

Nile Transboundary Environment Action Project

Nile Basin EE Lecturers' Network



PROCEEDINGS - Volume I

**Whitesands Hotel, Dar es salaam, Tanzania
18-19 May 2005**

Maushe Kidundo and Abdallah Shah
NTEAP

NILE BASIN INITIATIVE

Initiative du Bassin du Nil

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BACKGROUND

The Nile – the world's longest river flowing 6,600 km and drains 3.1 m km² – is home to about 160m people. The overwhelming majority of people of the Nile basin live in rural areas and depend directly on land and water resources for shelter, income and energy. This has put enormous pressure on the natural resources and ecological systems on which the economic development is based. This has resulted in a variety of environmental problems – soil erosion, degradation of agricultural lands, desertification, loss of forests and wetlands, overgrazing of pastures, declining water quality, overexploitation of fisheries, eutrophication of lakes, invasive water weeds, inadequate urban waste management, water borne diseases, declining biodiversity, and the threat to climate change.

Coupled by the threats and the fact that the linkages between environmental conditions and human welfare are extraordinarily complex and the appreciation and understanding how human behaviour can contribute to the solving environmental problems remains generally low in the basin, sets a big challenge for deepening public awareness and the understanding of the linkages.

The link between a strong environmental education component and the success of any environmental project can not be over debated. The Nile transboundary Environmental action project – one of the seven projects under the Nile basin shared vision has an environmental education and awareness component. The aim of the component is to stimulate positive behavioural change towards good environmental practices among the communities within the basin.

In order to contribute significantly on this challenge, the EE&A component embarked on setting up partnership and networks with practitioners and other stakeholders within the basin. Environment Education Lecturers is one of the networks.

The main objective of the workshop was to know from the presentations the status of teaching of EE with tertiary institutions within the basin. The workshop was also aimed at strategizing on the development of a framework on EE course and/or module for the Nile basin. Specifically the workshop had three objectives:

- To form a network of environmental education lecturers within the Nile Basin;
- To discuss modalities and develop a work plan on the development of a university level course on environmental education; and
- To come up with an efficient and sustainable environmental education student exchange programme within the Nile Basin.

This report is the first volume of proceedings of the workshop. Volume two is composed of papers presented.

This volume is divided into four chapters. Chapter one, gives a summary on the official opening function and workshop objectives. Chapter two hinges on the synopsis of the papers presented in the workshop. Chapter three sets the agenda on environmental education and awareness teaching at the tertiary institutions of learning for the Nile basin. Chapter four gives the workshop recommendation (way forward) and evaluation.

As the world enters a decade for Education and Sustainable Development (2005 – 2015), it is my hope that this document will act as a baseline for EE&A as we evaluate ourselves at the end of the decade.

Maushe Kidundo
Environmental Education and Awareness Specialist
May 2005

WORKSHOP OBJECTIVES

The Nile Transboundary Environmental Action Project (NTEAP) is one of the eight Shared Vision Programs of the Nile Basin Initiative. The main objective of NTEAP is to provide a strategic environmental framework for the management of the transboundary waters and environment challenges in the Nile river basin. The project has five components among them, Environmental Education & Awareness (EE&A).

NTEAP's EE&A component is mandated to (i) facilitate the development of a university level course on environmental education based on Nile threats in collaboration with universities and (ii) facilitate exchange of junior faculty and graduate students engaged in environmental education. As one of the activities to achieve these objectives, a regional workshop has been organized.

The objectives of the workshop were:

- To form a network of environmental education lecturers within the Nile basin;
- To discuss modalities and develop a work plan on the development of a university level course on environmental education;
- To come up with an efficient and sustainable environmental education student exchange programme within the Nile basin.

CHAPTER ONE: OPENING CEREMONY

Welcoming Remarks

BY MR. ERIC MUGURUSI,
DIRECTOR, DIVISION OF ENVIRONMENT, VICE PRESIDENT'S OFFICE

**The Guest of Honour, Mr. Raphael O. S. Mollé,
Senior Permanent Secretary, Vice President's Office,
UNDP Representative**

Mr. Julius Mihayo, Nile Basin – Technical Advisory Committee member

Mr. Washington Mutayoba, Nile Basin Initiative – TAC member

Invited guests, Workshop participants, Ladies and Gentlemen.

It is my pleasure and privilege to welcome you, Guest of Honour, to officiate the opening ceremony of this very important workshop on Environmental Education in Nile Basin.

Let me begin by expressing my gratitude to you and to all participants in attendance here today, for agreeing to participate in this workshop.

Guest of Honour,

This workshop is one of the activities of the Nile Transboundary Environmental Action Project. The project is one of the seven shared vision projects of the Nile Basin Initiative. It is the first project to be implemented out of the seven. At this very auspicious moment, I wish to limit my remarks to the purpose and focus of this workshop, and reflect on the composition of this assembly for your recognition.

Guest of Honour,

This workshop is a landmark activity in the process of implementation of the Nile Transboundary Environmental Action Project. It will open path for greater involvement of the Institutions of higher learning in the issues of environmental management and conservation in the Nile Basin. It is a start towards increasing environmental research and understanding of the Nile River. This workshop will deliberate on formation of a network of environmental education lecturers within the Nile Basin; development of a work plan on environmental education course at university level and environmental education students exchange programme within the Nile Basin.

Guest of Honour,

In this workshop we are dealing with the Environmental Education programme at Tertiary level; but the Environmental Education and Awareness component of the Nile Transboundary Project deals with more than the University Level Education. There also are programmes on primary and secondary schools, as well as public awareness programme. That is to say that this component is taking a comprehensive approach in environmental education. It is expected that through this approach a broader section of the Nile Basin Society will be made aware of the Nile resources. The awareness will increase the societies concerns on the resource in such away that more people will participate or take interest in its sustainable management.

Guest of Honour,

Participants to this workshop are drawn from Universities in the 9 countries that have assented to the Nile Basin Initiative treaty. These are Tanzania, Burundi, DR Congo, Egypt, Ethiopia, Kenya, Rwanda, Sudan and Uganda.

Guest of Honour,

In conclusion, I would like you to note that the workshop is being conducted in the spirit of regional integration and peaceful coexistence between our nations. This is also an indication that our nations have resolved to share not only the rights of enjoying the benefits of the Nile but also the responsibilities of ensuring its sustainable existence of the Nile River resources.

With these few remarks, it is my pleasant duty to request you, Guest of Honour, to speak to the audience, and **officially open our workshop.**

Guest of Honour, You have the floor.

Opening Speech

BY MR. RAPHAEL O. S. MOLLEL,
SENIOR PERMANENT SECRETARY, VICE PRESIDENT'S OFFICE

Govt underscores Nile Basin importance

By PETER KEASI

THE government has spelt out the importance of protecting and conserving environment of the Nile River basin, saying the area is instrumental in the effort to effect rapid social and economic development in the region.

Senior Permanent Secretary in the Vice-President's Office, Mr Raphael Mollel, said in Dar es Salaam yesterday that the river holds significant opportunities for development of the countries of the basin.

"The river enhances food production, energy availability, transportation, industrial development and

tourism," Mr Mollel said at the two-day Environment Education Lecturers' Network Workshop.

He observed the basin is home to world class environmental assets such as Lake Victoria, the Wetlands of the Sudd and about 300 million in the countries that share and depend upon the Nile waters.

"All of these qualities compel us to ensure that the Nile resource is sustainably managed and its ecological integrity protected so that it continues to benefit many generations in the region and beyond," the PS noted.

The Nile River is a shared resource among riparian states of Tanzania, Burundi, Democratic Republic of Congo, Egypt, Ethiopia,

Eritrea, Kenya, Rwanda, Sudan and Uganda. It is the world's longest river traversing 6,700 kilometres.

He said the workshop was a step towards achieving the goals of Nile Transboundary Environmental Action Project falling under the Nile Basin Initiative (NBI) which implements eight projects.

Mr Mollel called on the participants, comprising lecturers from different universities in riparian states, to share their experiences and come up with ideas which could help influence and formulate the Environmental Education Curriculums.

"The friendship and the exchange programmes that will be developed will add

onto efforts of maintaining peaceful and cordial existence of our countries and strengthen the resolve to equitably share the benefits and resources from the Nile River," he added.

Earlier, the Director of Environment in the Vice-President's Office, Mr Eric Mugurusi, said the workshop meant a lot in the preparation of environmental education curriculums to be taught in tertiary education to university level.

He said the workshop attracted lecturers to initiate the formation of Nile Basin Environmental Education Lecturers Network for the benefit all people in the region.

CHAPTER ONE: SYNOPSIS OF THE PAPERS PRESENTED

I The Nile Basin Initiative Background papers

The Nile Basin Initiative

- Initiated in 1992 by council of ministers from the Nile basin countries
- Guided by a shared vision – *to achieve sustainable socio economic development through the equitable utilization of, and benefits from, the common Nile Basin water resources,*
- Shared vision is to be realised through a strategic Action Program – the Shared Vision Programs [with seven projects] and Subsidiary Action Programs [Eastern Nile SAP and Nile Equatorial lakes SAP]

Nile Transboundary Environmental Action Project

- Nile Transboundary Environmental Action Project (NTEAP) is one of the seven Shared Vision Programs of the Nile Basin Initiative.
- The main objective of NTEAP is to provide a strategic environmental framework for the management of the transboundary waters and environment challenges in the Nile river basin.
- The project has five components (i) institutional strengthening to facilitate regional cooperation, (ii) community level land, forest and water conservation (iii) environmental education and awareness (iv) wetlands and biodiversity conservation and (v) water quality monitoring.
- The five years project has a total budget of 43.6 million dollars

Environmental Education and awareness component of NTEAP

- Aimed at enhancing awareness on the nature of environmental inter-relatedness within the Nile basin and effects on communities.
- Has three subcomponents (i) public information and awareness, (ii) Secondary schools and (iii) Universities and other research institutions
- The component has a total budget of 3.8 million dollars for five years

NBI - Applied Training Project

- Applied Training Project (ATP) is one of the eight Shared Vision Programs of the Nile Basin Initiative.
- ATP is a cross cutting project which is aimed at supporting the SVP vision to improve water planning and management cooperatively in the basin by assisting in the development of human resources and institutional capacity.
- The project has four components (i) capacity building of practitioners, (ii) capacity building of post graduates (iii) promoting basin interchange and (iv) regional coordination and facilitation
- The five years project has a total budget of 20 million dollars

II Nile Basin Country Papers

Burundi

- Environmental education is offered through natural resources courses
- Two main universities in Burundi have natural resources course which offer subjects close to environmental education – University of Burundi and Ngozi University
- University of Burundi within the faculty of agronomy and Ngozi within the
- Exchange of environment Journalists & other media professionals between the riparian countries

D.R. Congo

- There are four main universities and five institutions of higher learning offering course with some form of environmental education.
- Institute superieures de developpement rural offers a licencie en Development Rural with an option of Sustainable development and Environmental which has a lot of environmental education topics

- University of Kisangani departments of environment also offers degrees and diploma on environmental sciences with topics on environmental education.

Egypt

- There are no universities offering stand alone courses on EE.
- Specialised fields like agriculture, engineering and oceanography requires students to have direct contact with the environment
- Faculty of Education offers two courses of environmental studies/education for first and second year students taking BA in education.
- There is an institute of Environmental Studies and Research. Cairo University has a similar center
- There is need for a census on the number of courses that a wholly or partially dedicated to environmental education.

Ethiopia

- There are eight Government Universities and over a dozen private and other governmental higher education institutions in Ethiopia of which Mekelle and Bahir-dar Universities lie within the Nile basin.
- Most of the higher institutions in Ethiopia offer Environmental education; for example,
 - Graduate program in Environmental science/engineering in AA University,
 - Under graduate and graduate program in Water resource management in Arbaminch University,
 - Undergraduate program in Water resource Engineering in Bahirdar University,
 - Graduate program in Environmental Forestry in Wondo Genet college of Forestry,
 - Undergraduate program in Forestry and Natural Resource Management in Wondo Genet college of Forestry,
 - Undergraduate program in Environmental Health science in Jimma University.

Kenya

- The tertiary institutions that exist in the country include the universities (public and private) polytechnics, institutes of technology, technical teachers college, science teachers college at diploma level, technical training institutions and the teacher training colleges for primary schools.
- It is only in one institution at diploma level, namely, the Kenya Science Teachers college where environmental studies was undertaken as one of the general subjects in the curriculum
- Kenya currently has six public Universities and about 12 private universities all offering a broad range of degree programmes up to PhD levels
- There are three main universities offering environmental education related courses
 - Maseno University programme for Environmental studies to be upgraded to School of Environment and Earth Sciences.
 - Kenyatta University
 - Moi Universities, schools of environmental sciences a

Rwanda

- Identify host universities within the basin
- Facilitate a regional meeting
 - Develop exchange formulae (undergraduate Vs Masters, Projects Vs Lectures, etc)
 - Develop a selection criteria
 - Commitment on lecturers' time and support
 - Develop work plan for the development of university course on Nile TB issues

Sudan

- EE is included as a part in courses such as natural resources and their management and environmental control in Gazeira University; environmental health, applied climatology, wild life management and conservation, environmental geology, arid and semi-arid environment and soil science conservation, environmental impact assessment, Sudanese environmental problems in Juba University; in AlNeelain University courses such as environmental studies and medical and economic entomology are also EE components; in Omdurman Islamic University the ecology course is spiced with EE.

- However two universities stand ahead in EE, these are University of Khartoum and Omdurman Ahlia University.
- The main constraints on teaching and offering EE as a course is the lack of sufficient knowledge, technical know-how, research and capacity building of recognized trained teachers and lecturers.
- Hence, the lack of EE guidelines.
- The often mix-up of ecological and advanced ecological courses with EE course particulars.
- The lack of modular units approach in teaching EE and clear cut units of natural sciences, social science, emerging issues, case studies and interdisciplinary approaches.
- Lack of problem-oriented research and analysis of ecosystems which are closely linked to EE teaching.
- Lack of a common regional EE standardization.

Tanzania

- EE is offered in various course within Dar es Salaam and Sokoine University of Agriculture (public universities) and St. Augustine University (private university).
- For over the past three years, SAUT in partnership with Makerere University Kampala (MUK), National University of Rwanda, Daystar University Kenya and Press House of Burundi have jointly carried out a training programme in “Environmental Journalism and Communication.
- Course offered include environmental conservation, environmental ethics, environmental law, environmental economics and not least environmental management Identification of key implementation partners at national
- modules developed for face-to-face teaching could be transformed to distance learning as a sustainable way of regional cooperation

Uganda

- Environmental Education is a relatively new area of study in Uganda’s tertiary institutions although a number of environmental related courses and disciplines have been in existence throughout the existence of such institutions.
- There exists a policy which stipulates that the teaching of Environmental Education be mandatory in all formal education institutions including Universities and other post secondary institutions.
- A review of a number of courses offered by the different departments and faculties in Makerere University and one degree programme offered by Kyambogo University is presented.
- Makerere University
 - Bachelor of Arts Environmental Management in faculty of Arts - Geography Department;
 - Bachelor of Science in Forestry, Bachelor of community forestry and Bachelor of wood science and technology in the faculty of Forestry and Nature conservation;
 - Master of science in forestry, master of science in Agro-forestry;
 - Master of science in environment and natural resources offered by the Institute of environment and natural resources
 - Master of Education Science Education by the Department of science and technical education;
 - Bachelor of Adult and community education by the Institute of Adult and Community Education;
- Kyambogo University
 - Programmes, therefore in these faculties have tended not to have specified stipulated course content on EE but several individual affirm that they always point environmental concerns in relevant areas within their subject matter
 - Master of Science in Urban Environmental Management
 - department of Technical education (formerly a UPK department) runs an EE course as a cross cutting course within the university
 - Bachelor of Environmental Science, Technology and Management
 - Bachelor of Environmental Science, Technology and Management

CHAPTER TWO: SETTING THE AGENDA FOR EE TEACHING WITHIN THE BASIN

I. Group Work Presentation

Participants were referred to papers presented the previous day, which were made available to assist in discussions and enrich ideas from participants. These include:

1. Introduction to NBI,
2. Country papers depicting the current situation on teaching of EE within tertiary institutions of learning within the basin,
3. Working group discussions from a Practitioners workshop in Khartoum, January 05
4. Nile River Basin Environmental Threats

Participants were then divided into three groups. The topics and discussion TORs are as indicated below:

Group 1 - **Faculty Exchange**

- What is a viable target?
- Undergraduate, Masters level, Phd?
- Selection criteria
- 2 students per year
- Exchange matrix
- Consider language and culture
- University calendar
- Workplan

Group 2. **EE Lecturers Network**

- Objectives
- TORs
- What role will the Network play – functions
- Composition
- Sustainability
- Where and who will host
- Life after the project
- Linkages with the Nile-Net

Group 3. **Development of EE course/module**

- What is the best option - feasibility
- Carrier subjects - modules - stand alone course – short courses
- What is the best option for development?
- Group – Consultant – Both
- Teaching materials – What is there now?
- Workplan

II. Presentations and Discussions

A minimum of four hours was given for discussions and preparation of group presentation. Group presentations as summarised below'

Group I: Faculty Exchange - Presentation

Membership

	Name	University	Country
1	Dr. Daniel Babikwa	Makerere University	Uganda
2	Prof. Ulyel Ali-Patho	University of Kisangani	DRC
3	Dr. Egno Chale	St Augustine University	Tanzania
4	Dr. Cosmas Sokoni	University of Dar es Salaam	Tanzania
5	Prof. Samuel Bigawa	University of Burundi	Burundi
6	Dr Raphael Kapiyo	Maseno University	Kenya
7	Dr. Elhag Abugabr	University of Ahlia	Sudan

Viable Target

The group suggested that the exchange should include both students and staff.

Students

In this case the group defined students as all those registered in participating universities for postgraduate awards i.e. Masters and PhD. The selection of postgraduate students was based on two reasons

- a) Postgraduates would help in building the badly needed capacity in the different Universities in the Nile Basin
- b) Undergraduate programmes in the different Universities are often rigid making it difficult for students to easily move in and out. But if such activities are arranged during the long vacation it would be possible for undergraduates to be included.

Staff

Staff are defined as academic members of staff from participating Universities, teaching in areas such as Environmental education and related disciplines, and are willing to supervise students working on studies covering areas of importance to the Nile Basin.

Group exchange programmes for Msc/ Bsc students

Avenues for sharing students' experiences

- Staff - student seminars
- Students' newsletters
- Students clubs
- Students Barazas

The duration of the exchange should range from under three to nine months.

Each participating University should have a minimum of one student and one staff participating in the exchange every year. The assumption here is that two or three universities participating in the project.

Selection Criteria

There will be a selection committee which will be composed of representatives of each of the participating Universities, member of the Programme Management Unit and deans or University officers responsible for academics in the particular institution.

Student selection criteria

- Must be registered for a Masters or a PhD, or postgraduate diploma or undergraduate programme in a participating University;
- Students to be selected should be those interested in working on the area of Environmental Education or Nile threats;
- Such students must have a concept paper or an approved research proposal on the related areas;

Staff selection Criteria

- Staff should be involved in environmental education and related disciplines/fields of study, (provide evidence of this in form of professional training, research and publication),

Exchange issues

- Language should not be a barrier to exchange
- The vacation period should be used as the period of exchange for students
- Placement – the selection committee should compile information on the available opportunities in the different universities and advertise accordingly,

Work Plan*Activities*

- Put in place all issues to do with the formalisation of the programmes with the relevant authorities in the different Institutions
- Identification of relevant ongoing courses;
- Advertisement;
- Workshop for staff on the meaning on Environmental Education to equip them for their role as supervisors of exchange students; (possible venues – Uganda, Sudan and Kenya)
- Time frame: Exchange should start in July 2005.

Group II: EE Lecturer's Network

General Objective (Vision)

To develop a system that will enable us improve the status of EE and A within the Nile Basin Countries (Region)

Specific Objectives

1. To create a database of Universities and other Tertiary Institutions of lectures who are actively involved with EE and A in each country. The database should include areas of specification and their contribution to EE and A.
2. To facilitate exchange information and experiences in EE and A within the region
3. To develop a system to identify the target group for EE , harmonize EE knowledge and find ways of diffusing information to target groups.

Terms of Reference (TORs)

1. To make a linkage for exchange of information and experiences within members of the network.
2. To share information with the coordinators of the National working groups, Regional working groups and the PMU (Programme Management Unit)
3. To up date the database and knowledge
4. To incorporate/share experience with other EE networks within and without/outside the Nile basin region and also with related networks (not necessarily EE) within and outside the Nile Basin region.
5. To diffuse information to the target groups and arrange activities for them.
6. To facilitate staff exchange, training and other events of EE within the region.

Organization structure of EE Lecturer's Network

- There will be 2 people from each country and these will form a National representation. These two people should be allocated a budget.
- Each country will then have a sub-network consisting one person from every institution of higher learning.
- Each of the university representatives will then form a network of one person from each faculty in their institution.
- Each faculty representative will have a network of one person per department in each institution.

Criteria for selecting people into the network

General criteria

- Members of the network will have two people who are actively involved in EE

Selection for two people for the National Network

- One person will be picked from the universities and another from other tertiary institutions where applicable

Who does the selection of the representatives to the network?

1st suggestion. The overall coordinator of the PMU, EE and A project (Khartoum)

2nd suggestion. The National working group

3rd suggestion. The regional working group

4th suggestion. Heads of institutions

Sustainability: Where and who will host the network?

At the PMU (Programme Management Unit) at Khartoum

After Life after the project

1st suggestion After the five years life span of the project the university boards and the ministry of higher education should ensure continuity of the network.

2nd suggestion If the network has been successful in attaining its objectives, it should be able to stand on its own with the help of donors.

Group III: Development of an EE course**Objective**

To design an EE course to address environmental issues within the Nile Basin to be taught in tertiary education institutions

Activities

- Create a task force to: Carry out a baseline – Review the existing EE teaching material.
- Hire an EE consultant to work with the task force to develop course material.
- Lobby the tertiary institutions of learning and relevant Ministries to adopt EE courses in tertiary institutions.
- Training potential EE lecturers on ways of teaching that encourages transformative education.

Work Plan

- Create a task force (1-2 months)
- Baseline studies and review of material and hiring the consultant (4-5 months)
- Lobbying (ongoing)
- Training (one week in respective universities)

Review and update Existent EE courses**Objective**

To Identify and fill gaps relevant to the Nile Basin environmental issues in existing EE courses.

Activities

- Carry out baseline studies – Review the existing Content of Environmental Education Courses.
- Conduct a workshop(s) for EE lecturers teaching those courses to assist them in the updating of the content with Nile Basin environmental problems.
- Training of EE lecturers on ways of teaching that encourage transformative education.

Work Plan

- The first activity should be conducted at the same time for the stand alone course activity/
- Workshops to be conducted over a period of a week.
- Training of EE lecturers to be conducted within one week.

Module Development**Objective**

Harmonized environmental education module to be applied in the Nile Basin tertiary institutions of learning.

Activities

- Carry out baseline studies – Review the existing teaching material
- Carry out a workshop for potential lecturers of modules to exchange and share the current status.
- Training of potential EE lecturers on ways of teaching that encourages transformative education.

Work Plan

Timeline and duration of activities should be decided upon within the time frame of the other work plans presented.

CHAPTER FOUR: CLOSING CEREMONY

I. Closing Remarks Group

Closing remarks were given by Dr. Eginio M. Chale of SAUT.

He

- Thanked the Government of Tanzania for hosting the workshop
- Thanked the participants for taking time off their busy schedule and attend in addition to their valuable contribution through out the workshop
- Thanked the organisers for coordination and planning to ensure that all the participants attended
- Thanked the Hotel for wonderful facilities and last but not least
- Thanked the translators for a job well done.

He hoped that this workshop was the beginning of a network where universities will share information and plan for a regional course on environmental education. This being an era of information technology and communication, he encouraged to have a e-learning on top of the current face to face.

II. Workshop Recommendations

The following were the two-day workshop recommendations

1. Formation of Nile Basin EE Lecturers' Network
 - a. Agreed to have two universities and a one staff member per university, an MOU to be developed between the project and the universities
 - b. The network to be hosted by the PMU and linked to the Nile-NET of the Applied Training project, during the life of the project.
2. Development of environmental education course
 - a. Support to be given to the existing EE courses and modules currently being offered within the basin
 - b. Develop a EE course framework to be adopted by different universities within the basin
 - c. Develop EE modules for both face to case and on line teaching.
3. Faculty Exchange
 - a. Exchange both EE lecturers and students
 - b. Masters (post graduate) students on thesis or research development stage are more eligible due to flexibility of their time.

III. Workshop evaluation

Workshop evaluation was done through a questionnaire. Three main items were evaluated (positive thing about the workshop, what could be improved and whether participant's expectations were met). General comments were also solicited. Summary of the analysis is as indicated below:

In general participants liked the workshop, specifically they appreciated being brought together to share experience, to know each other and setting the opportunities to participate in the regional initiative that concern the common resource, the Nile River.

Nevertheless the felt that workshop organisation could have been improved. Specifically the suggested that workshop could have been longer and more time allocated for group discussions. Also the time of notification and preparation to attend the workshop could have been improved. Further more they suggested that background information should be sent earlier to participants in future workshops.

General comments were

- Participants must have Good spirit for EE
- Concerns over sustainability of workshop
- Hospitality and friendly environment was much appreciated
- Good organisation and logistic support inspite of short period
- Specific situations and conditions of each country should be considered when setting the activities
- Good representation is needed when forming task forces
- The workshop recommendations should be implemented
- More familiarization of the country was needed

Expectations of participants were met with exception on the standardised definition of EE not provided.

Annex I: Workshop Programme**Tuesday, 17 May 2005.**Arrival of participants to Dar es salaam. Check in at **Whitesands Hotel.****Wednesday, 18 May 2005.**

Time	Activity	Objectives	Comments
Session 1. Introduction			Chair – Eric Mugurusi, PSC Rapporteur: Ms. Halima + Aballa Shah
09:00 – 09:30	<u>Welcoming Remarks</u> <ul style="list-style-type: none"> Eric Mugurusi: PSC Maushe Kidundo: EE&A LS [Introduction of Participants and Workshop objectives] 	Introduction of participants and workshop objectives	
09:30 – 09:45	<u>Official opening</u> <ul style="list-style-type: none"> PS Ministry of Environment 	Official opening, issue of Press release	
09:45 – 10:15	Health Break		
Session 2. Introduction to NBI			Chair –Eric Mugurusi, PSC Rapporteur: Ms. Halima + Aballa Shah
10:15 – 10:35	Introduction to NBI-NTEAP: [<i>Abdalla Shah, NPC</i>]	Understanding of NBI and NTEAP	
10:55 – 11:55	Introduction to NBI-ATP [<i>Canisius Kanangire, RPM</i>]	Understanding of ATP and linkages with NTEAP	
11:55 – 12:15	The EE&A component of NTEAP [<i>Maushe Kidundo, EE&A, LS</i>]	Understanding of EE&A component with emphasis on the university network	
12:15 – 12:45	Discussion		
12:45 – 13:45	Lunch		
Session 3. Teaching EE at tertiary institutions within the basin			Chair –Dr Kanangire, RPM Rapporteur: Ms. Halima + Aballa Shah
13:45 – 14:00	Burundi country paper [<i>Profs Bigawa and Ngendahayo</i>]	Sharing experiences	
14:00 – 14:15	Congo DR country paper [<i>Profs Ali-Patho and Samvura</i>]	Sharing experiences	
14:15 – 14:30	Egypt country paper [<i>Drs. Hassan Mohamed and Sulafa El Geweily</i>]	Sharing experiences	
14:30 – 14:45	Ethiopia country paper [<i>Drs Tesfaye and Mekuria</i>]	Sharing experiences	
14:45 – 15:00	Kenya country paper [<i>Drs Macharia and Kapiyo</i>]	Sharing experiences	
15:00 – 15:15	Discussion		
15:15 – 15:30	Health Break		

15:30 – 15:45	Rwanda country paper [Drs Sekomo and Biryabarema]	Sharing experiences	
15:45 – 16:00	Sudan country paper [Drs Abujabr and Orihio]	Sharing experiences	
16:00 – 16:15	Tanzania country paper [Drs Chale and Sokoni]	Sharing experiences	
16:15 – 16:30	Uganda country paper [Drs Babikwa and Tasamba]	Sharing experiences	
16:30 – 16:45	Discussion		
16:45 – 17:00	House keeping Issues [Abdalla Shah]		

Thursday, 19 May 2005.

Time	Activity	Objectives	Comments
Session 4. Development of EE course and student Exchange programme			Chair – Dr Cosmus Sokoni, Rapporteur: Ms. Halima + Aballa Shah
09:00 – 09:30	Suggestions from the Khartoum Regional Workshop January 05 [Maushe Kidundo]	Background information on previous discussions	
	Discussions		
09:30 – 09:45	Participants divided into 3 groups 1. Course development 2. Student Exchange 3. The EE Lecturers Network	To achieve workshop objectives through group work	A short presentation on reporting format
09:45 – 10:15	Health Break		
10:15 – 13:00	Group Work	A participatory methodology to come up with a work plan for the university networks	
13:00 – 14:00	Lunch		
14:00 – 15:00	Group presentations and Discussions		
15:00 – 15:30	Health Break		
Session 5. Closing and Recommendations			Chair – Abdalla Shah, NPC Rapporteur: Ms. Halima + Aballa Shah
15:30 – 16:00	Workshop Recommendations and Way forward [Maushe Kidundo]	A list of workshop outputs and way forward	
16:00 – 16:20	Closing Remarks [Mr Julius Mihayo, TAC]	Farewell	

Annex II: List of Participants

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