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**Monthly EE News Flash of the SADC Regional Environmental Education
Programme**

CONTENTS

**1. NEWS 2. TRAINING 3. EVENTS/OPPORTUNITIES 4.
PUBLICATIONS**

1. NEWS

**1.1 ESACO High-profile workshop for Directors of Curriculum held in Dar es
Salaam**

The SADC REEP partnered with the Eastern and Southern African Association of Curriculum Organisation (ESACO) to facilitate a high-profile policy-practice seminar and workshop on June 2012 in Tanzania. The aim was to profile the importance of mainstreaming environment and sustainability in national formal and non-formal curricula, in policies and in teaching and learning practices. Five countries participated, being Malawi, Tanzania, Zimbabwe and Uganda. This was a follow-up to a similar workshop conducted on 22 May 2012 in Johannesburg, in which the SADC Education and Skills Development Programme was a key partner, bringing the total number of participating countries to 9, of which 8 were from the SADC region. The full output is as follows:

A cadre of 8 Directors and Leaders of Curriculum Departments Centres (from Botswana, Malawi, Seychelles, Swaziland, Tanzania x2, Zimbabwe and Uganda), 9 Senior Curriculum and Materials Development and Environment Senior Officers (from Botswana x2, Lesotho x1, South Africa x2 Assistant Directors of Environment, Swaziland x1, Tanzania x2 Curriculum & Materials Development and x2 Environment, Zimbabwe x1 TVET), 9 ITP ESD graduates, co-participants and supervisors from Tanzania (including mainland and Zanzibar), and one SADC/Sida fellow from the DRC interacted with each other, shared experiences and best practices, and jointly planned for ESD integration through change projects. This emanated from a series of two high-profile policy-practice seminars which were

facilitated by the SADC REEP this quarter, on 22nd and 23rd May in Johannesburg and on 12th and 13th June 2012 in Dar es Salaam, respectively. Two trainers-of-trainers with hands-on experience in implementing participatory methodologies in school settings and implementing a national TVET curriculum for Technical and Vocational Training Colleges were engaged respectively from Uganda and Zimbabwe to facilitate. In total, 8 SADC Member States participated in these high-profile workshops. One of the key capacity needs was a need for ESD-integration training.

Similar high-profile seminars have been planned to engage policy makers from Angola, Mauritius, Mozambique, South Africa and Zambia.

1.2 External Evaluation of the SADC REEP

The Government of Sweden, through the Swedish Embassy in Nairobi, has commissioned an External Final Evaluation of the current phase of the SADC Regional Environmental Education Programme. Desk studies, interviews and other reviews are expected to commence from mid-July once an evaluation team has been fully engaged. It is expected that this evaluation will also build evaluation capacity in the SADC sub-region. The SADC REEP community of practice is invited and urged to cooperate with the evaluation team once they establish contact with them.

1.3 International Training Programme Phase 5 in Malawi

The Phase 5 workshop for the Swedish ITP in ESD in Formal Education was held at the Chikho Hotel in Kasungu district, Malawi, on 26 June 2012. Three institutional teams presented their final Change Projects and indicated the way forward. Participants from the three institutions were: Violet Butawo and Thomas Mkandawire Central (Ministry of Education East Education Division) ; Edward Missanjo and Gift Kamanga (Malawi College of Forestry and Wildlife); and Edward Kalua and Leonard Nyirenda (Karonga Teachers College). The projects being implemented in the three institutions are:

- Central East Education division: Promoting girls' education through an ESD club
- Malawi College of Forestry and Wildlife: Integrating ESD in the curriculum
- Karonga Teachers College: Improving water utilisation and management

Apart from the participants and co participants, primary schools representatives from the Central East Education Division, including head-teachers and teachers, participated.

After presenting the three change projects, participants proceeded to discuss the projects in detail, and some of the questions that arose were: What is working well? How can your ESD work be done better? What has not worked well, and how can it be made to work? What partners are you working with?

Participants emphasised that Education for Sustainable Development can play a key role in addressing the many challenges that education faces in districts in Malawi and beyond.

2 TRAINING

3 EVENTS/OPPORTUNITIES

3.1 Expressions of Interest

Protection of the Orange-Senqu Water Resources

Please note a call for expressions of interest (EOIs) for implementation of a project titled "protection of the Orange-Senqu Water Sources - Sponges", advertised on the following web links:-

<http://www.orasecom.org/opportunities/procurement/orange-senqu+river+sources+sponges+protection.aspx> and/or

<https://webp01.gtz.de/sap/bc/gui/sap/its/zvi0?sap-client=001&sap-language=DE>.

Please note that the deadline for submissions of EOIs is **30 July 2012**. The contact person regarding EOI is Ms Elisabeth Birkenhäger and the following are her contact details in Germany: **Tel. ++49-(0)6196-79-2079; Fax ++49-(0)6196-79-7244; and E-mail:vel@giz.de**.

Please share this information with your networks as well.

Best Regards,

Rapule Pule,
Water Resources Specialist, ORASECOM Secretariat

3.2 International Social Science Council World Social Science Report 2013 CALL FOR CONTRIBUTIONS

Please send your expression of interest, as well as your CV, by 20 July 2012, to issc@worldsocialscience.org. Please see attached invitation.

3.3 EEASA Conference 2012

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". Information is available on: www.EEASAConference2012.co.za.

Registration for the conference is ZAR2 200, and does not include accommodation, which must be booked separately (see the website).

Conference streams 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.

3.4 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 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 Open-source ESD videos for teachers and educational decision-makers

The education for sustainable development professional development videos for primary and secondary teachers as well as educational decision-makers are now online. They are open to the public at no charge from the UNESCO Multi-Media Video Archives. The URL is:

http://www.unesco.org/archives/multimedia/?id_page=34&pattern=Education+for+Sustainable+Development+Sourcebook

The five videos in the series are:

Education for Sustainable Development: Preparing for the future (20 minutes)

This video explores the question of how are we preparing the students of today for an uncertain future affected by climate change and other threats to sustainability on the planet.

Audience: Educational administrators and policy-makers

Education for Sustainable Development: Building support systems (28 minutes)

This video examines many components necessary to integrated education for sustainable development into school systems. It involves: curricular and instructional change, assessment, leadership, capacity development, supporting innovation, the importance of political will, social media, etc.

Audience: Educational administrators and policy-makers.

Education for Sustainable Development: Teachers sharing with teachers (18 minutes)

A teacher from Grenada and one from Canada describe their ways of teaching sustainability. The students' reactions to learning are also recorded.

Audience: Primary and secondary teachers as well as teacher educators

Education for Sustainable Development: Pedagogy - Active learning (16 minutes)

This video captures education for sustainable development pedagogy used in Ireland. This view of secondary school mathematics classroom shows student-centred, participatory pedagogy in action, recording insights from both the teacher and students.

Audience: Primary and secondary teachers as well as teacher educators

Education for Sustainable Development: Inside classrooms in India (22 minutes)

Education for sustainable development (ESD) is supposed to be implemented in locally relevant and culturally appropriate ways. This video capture the voices of administrators, teachers, and students in India, showing their unique and yet universal ways of implementing ESD.

I would like to express my thanks to the Japanese Funds in Trust for supporting the production of these videos. My thanks also go to Paul Lang of Icon Media for

creating these videos and going beyond our expectations for capturing good practices in ESD from a number of countries.

The Education for Sustainable Development Sourcebook is now available in French on the NING Web site in the Library (inteis.ning.com). The Spanish version will soon follow. The URL for the Sourcebook in English on UNESDOC is <http://unesdoc.unesco.org/images/0021/002163/216383e.pdf>

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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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