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

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

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

- Established by the SADC Council of Ministers in 1993 (through then SADC ELMS)
- Started operating 1997 when implementation partners were secured (15 year booklet)
- A regional response to environmental and sustainability challenges of our times
- Currently supported by the Swedish International Development Cooperation Agency (Sida) but coming to an end on December 31 2012.
To enable Environmental Education (EE) and Education for Sustainable Development (ESD) practitioners in the SADC region to strengthen EE and ESD processes for equitable and sustainable development choices and poverty alleviation.

All sectors
The SADC REEP Objective is achieved through

- **Research**
- **Resources**
- **Networking**
- **Training**
- **Policy**

SADC Regional Environmental Education Programme
One team, 15 nations

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

Threats to the future
• Poor human capacity and capabilities
• Health risk and human well-being
• Food insecurity
• Environmental degradation; Climate change
• Institutional efficacy

Opportunities
Upscaling best practices
e.g. Water harvesting, sustainable agriculture, aquaculture, solar technology,
Some of the Issues
Main dimensions of SADC REEP POLICY work

- Alignment with SADC RISDP fore grounded in all activities
- Development of EE Policy guidelines, Policy briefs and a workbook
- High-profile seminars
- Linking sectors
Main dimensions of SADC REEP Networking and Partnerships work

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

- Regional knowledge resources
- Learning Support materials Skills Development
- ICT-enhanced environment and sustainability learning
- Website
Main dimensions of SADC REEP Training work

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

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

Aim: To strengthen EE/ESD mainstreaming and practice in institutions through working with individuals
New orientations to education meant to respond to environment and sustainability issues need that we foreground capability and agency in capacity development.

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

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

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

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

(from Sisitka, 2010)
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Framework of Change Project

**COURSE CONTEXT**

Take back Assignment as change project with cultural/mediation tools

**WORKPLACE Context**

Re-engagement with one’s work and community of practice using cultural/mediation tools

Inherent professional development interactions with community of practice

Pre-course Assignment in the form of an audit report

Audit is transformed into change project using cultural/mediation tools

On-course professional development processes using cultural/mediation tools

Pre-course Assignment brief

Cultural/mediation tools of the course
Main dimensions of SADC REEP Research work

- ESD Research network (10 Universities in 8 countries)
- MESA Chairs: Universities of Botswana, Swaziland, Zambia
- Journal
- CCE writing with UNISA
- Important Environment sector (SADC REEP) link to SADC Education sector made a key area needing follow-up quite soon for institutionalisation and capacity development.
SADC Regional Capacity Assessment to Implement Environment, Sustainable Development and Education Agreements 2011

A myriad of capacity gaps and needs at:

- Institutional level
- Systemic level
- Individual level

- Final Project Evaluation (2012)
Some lessons learnt

▪ Leaders are critical in taking agency for integrating environment and sustainability in cross-sectoral, cross-boundary sustainability work at policy and practice levels.

▪ There are problems of *policy synergy* at country and regional levels. ➔ an *inter-sectoral approach* in policy development and implementation is required (esp. Environment, Education, Agric, Social Development..); a silo approach.
Some lessons learnt

- There is a lack of clarity on what sustainable development means in a Southern African context. ➔ critically reflexive capacity development is required

- This is supported by the recent ‘Outcome Document on Education and Biodiversity Conservation’ from COP 11 of the CBD (CBD/CEE, Oct 2012: see page 9)
Some lessons learnt

- **Learning networks** for EE / ESD are critical in linking policy with practice and as fora for information sharing and exchange and capacity building,

- e.g. National EE Network representatives forum; mainstreaming Environment and Sustainability in African Universities (MESA) Curriculum Developers network; ESD Teacher Education Network; Environmental Education Association of Southern Africa (EEASA)
Thank you