

The SADC Regional Environmental Education Programme: (15 years of facilitating environment and sustainability capacity development)

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SADC Regional Environmental Education Programme





Recommendations

- We have to continue building on our strengths (*established networks and referring to stories of good practice*)
- Formalise existing initiatives (e.g. ESD into SADC Technical Committee on Education)
- We need to upscale good practice
- Partnerships and collaboration are very important in Education for Sustainable Development
- A coordinated approach is key to a sustainable future





Background of the SADC REEP

SADC REEP is a project of **SADC (FANR)**, implemented by **WESSA** (Wildlife & Environment Society of South Africa) – unique relationship

- Established by the SADC Council of Ministers in 1993 (through then SADC ELMS)
- Started operating 1997 when implementation partners were secured (15 year booklet)
- A regional response to environmental and sustainability challenges of our times
- Currently supported by the Swedish International Development Cooperation Agency (Sida) **but coming to an end on December 31 2012.**



2. SADC REEP Overall Objective

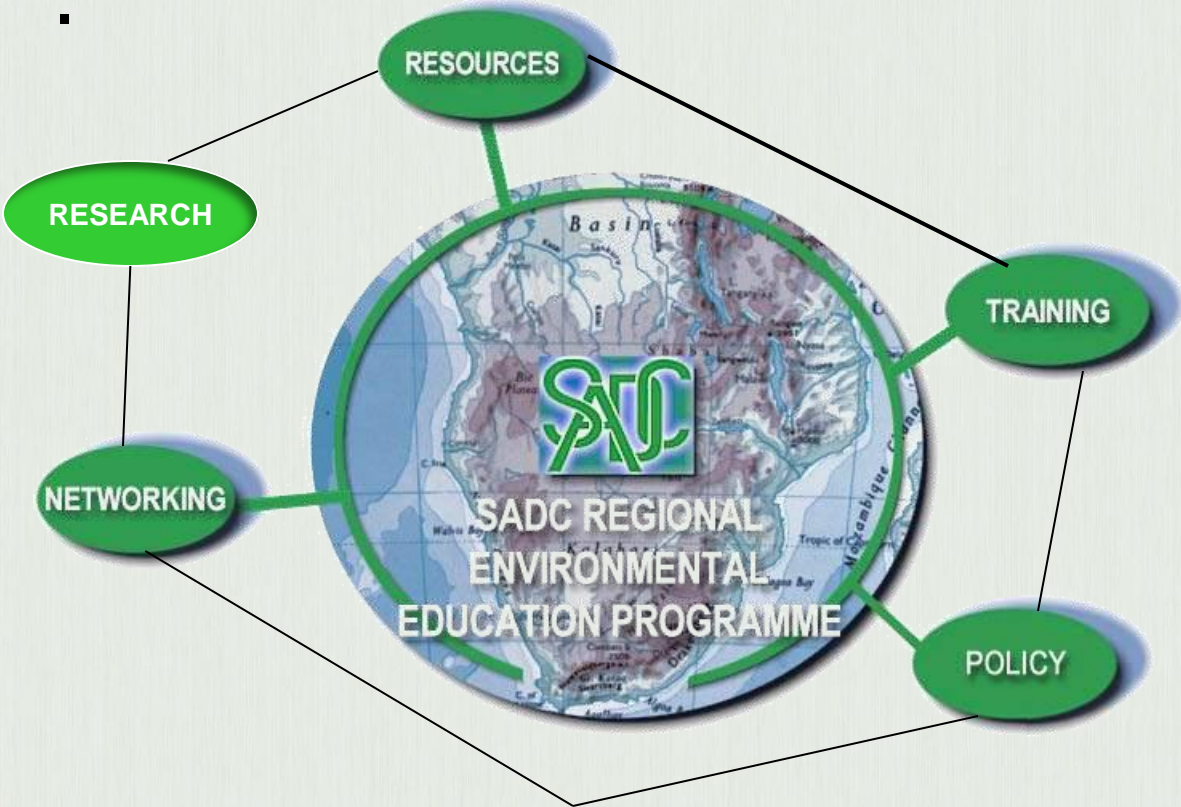
To **enable** Environmental Education (EE) and Education for Sustainable Development (ESD) **practitioners** in the SADC region to **strengthen EE and ESD processes** for equitable and sustainable development choices and poverty alleviation.

All sectors





The SADC REEP Objective is achieved through



One team, 15 nations



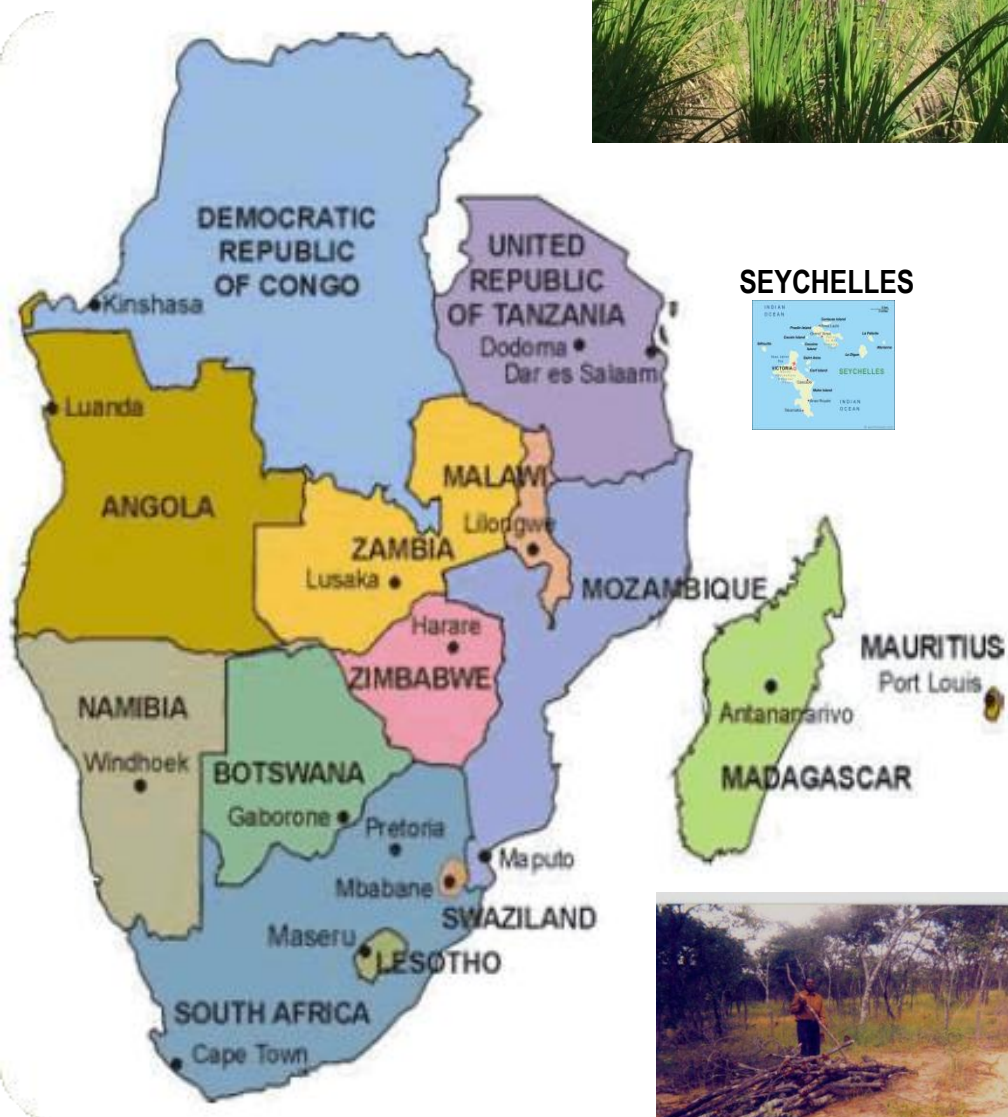
15 countries
~300 million people
75% of people live in rural areas
Harsh colonial legacy
Short period of independence (40 years)
Long term cultural and social disruption
Responding to the debt burden
World Bank / Structural Adjustment Programmes

Threats to the future

- Poor human capacity and capabilities
- Health risk and human well-being
- Food insecurity
- Environmental degradation; Climate change
- Institutional efficacy

Opportunities

Upscaling best practices
e.g. Water harvesting, sust Aquaculture, solar technology, sustainable agriculture,.....



Some of the Issues





Main dimensions of SADC REEP POLICY work

- **Alignment with SADC RISDP** fore grounded in all activities
- Development of EE Policy guidelines, Policy briefs and a workbook
- High-profile seminars
- **Linking sectors**





Main dimensions of SADC REEP Networking and Partnerships work

- Facilitating establishment and strengthening of Regional Centres of Expertise (RCEs) and
 - **Communities of Practice**
- Partnerships with International Organisations: UNEP, UNESCO, ANAFE
 - **National EE Network Representatives**
- SADC / Swedish Fellowships
 - **Monthly Newsflash**
 - Website
- **Environmental Education Association of Southern Africa (EEASA)**





Main dimensions of SADC REEP Materials Development work

- Regional knowledge resources
- Learning Support materials Skills Development
- ICT-enhanced environment and sustainability learning
- Website





Main dimensions of SADC REEP

Training work

- Flagship Rhodes/SADC International Certificate in EE
- Teacher Education course
- Attachments
- MESA Course Developers Network
- Integration of environment and sustainability in Agric/NRM
- High profile workshops in conjunction with Policy, e.g. ESACO
- **Change project approach**





Why Change Project

The Change Project Approach:

- Capability-centred approach (*Armatya Sen*) that seeks to enhance **capabilities** of institutions to **respond** to ESD challenges through **practice** by working on **educational tasks** that are **achievable institutionally**

Aim: To strengthen EE/ESD mainstreaming and **practice** in **institutions** through working with **individuals**





New orientations to education meant to respond to environment and sustainability issues need that we foreground capability and agency in capacity development

Pro-active / activist mode: educational interventions to strengthen institutions: focus on structural and institutional change

Interventions:

- 1) To break the poverty / risk cycle
- 2) To strengthen **agency** and capabilities
- 3) To bring about positive change

Capability for risk negotiation in the everyday

Diverse learner groups
Diverse educational approaches & materials
Research



Preventative mode: mitigating risk, enabling better methods of risk perception & risk assessment

Responsive mode: reducing risk, enabling better methods of risk management and practical approaches to enhancing coping mechanisms and positive changes

(from Sisitka, 2010)

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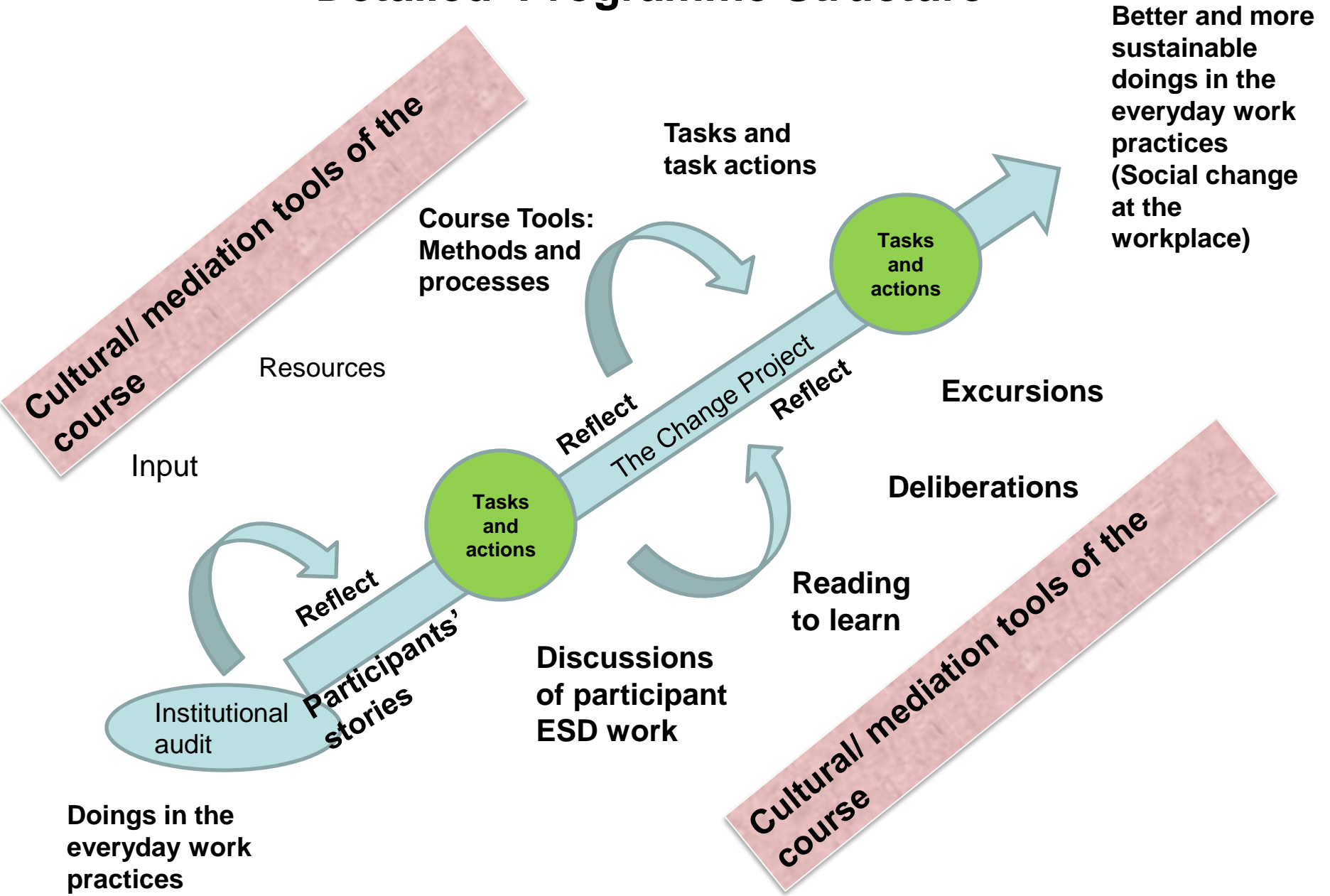


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Detailed Programme Structure





Main dimensions of SADC REEP Research work

- ESD Research network (10 Universities in 8 countries)
- MESA Chairs: Universities of Botswana, Swaziland, Zambia
- Journal
- CCE writing with UNISA
- Important Environment sector (SADC REEP) link to SADC Education sector made a key area needing follow-up quite soon for institutionalisation and capacity development





SADC Regional Capacity Assessment to Implement Environment, Sustainable Development and Education Agreements 2011

A myriad of capacity gaps and needs at:

- Institutional level
- Systemic level
- Individual level
- **Final Project Evaluation (2012)**





Some lessons learnt

- Leaders are critical in taking agency for integrating environment and sustainability in cross-sectoral, cross-boundary sustainability work at policy and practice levels
- There are problems of *policy synergy* at country and regional levels. → an **inter-sectoral approach** in policy development and implementation is required (esp. Environment, Education, Agric, Social Development..); a silo approach





Some lessons learnt

- There is a *lack of clarity on what sustainable development means* in a Southern African context. → **critically reflexive capacity development** is required
- This is supported by the recent 'Outcome Document on Education and Biodiversity Conservation' from COP 11 of the CBD (CBD/CEE, Oct 2012: see page 9)





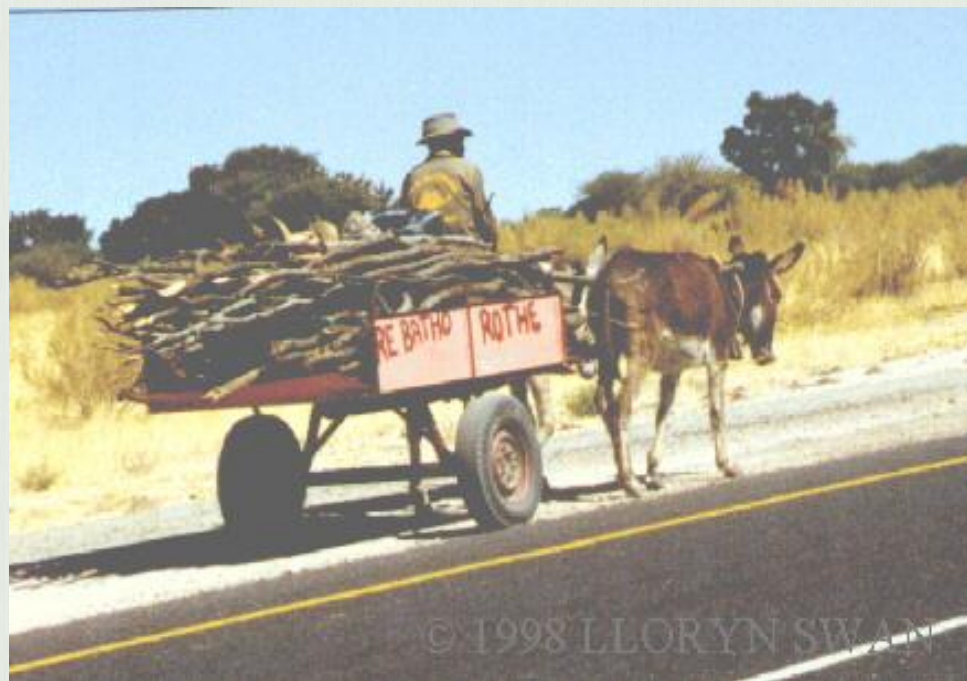
Some lessons learnt

- *Learning networks* for EE / ESD are critical in linking policy with practice and as fora for information sharing and exchange and capacity building,
- e.g. National EE Network representatives forum; mainstreaming Environment and Sustainability in African Universities (MESA) Curriculum Developers network; ESD Teacher Education Network; Environmental Education Association of Southern Africa (EEASA)





Thank you



SADC Regional Environmental Education Programme