

Strengthening Capacity to Act: MESA Universities Partnership

**A UNEP-Initiative for the UN-Decade
of Education for Sustainable
Development**

Environmental Education and Training
UNEP

Prof. Joseph Gitile Naituli, PhD
Strathmore University



Snapshot

- MESA stands for Mainstreaming Environment and Sustainability into African Universities
- MESA is an initiative by UNEP (in close collaboration with UNESCO, AAU, UNU/GVU, NBI, SADC/REEP, EFI) to support the United Nations Decade of Education for Sustainable Development (UN-DESD)
- It recognizes and builds on a number of commitments made by higher education bodies globally and regionally including the Ubuntu Alliance
- MESA has been developed by UNEP and its partners to support the mainstreaming of environment and sustainability concerns into teaching, research, community engagement and management of universities in Africa
- MESA is designed to start a movement at participating universities where ESD issues will be part of all programs over the next 8 years. The programme will be evaluated periodically in the course of the decade.



MESA aims to . . .

- Support & strengthen the human capacity in African institutions to create innovative learning systems to address environment & developmental challenges
- promote a scientific knowledge base about ESD, meant for all students and staff, and the creation of skills to raise awareness and bring across specific issues
- provide a platform for dialogue and collaboration for universities, civil society, communities and the private sector on sustainable development projects at the local levels
- support and recognize innovations in African Universities that respond to Africa's most pressing economic, social and environmental challenges and opportunities
- Promote South South, North South partnerships to consolidate ESD in African universities



Within UNEP

- Run issue specific education programmes together with relevant UNEP units to influence curricular and build institutional capacities for mainstreaming;
- Adapt and utilize UNEP's wealth of resource materials and products into innovative and practical learning tools for the strengthening of teaching and research in African universities i.e. Sustainable Societies Course - Africa will integrate UNEP's Global Environment Outlook (GEO), Africa Environment Outlook and Education for Sustainable Development Innovations Kit for African Universities.



Within UNEP

- According to the Executive Director of UNEP (Mr. Achim Steiner) UNEP's resources should not be limited to influencing capacity building of government officials only. To be cost effective, they should be mainstreamed into the educational systems for the future generations. He added that if some of the ideas had been applied say 30 years ago, the World would have been different today.



Its Components . . .

The background of the slide features a collage of scientific and environmental imagery. At the top, there are laboratory flasks containing blue and red liquids, with green lines representing chemical pathways or data trends. A small globe of the Earth is visible in the upper right corner. The overall theme suggests a focus on science, technology, and sustainability.

- **ESD Innovations workshops and train the trainer programmes on various themes**
- **Innovative learning materials on environment and sustainability themes**
- **An awards programme for ESD Innovations**
- **Student awards for innovative student initiatives**
- **Seminars for University Leaders**
- **MESA Government/ Private Sector/ Civil Society Forum**
- **A biennial conference**
- **Pilot programmes promoting action research**
- **The MESA Business Campus**
- **Monitoring and Evaluation Process**

MESA in 2006

- Open MESA Lecture with Hans van Ginkel, Director UNU, as a guest speaker took place at Kenyatta University, Nairobi
- Leadership Seminar, involving Vice Chancellors, University Associations, Ministries of Education and the African Association of Universities
- Two ESD Innovations workshops to train university lecturers and professors on the integration of environment and sustainable development (ESD) issues into their universities
- At the end of the workshop, all participants developed an action plan that should help them to advocate for the mainstreaming process at their home institutions
- RCE workshop in collaboration with UNU and UNESCO

MESA in 2007

The header features a 3D rendering of laboratory glassware. On the left, a beaker contains blue liquid. On the right, a graduated cylinder contains red liquid. A small globe of the Earth is positioned at the top right, partially overlapping the red liquid. Green, glowing, curved lines resembling DNA or chemical pathways are superimposed over the glassware.

- Evaluation
 - Partners Review Meeting
 - First MESA Awards at WEEC
 - Production of project document for fund raising
 - Workshop on Developing AEO into a learning material for African Universities
 - Development of pilot Sustainable Societies Course - Africa
 - Youth Environmental Sustainability - Africa Programme
 - Mobilization of policy makers
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- The background of the slide is a light gray with a faint, larger-scale version of the laboratory glassware and green lines seen in the header. On the right side, there is a vertical strip featuring a blue 3D puzzle piece that fits into a larger blue structure, suggesting a process or a completed part of a project.

MESA in 2008

The background of the slide features a collage of scientific and environmental imagery. At the top, there are two Erlenmeyer flasks; the left one contains blue liquid and the right one contains red liquid. A green, glowing, intertwined line, resembling a DNA helix or a molecular structure, arches over the flasks. In the upper right corner, a small globe of the Earth is visible. On the right side of the slide, there is a vertical strip showing a blue, stylized molecular or structural model.

- Strengthening MESA at National level
- Mobilizing university leadership
- Revision of Toolkit
- First Biennial MESA Conference
- Development of GEO module for universities
- Promote pilot projects linking universities, civil society, communities and the private sector at the local level

MESA Phase 1 goals

The background of the slide features a 3D rendering of laboratory glassware. On the left, a beaker contains blue liquid. On the right, a graduated cylinder contains red liquid. A small globe of the Earth is positioned near the top right of the cylinder. A green, glowing, swirling line or ribbon is draped over the top of the glassware.

Goal - Establish an active network of African Universities willing to participate in mainstreaming environment and sustainability issues

Result as at May 2007 - A network of 64 African universities in 32 countries has been established

Goal - Establish a partnership framework for the MESA programme, with active participation from partners

Result as at May 2007 - A partnership framework involving more than 20 partners has been established for the MESA partnership programme


MESA Phase 1 goals

The background of the slide features a 3D rendering of laboratory glassware. On the left, a beaker contains blue liquid. On the right, a graduated cylinder contains red liquid. A small globe of the Earth is positioned near the top right of the cylinder. A green, glowing, swirling line or ribbon-like structure arches over the beaker and cylinder. The overall aesthetic is scientific and modern.

- Goal – Establish a training programme with a toolkit of flexible materials for use by African academics to conceptualize and plan for multi-disciplinary ESD Innovations in a range of University disciplines
- Result as at May 2007 - A trans-disciplinary training programme entitled *ESD Innovations Programmes for Universities in Africa* has been developed, with a toolkit of flexible materials and is in use in the MESA network. 750 copies of the materials have been distributed for use.
- Goal – Translate the training programme into at least one of the following languages: French, Portuguese or Arabic, to expand the programme into all regions of Africa.
- Result as at May 2007 - The training programme and materials have been translated into French.


MESA Phase 1 goals

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- Goal – Run three pilot training programmes involving a minimum of 60 Academics from African Universities
 - Result as at May 2007 - Three pilot training programmes have been run involving 87 academics and partners involved in the MESA programme
 - Goal – Establish a MESA Leadership Seminar Programme with an annual high profile MESA lecture
 - Result as at May 2007 - A MESA Leadership seminar programme was established, with the first annual high profile MESA lecture held in Nairobi, Kenya in May 2006.
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MESA Phase 1 goals

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- Goal – Establish a follow-up mechanism to communicate with the MESA network and to monitor progress.
 - Result as at May 2007 - An on-line community of practice was established by the Global Virtual University. A follow up audit has been undertaken with all MESA course participants to monitor progress. Two follow up workshops with MESA participants have been hosted.
 - Goal – Establish an awards framework for MESA ESD innovations
 - Result as at May 2007 - An awards framework will be finalized at this meeting. First MESA awards to be presented at the World Environmental Education Congress, Durban (July 2007).
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Overall results / impacts of the project


- The project has, through its participatory approach, established a social mobilization process and a network of participating African institutions and partnerships for mainstreaming environment and sustainability into Higher Education in Africa. It has, to date, been successful in mobilizing the participation of 64 African Universities in 32 countries for mainstreaming environment and sustainability into African Universities.

Overall results / impacts of the project

- Lecturers are more confident, committed and knowledgeable about environment and sustainability issues (i.e. professional development has taken place), for example
- *“My knowledge base has been greatly expanded, I am better placed to contribute to policy formulation, my teaching and research has taken an international approach, and I am more passionate in contributing to solving societal environmental problems through my profession”*
- *“It has exposed me to other intellectuals, it has raised my environmental awareness, it has increased my interest in research”*
- *“So many lessons have been learned from the MESA experiences which have contributed to my professional development. Being part of the MESA formulation process provided me an opportunity to learn from experiences of academics from Africa and abroad. I have also acquired new and innovative ways of approaching my analysis of ESD issues and delivery of ESD within the local university curriculum. Moreover, I have learnt about the relevance of networks and collaborative work within the academic areas of action i.e. teaching, research and community outreach. The explanation cannot be exhausted”*

Overall results / impacts of the project

The header features a decorative background with laboratory glassware. On the left, a beaker contains blue liquid. On the right, a graduated cylinder contains red liquid. A green loop, resembling a molecular structure or a piece of string, is draped over the top of the beaker. In the upper right corner, a small globe of the Earth is visible.

- Various initiatives are underway to integrate environment and sustainability issues into existing courses and programmes (i.e. courses are being re-oriented to include a sustainable development focus). Participating University professors report high levels of success with this work, for example.
 - *“Well, from the beginning, my intention was not to introduce a new course at this stage, but at least to introduce a chapter in all courses concerning the link between the course and environmental management. In this regard, I am successful, since all courses in the department of Land Resource Management and Environmental Protection have now introduced such a concept”*
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- A large, stylized blue puzzle piece is positioned on the right side of the slide, partially overlapping the text area. It has a 3D effect with a blue gradient and a shadow.

Overall results / impacts of the project

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- There is evidence that new courses and research programmes have been initiated as a result of the MESA intervention.
 - There is evidence of broader programmatic changes, but there is also a recognition that this process takes time due to programme approval cycle in Universities (normally a 3-5 year process).
 - There is evidence of country-level mobilization involving national networks of Universities in MESA objectives, although most of these processes are still in 'start up' phase. For example:
 - *"We are creating a national working group for MESA – discussions with identified partners are ongoing – we will need support to hold a national workshop in 2007"*
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- A large, stylized blue puzzle piece is positioned on the right side of the slide, partially overlapping the text area. It has a 3D effect with a metallic blue sheen.

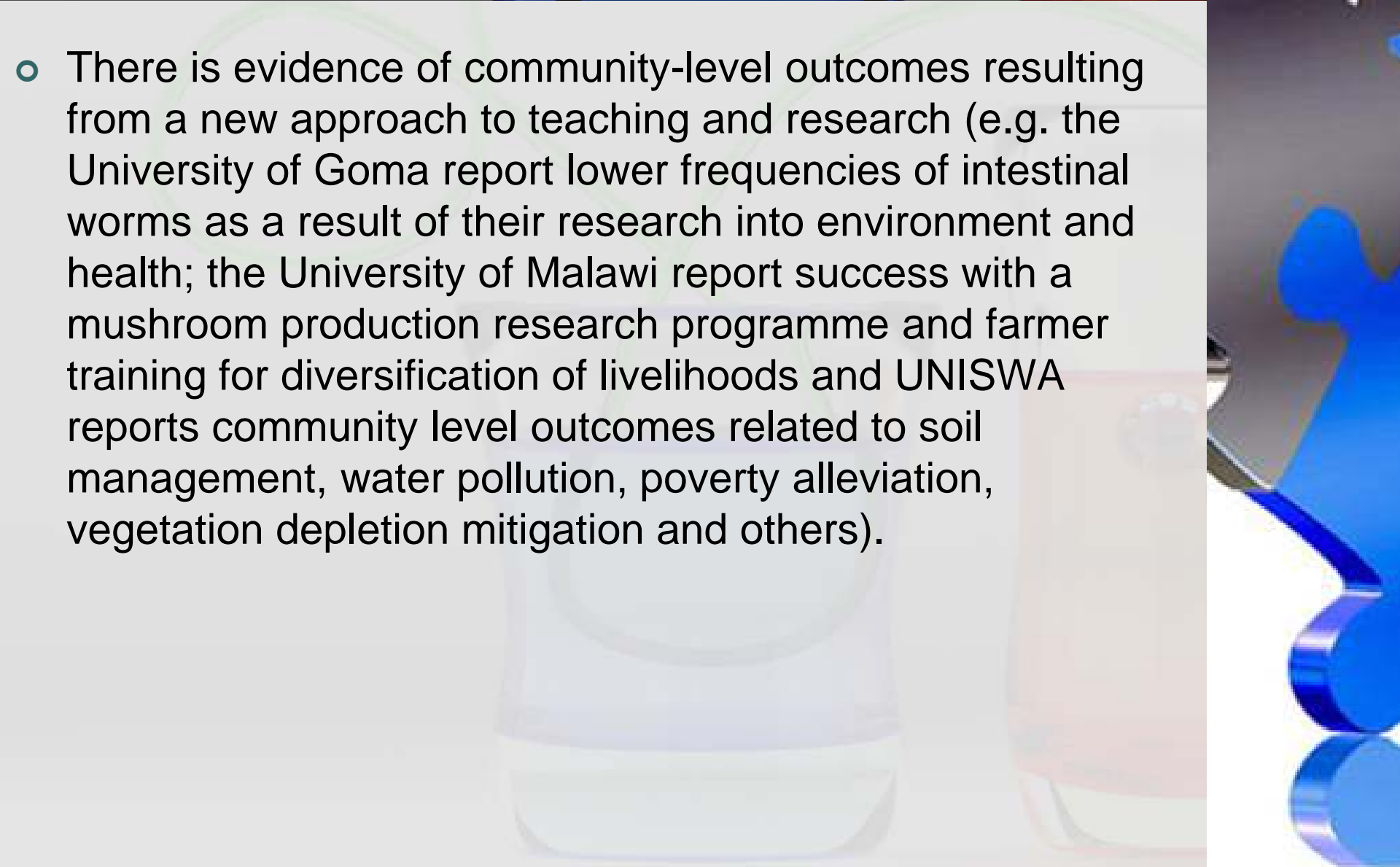
Overall results / impacts of the project



- There is some evidence of sub-regional mobilization involving different countries networking at sub-regional level (e.g. North Africa universities from Algeria, Tunisia and Morocco have been briefed on the MESA programme, and interest is developing to take part in the MESA initiative; in Southern Africa a MESA training programme for southern African Universities is being planned for August in Zambia; in West Africa a network of institutions in Francophone African countries has been established).
 - E-learning and course design support from the Global Virtual University appears to be providing local level and inter-university and inter-country support for course development within a networked structure.
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Overall results / impacts of the project

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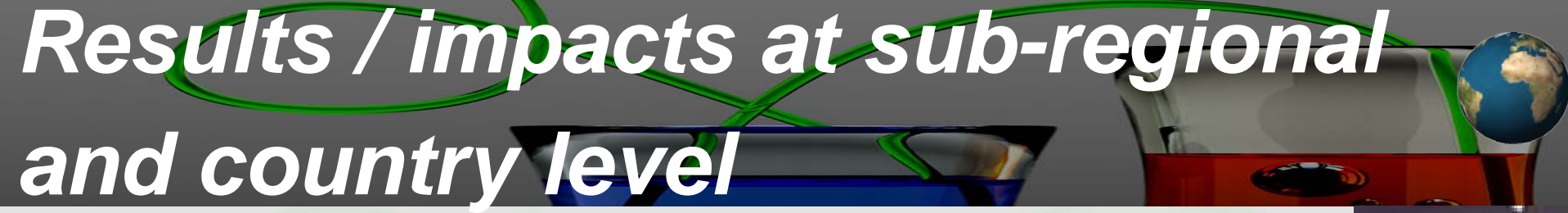
- There is evidence of community-level outcomes resulting from a new approach to teaching and research (e.g. the University of Goma report lower frequencies of intestinal worms as a result of their research into environment and health; the University of Malawi report success with a mushroom production research programme and farmer training for diversification of livelihoods and UNISWA reports community level outcomes related to soil management, water pollution, poverty alleviation, vegetation depletion mitigation and others).
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- The background of the slide is a light gray with a faint, larger-scale version of the laboratory glassware and green loop motif seen in the header. On the right side, there is a vertical strip featuring a blue puzzle piece that fits into a larger blue shape, symbolizing the project's contribution to a larger whole.


Overall results / impacts of the project

The background of the slide features a 3D rendering of laboratory glassware. In the foreground, there are two Erlenmeyer flasks: one on the left containing a blue liquid and one on the right containing a red liquid. Behind them, a larger beaker is partially visible. A green, glowing, swirling line or ribbon is draped over the top of the flasks. In the upper right corner, a small, realistic globe of the Earth is positioned. The overall aesthetic is scientific and professional.

- At the end of Phase 1 of the MESA programme impacts are therefore mainly visible at the level of individual professional development and course and programme development levels.
- There are, however, also emerging outcomes at a broader national and sub-regional levels, and some early signs of impact at community level.
- Of significance is the **participatory strategy** adopted by MESA, which is aimed at social mobilization at a local level. It supports and encourages collective management of university-driven processes for sustainability, after initial exposure to UNEP and partners. The MESA open process approach promotes ownership by both partners and participants, and leads to different results in different contexts.

Results / impacts at sub-regional and country level

The header features a 3D-rendered scene with a small globe on a stand to the right, and several laboratory flasks containing liquids of different colors (red, blue, green) on the left. A green, glowing, abstract line or tube structure weaves through the scene, connecting the flasks and the globe.


- MESA has greatly increased the pool of professionals working on environment and sustainability related issues, and has generated informal access mechanisms to this pool of professionals, for example:
 - *“When I had to put up a Climate Change consultative meeting at short notice, the MESA network became handy to assist in identifying relevant participants from SADC”*
 - Informal working relationships exist between participating universities at sub-regional level, although formal structures / co-ordination mechanisms for MESA linked sub-regional networks have not been put in place, and are not functioning.
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- A vertical strip on the right side of the slide shows several interlocking blue puzzle pieces, some of which are partially visible and appear to be floating or stacked.

Results / impacts at sub-regional and country level

- The MESA initiative being taken up through various networking structures and partnership support efforts in three of Africa's sub-regions (Southern Africa, West Africa, East Africa), although these are not necessarily aligned with mainstream Higher Education Structures and development initiatives at sub-regional and country level.
- In some countries national level MESA initiatives are being established (DRC, Nigeria, Cameroon, Ghana, Swaziland etc.), again these are not necessarily aligned with mainstream national Higher Education Structures and development initiatives. There is evidence that MESA is fostering national level co-operation, for example:
- *MESA has enhanced networking within the 5 colleges of the University of Malawi, Mzuzu University and the planning team for a new University of Science and Technology.*
- There is some evidence of a strengthening of environmental club activities in Universities

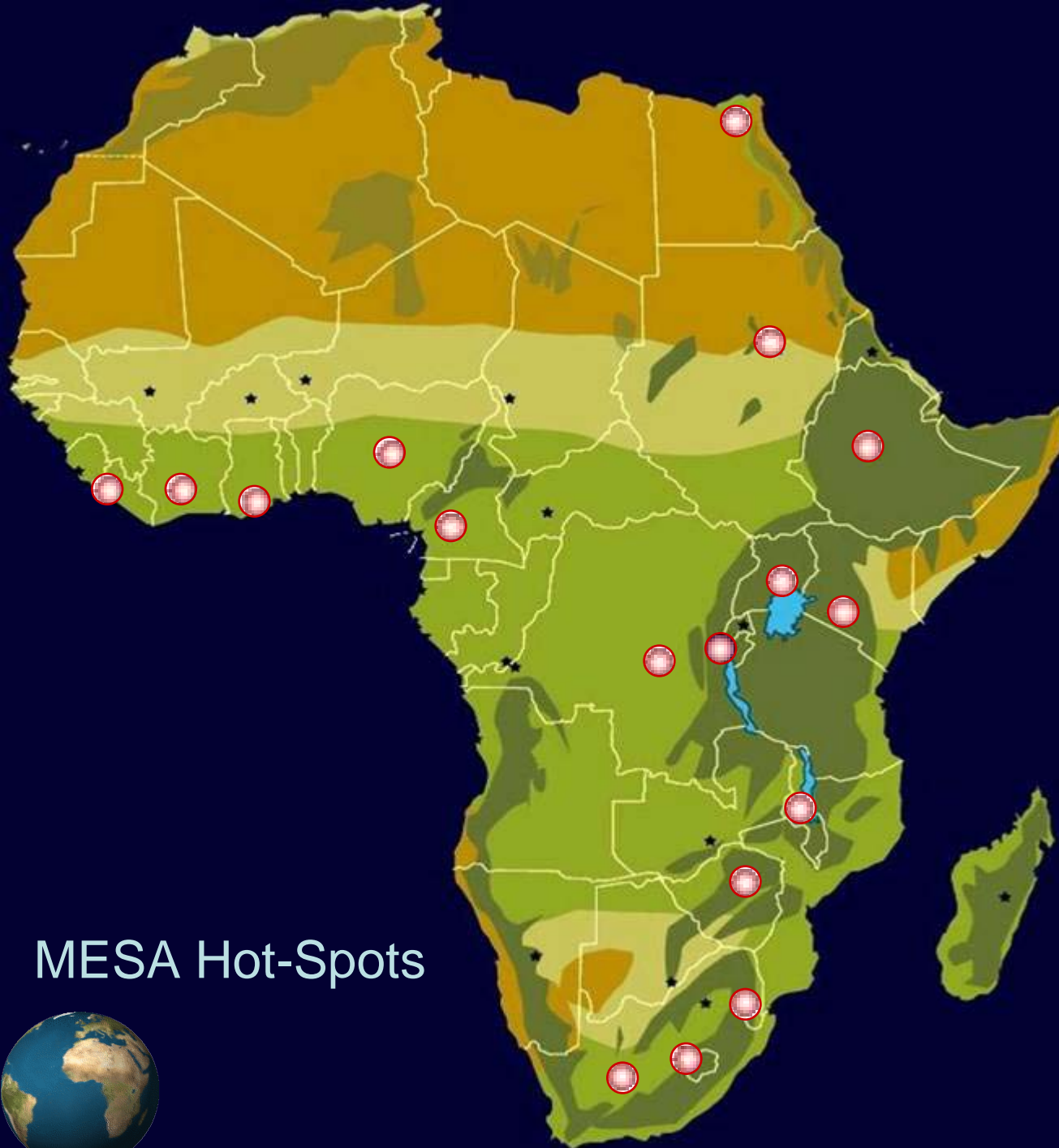
Results / impacts of the project on individuals



- There is clear evidence that the project has contributed to the professional development and confidence of university lecturers involved in mainstreaming environment and sustainability issues into a variety of higher education programmes.
 - Increased local level networking (in faculties, across university departments and colleges and between university and community)
 - Increased sense of 'renewal' amongst participating staff, with new commitment to environmental issues and concerns and renewed motivation for research that benefits communities
 - Re-orientation of existing programmes and conceptualization of new dimensions/ directions for existing programmes
 - Increased interest in research involving environmental issues
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MESA HOT-SPOTS



MESA Hot-Spots

- Cameroon
- Cote D'Ivoire
- DRC
- Egypt
- Ethiopia
- Ghana
- Kenya
- Lesotho
- Liberia
- Malawi
- Nigeria
- Rwanda
- South Africa
- Sudan
- Swaziland
- Uganda
- Zimbabwe



Country Reports

Feedback provided by Prof. Samuel Ayonghe

- **Establishing a national network with other universities for ESD**
- **Establishing a Regional network with Universities in Chad, Central Africa Republic, Gabon and Republic of Congo for ESD training;**
- **Utilizing guidelines adopted from Case Studies to conceive ways of implanting sustainability into their degree programmes**
- **Meeting of MESA resource persons planned for early 2007 to evaluate the state of implementation**
- **Ongoing revision of existing university syllabi to include ESD as key objectives in all the six (6) degree programmes;**
- **Plans to conduct a two-day meeting for appropriate authorities of Ministries of Higher Education to be held in Cameroon.**

Feedback provided by Prof. Pascal Houenou

- **The action plan focuses on strengthening the ESD-efforts in Francophone countries**
- **Translation of the MESA training toolkit into French with sponsorship from UNESCO**
- **A MESA training workshop is being held right now in Benin for Franco-phone countries with sponsorship from UNESCO DESD focal point**
- **Partnerships with IDRC, UNESCO has yielded financial aid which has been used for core activities**
- **Working on filling the gap between Anglophone and Francophone countries through access to UNEP's online programme (OARE) which is required by African universities.**

Feedback provided by Prof. Taba Kalula, Faculty of Sciences

- Briefing of rector about MESA
- Keynote on MESA during a workshop on environmental education, which led to an intensive debate on the appropriate methods to introduce MESA in education – either by introducing a separate course or by including it in existing courses.
- Key documents need to be translated into French to enable the MESA network to operate in Francophone countries
- Discussion on MESA with the officer in charge of Universities curricula at the Ministry of Education. This resulted in an invitation to speak about MESA to ministry officials

Suez Canal & Cairo University

Suez Canal University

- **Willingness of university management to support MESA, its objectives and to explore possibilities of e-learning by getting officially affiliated with the Global Virtual University.**

Cairo University, Education Department

- **Start up phase planned for February 2007.**

Cairo University, Department of Educational Media

- **Results are not yet clear as implementation planned for the winter term.**
- **Workshop already held on e-learning with UNU/GVU**

Mekelle University

Feedback provided by Wolde Mekuria, Lecturer

- All instructors in the Department of Land Resource Management and Environmental Protection included one chapter about the link between their courses and sustainable development as part of their courses.
- Training for 75 graduate students in the Department of Land Resource Management and Environmental Protection at Mekelle University has been conducted
- Tree planting with the Land Resource Management and Environmental Protection and Environmental Club to raise students' awareness on environmental issues

Kenyatta University

Feedback provided by Ayub Macharia, Department of Environmental Sciences

- **Acceptance of MESA by the department and School of Environmental Studies and Human Sciences.**
- **Implementation of an interdisciplinary course on ESD at both undergraduate and postgraduate level**
- **A curriculum review of the Bachelor of Environmental Sciences to check on the compatibility with the MESA programme. Integration of MESA ideals in the reviewed curriculum in the Dept. of Environmental Sciences.**
- **A Vice Chancellor driven “beautification” programme (i.e. to enhance overall aesthetics of the University) in line with environmental friendly practices**
- **University examinations in the Environmental studies department must include an ESD- component**
- **All student projects and researches must now have an ESD- component**
- **The book “Environment and Sustainable Development: A Guide for Tertiary Education in Kenya, Volume II. Launch of the book planned for January 2007.**

University of Nairobi

Feedback provided by Dr. Evans Kituyi

- The Department of Chemistry, University of Nairobi (UoN) revised their syllabus for the first time in 20 years in order to contribute to the sustainable development objectives of Kenya, to respond to emerging development needs and challenges while taking cognition of the need to innovate towards ESD, to supply well trained manpower who will provide the necessary inputs to enable policy makers present a strong case in international fora on such issues touching on the Environment.
- Critical examination of processes and international agreements calling for the integration of sustainability considerations into science and technology training such as the 10-Year framework of programmes for sustainable consumption and production, Lueneburg Declaration on Higher Education for Sustainable Development and The UNDESD, all of which stress the need for universities in developing countries to review their roles in national development processes; The African Ministerial Conference on Science and Technology (AMCOST) which endorsed Science and Engineering Curriculum reforms in African universities as a flagship programme of NEPAD.

University of Nairobi

Feedback received by Ms. Jane Dwasi, Lecturer, Faculty of Law

- The university has incorporated environmental education for sustainable development in the “Contemporary Legal Problems Course” (GPR 315). The course has a Law and Development and Environment and Development component, to help students understand the practical application of environmental laws in sustainable development. Feedback from the students so far is very encouraging – they appreciate the innovation.

Kenya

Feedback provided by Prof. Gitile Naituli, PhD.,

- Establishment of BA in Development and Environmental Management Studies (DEMS) in University of Gondar commencing September 15 2007
- Development of a Masters degree in Environmental Science based on UNEP's MESA-material Expansion of the Botanical Garden
- Establishment of an environmental week, departmental, the faculty of Agriculture and the Faculty of environment, and the Deans' Committee seminars

University of Liberia

Feedback provided by Prof. Jonathan William, School of Law

- Briefing of the Head of the Environmental Studies in the Science College at the University of Liberia and Dean of the Teachers College on the MESA movement
- The latter agreed to provide assistance and awaits to be linked up with Environic Foundation Internal [one of UNEP's MESA partners].
- Participant has been listed on the" UNPD list of Liberian Professors with passion for the environment".

University of Malawi

Feedback by Sosten Chiotha, Regional Director, LEAD

- A MESA file was sent to the Vice Chancellor of University of Malawi and the Principals of the constituent colleges
- MESA was also introduced to the Deans of Faculties and Stakeholders at the launch of LEAD office in September 2006
- In the process of nominating MESA Focal Points for the Colleges in Malawi
- One-day meeting planned for creating awareness on the MESA activities with a follow up meeting after 3 months
- Currently investigating the possibility of incorporating e-Learning from the Global Virtual University (GVU) workshops held in Nairobi, Kenya in December 2006 into their courses

Obafemi Awolowo University of Ile-Ife

Feedback provided by Prof. Margaret Okorodudu-Fubar

- Establishment of “OAU-MESA Workshop Group”
- Partnership with the Environic Foundation, Inc. USA. [one of UNEP’s partners in the MESA-network]
- Training of Trainers for the OAU-MESA Working Group to disseminate the MESA message on the campus
- Review of case studies of innovations in teaching, research, services and management practices using the ESD Tool-kit produced by UNEP;
- An OAU-MESA Group Prep-Conference meeting held in early December at Ile-Ife in collaboration with the Environic Foundation International in the USA;
- Support from the National University Commission (NUC) for the MESA programme.
- Stakeholders meeting, supported by the NUC is planned in Abuja, Nigeria in May 2007 to discuss the Sustainable Societies – Nigeria Pilot Project

National University of Rwanda

Feedback provided by Ms. Teddy Musabe

- Identifications of the stakeholders in different universities (Kigali Institute of Technology, National University of Rwanda, Kigali Institut of Rwanda, Institut des Sciences Agronomiques au Rwanda)

Rwanda

SADC-Regional Environmental Education Programme

Feedback provided by Jim Taylor, Director

- A participant of the SADC-REEP Swedish / Africa programme and current PhD Student at Rhodes University used the MESA Toolkit when working with 3 South African Universities: University of the Western Cape, Stellenbosch University and the Cape Peninsular University of Technology. This included a module on Sustainable Development for the Masters students in Water Management (which is collaboration with Zimbabwean and Tanzanian students as part of Water NET in Africa).
- SADC-REEP has also applied and been approved as a Regional Center of Expertise.
- SADC currently collaborating with UNEP to raise funding for the implementation of MESA in SADC countries

Feedback provided by Mandla Mlipha, PhD., and David Manyatsi.

- Three (3) out of 18 activities according to the action plan have been implemented: holding a planning meeting, consultations with the vice chancellor and establishment of the “UNISWA steering committee for the implementation of MESA”.
- UNISWA is currently writing a proposal for funding an environmental education consultant to audit existing courses on “sustainability-elements” amongst others

Feedback by Daniel Babikwa, Adult Education and Communication Studies

- Establishment of a working team within the University
- Meetings with key personnel in the NEMA and the NCHS to muster the necessary support for the programme
- Some members of staff are already using the MESA toolkit materials to refine their academic programmes

Uganda Martyrs University

Feedback provided by Lule Kisolo, PhD., Coordinator – Outreach Programme

- The faculty of Agriculture has expanded the concept of Eco Tourism Centre to encompass students learning activities
- The community outreach program has expanded its scope to include all teaching departments. The mission and vision of the outreach program needs to be revised to reflect this development.

Uganda

Zimbabwe Open University

Feedback provided by Charles H. Makuwerere, Department of Geography and Environmental Studies

- The Department has agreed to oversee the development of the University Environmental Policy which is going to espouse the principles for ESD.
- The Department, with support from the Faculty has agreed to act as the secretariat for the RCE which is going to be developed by the Zimbabwe Environmental Education Consultative Forum.

Zimbabwe

National University of Lesotho (NUL)

Feedback by Prof. Tsepo Mokuku, Department of Science Education

- Development of a comprehensive project proposal (technical and financial), in partnership with the Durham University, Lesotho Durham Link (NGO) and the National University of Lesotho

Lesotho

Who's on Board? . . .

- Association of African Universities (AAU)
- United Nations Environment Programme (UNEP)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- Regional Environmental Education Programme (SADC-REEP)
- Nile Transboundary Environmental Project (NBI-NTEAP)
- Global Virtual University (GVU)
- United Nations University (UNU), (Tokyo)
- Global Higher Education for Sustainability Partnership (GHESP)
- African Network for Agro-Forestry Education (ANAFE)
- Environic Foundation International (EFI)



MESA is Unique

- Over 87 university lecturers have already contributed ...
- Designed through a participatory process with tertiary institutions (since 2004)
- Involves participatory development of materials e.g. the MESA Toolkit
- Collective efforts in soliciting for funds
- Collective management – a university-driven process for sustainability after the exit of UNEP and partners
- MESA is an open process i.e. it broadens participation through various approaches
- Promotes ownership by both partners and participants



MESA is Unique

- Promotes networking and partnerships in communities and regions to advance EE i.e. UNESCO sponsored MESA workshop has just been concluded in Benin for Franco- Phone African countries.
- Promotes innovation, research and use of ICT to reach the critical mass



Challenges

- Non flexibility of University systems
- Funding for the initial start of the programme, to ensure that as many universities, and lecturers are covered
- Staff involvement, attitude change
- Others are post-war conditions, inadequate management and institutional support, inadequate co-ordination and follow up support from MESA network.
- Can we overcome these? The answer lies in the commitment of the partners and the universities and individual lectures involved.....How badly we want a better future for Africa



Lessons Learnt

- *A new kind of teaching and research that benefits and reaches communities*
- *Slow and difficult processes associated with institutional change*
- *Improved communication, networking, support, monitoring and evaluation and resource mobilization*
- *Knowledge exchange and dissemination mechanisms*
- *Ongoing capacity and leadership development*
- *Course development*
- *Innovative strategies and approaches*



Lesson learnt cont.

- ***Institutional strengthening and integration***
- ***Facilities and funds needed for research and micro-projects that benefit communities***



We can meet the challenge...

The quest for environmental sustainability, like any other human endeavour, will be realized if leaders of society embrace it and make it a key agenda in their programmes. Present and future leaders need to be targeted now, and higher institutions of learning, the producers of leaders, have an important part to play in shaping these leaders.



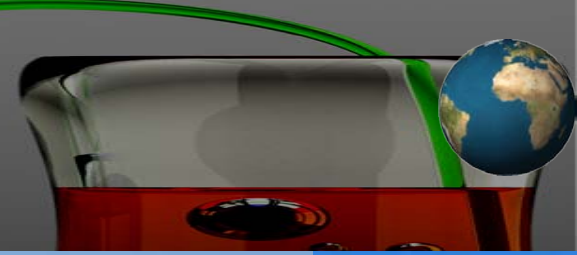
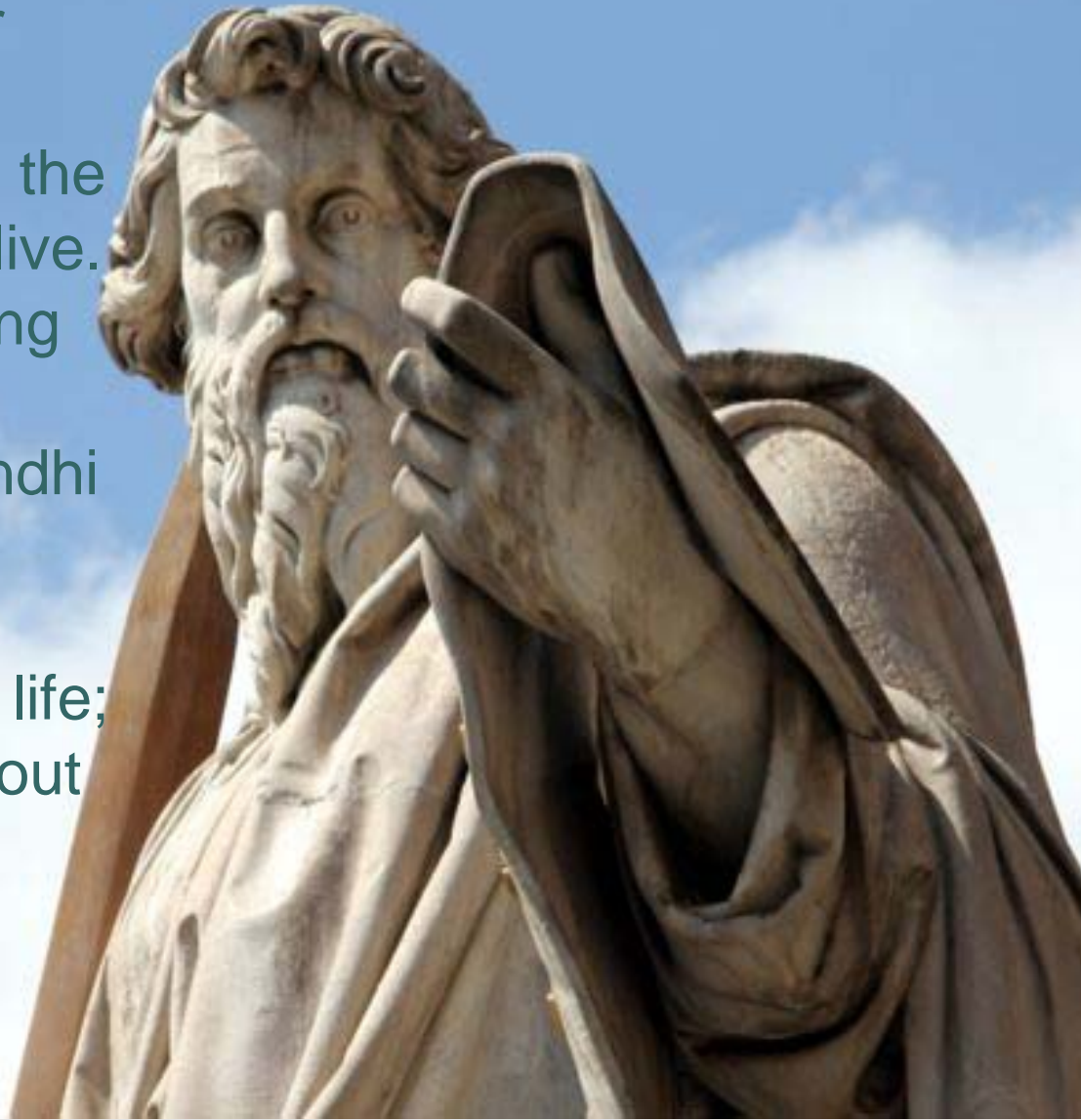
Its Hosts . . .

Environmental Education and Training
Division of Environmental Policy Implementation – UNEP
P.O. Box 30552 ,00100 Nairobi, Kenya
Tel: +254-20-7624027;
Fax: +254-20-7623917
E-mail: env.edu@unep.org



Keys to Success

The solution to our problems must be mainstreamed into the way we learn and live. Learning is a lifelong process!
Like Mahatma Gandhi said
“Education for life;
Education through life;
Education throughout life.”



Keys to Success



One of the greatest African Leaders, President Julius Nyerere of Tanzania said:

“Any nation is as great, as good, as its citizens make it...It is teachers more than any other single group of people who determine attitudes, and who shape the ideas and aspirations of the nations.”

Dag Hammarskjöld



○ “We have too much in common, too great a sharing of interest and too much that we might lose together, for ourselves and succeeding generations, ever to weaken in our efforts to turn simple human values into the firm foundation on which we may live together in peace”.

Dag Hammarskjöld,
United Nations Secretary-General (1953-1961)

Thank You!!!

