



Volume 12,  
Number 9

(October 2012)

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

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**1. NEWS**

**1.1 The 2012 seventh Global RCE conference**

The 2012 Global RCE conference took place in South Korea in Tongyeong City from 21<sup>st</sup> to 25<sup>th</sup> September, 2012. The theme for the conference was coexistence and drew RCE representatives from Africa, America, Asia-Pacific and Europe. Africa was represented by 9 delegates from six RCEs (Lesotho, KwaZulu Natal, Senegal, Greater Nairobi, Kakamenga and Mau). Key areas of discussions included, among others, sustainable consumption and production, livelihood and well-being; teacher education and better schools; health and ESD; and climate change. Some delegates had the privilege to participate in a policy-maker roundtable discussions with government officials from Tongyeong City and the objective of the discussion was information and opinion sharing on initiatives and good practices as well as interface between RCEs and policy makers.

The African RCEs had their continental meeting and among the issues discussed were:

1. Collaboration in research and projects in areas of leadership in ESD, sustainable agriculture and food security, social and cultural issues, disease and health issues, sustainability in teacher education and community engagement was emphasised to be the focus for the various research programmes

2. Writing of capacity development modules, to be completed by December 2012
3. Preparation for the 8<sup>th</sup> RCE Global conference - Nairobi Kenya

Twelve RCEs were acknowledged and among them were Lesotho and Namibia RCEs from the SADC Region.

### **1.2 The Rhodes University/ SADC International Certificate in EE Leadership course 2012**

To celebrate 15 years of capacity building in Environmental Education and Education for Sustainable Development in the SADC region, the Rhodes University/SADC International Certificate in Environment and Sustainability Education course for this year was designed to enhance leadership capacity for environment and sustainability education among some of the course's alumni that were drawn from 10 SADC countries. The course was conducted at Rhodes University from 27 August to 7 September, 2012. Course participants remained in Grahamstown for the EEASA Conference where they presented their understanding of the course, outcomes of the course and their views about the future for leadership in Environment and Sustainability in the SADC region.

This workplace-based course built on the 15 years that the RU/SADC International Certificate Course in Environmental Education supporting change-oriented learning of individuals and institutions where the individuals came from. It sought to support participants to strengthen their leadership roles for environment and sustainability in their practice. Participants noted many principles of leadership but they found the following as key for structuring their EE/ESD leadership change projects:

- Leading from the middle: ensures building of capacity for all members in an organization regardless of their position in order to become better leaders in the future or within their sphere of work.
- Integrative leadership: working together and sharing of ideas in decision making processes.
- Adaptive leadership: be able to adapt to prevailing situations in order to be able to build resilience or transform completely.
- Wisdom of the crowds: appreciation that there is more merit in what can be learnt by pulling the knowledge of many than what can be offered by an individual

The following are the leadership change projects that were designed by participants during from the pre-course to the on-course components of the course:

#### **Titles of participants' proposed change projects**

1. **Odette M Lusanga**, DRC: Promotion of nutrition garden for women in Kikwit district of Bandundu.
2. **Nkaiseng M Monaheng**, Lesotho: ESD Policy Responses: Towards an integrative approach.
3. **Lintle Khitsane**, Lesotho: Social learning as a tool for mainstreaming ESD at Lesotho College of Education
4. **Samuel Kamoto**, Malawi: ESD capacity building for Environmental Education staff at Majete Wildlife Reserve.
5. **João Jone**, Mozambique: Adaptation of SADC short course module into Portuguese language and conduct a pilot course in Maputo.
6. **Fausto V M'bazo**, Mozambique: Adaptation of SADC short course module into Portuguese language and conduct a pilot course in Maputo.
7. **Laimi Erckie**, Namibia: Co-ordinating the review and alignment of centre-based EE/ ESD programmes with the school curriculum.
8. **Shane Emilie**, Seychelles: Enhancing the leadership roles of school environment leaders by promoting good environment and sustainability leadership practices.
9. **David R Noha**, South Africa: Coordination and Integration of greening and FED projects in Koffiefontein Petra Diamond Mine.
10. **Bhekithemba Thusi**, Swaziland: Review and Align school curriculum with EE/ ESD Active learning programmes offered at Environmental Education Centres.
11. **Jackson Ngowi**, Tanzania: Reviewing and Updating teachers' manual.
12. **Sophia Masuka**, Tanzania: Building capacity for Learning Monitoring and Evaluation to support integration of ESD concept and practice to learning materials and sessions.
13. **Crispen Cholwe**, Zambia: Expansion of sustainability centre at Chipata College of Education
14. **Palloma Pachiti**, Zimbabwe: Build Capacity within community of practice to support capacity of establishing synergies for promoting green economy.

### **1.3 Tbilisi+35**

Over 300 representatives from 104 countries including international intergovernmental and non-governmental organizations in partnership with UNESCO and UNEP met to develop and adopt a Tbilisi Communiqué: "Educate Today for a Sustainable Future".

The meeting took place on the 6th and 7th September 2012 in Tbilisi, Georgia. Representatives from Namibia included Frans Kamenye from the Ministry of Environment and Tourism and Liz Komen from NARREC.

The conference, Tbilisi +35, was called thirty five years after the Tbilisi Declaration was accepted at an intergovernmental meeting in 1977, as a first

working policy document for Environmental Education (EE). During Tbilisi+35 the Tbilisi Declaration with its' well designed fundamental principles for EE was applauded as a precursor to the this second intergovernmental meeting in Tbilisi. Tbilisi+35, specifically addressed the current needs of environmental education to educating for a sustainable future. Particular importance was placed on a continuum that will be necessary after 2014 when the UN declared Decade of Education for Sustainable Development is concluded. This continuum has been stressed in an outcomes document from Tbilisi +35, the Tbilisi Communique, which will be delivered by UNESCO as a high-impact document in Japan 2014.

The intended outcomes of this intergovernmental meeting included: Providing a platform for decision-makers to enhance international cooperation for a concerted action towards the sustainable future; Acknowledging achievements of the global community in the implementation of Environmental Education (EE) and Education for Sustainable Development (ESD); Addressing the need for a balanced approach between environmental conservation and development, as well as persisting and emerging challenges of sustainable development and education, including but not limited to poverty, unequal access to schooling, uneven distribution of resources and opportunities, increased pressure on the carrying capacity of ecosystems and climate change; Developing recommendations in light of the developments particularly those resulting from the Rio+20 UN Conference on Sustainable Development.

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From a number of country reports on current status concerning education for sustainable development and from excellent keynote addresses and panel discussions the issues that were continuously raised included the need for educator training and for new paradigms in education in order to strengthen values education across all sectors of life. The "green economy" concept was emphasised as essential to a sustainable future for our global community, and lifelong learning across formal, non-formal and informal education sectors was stressed as the vehicle to achieve "enough for all for ever".

Namibia's current position on education for a sustainable future has been described in a "Draft Report on EE/ESD; Recommendations, Proposed

Strategies, and Capacity Needs for Namibia's EE/ESD Training Institutions" by Alex Kanyimba and Loini Katoma. In this 2010 report the findings review national documents and emphasize the need to use existing institutional framework to mainstream EE/ESD programs in curriculum planning and national development.

Liz Komen

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## 2 TRAINING

### 2.2 International Training Programme in Integrated Sustainable Coastal Development

Applications are invited for this ITP in ISCD from residents of Ghana, Kenya, Liberia, Mozambique, South Africa, and Tanzania.

**Closing date for application is 19<sup>th</sup> October 2012**, and applications should be submitted to the nearest Swedish Embassy/Consulate. A soft copy should also be e-mailed to the Programme Secretariat. If there is no Swedish Embassy/Consulate in the applicant's country, the application may be submitted directly to the Programme Secretariat.

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ITP Secretariat  
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## 3 EVENTS/OPPORTUNITIES

### 3.1 7th World Environmental Education Congress

You are invited to submit **your proposal abstract** to the 7th World Environmental Education Congress which will be held at the Palais des Congres in Marrakech, Morocco from June 9 to 14, 2013. The Congress theme is: **Environmental Education in Cities and Rural Areas: Seeking Greater Harmony**.

The **deadline** for submission of proposals is **October 31, 2012**. Proposals may be submitted in Arabic, English, French, and Spanish. The **presentation formats** to choose from are: **Oral Papers, Poster Presentations, Round Table Papers, and Workshops**. Detailed instructions for submitting your proposal are available at **this site**.

Again, please encourage friends and colleagues to submit their own abstracts. Your proposal must be submitted online.

**Thematic niches** are:

1. Promoting Environmental Education and Networking.
2. Intercultural dialogues.
3. Social Movements and building ecological societies.

4. Communications and the impact of social media.
5. Ecological economics and green economies.
6. Ethics, ecophilosophy, human-nature relationships.
7. Greening education.
8. Creative impulses: Arts, imagination, and emotional understanding.
9. Pedagogy and learning.
10. Research in environmental education.
11. Risk, health, and environment.

We look forward to seeing you in Marrakech!

*Mounir Temmam, Coordinator, WEEC 2013  
International Program Chair, WEEC 2013*

*Bob Jickling,*

### **3.2 Regional Seminar on Education and Research in Climate-smart Agriculture (CSA)**

World leaders are increasingly aware that future climate change may severely limit our ability to feed the growing population towards 2050. In Africa, the Comprehensive Africa Agricultural Development Programme (CAADP) has adopted climate-smart agriculture as one approach to agricultural growth in a changing climate.

To date, Norwegian climate efforts have focused on mitigation through forest protection (REDD+) and access to clean energy (Energy+). A third, more recent area of attention is climate-smart agriculture. Climate-smart agriculture may be defined as agriculture that "sustainably increases productivity, resilience (adaptation), reduces/removes greenhouse gases (mitigation) while enhancing the achievement of national food security and development goals" (FAO1).

1 <http://www.fao.org/climatechange/climatesmart/en/>

2 See Noragric Report No. 64: *Climate-Smart Agriculture: Possible Roles of Agricultural Universities in a Strengthened Norwegian Climate Change Engagement in Africa*

<http://www.umb.no/statisk/noragric/publications/reports/2012/noragricrep64.pdf>

Norway is working with African institutions in their efforts to make agriculture more climate-smart and this includes support to African universities and research institutions. Capacity building and the generation of new knowledge are essential for the design and up-scaling of climate-smart agricultural technologies. Given the history of Norwegian support to agricultural research and higher agricultural education in several African countries<sup>2</sup>, Norway wishes to align its agricultural research contribution so that it contributes to African efforts to enhance food security under the Comprehensive Africa Agricultural Development Programme.

In order to strengthen Norway's support to the African agenda on climate-smart agriculture, **Norad**, the **Norwegian University of Life Sciences (UMB)**, with the assistance of the **Norwegian Embassy of Lusaka**, hereby invite you to a regional seminar with the following goals:

1. Explore how research and education institutions can collaborate to support the African agricultural climate agenda.
2. Suggest concrete steps to strengthen the collaboration between research/education institutions and national development programmes as well as contribute to regional research and support to the overall African agricultural agenda.

**DATE:** 12-14 November 2012 (2-day seminar + 1 day optional field trip)

**PLACE:** Fringilla, Zambia1 (<http://www.fringillalodge.com/conferences.htm>)

### 3.3 iPAD Mozambique 13<sup>th</sup> – 15<sup>th</sup> November 2012 in Maputo, Mozambique

Last year Mozambique emerged as one of the leading countries in Africa using renewable energy sources due to the electricity expansion programme that made it possible for over two million Mozambicans to access electricity via renewable sources.

Only 30% of Mozambicans have access to electricity, 20% from the expansion of the national grid and the remaining 10% - about 2.1 million Mozambicans, through renewable energy sources, including solar panels, wind turbines, small and medium-size dams and biomass.

Mozambique's renewable energy projects under development also include a number of biofuel facilities utilizing sugarcane bagasse and jatropha seedcake. The most widely-used renewable energy resource in Mozambique is solar power, with small facilities scattered across the nation to meet the needs of rural populations, particularly in remote areas.

The Mozambican government have implemented the strategies and legal frameworks for renewable energy development, and agencies—including the Energy Fund (Fundo de Energia, or FUNAE), Electricidade de Moçambique (EDM) to work towards increasing electrification, while PETROMOC is engaged in biofuels production and future distribution.

The **iPAD Mozambique event** will showcase off-grid renewable projects amongst others. The event will highlight the power development in Mozambique and look at the infrastructures needed to be implemented to allow for access to electricity both locally and regionally.

Participants will be able to get to know the development plans for generation, distribution and transmission of power, action policies, and discuss solutions and needs, as well as identify partnership opportunities for power industry growth. So if you're considering attending the iPAD Mozambique 2012 event, take advantage of limited early registration pricing.

### 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

Publications launched at EEASA Conference 2012:

### 4.1 SWEDES

The Swedish International Centre of Education for Sustainable Development (SWEDES) launched a new publication for teacher education at the Environmental Education Association of South Africa Conference (EEASA) 2012 in Grahamstown, South Africa. The publication, "The parts and the whole: A holistic approach to environmental and sustainability education" is available for downloading on the SWEDES website; <http://swedesd.se/tools-and-resources>



SWEDSD will appreciate any feedback from teacher educators and classroom teachers. Comments should be directed to Shepherd Urenje [shepherd.urenje@hgo.se](mailto:shepherd.urenje@hgo.se) or Wolfgang Brunner [wolfgang.brunner@hgo.se](mailto:wolfgang.brunner@hgo.se)

The publication is in two parts

1. A teachers' manual:

[http://swedesd.se/images/stories/PDF/Methods\\_and\\_Resources/tm%20inlaga%20lg.pdf](http://swedesd.se/images/stories/PDF/Methods_and_Resources/tm%20inlaga%20lg.pdf)

and

2. A set of Learners' worksheets:

[http://swedesd.se/images/stories/PDF/Methods\\_and\\_Resources/ws%20inlaga%20lg.pdf](http://swedesd.se/images/stories/PDF/Methods_and_Resources/ws%20inlaga%20lg.pdf)

#### **4.2 Rhodes University Environmental Learning Research Centre Dialogue 2012**

Another publication launched at the Conference was the 2012 Environmental Learning Research Dialogue, edited by Jane Burt, Heila Lotz-Sisitka and Hailey Gaunt, and made possible through a partnership between and SADC Regional Environmental Education Programme and the ELRC. This Dialogue is published biannually, and captures some of the research, teaching and community engagement activities that take place in, and in association with, the ELRC.

This 2012 ELRC Dialogue shares some of the research, teaching and community engagement work taking place in environmental education at Rhodes University and in southern Africa more broadly. It shows that teaching, research and community engagement don't have to be conceptualised as 'separate activities' in universities, but that there is a close relationship between these university practices.

#### **4.3 Regional Centres of Expertise on Education for Sustainable Development**

"Innovation in Local and Global Learning Systems for Sustainability: Towards More Sustainable Consumption and Production Systems and Sustainable Livelihoods - Learning Contributions of the Regional Centres of Expertise on Education for Sustainable Development". Edited by Zinaida Fadeeva, Unnikrishnan Payyappallimana, and Roger Petry.

This book contains fourteen case studies from RCEs all over the world grouped under the following topics:

Innovative Practices for a Green Economy  
Sustainable Entrepreneurship  
Sustainable Technical and Vocational Education and Training  
Consumer Education

Sustainable Livelihoods

followed by two chapters of Reflections. The book can be downloaded from the UNU website: [www.ias.unu.edu/efsd](http://www.ias.unu.edu/efsd)

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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.**

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