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**Acronyms:**

CBO's	Community Based Organizations
CSOs	Civil Society Organizations
ESD	Education for Sustainable Development
EAL	Environmental Action Learning
EE&A	Environmental Education and Awareness
EMCA	Environmental Management and Coordination Act
ICRAF	World Agro forestry Centre
KIE	Kenya Institute of Education
KOEE	Kenya Organization for Environmental Education
NBI	Nile Basin Initiative
NGOs	Non Governmental Organizations
NEMA	National Environment Management Authority
NTEAP	Nile Transboundary Environmental Action Plan
PMU	Project Management Unit
SVI	Shared Vision Initiative
TAC-Tutors	Teacher Advisory Centre Tutors
TOT	Trainers of Trainers

## **Foreword**

Nile Transboundary Environmental Action Project (NTEAP) occasioned its first Regional Workshop Environmental Education and Awareness Workshop on the 15<sup>th</sup> to 17<sup>th</sup> January 2005 in Khartoum, Sudan.

The workshop which was facilitated by an international consultant

- Trained 36 Practitioners from 10 countries within the Nile River Basin on basic Environmental Education (EE) material production,
- Established transboundary partnership and networks for EE &A practitioners

The workshop was honoured by the presence of the NTEAP core international staff, Regional Project Manager, Gideon Asfaw; Micro-grants Lead Specialist, Mir Baker; Water Quality Monitoring Lead Specialist, John Omwega; Environment Education Lead Specialist, Maushe Kidundo; Monitoring and Evaluation Specialist, Intisar Salih; Finance and Procurement, Ronald Okuonzi.

The regional workshop training experience is a learning ground for national workshops on EE &A material development.

The workshop proceedings contain Workshop organization, Participants details, highlights of papers presented during the workshop and the outcomes.

On behalf of NTEAP and the Nile River Basin Initiative, I would like to express my heartfelt gratitude to the leadership and people of Sudan for hosting the workshop in an honorable manner. I would also want to thank the Nile Basin Initiative member countries for availing their practitioners to attend the training.

I extend my thank you to all those who assisted us during the preparatory period to make the workshop a success.

I hope all practitioners in Environmental Education field will find these proceedings useful.

**Gideon Asfaw,**  
Regional Project Manager (RPM)  
Nile Transboundary Environmental Action Project

## **Executive Summary**

The regional Environmental Education and Awareness workshop under the Nile Transboundary Environmental Action Project was held from 15<sup>th</sup>-17<sup>th</sup> January 2005 in Khartoum, Sudan. The objectives of the workshop were to:

- Develop transboundary partnerships and networks for EE & a practitioner within the Nile Basin
- Exchange local and national experiences on planning, implementation and evaluating EE & A activities
- Develop plans for transboundary cooperatives activities
- Build regional capacity on the development of effective EE & A materials

The Nile Transboundary Environmental Action Project organized the workshop through its Project Monitoring Unit. The training was aimed at training persons who will, in turn organize to train others on the ground i.e. Teacher trainers (TAC-tutors), representatives of higher learning institutions, education officers, representatives of environmental NGOs<sup>1</sup> and CSOs<sup>2</sup>, policy-makers in EE, environmental journalists from the following countries: Burundi, D.R. Congo, Ethiopia, Kenya, Rwanda, Sudan, Tanzania, Uganda.

The expected outcomes of the workshop were:

- Trainer of trainers equipped with skills on EE campaign material development
- Draft materials on EE campaign
- Training module
- Partnership and network developed for EE & A practitioner within the Nile River Basin

### **Preparation:**

The Programme manuals for the workshop were developed to meet the workshop objectives. Participants shared their individual experiences in EE and awareness material development and some brought along samples of EE & Awareness promotional materials that their organization had developed, for display and knowledge sharing. Examples of materials brought were fliers, brochures, newsletters, banners, posters, video clips and audiotapes. The learning process in the workshop was participatory with teamwork and active discussions. Participants were required to bring cameras, films and laptops to facilitate the learning process.

The workshop participants were selected from head of departments and professionals within the Nile Basin region countries in the field of Environmental Education i.e. Kenya, Uganda, Egypt, Uganda, Tanzania, Burundi, Rwanda, Sudan, Ethiopia and Eritrea.

LCD, OHP, flip chart material and the accessories, a wall map of the entire Nile Basin for illustration, white boards makers was provided for the participants. Space for display (exhibitions) of materials brought by participants was also designated.

## **Workshop Programme Overview**

### **Participant's expectations**

The consultant led participants of the workshop into a round table introduction of themselves and a discussion of their workshop expectations. (*Ref. to Annex for list of participants*).



### ***Workshop Participants in Plenary Session***

Participants expected at the end of the workshop to

- Gain experience and learn from each other.
- Build networks, share ideas, improve skills on material development and meet new people
- Gain knowledge and new skills in EE&A training and material development
- Learn on how to develop policies and monitoring evaluation programmes on EE
- Learn how to improve EE
- Understand better the Nile transboundary EE issues
- Find out that EE and Water Quality can work together
- Learn more how countries have integrated EE&A in their schools curriculum
- Share experiences and find out about other countries in terms of communities in EE
- Reach a common ground on how to solve NTEAP problems and understand Micro Grants
- Increase awareness on how to manage environment
- To reach a vision on how to maintain Nile water clean
- To create a network through the Internet for the countries of the Nile
- Develop promotion and advocacy – a shared vision – network of countries for awareness
- Develop a strategy for Nile River Basin

## **Opening Remarks Gedion Asfaw, RPM.**

On my behalf and that of the PMU staff I wish to welcome you all to the first Environmental Education and Awareness regional workshop which doubles as a training of trainers on EE&A materials development. I hope you all had a pleasant trip to Khartoum despite the inconveniences caused by flights at odd hours and VISA arrangements. We thank you all for being able to make it to the workshop despite your busy schedule. All of us at the PMU will do our best to make your stay with us productive and memorable.

The NTEAP began functioning by mid October 2003 when the RPM and FPS reported to our duty station in Khartoum. Since then we successfully completed project start-up phase. The project was officially launched in the presence of the President of Sudan at the end of May 2004. We are grateful to the government of Sudan, UNDP Sudan country office, the office renovation and project launch committees and our development partners for the assistance they provided during the complex start-up phase of the project.



**Regional Project Manager  
Gedion Asfaw, (Left)  
Officially Opens the Workshop**

The NTAEP is now fully operational with all staff including NPCs in 8 of the 9 NBI countries, national and local micro-grants coordinators in 5 of the 9 NBI countries. The NTAEP being the first among the seven SVPs to be implemented, we are encouraged by the progress made so far. I am proud to report to you that the two World Bank supervision missions conducted in April and November 2004 have also commended the progress the project has made to date. In this short period of NTEAP's existence, the PMU team had a chance to meet and interact with numerous people within and outside the Nile basin. This has provided a better visibility for the project and NBI as a whole.

The importance of EE&A in changing communities' attitude towards good environmental practices cannot be over-emphasized. The project is also aware of successful initiatives done at the local and national level. It is lack of transboundary initiatives which calls for collaborative efforts and hence establishment of networks of practitioners.

As specified in the objectives of the workshop, there are three main outputs from this workshop. First, a list of priority transboundary EE&A activities will be developed. Second, you will all be trainers on EE&A material development and last but not least, a network of EE&A practitioners within the Nile Basin will have been formed.

I am confident that through the consultant Dr. Dorcas Otieno and your active participation the objectives of the workshop will be met.

I wish all of you a productive three days and pleasant stay in Khartoum.

# Presentations

## Nile Basin Initiative Transboundary Environmental Action Project 2003-2008

By Gedion Asfaw

Regional Project Manager.

NTEAP

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The Nile Basin Initiative (NBI) was formally established on February 1999. The Nile Transboundary Environmental Action Project (NTEAP) is one of the seven projects under the NBI serves to provide a strategic environmental framework for the management of the transboundary waters and environment challenges in the Nile River Basin. The five NTEAP project components are: institutional strengthening and community level land, forest and Water Conservation, Environmental Education & Awareness, Wetlands and Biodiversity Conservation and Water Quality Monitoring  
The Nile Basin Consists of ten Riparian Countries:

- Burundi
- D.R. Congo
- Egypt
- Eritrea
- Ethiopia
- Kenya
- Rwanda
- Sudan
- Tanzania
- Uganda

Land cover and the use type includes; Forestry, Grassland, Savanna, Shrubland, Wetlands and Agriculture

Vision of the Nile Basin Initiative(NBI) is *to achieve sustainable socio-economic development through equitable utilization of, and benefit from, the common Nile Basin water resources.*

The primary objectives of the NBI are linked to the project's Shared Vision Program (SVP). The Project linkages are; Socio-Economic Development and Benefits, Water Resources, Agriculture, Communication, Applied Training, Power Trade and Environment. The SVP program aims to strengthen and develop trust, Build capacity and create the enabling environment within the framework of coordination and project implementation.

The member countries of the NBI are taking a lead in pertinent project programmes each as:

1. Sudan – Nile Transboundary Environmental Action
2. Tanzania – Nile Basin Regional Power Trade
3. Kenya - Efficient Water Use for Agricultural Production
4. Ethiopia – Water Resources Planning and Management
5. Uganda – Confidence Building and Stakeholder Involvement
6. Egypt – Applied Training
7. Uganda- Socioeconomic Development and Benefit Sharing

The operational Structure of NTEAP consists of Policy level, Technical Advisory, Financial/Personnel Management, Technical/Operational oversight and the Direct Supervision/ Monitoring Unit.



## **Micro-grants and Environmental Education**

By

Amir Baker.

Micro grants Lead Specialist

NTEAP

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Micro-grants (MG) are designed as a replica of the successful Seed Grant Programme (SGP) to provide fund capital to NGOs, in order for them to enhance their capacities, knowledge and sharing of information. MGs are supposed to foster transboundary linkages and work with communities especially vulnerable groups.

The Micro –grants supports activities through the provision of seed funds. Within the NBI, transboundary EE schools are used as the entry points.

MG funds could also be tapped by NGOs to enhance environmental awareness of communities on conservation of the Nile.

MG funds challenges the minds of the students by allowing them to put concepts into practice.

### MG and the Nile Basin Environmental Education programmes

MG will be operational in six NB countries by June 2005 and in all nine by October 2005.

Each country has its own MG Coordinator and a standing National Secretariat Committee to approve the proposals up to a ceiling of \$25,000. All proposals should address a common environmental problem

### MG lessons learnt and best practices in NTEAP

- MG has its own Monitoring and Evaluation Framework at all levels
- Local Media, newsletters, web page could be used to advocate for best practices and show visibility of achievements
- Best practices should be disseminated across the basin through the Project Management Unit (PMU).
- Unsuccessful activities should be shared so that others can learn from them

## **Basin Wide Water Quality Monitoring Component and Role of EE&A**

By

John M. Omwenga

Water Quality Monitoring Lead Specialist

NTEAP

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### **Introduction:**

Threats identified in the Nile Basin are Scarcity of water, Pollution, Water quality deterioration, Sedimentation, Catchments destruction, Wetlands destruction, Invasive weeds, Floods and Droughts.

**The Transboundary Water Quality Management (WQM)** is the Regional intervention program to enhance national capacities and create awareness on importance of water quality assessment as a planning and management tool.

The importance of water and the challenges facing the resource are of global concern.

The challenges include:

- Lack of safe drinking water
- Shortage of clean fresh water
- Poor water quality
- Water related diseases
- Water and sanitation

Environmental Sustainability and Water are linked to the Millennium Development Goals (MDGs) i.e. more specifically to reduce the number of people living without adequate sanitation by 50%, number without access to safe drinking water by 50% and water borne diseases by 50% and put a national integrated water resource management in place by 2005.

**The Objectives of NTEAP** and Nile Basin Shared Vision on WQM is to provide strategic environmental framework for the management of transboundary waters and environmental challenges within the Nile Basin Specifically to:

1. Initiate basin-wide dialogue on water quality monitoring
2. Improve the understanding of transboundary water quality management issues
3. Enhance awareness on the importance of water quality

Among the challenges facing WQM are natural events such as floods and hurricanes, Seasonal overturn of lakes, excessive evaporation, dissolution of rocks, primary production and decomposition of organics.

**Water Awareness creation by EE & Awareness** should consider

- Water quality and human health
- Water policy, laws and regulations
- Water quality standards
- Water conflicts
- Water and Biodiversity
- Water and socio-economic development
- Water quality initiatives in NB should also benefit from MGs.

## Monitoring and Evaluation of Environmental Education and Awareness.

By

Intisar Salih.

Monitoring and Evaluation Specialist

NTEAP

**Monitoring and Evaluation (M&E)** is the process of overseeing, tracking and assessing the performance, impact and effects of projects/program.

M&E of EE & A is an integral part of the NTEAP M&E Framework whose purpose is:

1. Measure performance based on the baseline situation and the agreed upon indicators
2. Allows effective and efficient use of resources
3. Identifies problems/constraints and recommends solutions, including external factors
4. Traces the effect and impact
5. Helps building capacities at all levels and fosters ownership, identification and dissemination of lessons learnt and best practices
6. Helps identify and document viable replicable option/techniques for environmental education & awareness
7. Ensures the inert-components linkages

EE & A M & E process is at three levels: Local/ Project, National level and Regional levels.

<i><b>M &amp; E tools</b></i>	<i><b>Parameters</b></i>	<i><b>Indicators</b></i>
<ul style="list-style-type: none"> <li>▪ Baseline situation</li> <li>▪ Indicators</li> <li>▪ Data base</li> <li>▪ Periodic progress &amp; financial reports</li> <li>▪ Site visits &amp; monitoring reports</li> <li>▪ Reviews of schools awards schemes</li> <li>▪ Annual workshops</li> </ul>	<ul style="list-style-type: none"> <li>▪ General knowledge of the Nile and transboundary linkages among the general public</li> <li>▪ Information and knowledge on Land and water resources available to professionals and NGOs</li> <li>▪ Level of transboundary environmental awareness, collaboration and cooperation between teachers</li> </ul>	Numbers of: <ul style="list-style-type: none"> <li>▪ Environmental networks</li> <li>▪ Water professionals</li> <li>▪ Experts on environmental issues</li> </ul>

### Participatory Monitoring and Evaluation

Will ensure incorporation of participatory M&E at all stages of the project.

### Experiences and Lessons Learnt:

1. M&E should be part and parcel of the implementation process
2. Innovation is important to implement participatory M&E
3. Participatory M &E is vehicle for learning, adoption and replication
4. M &E demystifies the project and brings out the project's essence
5. Budget allocation is crucial to undertake M7E at all levels
6. Involvement of partners/stakeholders in M&E process facilitates visibility and resource mobilization

## Why Transboundary EE & A Activities

By

Maushe Kidundo.

Environment Education Lead Specialist.

NTEAP

### What is Transboundary?

- Cross border
- Beyond adjacent borders

### Nile Basin Transboundary issues on EE &A:

- Common threats which affect the Nile
- Needs for collective campaigns
- Establishment of networks with a shared vision

### Current situation of EE & A awareness in Nile Basin:

Non-Formal (Public Awareness)	Formal (Institutions of learning)
<ul style="list-style-type: none"><li>▪ Exists</li><li>▪ Mostly snapshots</li><li>▪ Non-continuous</li><li>▪ Lack of strategy, policies, legislation</li></ul>	<ul style="list-style-type: none"><li>▪ Streamlined in curriculum</li><li>▪ Lack of capacity to deliver training and materials</li><li>▪ A lot has been done</li></ul>
<ul style="list-style-type: none"><li>☺ Many successful case studies at the national level</li><li>☺ A few good examples on cross border</li><li>☺ Few if any exist at transboundary level, yet important</li></ul>	



### *Moushe Kidundo, Environmental Education Lead Specialist and the Workshop Coordinator Makes a Presentation*

EE & A Regional Workshop and Training of Trainers on EE & A Material Development aimed at:

1. Developing transboundary partnership and networks
2. Exchanging information
3. Developing some TB EE & A activities
4. Developing capacity – ToT material development

### Outputs:

- Skills in EE & A materials development
- Draft materials
- Activities for implementation in line with NTEAP work plan
- A list of friends/colleagues

## **Transboundary EE & A Activities With Reference To Education for Sustainable Development And Environmental Action Learning (EAL Strategy in Kenya**

By

Dr. Dorcas Otieno

Consultant

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### **1. Environmental Challenges in the Nile River Basin**

The Nile Basin-wide critical environmental threats include

- Land Degradation
- Water Quality Degradation
- Environmental Disasters
- Loss of Biodiversity, Habitat and Wetlands

**Land Degradation** is due to land being converted to arable land and grazing areas. These are manifested through deforestation. Soil Erosion, River Bank and Lake shore Degradation.

**Water Quality Degradation** is through pollution (point and non-point source), Eutrophication, Water Weed Infestation, Siltation and Sanitary concerns. These activities render the water unsuitable for domestic, agricultural, industrial and other uses.

**Environmental Disasters.** Floods and droughts have direct impacts on human life and biodiversity. Floods impacts include loss of life and property. Other results could be food security, loss to economy and environmental impacts. The direct human issues associated with this are refugees and displaced people.

**Loss of Biodiversity, Habitat and Wetlands.** This situation refers to species loss and decline of ecosystems and unique habitats. Decrease and degradation of wetland areas is evidenced by decreased benefits from functioning of wetlands.



***Dr. Dorcas Otieno (Consultant) Leads Participants in Identification of Main Challenges as well as Strategic Responses.***

### **2. Strategic Responses to NBI Environmental Challenges**

#### **(a) ESD Strategy, Kenya**

Kenya has seized the opportunity to use the UN Decade of Education for Sustainable (DESD), 2005-2014 to set pace towards improved delivery of its Environmental Education. National Environmental Management Authority (NEMA) has identified the need to develop a national framework; *ESD: Strategy for Kenya 2005-2010* to mainstream ESD in Kenya's education system. The strategy also focuses on pertinent issues that need to be addressed in order to

achieve sustainable development in Kenya. These include overcoming poverty, gender equality, health promotion, environmental conservation and protection, rural transformation, sustainable production and consumption, intercultural understanding, peace and disaster preparedness.

The strategy for ESD will provide the general framework needed for the development of a comprehensive National Environmental Education for Sustainable Development Programme. The ESD strategy will offer a mechanism to enhance the coordination and supervision of all initiatives pertaining to its programmes.

### **(b) EAL/Eco-Schools, Kenya Strategy**

The Eco-schools programme is an international programme widely recognized as a vital contribution to Local Agenda 21 since it provides an ideal way to implement Local Agenda 21 in the school and its neighboring community- a local contribution to a wider goal.

The Kenyan Eco-school Programme- Kenya through the micro-projects initiative addresses issues of water, waste, energy, poverty alleviation, entrepreneurship and biodiversity. This is perfectly in line with ESD global framework. The Environmental Action Learning (EAL) via the micro-projects encompasses the three pillars of sustainable development i.e. economic, social and ecological aspects as evidenced in the environmental issues addressed.

The NBI will benefit from these approaches from the following experiences; training and capacity development, public awareness campaigns and activities, networking and partnerships, material development and adaptation ,EAL demonstration projects related to pertinent issues in the Nile Basin (water, wetlands, biodiversity, poverty and agriculture) and policy development and implementation.

### **Clarifications on Paper Presentations**

The Consultant led the participants in a question and answer session on the papers presented to clarify further on issues presented.

### **The Questions:**

1. Have the objectives of the NTEAP taken into account government policies?
2. How do you guarantee the success of funding grassroots through NGOs as long as NGO presence on the grassroots remote areas is poor?
3. The budget for EE&A is small. What criteria were followed to establish that budget given the importance of this component?
4. Is Micro-grants a priority for governments and NGOs?
5. How many projects are assigned for each country?

**The Answers:**

- The objectives of the project have been reached through a lengthy discussion taken into account previous similar experiences and efforts in the region.
- The project is following the budget allocation arrangements put in place prior to its existence. However, the budget can increase in due course.
- The interest in resorting to NGO in grassroots funding is to train the communities that lack capacities
- The amount of funds per country depends on the size of the project and the absorption capacity of the country
- The National Action Plan is drafted by microgrants in workshop during which the priorities are established
- Microgrants intend to address some of the main issues and disseminate the best practices

**More Questions:**

1. What are the target groups of the training activities taking place in Egypt?
2. What are the activities that fall within the budget of the project?
3. Does the project interfere in environmental problems in areas not falling within the Nile Basin?
4. What is the quota of each country in the microgrants budgets?

**Answers:**

There will be \$150,000 per country. If the country fails to produce the expected result, its quota can be transferred to another country

**Questions on WQ, EE, and M&E presentations:**

1. How can EE support M&E?
2. What is the need for capacity building in M&E
3. How WQ component can embark on practical activities related to water quality given the budget allocated to it?
4. Why is primary education not included in the activities of EE?
5. Does EE&A include informal education?
6. Why is assessing Environmental Education impact difficult?
7. Do the schools need funds to carry out activities
8. How can we help communities' organizations?
9. What are the details of M&E process?
10. How do we produce materials to brief policy makers?

**Answers:**

- The design of the project is based on the transboundary environmental analysis. The project does not intend to replace existing efforts. The EE will assist M&E activities
- Water quality problems are due to greed on the individual and the community level
- Training and capacity building on M&E is planned
- A lot of preparatory work will be done to facilitate M&E activities
- Primary education will be included in the school networking activities although primary schools pose logistical problems
- EE&A MG work together to reach local communities.
- The details of the M&E process are in the presentation
- Materials will be accommodated into policies



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## **A framework For Education for Sustainable Development (ESD)**

By  
Dr. Dorcas Otieno.  
Consultant.

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The framework for Education for Sustainable Development is broadly guided by:

- Agenda 21 for Sustainable Development of the Earth Summit
- The Millennium Development Goals (MDGs) 2000
- The New Partnership for African Development (NEPAD); Education for Sustainable Development and Capacity Building
- World Summit for Sustainable Development (WSSD) Implementation Plan and Education (UN 2002)
- Sustainable Development Framework for Action
- Education for Sustainable Development (ESD)  
(The scope, framework, Principles of ESD, Objectives)

### **ESD and NTEAP**

Propose the following:

- Programme areas for ESD-NTEAP
- Guidelines for Implementation of ESD-NTEAP Programmes
- Economic sustainability
- Environmental Sustainability
- Social Sustainability
- Research, monitoring and evaluation and reporting

## **Eco-schools, Kenya Case on Material Development Process**

By

Dr. Dorcas Otieno

Consultant

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The Eco-Schools Nyanza Programme in Kenya was initiated by Kenya Organization of Environmental Education (KOEE) in partnership with the Danish Outdoor Council with support from DANIDA as a strategy towards sustainable development.

The Programme, which is being coordinated at the international level by the Foundation for Environmental Education (FEE) applies five key components of Environmental Action Learning (EAL), namely; School Environmental Policy, Cross curriculum teaching and learning, Micro-projects, schools-community partnerships and networking.

KOEE opted for the *Participant/Teacher Approach* (Participant Action Research) where the content of the materials is derived from all the activities and pilot Eco-Schools process i.e. school visits, micro-projects, training sessions and Workshops. The material development workshops are core in the process.

### **1. The Participatory Process**

#### *a) Consultative Forums/Workshops*

The content of the materials is derived from all the activities of the pilot Eco-Schools process i.e. school visits, micro-projects, training sessions and Workshops. The material development workshops are core in the process. These were conducted as follows:

#### ▪ Pre-Preparation Material Development Workshop

This was organized and participated jointly by KOEE and KIE to set all the required preparations for the actual workshop on material development. The two set guidelines and the processes for the workshop. KIE ensured the guidelines as to per the Kenyan education policy and curriculum were followed. KOEE was to ensure that environmental issues were well articulated at all levels.

#### ▪ The actual August 2004 Materials Development Workshop

This was organized by KOEE in Kisumu (Lakeside city) with a view to setting the process going and involving relevant stakeholders in the process. The key objectives of this Eco-Schools material development workshop were to;

*(i) Enlighten participants on how to enhance education for sustainable development through the use of effective and relevant materials*

*(ii) Equip participants with skills and knowledge on how to develop resource materials that promote active learning.*

*(iii) Support investigative activities.*

*(iv) Encourage environmental action learning.*

All the stakeholders participated. The key stakeholders are also members of the Project Advisory Committee (PAC) of the Eco-Schools, Kenya Programme. All had important roles to play in the various activities. They include World Agro-Forest Center(ICRAF), NEMA, KIE, Ministry of Education(Inspectorate), Teachers

### Post-Workshop on Material Development (KIE/KOEE)

KOEE and KIE reviewed the material drafts to ensure that all the issues were integrated. Specifically KIE assisted the editing of the materials while KOEE took lead in the development of the content and its relevance. The materials were drawn to suit the targeted levels.

The two teams concentrated on the editorial work of the draft materials developed during the August workshop. The two teams gave the materials a professional eye-view. KIE ensured curriculum standards and ESD/EE standards were represented by KOEE.

### Material Development Workshop 11(on-coming)

Stakeholders are expected review and polish the draft scripts before being launched. This will be a final stakeholders consultative workshop to ensure that all concerns have been captured and polishing of the materials

#### *b) Sharing Leadership*

Giving everybody the opportunity to lead the project and identify the needs of the group. In this case the teachers represent their schools interest, KIE represents the curriculum and material standards interests. The Inspectorate of Schools represents the Education Policy interests and Quality Assurance. KOEE as lead agency in Environmental Education represents the EE interests and also governs the material development process. The other Key partners like NEMA, Ministry of Agriculture represents and ensure that their interest are well done in the relevant packs

#### *c) Collaborative Authorship*

Entails a group of people working and writing a resource together. One partner becomes an editor or key writer who puts together all the bits and pieces to come up with the final document. In this case KOEE is the writer and her partners are KIE & teachers.

#### *d) Working with others*

The most important idea in the participatory process is to work WITH other people (teachers, students, community, audience BUT NOT FOR THEM as we develop materials. This promotes capacity building of the participants due to information sharing, ownership of the materials. It also ensures high quality of the materials and acceptability by all stakeholders.

## **2. Material type and users**

### *a) Starter Pack*

Purpose: The purpose of the starter pack is to introduce the whole concept of ‘Eco-Schools’.

Title: **Eco-Schools Kenya Starter Pack**

Target group: General Public

### *b) Theme Packs*

Purpose: The theme packs will serve as the learner’s resource

Target: Students

Contents

Water, Waste, Energy, Agriculture, Biodiversity, and Health.

**c) Posters**

Target: Students/General Public

Purpose: Education/Advocacy

**d) Teachers Guide**

Purpose: To guide the teachers on how to effectively integrate/infuse environmental issues and ESD concepts into school curriculum

Target: Teachers

Title: Fundamentals of EE for Schools (Primary and Secondary); Teacher's ESD Manual

**e) Training Module**

Purpose: Teacher trainers/Trainers of Trainers

Target: to be used in training teachers on the Eco-School Approach to EAL and ESD

**3. Key Lessons Learnt**

- Material development is a tedious exercise, needs to accommodate divergent issues.
- Material development should consider Education policy from start for the materials to be adapted eventually.
- It should be flexible and comfortably accommodate views from all stakeholders
- Produced materials should be accepted and owned

## Group Working Sessions and Reporting

To achieve the workshop objectives, the participants working sessions were programmed into two main working groups:

1. EE & A Activities Session – Day 1
2. Material Development Session – Day 2

Each session had working guidelines (terms of reference for the group)

The participants were conveniently divided into three groups, based on their professions and working fields for the entire working considering country balances

- **Group A** – *The General Public*
- **Group B** – *The Schools*
- **Group C** – *Tertiary Institutions of Learning*

### **Group Outcome: Strategies for the issues within the sectors**

The second groupings on material development were divided as follows (various themes)

- **Group 1** – *Land Degradation (deforestation)*
- **Group 2** – *Wetlands/Biodiversity Loss*
- **Group 3** – *Water Quality Degradation*
- **Group** – *Environmental Disasters*

### **Group outcome: EE & A materials**

Each group chose a chairman to moderate the group activities and a rapporteur to record and report back the group outcome in the plenary.

### **EE & A Activities Working Session**

The three groups were to *identify Transboundary EE & A activities in Nile River Basin and propose implementation strategies*. Within the context of cooperative activities develop an action plan and make some recommendations.

The working sessions referred their discussions to the following papers:

1. Why transboundary EE & A activities
2. Identification of main transboundary EE&A activities



*Group discussion on Development of Transboundary Activities and Strategy*

## Material Development Session

The three groups were to undertake a critical analysis of the themes of the NBI and identify promotional materials to create awareness on the various themes. The groups were to focus on suitable/low-cost materials with suggestions on the content style, outline, illustrations and language. They were to suggest also how they should be used and state some foreseen challenges and mitigation measures for the same. The groups were advised to organize themselves by identifying the required materials and discovering their own individual talents



*Group Work on Land degradation Material Development Session*

## Participants Experiences

### *Tanzania's Environmental Education and Awareness Materials*



*Eco-schools-Kenya display materials*



# Eco-schools

## A Strategy for Sustainable Development

**School Environmental Policy**  
 Schools and schools management staff  
 should be aware of environmental policy and government  
 and national environmental policy and should  
 have a policy on environmental policy and should  
 have a policy on environmental policy and should  
 have a policy on environmental policy and should



**Curriculum Integration**  
 Review of current curricula  
 to include environmental education  
 and environmental education  
 and environmental education  
 and environmental education



**Resources Available**  
 • Students  
 • Pupils' life time experience  
 • Environmental clubs or units  
 • Recycling schemes  
 • School clubs activities  
 • Active participation in implementing the policy



**Aspects of School that Contribute to Sustainable Development**



**Schools Community Cooperation**  
 Local environmental projects  
 Monitoring the local surrounding  
 Local environmental award schemes  
 Local industry programmes



**Networking**  
 Membership to conservation organizations  
 Membership to environmental education networks  
 Environmental monitoring  
 Participation in national environmental award schemes



**The goals of ESE**  
 Increased environmental awareness  
 An improved local environment  
 Involvement of the local community  
 Local environmental improvement  
 Financial savings



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 Design and layout: Richard S. Juma  
 Contributors: Ken Quach, Isaac Ochieng  
 Supported by GIZ/ICA





*Uganda's Education and Awareness Materials*



## **Steps for Producing Environmental Education & Awareness (EE &A) Campaign Materials**

By  
Dr. Dorcas Otieno.  
Consultant

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### *Preamble*

Environmental Education and Awareness material development for the River Nile Basin is supposed to facilitate knowledge transfer on issues of NBI. The materials should aim at enhancing awareness on the nature of environmental inter-relatedness within the Nile Basin and effects on the communities.

Outlined are the steps that guide into the development of effective materials for EE & Awareness:

- Know why you are producing the materials (What is the objective? And who is your audience? What materials are you producing?)
- Researching your theme (gathering information, fact checking, copyright, people as resource)
- Know your audience (language, style, tone)
- The material development process (make schedule of important issues e.g. distribution date, printing, final proof reading etc)
- Edit for effectiveness
- Proof reading

### Types of EE &A Campaign Materials

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1. Posters
  2. T-shirts
  3. Pamphlets
  4. Banners
  5. Stickers
  6. Badges
  7. Symbols
  8. Graffiti
  9. E-mail as media
  10. Short Message system
  11. Newsletter
- 

### **Service providers**

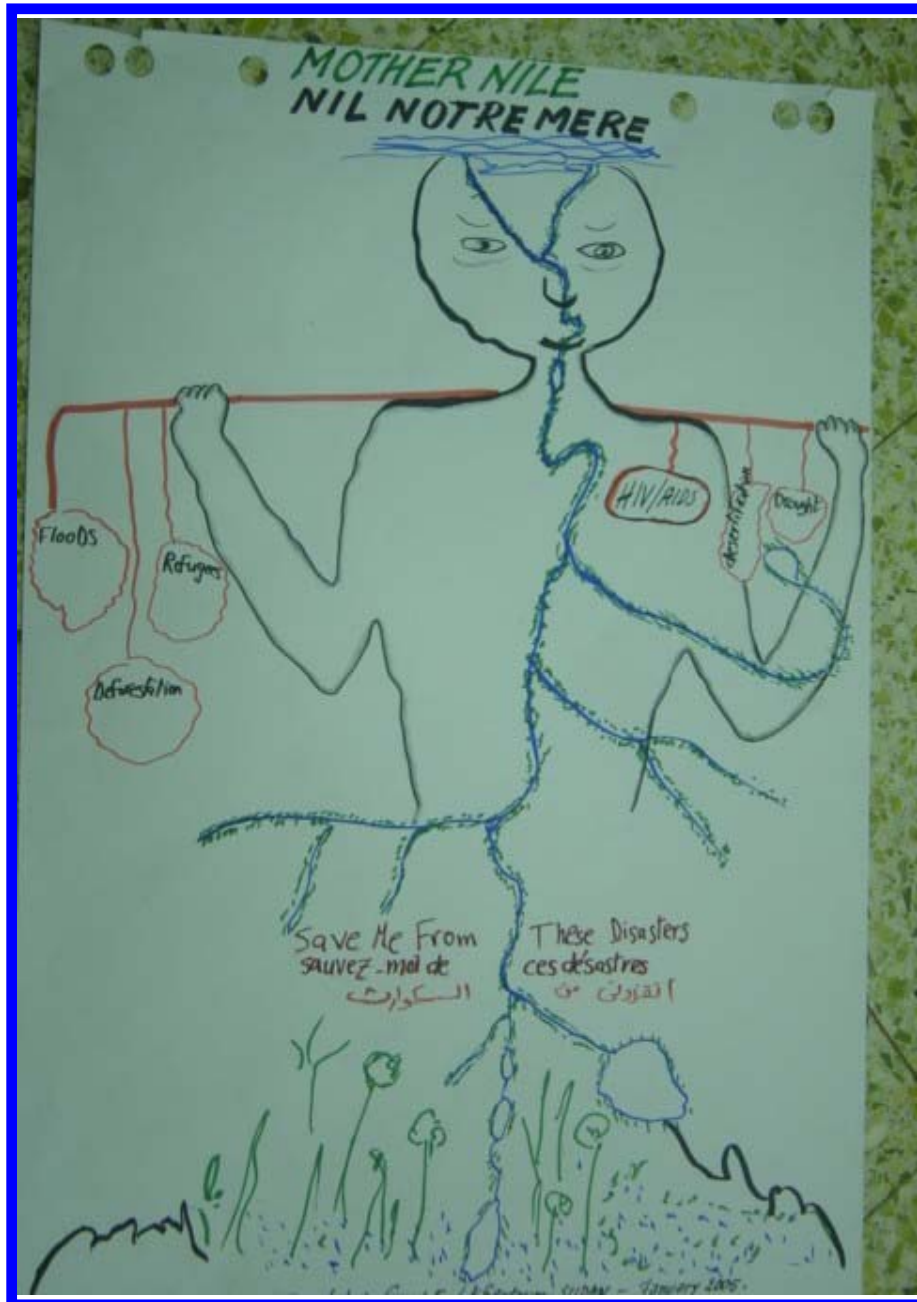
Know how to deal with them. They include:

Writers, Editors, Proofreaders, Photographers, Artists, Designers, Distributors.

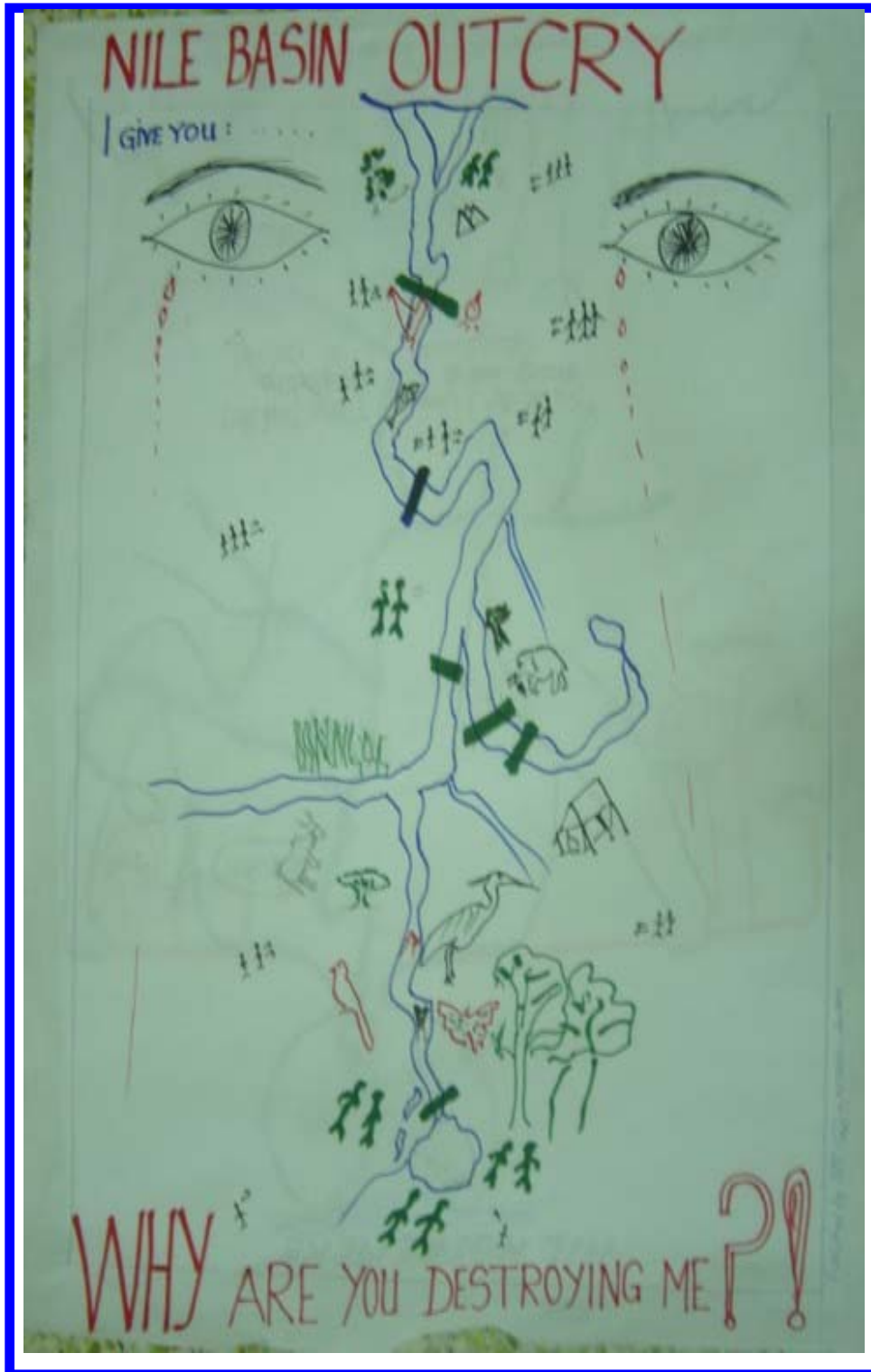
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**Display of Sample EE&A Materials Developed by the Thematic Groups in the Workshop.**



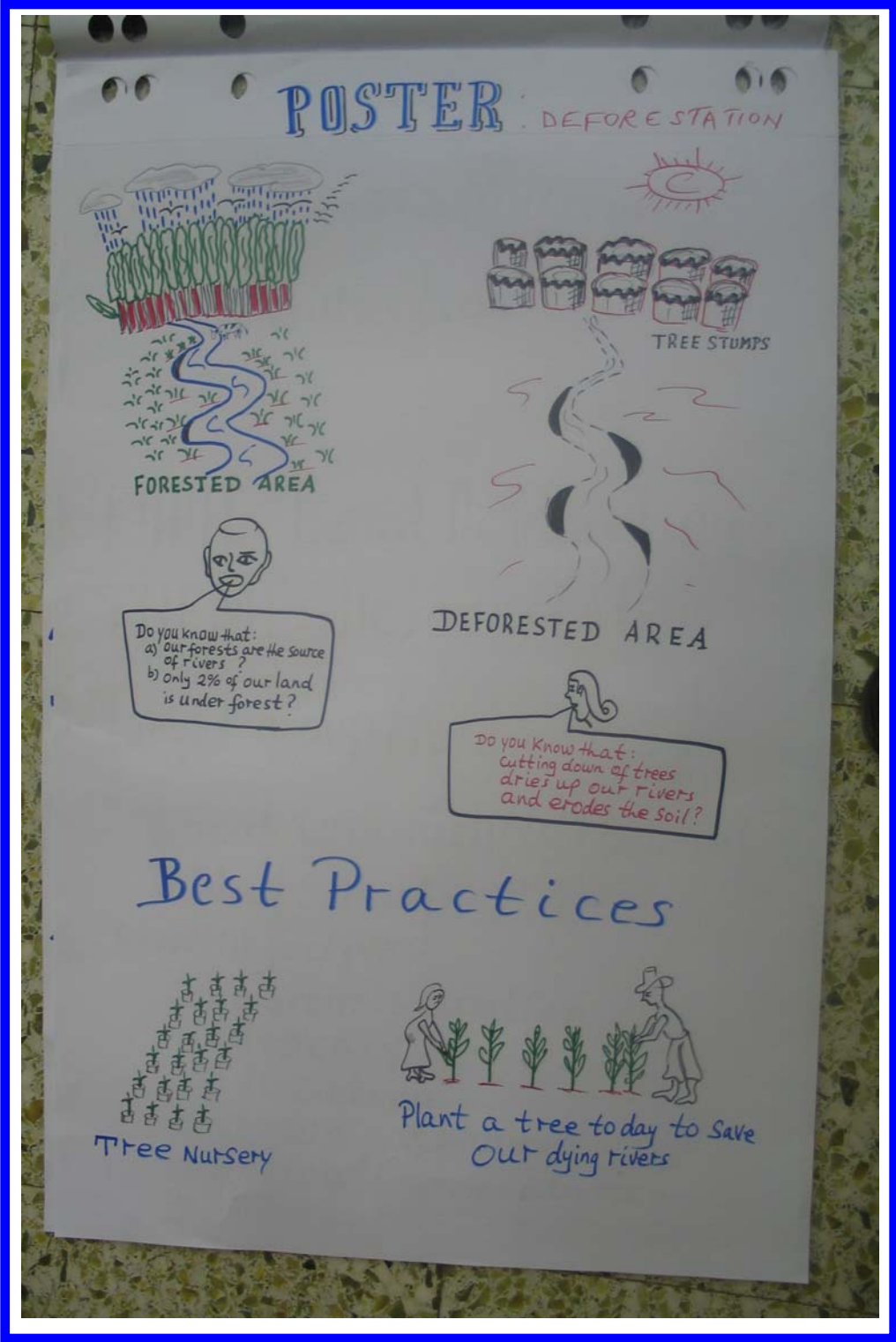
*Poster Developed by the Environmental Disasters Group*



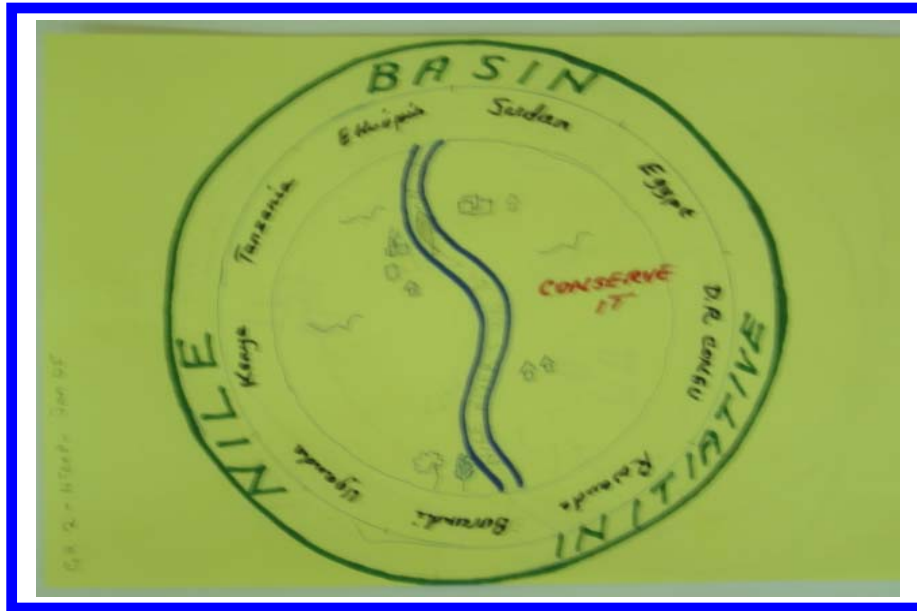
*Poster Developed by the Biodiversity and Wetlands loss Group.*



*Poster Developed by the Water Quality Degradation Group*



*Poster Developed by the Land Degradation (Deforestation) Group*



*Stickers and Banner Developed by Participants*



*Musical Message (On CD) Developed by the Water Quality Degradation Group.*



## Recommendations and Way Forward

- The workshop proposed for similar trainings to be mounted at national levels on material development whereby the trained personnel can transfer the knowledge and skills acquired. This will allow domestication of the training to country needs.
- Drawing from the participants groupworks, activities and discussions, below was a proposed strategy towards the conservation of Nile River Basin resources

### Nile Basin Initiative Strategy

*Preamble:*

The Environmental Education and Awareness Programme of the Nile Transboundary Environmental Action Project (NTEAP) is to plan and facilitate EE & A activities and to exchange knowledge and lessons learned from the Nile Basin experiences.

**Vision( Shared Vision):**

**“To achieve sustainable socio-economic development through the equitable utilization of, and benefit from the common Nile Basin Water Resources”**

This can be done through the following suggested programmes and activities:

	<b>Programme</b>	<b>Activities</b>
1	<b>Training and Capacity Development</b>	<ol style="list-style-type: none"> <li>1. Stimulate competence development for personnel in the education system within the Nile River Basin</li> <li>2. Promote continuing education for professionals in Sustainability</li> <li>3. Introduce and develop management systems for SD in educational institutions</li> <li>4. Stimulate competence development for personnel in the education system</li> <li>5. Curriculum development for ESD courses</li> <li>6. Continue and strengthen the learner attachment programmes</li> </ol>
2	<b>Networking and Partnership</b>	<ol style="list-style-type: none"> <li>1. Support cooperation between educators, researchers and practioners to promote knowledge in SD and skills in EE/ESD</li> <li>2. Promote regional cooperation to improve and support the implementation of sustainability and related professional knowledge and skills</li> <li>3. Support and extend existing regional networks for ESD in the use of common resources wherever possible</li> <li>4. Promote the use of media in the Nile region to inform about and debate issues for SD to reach the general public</li> <li>5. Stimulate international linkages regarding research</li> </ol>

		<p>and development of ESD, and support and initiate networks for experience sharing and joint activities at all levels</p> <ol style="list-style-type: none"> <li>6. Conflict resolution programmes</li> <li>7. Establish link information centers</li> </ol>
3	<b>Policy Development and Implementation</b>	<ol style="list-style-type: none"> <li>1. Establish EE/ESD policy committee TORs within the Nile Basin</li> <li>2. Hold stakeholder workshops on drafting and adoption of policy</li> <li>3. Lobby for curriculum change to incorporate EE/ESD at all level</li> <li>4. Hold campaigns on NBI environmental issues</li> </ol>
4	<b>Material Development</b>	<ol style="list-style-type: none"> <li>1. Stimulate the production of printed materials, internet-based material on EE/ESD learning institutions and communities</li> <li>2. Stimulate methodological, pedagogic and didactic material to support EE/ESD in learning institutions and communities</li> <li>3. Create an ICT system to give easy access to information and resources on EE/ESD</li> <li>4. Produce school books, films and other teaching materials for educators on EE/ESD</li> <li>5. Develop and adopt policy frameworks for EE/ ESD</li> </ol>
5	<b>Awareness Raising and Public Education</b>	<ol style="list-style-type: none"> <li>1. Develop materials for public awareness raising and education</li> <li>2. Organize campaigns, symposia, workshops and seminars</li> <li>3. Develop media programmes on EE/ESD</li> <li>4. Promote and document cultural values of EE/ESD</li> </ol>
6	<b>Research, Monitoring and Evaluation</b>	<ol style="list-style-type: none"> <li>1. Initiate and promote research and development on contents for EE/ ESD</li> <li>2. Stimulate the dissemination of the results of research and issues concerning SD with priority for research that brings together the different dimensions of SD, as well as focuses on issues of local development</li> <li>3. Stimulate the development of management systems for SD in educational institutions</li> <li>4. Develop an environmental data base</li> <li>5. Develop monitoring tools and train the users</li> <li>6. Develop an understanding of particular aspects of EE/ ESD programmes in the region</li> <li>7. Research findings to be used in decision making, reviewing</li> </ol>

# CLOSING SESSION

## Award of Certificates.



*Award of Certificates by Intisar Salih on Behalf of the Regional Project Manager to some of the Participants from top Tanzania, Kenya and DR Congo.*

## **Closing Remarks**

By

Intisar Salih on Behalf of the Regional Project Manager

---

Dear Participants

I am pleased to be with you this afternoon, to officiate over the closing session of this workshop.

Ladies and gentlemen, I believe the experiences you have shared during this workshop will be of great benefit not only to the implementation of the Nile Transboundary Environment Action Project, but to all of you and therefore the whole basin at large.

This workshop is the first among many training of trainers planned for the years to come. The lessons learnt in its facilitation will definitely improve the others.

Environmental education and awareness is key to obtaining and maintaining public support for environmental protection and nature conservation. Because of this, EE&A is central and cross cutting within NTEAP. As Training of trainers in your respective countries, we have no doubt that we will have even more practitioners introduced to the development of EE&A material development.

I am reliably informed that training at National level is already planned and will be underway as soon as the National Working groups undertake their first meeting planned in February to come up with a training schedule, which will take in consideration of your availability to train.

This year's theme of this workshop was "development of campaign material" This theme was chosen to coincide with a simultaneous campaigns in your countries planned for World Environmental day, whose theme is "Green of Cities". It is expected that this training has provided you with sufficient skills for the development of good materials for this important day in the calendar of every environmental project.

The Nile Transboundary Environment Action project will try and make this meeting an annual event. Each year a theme will be chosen depending on the threats indicated in TEA. Let me hope that the same people will participate in this year's workshop planned for September 2005. This will ensure continuity and therefore strengthen the network.

I would like to take this opportunity to thank you for your hard work in the last three days. I am informed that the objectives of the workshop were met despite the delays in changing sitting arrangements. I would also like to thank the facilitator Dr. Otieno for well organized materials for participants and her experience in facilitation.

Finally, ladies and gentlemen, recognizing that cooperative development holds the greatest prospect of bringing mutual benefits to the region, our success depends on our

ability to work as a team so as to overcome the hurdles and exploit the opportunities that have been discussed during this workshop.

It is my sincere hope that the implementation of the outcomes of this workshop will go a long way in furthering our commitment to the noble goal of ensuring a *“clean and healthy environment for all people in the Nile basin”*

Once again, I wish to thank you for your participation and hope that the collaboration started during the workshop will continue to grow and contribute to NTEAP’s, regional vision for sustainable development in this very important river basin on our side of the African Continent.

Let me also give our sincere thanks and appreciation to the Friendship hall authorities for their kind cooperation and action on a short notice. I would also like to thank the PMU staff

It is now my pleasure to declare this workshop officially closed.

God’s mercies to all your destinations.

Thank you

## ANNEX 1

### *Workshop Programme*

#### Regional Environmental Education and Awareness Workshop

#### NTEAP PMU Khartoum

January 15 – 17 2005

#### Friday 14 January 2005

Arrival of participants to Khartoum. Hotel check-in at the KHARTOUM PLAZA HOTEL. Airport pick-up will be arranged by the PMU.

Time	Activity	Comments
As per Flight Schedule	Arrival and registration	PMU shuttle picks up participants from the Airport to the Khartoum Plaza Hotel.

#### **DAY 1 Saturday, 15 January 2005**

**Session 1:** Introduction to NBI-NTEAP

**Objectives:** Participants to gain an understanding of the NBI and NTEAP

**Chair:** Mr. Gedion Asfaw, RPM

**Rapporteur:** Hassan Jaffar – Bilingual Secretary PMU

Tine	Activity	Facilitator
08:30	Welcoming remarks	Gedion Asfaw - RPM
08:40	Introduction of participants	Maushe Kidundo
0900	Overview of Workshop Program	Consultant
0920	Introduction to NBI and NTEAP	Gedion Asfaw, RPM
0940	Micro grants and environmental education	Amir Baker – MG LS
1000	Public awareness on water quality issues	John Omwenga – WQ LS
1030	Clarifications of the three papers	Consultant
<b>Health Break</b>		
1100	Monitoring and Evaluating impacts of EE&A activities	Intisar Saleh – M&E LS
1120	Why Transboundary EE&A activities?	Maushe Kidundo – EE&A LS
1140	Identification of main transboundary EE&A activities (Ref. ESD and EAL/Eco-School Strategies)	Consultant
1230	Clarifications of the papers presented	Consultant
<b>Lunch Break</b>		
1400	Formation of Groups	Consultant

**Session 2:** Development of transboundary cooperative activities

**Objectives:** identify transboundary activities and implementation strategy

**Chair:** Each group to nominate a chairperson

**Rapporteur:** Each group to select a rapporteur

Tine	Activity	Facilitator
1430	Group work	Consultant
1600		
<b>Health Break</b>		
1630	Group Presentations and Discussions	Consultant
1730	House keeping Issues	Maushe Kidundo
<b>End of day one</b>		

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**DAY 2 Sunday, 16 January 2005**

**Session 3:** Introduction to EE&A materials Development  
**Objectives:** Participants to gain knowledge and procedure of material development

**Chair:** Maushe Kidundo  
**Rapporteur:** Hassan Jaffar – Bilingual Secretary PMU

Time	Activity	Facilitator
08:30	Recap	Consultant
08:40	Experiences from participants	Consultants
0900	Basics on Promotional material development. <ul style="list-style-type: none"> <li>▪ Why the materials?</li> <li>▪ What are the issues?</li> <li>▪ Who is the target group?</li> <li>▪ Approaches and policies in material dev.</li> </ul>	Consultant
<b>Health Break</b>		
1100	ESD and EAL concepts in EE & A material Development	Consultant
1200	Group formations	Consultant
<b>Lunch Break</b>		
1400	Preparing to develop EE & A materials (selecting the types materials, developing the ideas, getting the materials and making preliminary drafts of each)	Consultant
1500	Groups display their work and share their experiences of this process	

THIS SETS STAGE FOR “HANDS- ON” MATERIAL DEVELOPMENT FOR DAY 3

**DAY 3 Monday, 17 January 2005**

**Session 5:** Materials Development: case studies on Eco-schools in Kenya  
**Objectives:** Participants to gain knowledge and procedure of material development

Time	Activity	Facilitator
08:30	Recap	Consultant
08:40	Eco-Schools, Kenya case on material development process	Consultant
<b>Health Break</b>		
1100	Material development continues	Consultant
<b>Lunch Break</b>		
1400	Display of groups’ draft materials produced	Consultant
1420	Groups to lead participants into Rapid Critical Evaluation on their product materials	Consultant
1500	Recommendations/Wayforward	
1530	Workshop Evaluation/House keeping	Consultant
1700	Official Closing Remarks	Gedion Asfaw - RPM

## ANNEX II

### *Workshop Evaluation*

#### **Regional Environmental Education and Awareness Workshop**

**NTEP PMU**

**January 15<sup>th</sup> – 17<sup>th</sup> 2005**

The participants based on the following variables evaluated the three days training workshop on the final day:

1. A – GENERAL EVALUATION: (a) Time allocated for the Workshop  
(b) Overall benefit of the workshop  
(c) Quality of the training  
(d) Venue of the Workshop/Its Location  
(e) Workshop Facilities and Administration  
(f) Organization of the course  
(g) Achievement and Objectives
  
2. B - SPECIFIC ASPECTS OF THE WORKSHOP.

These related to the different topical papers presented during the training workshop.

- (a) Adequacy of the content
- (b) Relevance
- (c) Mode of presentation

3. The consultant also used informal interactions to rate the workshop performance

#### **Tabulated Results**

1. The participants indicated that the workshop was of immense benefit to their course of work
2. Training was rated to have been of *very high quality*
3. Participants applauded the workshop organization
4. 70% participants indicated that the sessional papers presented were relevant to the objectives of the workshop
5. Whereas 24.6% of the commended the papers presented to have been of excellent standard in terms of adequacy of content, Relevance to the workshop objectives and well presented, 5.4% indicated that the papers presented required improvement, specifically on the depth of the content.

However, participants felt the following key issues required revisiting

1. Time allocated for the workshop – was noted to have been shorter
2. Venue of the workshop – initial venue was not suitable and that necessitated changing venue during the course of the workshop



- *Groups' work*- Terms of Reference for groups should be communicated clearly to the participants for achievement of good outputs. Participants should also seek points of clarification if necessary before starting to work.
- *Workshop Logistics* – travel, accommodation and venue arrangement can be time consuming and especially for such a short training. If possible, participants should arrive a day prior to the workshop in order to orient themselves to the place and have a same start with the rest of others. It is important that the workshop organizers check on the venue and accommodation facilities to ascertain their suitability before the workshop starts.
- *Participants selection*- the participants selection to such a regional training should, be preferably done at the participating country level assessment and/or by National focal points. This will ensure the right participants attend and country needs are addressed.
- *Workshop Facilitation*- Field activity would add value to the training where the participants can have hands-on and follow-up activities designed to ensure transfer of knowledge after the workshop

## ANNEX III

### List of Participants

#### Regional Workshop Environmental Education and Awareness Workshop

January 15-17, 2005

PMU, Khartoum

Name	Address	Name	Address
Gabriel Hakizimana	EE&A Coordinator Institute National pour L'Environnement et la conservation de la nature INECN). B.P.2557 Bujumbura, Burundi hakizimanag@hotmail.com	Cyprian Bishangara	Director Environment, Ministry of Land, Environment, Forestry and Natural Resources. -Rwanda bishangara@yahoo.fr
Dany Mpolesha	EE&A coordinator Ministry of Water Resources Management & Environment. P.O. Box 761KIN XI Av.Pumbu # 35 , Kinshasa 1 D. R. Congo danympolesha@yahoo.fr	Anna Maembe	Director of Environmental Communication and Outreach National Environment Management Council (NEMC) P.O.Box 63154 Dar, Tanzania amaembe@yahoo.com
Amal Taha	EE & A Officer Egyptian Environmental Affairs Agency- Ministry of state for Environmental Affairs. P.O. Box 11728 30 Misr Halwan Rd Maadi, Cairo , Egypt amaltaha26@hotmail.com	Beatrice Adimola	Coordinator Environmental Education and Awareness National Environment Management (NEMA)- NEMA House, 1 <sup>st</sup> floor, P17/19/21 Jinja Road, P.O.Box 22255, Kampala, Uganda badimola@nemaug.org
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Ms. Ikhlas Mohmed Hussein	High Council for Environment & Natural Resources P.O. Box 10488 Khartoum, Sudan	Mohamed Ahmed Abakr	High Council for Environment & Natural Resources P.O. Box 10488 Khartoum, Sudan

#### Resource Persons

NO.	NAME	TITLE	ORGANISATION
1	Gedion Asfaw	Regional Project Manager.	Nile Transboundary Environmental Action Project NTEAP, PMU P.O. Box :2891 Al-Jamhorya Street, Plot 15 Khartoum Sudan
2	Amir AbuBaker	Microgrants Lead Specialist	Nile Transboundary Environmental Action Project NTEAP, Project Management Unit (PMU)
3	Intisar Salih	Monitoring & Evaluation Lead	NileTransboundary Environmental Action Project (NTEAP)

		Specialist	PMU
4	Mausche Kidundo	Environment Education Lead Specialist	Nile Transboundary Environmental Action Project (NTEAP) PMU
6	John Omwenga	Water Quality Lead Specialist	Nile Transboundary Environmental Action Project (NTEAP) PMU
7	Ronald Okounzi	Finance & Procurement Lead Specialist	Nile Transboundary Environmental Action Project (NTEAP) PMU
8	Mohammed Rahim	Web Page Publisher	Nile Transboundary Environmental Action Project (NTEAP) PMU
9	Fadia Elmubarak	Bilinigual Secretary	Nile Transboundary Environmental Action Project (NTEAP) PMU
10	Hassan Abbas	Bilinigual Secretary	Nile Transboundary Environmental Action Project (NTEAP) PMU
11	Dr. Dorcas B. Otieno	Consultant NBI-NTEAP Ist Regional EE&A material Development Workshop	Ex Director Kenya Organization for Environmental Education. P.O Box 59468 Nairobi, Kenya. Tel/Fax 7122503 E-mail dorcasotieno@koeec.org

