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Monthly EE News Flash of the SADC Regional Environmental Education Programme

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1. NEWS

1.1 Impacts of Change projects on environmental practices at individual, institutional and national levels

Staff from the SADC Regional Environmental Education Programme followed up on some of the past participants who were involved in Programme courses conducted in the past three years. The aim of the follow-up was to see how past participants are implementing the change projects identified during the courses. The institutions and individuals visited during the follow-up are involved in a number of EE/ESD activities as change projects. These include:

- The establishment of a low-cost sustainability education centre within the college premises where environmental practices such as rehabilitation of indigenous forests can be taught (Chipata College of Education)
- Use of science education and distance education to enhance sustainability practices among teacher educators through mainstreaming of EE/ESD in courses using and sharing resources obtained during the Teacher Education Regional Training Programme (Domasi College of Education)
- Development of a concept paper on the restocking of small water bodies with fish as a way of alleviating poverty and food security among rural communities, and raising part of the funds required to train communities on how the stocked water bodies can be co-managed with the government

as a way of sustaining the stocked fish and the required sustainable practices (Domasi Aquaculture Research Centre)

- Utilising the information provided in the SADC REEP EE News Flash to secure funding from United Nations University for an ESD change project on the use of energy-saving technologies in fish smoking, a change project which is intended to link with the development of sustainable policy practices for Malawi College of Fisheries in Malawi

These four change projects are testimonies to the effectiveness of change project oriented learning to both individuals and institutions as a means of facilitating change among EE/ESD practitioners. As they strive to bring awareness to institutions and individuals on the change they would like to bring about, they also provide opportunities for interaction and the sharing of experiences.

1.2 Regional Environmental Educators' Course and Attachment

29th Nov to 9th December 2011, Kasane, Botswana

Thirty participants from five countries (Botswana, Lesotho, Swaziland, Zambia and Zimbabwe) together with 13 facilitators met at the Teachers' Resource Centre, Kasane in Botswana for this ten-day course. The course was a partnership project between the Government of Botswana and the SADC Regional Environmental Education Programme (SADC REEP) and was supported by the SADC MESA Chair at the University of Botswana.

The first five days were dedicated to training in Environmental Education and developing a change project. For the remaining five days participants concentrated on the writing or adaptation of a learning support material to support the change project. The thirty change projects ranged from waste management, biodiversity conservation and education, school greening, and the development of specific databases.

This training was unique in that Botswana brought in new facilitators in order for them to gain experience that will enable the country to conduct similar courses in the future.

1.3 Two Regional Centres of Expertise from the SADC Region acknowledged

Two Regional Centres of Expertise from the region - Roma from Lesotho, and Khomas-Erongo in Namibia - were acknowledged by the United Nations University - Institute of Advanced Studies. The SADC Regional Environmental Education Programme as well as the African RCE community would like to thank and congratulate them for this achievement. The proposal process is a lengthy but valuable one in which stakeholders from the particular RCE work together to address ESD issues as a community of practice. As the two join the Global RCE

community, we wish them well and encourage them to support those who are still working on their proposals for acknowledgement.

The RCE community is growing and strengthening, and thus facilitating ESD learning at all levels.

2 TRAINING

2.1 The 2012 SADC-Rhodes University International Certificate in EE Course

The SADC-Rhodes University International Certificate in EE Course is the flagship course for SADC REEP and has taken place annually for the past fourteen years.

The format of the course in 2012 is that of a reunion of selected alumni from past years. The course will be held over two weeks immediately before the 2012 EEASA conference, and will focus on capacity development in Leadership in Environment and Sustainability Education.

For the application process, participants will be requested to submit their application together with a detailed description/account of their change project ("stories of change" associated with the course). Selection of the participants will, as usual, be carried out by our international panel, and will be based on the strength of the change project report.

The call for applications together with the structure of the change project "story" or report will be distributed through the **March issue of this Newsflash**.

3 EVENTS/OPPORTUNITIES

3.1 EEASA Conference 2012

Do make a note of the dates of the 2012 EEASA conference. This will be the **30th annual conference**, combined with a workshop, and will take place at Rhodes University in Grahamstown from 11th to 14th September 2012. The theme is : "Environmental Learning, Agency and Social Change".

The website is already established, and information is available on:
www.EEASAConference2012.co.za

The deadline for submission of abstracts is 24th February 2012. These should be a maximum of 500 words, and include: title, author, contact details, four key words, and an educational sub-sector (conference stream). These are:

- Natural Resource Management, Biodiversity Conservation and Agriculture
- Higher Education & Training (including teacher education)
- Formal Schooling
- Informal Learning (including workplace learning, youth programmes, public awareness etc.)
- Business and Industry
- Local and National Government
- Inter-sectoral (cross-cutting) work.

3.2 International Wildlife Management Congress (IWMC)

For the first time the International Wildlife Management Congress (IWMC) is coming to Africa. For further details, registration and abstract submission, please visit our website by clicking on the link: www.iwmc2012.org

3.3 World Symposium on Sustainable Development at Universities (WSSDU-2012)

Expressions of interest may now be submitted by persons/organisations interested to take part in the "World Symposium on Sustainable Development at Universities" (WSSDU- 2012), to be held in Rio de Janeiro, Brazil on 5-6 June 2012, as a parallel event to the UN Conference on Sustainable Development (UNCSD). WSSDU-2012 is organised by the Task Force Earth Summit 2012 at the Research and Transfer Centre "Applications of Life Sciences" of HAW Hamburg, the RCE Hamburg and Region and the International Journal of Sustainability in Higher Education. The aims of the "World Symposium on Sustainable Development at Universities" (WSSD-U-2012) are:

- i. to provide universities all round the world with an opportunity to display and present their works (i.e. curriculum innovation, research, activities, practical projects) as they relate to education for sustainable development at university level;
- ii. to foster the exchange of information, ideas and experiences acquired in the execution of projects, from successful initiatives and good practice;
- iii. to discuss methodological approaches and projects which aim to integrate the topic of sustainable development in the curriculum of universities;
- iv. to network the participants and provide a platform so they can explore possibilities for cooperation.

Last but not least, a further aim of the event will be to document and disseminate the wealth of experiences available today. To this purpose, a special issue of the "International Journal of Sustainable Development" with selected papers from the conference will be produced. Furthermore, the book "Sustainable

Development at Universities: New Horizons" will be published, with a further set of papers. This will be volume 33 of the award-winning book series "Environmental Education, Communication and Sustainability" (Peter Lang Scientific Publishers), which since its creation in 1998, has become the world's longest running book series on education and communication on sustainable development.

Delegates attending the "World Symposium on Sustainable Development at Universities" (WSSD-U-2012) will come from a cross-sectoral range of areas. They are:

- i. members of university administrations;
- ii. teaching staff
- iii. research staff;
- iv. student groups;
- v. project officers and consultants;
- vi. other people interested in the field.

It is believed that this wide range of participants will help to outline the need for integrated approaches towards sustainable development and, hence contribute to the further dissemination of the UN Decade of Education for Sustainable Development.

Further details on the event can be seen at: <http://www.haw-hamburg.de/wssd-2012.html> or from:

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3.4 Scholarships for University research work

Please share these scholarship links with your students and networks:
<http://tinyurl.com/3vd93zc>

Stephen M. Mureithi
Ghent University
BELGIUM

3.5 Young Masters Programme on Sustainable Development

Providing everyone with the opportunities to learn for a more sustainable future - this is one of the goals of the UN Decade of Education for Sustainable Development (DESD, 2005-2014).

On 23 May 2011, we were happy to present, in the context of the DESD, at UNESCO Headquarters the Young Masters Programme on Sustainable Development (for young people aged 16 to 18 years old), an easy-to-access teaching and learning tool (in English only) on Education for Sustainable Development focusing on potential solutions to global sustainability challenges, that is run by the International Institute for Industrial Environmental Economics at Lund University, Sweden.

Join the Young Masters Programme on Sustainable Development, YMP. It will change your life. You might change the world.

FREE FOR ALL

YMP is a global web-based education and learning network that focuses on solutions. It is open to school students 16-18 years old and provided for free to all schools around the world. It is only offered in English. So far 20 000 students from 113 countries have participated.

YOUTH EMPOWERMENT

Everybody needs the prospects of a hopeful future. YMP is empowering young people everywhere to build a sustainable future.

GLOBAL COOPERATION

The YMP connects young people and their teachers all over the world and builds mutual understanding and cooperation.

LOCAL SOLUTIONS

Students engage in activities that in reality contribute to sustainable development within their local community.

RECEIVE A DIPLOMA

After completion of the course students and teachers receive a diploma

Join a smarter world at www.goymp.org

3.6 The Terra Viva Grants Directory

The objective of the **Terra Viva Grants Directory** is to "*develop and manage information about grants for agriculture, energy, environment, and natural resources in developing countries*".

Visit the following web-link <http://www.terravivagrants.org/> which offers:

- ü Profiles of over 400 grant makers, with regional coverage for the developing world.

- ü Funding News: Application deadlines, and new and changed grant programs and other funding news.
- ü Links and Resources: A strategic inclusion of information resources for grant seekers.

4. PUBLICATIONS

4.1 Mainstreaming Education for Sustainable Development in Agriculture and Natural Resources Management Training

This is a new publication from SADC REEP, edited by Dr Justin Lupele, with input from regional contributors involved in Agriculture and in Natural Resources Management Training. The publication was reviewed by three regional reviewers before completion.

Chapters are:

INTRODUCTION

Aim and objectives of this source book
 Why mainstream ESD in Agriculture and NRM education?
 How to use the book

BACKGROUND

International Commitments:

- 1 UNESCO & UNEP's role: Agriculture and Education for Sustainable Development
- 2 Agenda 21
- 3 World Summit on Sustainable Development (WSSD)

KEY ISSUES IN AGRICULTURE AND NATURAL RESOURCES MANAGEMENT

Water
 Energy
 Biodiversity and habitat loss
 Forestry
 Fisheries

RISKS, VULNERABILITY & CLIMATE CHANGE

Risks and vulnerability
 Climate change

- 1 Responses to climate change causes and effects
- 2 Climate change implications for education and learning
- 4 Re-orientation of agriculture and NRM education

ENVIRONMENTAL AND SOCIAL JUSTICE

Environmental justice issues

Women and land

Livelihoods

1 Livelihood strategies

2 Livelihood outcomes

TRADE, COMMODITIZATION AND COMMERCIALIZATION IN AGRICULTURE & NRM

AGRICULTURE AND NATURAL RESOURCES EDUCATION

Improving curriculum content

1 ESD innovations

ESD policy and curriculum development

ESD practice in southern Africa

Curriculum development

1 Participatory curriculum development

2 Developing curricula for schools and amongst adult learners

3 Curriculum development models

4 Interdisciplinarity in agriculture and NRM education

5 Some teaching and learning strategies

Curriculum research

RESEARCH AND EXTENSION SERVICES

Research-extension linkages

Farmer-led extension

Sustainable agriculture through extension

CONCLUDING NOTES

Improving policies and institutional arrangements

Integrating agriculture and NRM education

This publication is available electronically (in pdf: 3MB) from sadc-reec@wessa.org.za or sharenet@wessa.co.za

Compiled by Sally Cumming

Please submit other relevant EE activities to the SADC REEP Monthly News Flash and feel free to forward this message to people who might be interested.

Please [inform us](#) if you do not wish to receive this EE News Flash.

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