Native Lands

INC   -   Institute Nationale de Cartographie

LBG   -   Limbe Botanic Garden

MCP   -   Mount Cameroon Project

MINEF   -   Ministry of Environment and Forestry

MRFR   -   Mokoko River Forest Reserve

ONADEF   -   Office Nationale de Développement des Forêts

1.   INTRODUCTION:

This report documents the proceedings of a 3-day Participatory Mapping Training Workshop jointly organized by CARPE (Central African Regional Programme for the Environment) and the Mount Cameroon Project, (MCP) at the VISACOM of the Limbe Botanic Garden from November 23rd – 25th , 1998.

Workshop participants were drawn from the eight villages in the Mokoko Area - (Ekombe Mofako, Barombi Mokoko, Diongo, Boa, Bonjare, Mbongo, Illoani and Dikome), Djoum in the South Province, and Tikar (Bankim) in the Adamawa Province, Centre for the Support of Native Lands (CNL), CARPE and Mount Cameroon Project. The Target groups were Village Researchers from Mokoko Area, Djoum and Tikar which are the three sites selected by CARPE for the Participatory Mapping exercise in Cameroon.

Selection of workshop participants from Mokoko area was jointly done by MCP (Mokoko Area Team) and the village community and was based on the following criteria:

♦ Have a good knowledge of the forest
♦ Be able to read and write
♦ Must command respect in the community

In villages where an individual selected could not meet the first two criteria, two candidates were chosen. One of them literate and the other conversant with forest related issues.

During the workshop, translation was done from English to French for the benefit of French speaking Cameroonians from Djoum and Tikar.

1.1   WORKSHOP OBJECTIVES:

▪ To familiarize participants with Maps and their uses;
▪ To train village researchers on participatory mapping and later transcription on scaled maps;
▪ To prepare participants towards the community mapping exercise in the field;
▪ To deepen participants' understanding of how village Researchers and Cartographers work in the field.

1.2   RESOURCE PERSONS:

- ➢ Mac Chapin   -   Centre for the Support of Native Lands (CNL) Consultant/Facilitator

- ➢ Zephirin Mogba   -   CARPE – IR1

- ➢ Mbani Jean-Marie   -   MCP Limbe, Mokoko Area (Translator)

- ➢ Henry Ekwoge   -   MCP Limbe, Mokoko Area (Assistant Facilitator)

- ➢ Ebong Harrison   -   MCP Buea (Cartographer)

- ➢ Ntube Grace   -   MCP Limbe, Mokoko Area

- ➢ Mbong Glory   -   MCP Limbe (Secretary)

- ➢ James Acworth   -   MCP Limbe, Coordinator

2.   WORKSHOP PROCEEDINGS:

The Workshop was declared open by Ekwoge Henry who apologized for the late start. He solicited the cooperation of the participants for the success of the Workshop. This was followed by a rapid individual introduction, and then a welcome speech by Mr. Joseph Besong, Director of Mount Cameroon Project.

In his welcome address, the Director re-iterated the objective of MCP, which ties with that of the Central African Regional Programme for the Environment (CARPE), - that of identifying ways to strengthen local forest resources management systems. He reminded participants on the expected output of the Workshop which are maps which will show how the community uses the forest and land so that they can negotiate their current and future needs.

He concluded by wishing participants a happy stay in Limbe and hoped that at the end of the workshop, they will be well equipped with the necessary skills needed for the execution of the fieldwork.

The workshop facilitator - Mac Chapin, gave a brief introduction of himself and made a recap of the Workshop objectives as follows:

♦ Introducing participants to participatory mapping techniques developed by the Centre for support of Native Lands (CNL);

♦ Training participants on how to understand maps and their uses;

♦ Preparing participants towards community mapping project and make them conversant with mapping in the field;

♦ Deepening   participants'   understanding   on   how   cartographers   and Researchers work together to produce community maps.

3.   INTRODUCTION TO PARTICIPATORY MAPPING
(MAC CHAPIN):

3.1   Definition of Map:

A map is a representation of an image which can either be good, fairly good or bad. Also, a map is a representation on paper of the earth surface or a part of it; showing geophysical features such as rivers, mountains, etc.

3.2   Uses of Maps:

- Maps could be used by individuals or government to claim or control land. (E.g., Nigeria/Cameroon border conflict).
- Maps are used for the purposes of defense.
- Maps are used for political organization; to coordinate politically all the States/Provinces in a country.
- Maps are used for educational purposes. They are used in schools and colleges in teaching students about other places in the world – ATLAS.
- Maps are used by Conservation Project, (e.g. MCP, GTZ, KORUP, etc) in resource location.

3.3   Purposes of Mapping:

♦ Political Organization: Some countries map out their territory for boundary demarcation. Moreover, when a country is mapped out, it eases control and administration.

♦ Physical Features: The map is an essential guide for travelling in the country. E.g., tourism, commerce, etc.

♦ Natural Resources: In this light, maps are drawn either to protect or destroy the natural resources in a given area or territory. Some organizations need mapping to know natural resource deposits and manage them for future use, while others need to know the location of natural resources for exploitation.

♦ To lie: Since all maps are not precise but approximations, some people take advantage of this flaw and do mapping for the purpose of lying. A good example is in timber exploitation. The exploiters often show their area of exploitation as being limited to the licensed area while working in another or larger area.

3.4   Who Does Participatory Mapping?

- Forest Users
- Informants
- Field Guides
- Village Council
- Elders
- Women
- Government Authorities
- Village Researchers
- Cartographers, etc.

3.5   Participatory Mapping (Examples Elsewhere in the World):

Mac Chapin cited an example of Latin America where he and two other Cartographers were commissioned for a Community mapping Project. The entire Project took about six months to accomplish. That is, three months of effective fieldwork and the other three months to complete the maps.

In order to facilitate the exercise, three teams selection was done:

- Administrative Team: This team was in charge of logistics

- Community Team: This was the most complex team in the Project. They were made up of villagers, village leaders, political leaders, etc. The political leaders selected the village researchers.

- Cartographers Team: They were made up of technical support team. They were charged with assisting the local community to have accurate scale maps.

Furthermore, the village Researchers were of the following standards:

1.   Came from the village community in question;

2.   Were people with very high reputation;

3.   Literate and conversant with the forest and the geography of the area to be mapped.

With the above put in place, they accomplished their mission and came out with a detailed and acceptable map of the village (in Latin America).

4.   METHODOLOGY OF PARTICIPATORY MAPPING:

Mac Chapin highlighted the following as core steps to be followed in the course of participatory mapping:

4.1   Ground Preparation:

This involves the sensitization of the local community about the Mapping Project and the selection of village researchers.

The selected researchers must come from the village community to be mapped. The researchers are selected based on their roles and capacities in the village; and they must be able to read and write.

4.2   First Workshop (1 Week)

This is meant for orientation and training of village researchers. Here, the objectives of the mapping exercise are agreed by the village researchers. Also, they are equipped with the skills and basic principles of mapping.

This also gives the researchers an opportunity to state the objectives of mapping. During this workshop, the following issues are developed and discussed:

a)   Land Use Questionnaire:

The village researchers and the Project will develop a questionnaire specifying their interests, e.g. hunting areas, fishing, farming, etc. The information on the questionnaire is based on the objectives of mapping.

b)   Community Map:

The village researchers will practice drawing a map of their village showing all the physical features (rivers, roads, hills, forest, etc) and land use.

c)   Notebooks:

One of the rules in mapping is that the map in question should not be overloaded with information. In order to assist the cartographer in presenting a detailed but less complicated map, a notebook is needed for the recording of information, which will guide the cartographer during transcription.   Examples of such information include: points of intersection of rivers, distances of travel of forest based activities and areas of other land use activities, history of settlement, etc.

4.3   First Fieldwork Period (3 Weeks):

This involves the movement of Researchers to the village to collect basic information, which will guide them in producing their community map.
It is during the fieldwork period that the land use questionnaire will be put to use. Before data collection begins, village based sensitization meetings are held to further explain the purpose of mapping.

4.4   Second Workshop (2 Weeks):

Local researchers meet the technical team of cartographers who have assembled all available maps and aerial photographs. Information from the questionnaires and hand-drawn community maps is put onto new base maps developed by the cartographers. The result of this work is a set of cartographically precise maps. The maps are in draft form, with numerous questions outstanding.

4.5   Second Fieldwork (2 Weeks):

-    <u>Verification of Data</u>:

This period requires a lot of patience. The second fieldwork is undertaken to get precise information on areas not well presented by the village researchers.

Cartographers and researchers return to the communities with the draft maps, answer questions and fill in gaps.

4.6   Third Workshop:

Village researchers reunite with the cartographers to incorporate the draft and put the maps in final form. In this workshop, the researchers and cartographers together refine the maps by putting all final details and necessary connections. A meeting is then held with community members to confirm the map.

4.7   Production of Maps:

Based on the final information from the village researchers, the cartographer produces a detailed map of the village community showing all the physical features and other areas of interest.

The second day of the workshop began with Ekwoge Henry welcoming participants back to the workshop. He then called on participants to feel free to express their views

Harrison Ebong facilitated the morning session of the workshop. He made a review of the previous day's programme and presented mapping from a wider point of view as follows:
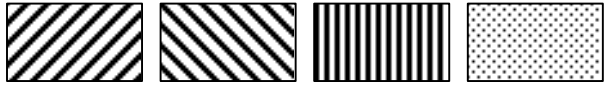
5.   TYPES OF MAPS:

1.   General Maps:

These are maps showing general themes, and used in physical, rural, human and economic geography.

2.   Maps showing particular themes:

Examples include: maps showing vegetation, migration, urbanization, industries, transport systems, etc.

5.1   Map Elements:

- Title: This implies that every map must have a heading.

- Frame: Maps must all be framed. The reason being that when a map is being framed, it can be scaled. This frame enables coordinates to be fixed in the map.

- Legend (key): This is an explanatory key to the map. It enables the map to be interpreted and can be used in explaining several activities taking place in an area. A legend is made up of the following:

- Cartographic symbol
- Colours (primary – green, red, blue:
        secondary colours – yellow, white, purple black)

- Shading (patterns)

- Nomenclature: This was described as how a character is being represented in a map. The biggest size font should be used for the title. Also, capital of countries, must be well represented (big and distinctive).

- Source of Map: Any reference used in the course of drawing of a particular map must reflect on the map.

- Date: It is of great importance to date a map. This will determine how long ago a map was drawn. The date determines the validity of a map.

- Name and Address of Author: The name of the author must appear on the map. This is then followed by his address and any other secondary partner.

5.2. Map Scale:

This was defined as the relationship between the dimensions of a map and the dimensions of the earth. It is usually expressed as a ratio between a distance on the map and a distance on the earth.

The scale ratio 1:24.000 means one unit of distance on the map represents 24.000 of the same units of distance on the earth.
Below is an example of a map scale 1.100.000

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0                    10                   20
■■■■■■■■■■■■■■■■■■■■□□□□□□□□□□□□□□□□□□□

        Kilometres        Scale: 1:100.000
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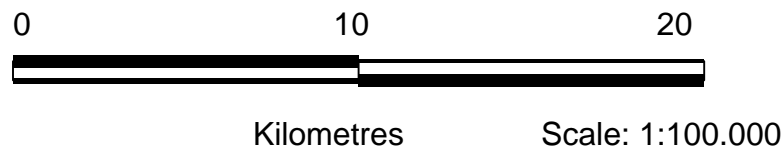
> Small Scale Maps:

A Small-scale map is one in which a given part of the earth is represented by small area on the map. Small-scale maps generally show fewer details than large-scale maps, but cover large part of the earth.

Maps with regional, national and international extension typically have small scale such as 1:1.000.000.

> Large Scale Maps:

A Large-scale map is defined as one in which a given part of the Earth is represented by a large area on the map. Large-scale maps generally show more details than small scale maps because on a large scale there is more space on the map in which to show features. 1:2.500 is an example of a large scale. In this exercise it was decided to use a scale of 1:25:000 where 1km on the ground is represented by 4cm on the map.

5.3   Orientation:

Orientation was described as the direction or position.
- It determines the position of something with regards to the points of compass.
- Determines how one stands in relation to ones surrounding.

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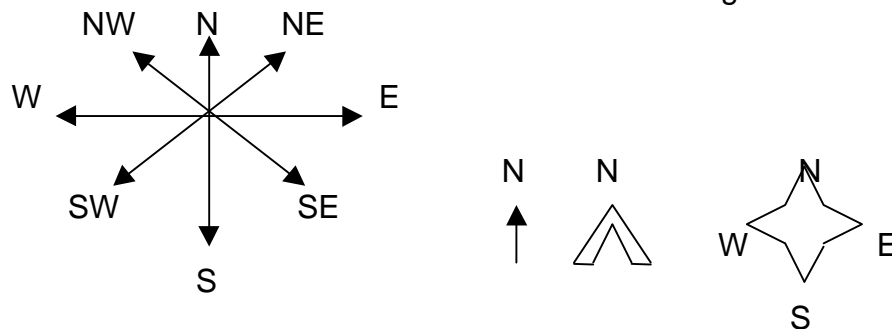
5.4   Coordinate System:

This was defined as a reference system used to measure horizontal and vertical distances on a planimetric map.

- Latitude: The North/South measurement of a position perpendicular to the earth's polar axis.
- Longitude: The East/West measurement of a position in relation to the prime meridian.
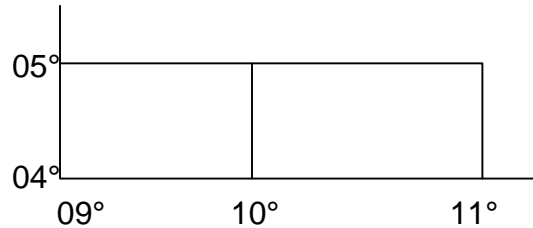
5.5   Producing Maps:

The most important thing to guide against when producing maps is that it should not be overloaded with details, which might obscure the main theme.   For this reason, the theme must be precise by:
- Elements appearing orderly
- Selecting vital information and leaving out what is not certain
- Eliminating information which have no relationship with the theme, and classify the chosen elements.

Mac Chapin briefly summarized Harrison's presentation and added that in producing maps the following should not be left out:

Physical features:
Rivers
Roads
Swamps
Lakes
Hills
Forests
Village.

Subsistences:
Fishing areas
Farming areas
Hunting areas,
Weaving materials
Medicinal Plants

6. PRACTICING MAP DRAWING:

Participants were given flip charts, pencils and coloured pencils to practice drawing maps of their various areas. Staff at the Limbe Botanic Garden also drew the map of the Garden showing areas of interest. All the maps were later pasted on the wall and participants had the opportunity to examine each and make criticisms. Mac Chapin at this point summarized lacking but pertinent points in the various maps. All the comments were put together and clarifications made.

Fominyan Christopher then presented a sketched map of the Limbe Botanic Garden.   In order to test the degree of participants' comprehension of mapping elements, copies of the sketch map were distributed to participants for criticisms.   The following elements were lacking in the map:

- Title
- No Hills
- Key
- Name of Author
- Date
- Frame
- No orientation (North Direction)
- No Coordinate
- No Scale

At the end of the exercise, Mac Chapin explained the logic behind map drawing and expressed gratitude for the wonderful jobs done by the participants. He asserted that map drawing is not meant for a certain class of people and that with constant practice, participants can become experts in producing maps of their areas.
Some of the maps produced are shown in appendix 6.

DAY THREE: WEDNESDAY NOVEMBER 25TH, 1998

The third day of the workshop started at 9:00 a.m. Ekwoge Henry welcomed participants to the last day of the workshop and emphasized that for the workshop to end successfully, participants are expected to participate fully. He added that the day's activities will start with a review of map drawing and end with an action plan for the fieldwork in Mokoko Area.

After the recap of the previous day's activities, participants were of the opinion that after spending two days learning about mapping coupled with the map drawing exercise of the previous day, they were fully equipped to produce maps of their areas.

The morning session was facilitated by Ebong Harrison. He began by encouraging participants to ask questions on what has been done so far with regards to participatory mapping. (*See appendix for questions and proposed answers).* The following were highlighted as being of great importance in map drawing:

- Time in relation to distances
- Compass for orientation

7.   OBJECTIVES OF MAPPING IN MOKOKO AREA:

This topic was facilitated by Mac Chapin. He gave a detailed explanation of how the mapping exercise could be useful to Mokoko Community as follows:

- To Educate the People:

  The mapping of Mokoko area will help educate the present and future generations about their region. Moreover, when the population are versed with information concerning the natural resources in their area, they can better plan on how to use and manage what they have. Furthermore, the village community will be more educated on their territorial boundaries, and this will act as a tool for villagers to know where other villages are located.

- To map existing farmland and Natural Resource Use Areas:

  The mapping exercise in Mokoko area will enable the village community to know the existing farmlands and where natural resources are found in the region.

- To Plan Resource Use and Economic Alternatives:

  The mapping of this area will enable the village community to know what is left in the forest and then plan on how to manage their forest resources for present and future use.

- <u>To Unite the Region</u>:

  When the area is mapped, the villagers will get to know those villages that make up Mokoko area, and there will exist a strong bond between them. They will think together, plan together and work together for the proper management of their forest.

- <u>To better manage wildlife</u>:

  When the Mokoko region is mapped, the villagers will know where animals are found in the forest and how much is left and this will create an avenue for them to better manage their wildlife.

7.1 LAND USE PROBLEMS IN MOKOKO AREA

The Mokoko village rResearchers outlined problems faced by their Community as follows:

- Non-indigenes claiming portions of their lands;

- Some villages encroaching into the Reserve, e.g. Ekombe Mofako;

- CDC encroaching into village lands;

- Outsiders trespassing right into the Reserve to hunt and extract natural resources.

7.2. AGREEING OBJECTIVES OF MAPPING IN MOKOKO AREA

This was a brain-storming exercise to find out from Mokoko Researchers and MCP (Mokoko Area) staff possible things to map and expected results of the mapping exercise.

7.2.1 Mokoko Community Objectives:

To facilitate the presentation, Diongo village was chosen for the analogy; and participants gave the following features as what they would like to appear in their Community map:

Physical Features:

- Rivers
- Villages (Settlement)
- Petroleum deposit (prospection)
- Beaches
- Shrines
- Springs
- Lakes

- Mangroves
- Swamps
- Roads
- Markets
- Savanna
- Forests
- Catchment area
- Footpaths
- Hunting routes
- Fishing areas
- Old Timber Roads

Land Use:

- CDC/village boundaries (old and new)
- Gathering zones (eru, bush mango, bush pepper, medicinal plants, etc)
- Fishing areas
- Hunting / Trapping areas
- Timber exploitation areas
- Mokoko River Forest Reserve
- Potential Community Forest
- CDC activities on Community land (camps, etc.)
- Farming areas

Mokoko River Forest Reserve:

- Farms in the Reserve
- Villagers' proposed Reserve boundary

The maps produced will show how the Community and other institutions use land and forest and would enable the Community to negotiate their current and future needs with the authorities concerned.

7.2.2   MCP Objectives:

The MCP (Mokoko Team) staff outlined the following as being the objectives for the mapping exercise:

- The mapping exercise will contribute to the Participatory Resource Management Plan and Land Use Plan to be developed by MCP at the request of the Government of Cameroon.

Land Use Plan:

Land in Mokoko Area faces pressure from subsistence farming, large scale commercial agriculture by CDC, timber exploitation, hunting, etc. A participatory Land Use Plan would help sort out some of the existing land problems. The logical first step to prepare a Land Use Plan is therefore to have a map showing land and forest use.

Management Plan for the Mokoko Forest Reserve and Surrounding Forest:

The Management Plan will stipulate a system with regards to methods of exploitation, regeneration and tending. The objectives of the Management Plan are: biodiversity conservation, participatory management by the State and local community, sustainable production of forest products and benefits to local community within the limits of biodiversity conservation.

8. INFORMATION GATHERING TOOLS FOR MAPPING (MAC CHAPIN/EKWOGE HENRY)

8.1 Questionnaire:

Participatory method was used in the designing of the questionnaire below. Participants were asked to construct interrogatory statements to reflect the activity in question. Many options were stated from which the best way of presenting the question was chosen. (see 🚶)

Farming:s

What is the name of your farm?

Hunting:

a) Where do you go hunting? (✓)
b) Where do you get animals?

Fishing:

a) Where do you do fishing? (✓)
b) Where do you get your fish?

Gathering:

a) Where do you gather bushmango, cane, bitter leaf,etc (✓)
b) Where do you get your bushmango, etc

Timber Exploitation:

a) Where do you get Timber?
b) Where do you find timber in your forest?
c) Where do you cut trees for timber?
d) How do we find timber?
e) Where do you go to cut timber?
f) Where do you exploit timber for sales, building firewood, etc? (✓)
(See appendix 2 for complete Questionnaire).

8.2   Notebook:

This book is used for recording vital information, which will help the cartographer (during transcription) in producing a detailed and comprehensive map. The following were enumerated as information likely to be recorded in the notebook:

a)   Distance (in time) to areas of activities
b)   Shape of rivers, roads
c)   Number of creeks, streams
d)   Seasonal changes
e)   History of the village
f)   Changes in land ownership (tenure)
g)   Changes in land use over time

Cultural changes:

-       Linguistic information
-       Historical information
-       Natural resource information.

9. INTRODUCTION TO MOKOKO AREA
   (Mbani, Ekwoge, Ntube)

The Mokoko Area Team presented activities of the Area to give participants (especially those from Djoum, Tikar and CARPE) an overview of the area as a whole and MCP's activities there.

The Mokoko Area falls under one of the four geographical areas of the Mount Cameroon Project and covers eight villages in Bamusso mainland (Balondo, Ekombe and Barombi clans) and ten villages in Bomboko clan. The main output of the Mokoko area team is the preparation of a Participatory Management Plan for the Reserve and the surrounding forest. The Mokoko River Forest Reserve covers an area of 9.100 hectares, and was gazetted as a Production Reserve in 1952.

MCP activities in the Area can be summarized as follows:

The Mokoko area team has identified the various stakeholders (people interested in the management of the reserve). Moreover, all existing and potential conflicts were mapped and common grounds identified. The common grounds serve as a basis for the development of an Action Plan by all stakeholders.

The main resources identified are:

♦ Land:

The prevailing land problem in the area is the encroachment into the Reserve at Ekombe Mofako by the villagers. Several meetings have been held with stakeholders in this regard. The reasons advanced by the villagers for the encroachment was lack of enough farmland due to CDC encroachment into the village land and unlawful land sales by the villagers. In order to ameliorate the situation, some major action points were agreed upon. The first was a letter to be written to government to lease out some reserve land to the village and secondly, injunctions on CDC to stop further expansion and give out uncultivated land to the village. The issue at stake is how to get the villagers to accept the gazettement document, since two villages are of the opinion that they were not signatories to the gazettement document though records indicate that the these two villages were then under the Balondo native authority, which of course was a signatory to this document.

♦ Wildlife (bushmeat)

A Wildlife Committee comprising all the Stakeholders has been put in place by the Mount Cameroon Project. The Committee is governed by rules and regulations drafted by the Committee members and agreed by all concerned including MINEF. Membership now stands at 50 and the area team is presently working on how to get the indigenous hunters and outside hunters together for a better wildlife management.

♦ Timber

A logging Company was invited by nine villages from the Mokoko Area in 1997 for exploitation of 1.500 ha non-permanent forest in the Northern fringes of Onge and Mokoko Region. The villages concerned expected that the logging Company would bring benefits and infrastructural development to the area.

It was against this background that the Mount Cameroon Project organized a visit with some Community representatives from Mokoko area to some Community Forestry Projects in Nigeria in January 1998. These Communities have successfully resisted large scale logging by outside Companies and are carrying out small scale, more profitable exploitation of forest resources. The visit was to serve as confirmation that rural communities can better manage their forest for present and future use.

With the effort of the Mount Cameroon Project, people are now requesting joint management of timber resources by the local community, timber exploiters and the forestry Department. There is already growing interest for community forestry, and it is hoped that this will lead to the formation of village based institutions for the management of timber resources and Non Timber Forest Products (NTFPs).

Project workers have realized the integral importance of identifying conflicts in the process of community based management of resources. In fact it is the actual process of finding solutions that moves communities closer to taking responsible decisions and action plans for managing their forest.

10. PLANNING FOR FIELDWORK

10.1 Potential Field Problems (FEARS)

This was facilitated by Ekwoge Henry. In order to prepare for the field trip, Workshop participants were given an opportunity to enumerate problems, which are likely to be encountered in the course of fieldwork. The following were listed as potential field problems and the *italics* represent proposed possible solutions to the problems.

❑ Compensation for Community informants:
  ⇒ *Compensation with palm wine using part of perdiem.*

❑ Researchers might fall sick
  ⇒ *Pass on knowledge acquired to others*
  ⇒ *Exchange visits between Researchers*

❑ Movement between villages might be difficult
  ⇒ *Stand-by vehicle*
  ⇒ *Enlarged meeting in central place*
  ⇒ *People will walk*

10.2. FIELD MATERIALS/EQUIPMENT:

10.2.1   MCP/CARPE

- Money
- Paper Flip Charts (1 roll)
- Coloured Pencils (8 Packets)
- Vehicles (2)
- Rulers (8)
- Pencil Sharpener (8)
- Erasers (8)
- Notebooks (12 - 80 leaves)
- Tubes
- Compass
- Cellotape

10.2.2   VILLAGE RESEARCHERS:

- Cutlasses
- Arrange Meeting Halls

10.3   ACTION PLANNING

	ACTIVITY	RESPONSIBLE	TIMMING
1.	Type out Questionnaire & produce copies	MCP	26th/27th November
2.	Departure of Mokoko Village Researchers	Driver (MCP)	26th November
3.	Village Sensitization	Mokoko Researchers	From 26th November
4.	Prepare field logistics – Materials, etc.)	MCP/CARPE	From 26th November
5.	Follow-up Arrangements (accommodation) in Mokoko Area.	Ekombe - Lucas Dioh & Joseph; Illoani - Nekena Felix Boa - Roy & James Itoh Gen. Supervisor – Chief of Post, Illoani)	From November 26th
6.	Departure of CARPE/MCP/DJOUM, Tikar, etc	Driver, all	27th November (10:00a.m.)
7.	Introductory meeting at Ekombe Mofako and Barombi Mokoko	• MCP • Village Researchers • Chief of Post Illoani • Ekombe Mofako • Community/Barombi Mokoko	28th November 2:30 p.m. 4:00 p.m.
8.	Meeting at Illoani and Dikome	• Illoani Reseachers • Chief of Post MINEF • Dikome Researchers	29th November 2:30 p.m. 4:00 p.m.
9.	Meeting at Mbongo and Bonjare	• Mbongo Researcher • Bonjare Researcher	30th November 2:30 p.m. 4:00 p.m.
10.	Diongo and Boa	• Diongo Researchers • Boa Researchers	1st December 12:00 noon 2:00 p.m.

10.4   EVALUATION AND CLOSING:

The evaluation of the Workshop according to participants' responses was as follows:

S/N	ATTRIBUTE	VERY POOR	POOR	GOOD	VERY GOOD	EXCELLENT
1.	GENERAL ORGANISATION	1	2	6	10	6
2.	WORKSHOP OBJECTIVES MET?	-	-	2	8	15
3.	PRESENTATION OF LESSONS	-	1	3	6	15
4.	USE OF TIME	-	3	4	13	5
5.	PARTICIPATION	-	-	2	8	15
6.	DURATION OF WORKSHOP	-	2	6	9	8
7.	PREPARATION FOR FIELDWORK	-	2	4	9	10
8.	FIELDWORK PROGRAMME	-	3	5	8	9
9.	ACCOMMODATION	2	1	9	8	5
10.	FOOD	-	-	3	4	18

The Workshop ended with closing remarks from the Facilitator – Mac Chapin. He congratulated participants for the hard work they had put in the workshop; and added that he was particularly impressed by the efforts of the village researchers throughout the duration of the workshop. He concluded by saying that participants should make good use of the knowledge and understanding they had acquired in the workshop.

Participants were then led to refreshment and the Facilitator entertained participants with a video tape. The video illustrated a village in India in which the village community attached very much importance to their forest. They believed that their forest was their source of life because without it, most of the medicinal plants which they use in treating illnesses would not have been found. They conserve and use their forest wisely. The facilitator then gave a brief summary of the video tape and the workshop rose with participants fully satisfied with the 3-day's programme.