



Disasters and Conflicts

Interview with Mr. Henrik Slotte, Chief, UNEP's Post-Conflict and Disaster Management Branch (PCDMB)

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Q 1. Natural and technological disasters as well as natural resource-induced conflicts stand out as key environmental issues of our day. What are PCDMB's overarching goals in these two areas?

A.In acknowledgement of this reality, UNEP has identified Disasters and Conflicts as one of its six thematic priority areas in its Programme of Work 2010-2011 for which PCDMB will act as the focal point.

As part of a UNEP-wide effort to initiate the implementation of the six sub programmes - one of the key priorities of the "Disasters and Conflicts" sub programme will be to orientate the rest of the organization on the importance of disaster and conflict management and the four core pillars of PCDMB's work - assessment, recovery, disaster risk reduction and environment, conflict and peace building.

“ Environmental assessments, recovery, disaster risk reduction and environment, conflict and peacebuilding form the four pillars of PCDMB's core activities ”



Mr. Henrik Slotte, Chief, Post-Conflict and Disaster Management Branch (PCDMB)

PCDMB will also continue to fulfill its existing mandate to assist vulnerable or crisis-affected countries and communities by providing high-quality environmental expertise for assessments, with particular attention paid to vulnerable groups such as women and children and highly vulnerable ecosystems, as well as emergency response and recovery operations at the subregional, national and sub national levels.

In addition, the Branch will focus on further developing the environmental diplomacy for peace building and the Disaster Risk Reduction programme.

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PCDMB pillars of work

Environmental Assessments



Environmental Recovery



Environment, Conflict and Peace building



Disaster Risk Reduction



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Q2. What are the building blocks upon which PCDMB's activities depend?

A. Environmental assessments, recovery, disaster risk reduction and environment, conflict and peacebuilding form the four pillars of PCDMB's core activities. Field-based environmental assessments are the foundation of UNEP's conflict and disaster management operations. These assessments can vary considerably depending on the situation's particular geographical, political and security conditions. At the request of national governments PCDMB can provide assistance in developing environmental recovery programmes, which can encompass a range of institutional and capacity-building, rehabilitation and clean-up restoration measures. In addition, PCDMB provides expertise in the area of Disaster Risk Reduction (DRR), whereby decision-makers are provided with sound information about the environmental dimension of risk reduction. PCDMB works to catalyze a broad range of environmental actors to further reduce risks. The final "building block" is The Environment, Conflict and Peacebuilding, in which UNEP has been building a new portfolio of work and technical expertise to address the linkages between environment, conflict and peacebuilding and to promote dialogue and cooperation between parties over the issue of natural resource management. The ECP programme has expanded PCDMB's menu of operational services, transitioning the branch from its traditional assessment-based work in post-conflict and post-disaster situations, to include policy-related work.

Q3. PCDMB has in last decade conducted various post-conflict environmental assessments since the Balkans crisis in Kosovo. What are the lessons learned from these assessments?

A. Let me talk you through the UNEP-PCDMB country programme in Afghanistan, the organization's largest post-conflict operation to date. Initiated in 2002 by a Post-Conflict Environmental Assessment (PCEA), which sought to evaluate the conflict's direct impacts on the environment and to better understand the chronic environmental concerns - UNEP's country programme has been in operation since. The Afghanistan programme recently underwent an evaluation which has helped to identify a range of valuable "lessons learned" that can also be applied to UNEP's work in other post-conflict situations. Our experience in Afghanistan highlights that each conflict situation is unique and requires a tailor-made assessment approach, taking into consideration a country's geographical, political and security circumstances – only on the basis of these considerations, can recommendations truly effect change in the rehabilitation process.

For example, on the basis of the PCEA findings and recommendations, the Government of Afghanistan requested UNEP to develop a long-term capacity-building plan, for which UNEP established a program presence in-country; establishing a country presence with a UNEP Project Office in Kabul has since, allowed the programme to develop 5 areas of activity centred on developing a self-sufficient National Environmental Protection Authority (NEPA) to implement the government's environmental mandate. In addition, adopting a flexible and demand-driven approach to country programming, facilitating response to changing needs and



Heavily bombed southern suburbs of Beirut, 2006

circumstance is yet another valuable lesson learned. Indeed, in the case of PCDMB's work in Afghanistan, a combination of programmed and demand driven activities, has contributed to overall successful country programming. Finally, expanding partnerships to extend capacities through a cooperative approach; investing in public consultation process and national ownership of policies, laws and projects have also helped to highlight important lessons for the future.

Q4. The Fourth IPCC report predicts increased natural disaster events, such as prolonged droughts and floods, especially in Africa. What plans do you have to ensure communities in Africa develop resilience to the impacts of these climatic changes?

A. In response to the interplay between climate-related stressors, ecosystems change, human migration, and the escalating conflict over resources, dedicated strategic and systematic thinking on conflict prevention has to be initiated in the field of climate change adaptation.

Recognizing this need, PCDMB has begun to provide expertise to several UNEP Climate Change Adaptation and Ecosystem Management projects in one of the most affected regions of Africa, the Sahel, particularly in Mali. We are advocating for a conflict-sensitive approach, through the integration of climate change adaptation and migration strategies by considering the linkages between flood-dependent ecosystems and resource-based conflicts into policy and practices. Indeed, climate change has had extensive and profound impacts in the Sahel resulting in famine, large-scale migration and widespread disruption of socio-economic well-being. The IPCC report predicts that human migration will be the most significant social impact of climate change. In addition, according to a number of experts, there is a correlation between periods of drought and reports of conflict outbreak; and increased conflicts due to water and food scarcities within and between pastoralists and agricultural communities. Three approaches are therefore crucial to adapt to climate change and meet the multifaceted challenges posed by human security: 1) an integrated ecosystem management approach to maintain ecosystem

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services in order to reduce social stress and address underlying causes of poverty, conflict and human migration; 2) a disaster risk reduction approach, in order to address environmental causes and consequences of disaster-related losses and reduce social vulnerability, and 3) the coordination of partnership-based actions to ensure the development and implementation of holistic projects that are aimed at meeting a wide range of services.

Q5. To what extent is competition for natural resources a cause and a consequence of conflicts? What needs to be done to reverse this trend?

A. While recognizing that environmental factors are rarely, if ever, the sole cause of conflict, the forthcoming UNEP policy paper "From Conflict to Peacebuilding: the Role of Natural Resources and the Environment" demonstrates that the exploitation of natural resources and related environmental stresses can be implicated in all phases of the conflict cycle, from contributing to outbreak and perpetuation of violence to undermining prospects for peace. Because the way that natural resources and the environment are governed has a determining influence on peace and security, these issues can also contribute to conflict relapse if they are not properly managed from the outset in post-conflict situations. In addition, the environment can itself fall victim to conflict, as direct and indirect environmental damage, coupled with the collapse of institutions, can lead to environmental risks and threaten livelihoods and security. The increasing recognition that environmental issues, can conversely provide pathways for cooperation is the first step in reversing this trend. Natural resources and the environment can contribute to peacebuilding through economic development, employment generation, and sustainable livelihoods, while cooperation over the management of shared natural resources provides new opportunities for peacebuilding. These factors, however, must be taken into consideration at the onset, as deferred action or poor choices made early on are easily "locked in", establishing unsustainable trajectories of recovery that can undermine the fragile foundations of peace.

Q6. UNEP's mandate of inspiring, informing and enabling nations and peoples to achieve sustainable development calls for efforts at par in environmental education, awareness-raising and training. What educational and capacity building programmes does PCDMB have in place to address this key goal?

A. UNEP-PCDMB environmental recovery programmes are designed to incorporate education, capacity-building, awareness-raising and training as key programmatic components. For instance, UNEP's Capacity-building and Institutional Development Programme in Afghanistan, centred on developing a self-sufficient National Environmental Protection Authority (NEPA) to implement the government's environmental mandate, has been achieved through a combination of law, policy, mentoring and training support. As part of its role, UNEP has undertaken a number of activities to raise environmental awareness including:



Tsunami impact in Indonesia

1) an environmental journalism training course; 2) Provision of support in organizing events for World Environment Day and other international environment observances; 3) Development of supplementary environmental material for primary and secondary schools and communities.

Looking forwards, as part of the wider UNEP DR Congo environmental recovery programme, a national capacity-building project that aims to provide training and raise environmental awareness is also in the pipeline.

Q7. The Hyogo Framework of Action (2005-2015), among other goals, prioritizes the use of knowledge, innovation and education to build a culture of disaster safety and resilience at all levels. This draws close parallels with the United Nations Decade of Education for Sustainable Development (UNDESD 2005-2014) in mandate and timeframe. What synergies exist in the work of PCDMB to meet the goals of HFA and UNDESD?

A. PCDMB supports the Hyogo Framework and the principles of UNDESD through its work in the area of disaster risk reduction. Through drawing upon its combined scientific expertise in environmental risk assessment and environmental management, PCDMB provides decision-makers with sound information about vulnerabilities, helping to build awareness and therefore resilience. As well as producing environmental risk assessments, PCDMB also develops good practices and lessons learned initiatives, which assist in improving recovery operations by highlighting gaps and entry points for reducing future vulnerabilities at an early stage.

An example of PCDMB's "educational" services, can be seen through the implementation (jointly implemented by PCDMB and ROAP) of the EC funded AIDCO project "Building Resilience to Tsunamis in the Indian Ocean" for which UNEP has developed a series of training sessions and development

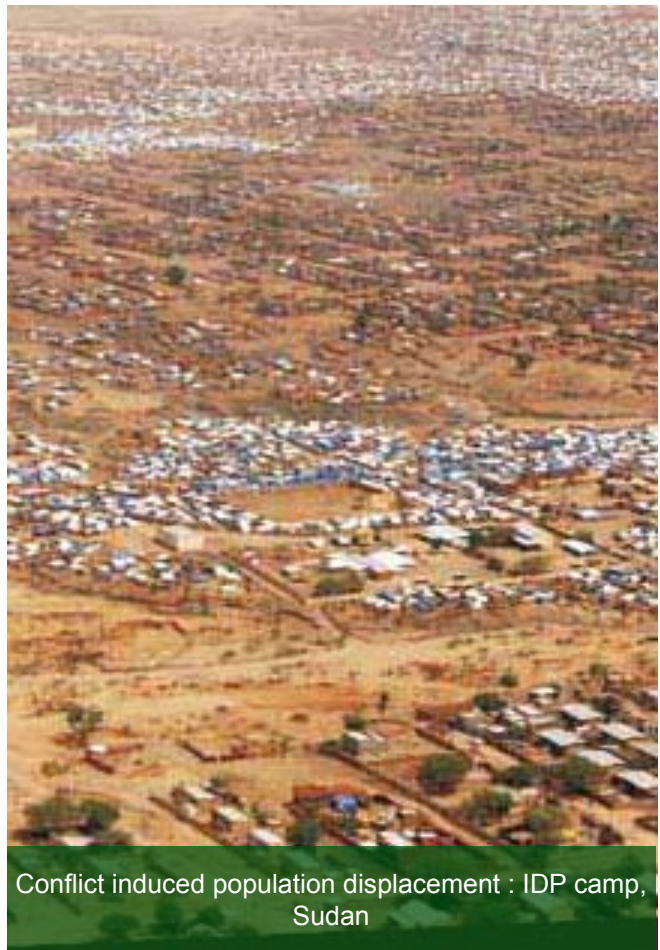
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of guidance materials on coastal zone management.

Developing a culture of disaster safety also resilience through the use of knowledge, innovation and education, also forms a key element of “The Partnership for Environment and Disaster Risk Reduction” (PEDRR) an international platform, facilitated by UNEP-PCDMB, together with UNISDR. The Partnership was formed to advance an integrated approach to disaster risk reduction, climate change adaptation, ecosystem management and livelihoods. The Partnership is a global level practical working forum involving UN agencies, NGO’s and specialist institutes that aims to scale up, guide and better coordinate environmental efforts in pursuit of disaster risk reduction and sustainable development. Over the next two years activities will focus on developing the awareness and capacity of organizations worldwide to design and implement national and local policies, plans and programmes in disaster risk reduction and sustainable development.

Finally, Awareness and Preparedness for Emergencies for Local Level (APELL) is a programme developed by UNEP in conjunction with governments and industry with the purpose of minimizing the occurrence and harmful effects of technological accidents and emergencies. The APELL approach is to identify and create awareness of risks in an industrialized community, to initiate measures for risk reduction and mitigation, and to develop coordinated preparedness between industry, local authorities and the local population. □



Conflict induced population displacement : IDP camp, Sudan



Sichuan Province, China

Environmental Assessments

Field-based environmental assessments form the core of UNEP's conflict and disaster management operations. Post-conflict environmental assessments and post-disaster environmental assessments are conducted to identify the environmental impacts of conflicts and disasters and related risks to human health and livelihoods.

Each assessment has a tailor-made approach, designed according to the situation's particular geographical, political and security conditions. While they are conducted on an equally neutral, impartial and sound scientific basis, assessments vary considerably in scope and nature. Some are a rapid response to a specific crises situation, where environmental experts have only weeks to collect and analyze field samples to make recommendations for future action. For example in Lebanon, UNEP conducted a Post-Conflict Environmental Assessment following the 34-day conflict between Lebanon and Israel in 2006. UNEP's analysis of the conflict's environmental impacts involved an expert team, who worked with national counterparts over a three-week period to collect some 200 samples from over 100 sites. The scientific investigation covered five main sectors: solid and hazardous waste, industrial and urban contamination, water resources, the environmental impacts of weapons used, and marine and coastal pollution. The UNEP assessment report - completed within three months of the conflict's end directed priority recovery efforts toward clean-up of hazardous materials and the massive amounts of debris that threatened water supplies and human health.

Other assessments however, take a longer-term approach, examining the current state of the environment and its potential socioeconomic impacts. In 2008 for instance, UNEP undertook a Post-Conflict Environmental Assessment in Rwanda, at the request of the Government of Rwanda. Although fourteen years have elapsed since the end of the Rwanda civil war in 1994, its indirect environmental impacts continue to pose significant challenges today, as Rwanda embarks on an ambitious phase of development. UNEP's assessment of the country is intended to provide a holistic overview of the key environmental challenges facing Rwanda and develop strategic recommendations for remedial environmental interventions over the next five years. UNEP will seek to collaborate and support the government and national counterparts in Rwanda to implement the UNEP report recommendations. The Rwanda Post-Conflict Assessment will be published in 2009.

Environmental assessments therefore form the basis from which recommendations for clean-up and rehabilitation are transformed into tangible activities. Assessment findings are also the basis for national capacity-building and disaster risk reduction, in covering and highlighting entry points for integrating environmental concerns into recovery and reconstruction processes.



UNEP experts on a post-conflict site in Lebanon, October 2006

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Environmental Recovery

Following an assessment, PCDMB is available to assist national governments to address identified environmental needs and priorities.

UNEP's environmental recovery programmes can assist in strengthening the capacity of national and local environmental authorities, rehabilitate damaged ecosystems, mitigate risks, and ensure that resources are used sustainably within recovery and development processes.

In 2006, UNEP undertook a post-conflict environmental assessment in Sudan. Building on this assessment, UNEP established an in-country presence to contribute to the development of a long-term post-crisis recovery programme. Key UNEP recovery projects include: 1) Capacity-building for the environmental ministries in Khartoum and Juba; 2) The "Darfur Timber and Energy" project – a reforestation programme, which also promotes alternatives to timber use for energy and construction; 3) Integrated Water Resources Management – focusing on technical assessments of water resources, and on governance and the sustainable management of ground water and; 4) The "Aid and Environment" project to engage with the international community in Sudan to develop environmental and natural resource management as a critical component of conflict resolution recovery and development. Following on from success of the Sudan programme so far, planning for the expansion of UNEP's presence in South Sudan through

the establishment of UNEP coordination offices in Juba and El Fasher, in addition to Khartoum is currently underway.

More recently, as the primary international environmental actor on the ground, UNEP has been involved with post-disaster reconstruction and recovery efforts in China since the earthquake struck the Sichuan Province in May 2008. At the request of the Chinese government, UNEP has been coordinating the environmental response to the earthquake. In response to areas of immediate concerns including: the management of vast quantities of building rubble generated by the quake, contamination of soil and water resources and the disposal of hazardous healthcare waste, UNEP facilitated a series of successful training workshops on post-disaster environmental management, with a focus on post-crisis waste management, for Chinese civil servants, environmental experts, government representatives and international organizations based in Beijing.

As part of an overall effort to support the recovery process, UNEP strengthened its office in Beijing with international technical experts in the field of domestic, industrial and hazardous waste management, thereby enabling UNEP to provide environmental expertise to both the United Nations Country Team and the relevant Chinese authorities. In recognition of UNEP's high-quality environmental expertise in assisting the recovery process, the national government has asked UNEP to continue to act as the primary international environmental expert during the 2009-2011 reconstruction phase.



An Acehese man walks through rubble left behind by the 26 December 2004 tsunami that devastated coastal communities round the Indian Ocean. Aceh Province, closest to the earthquake's epicentre, was by far the hardest hit. Official figures, as of 9 February 2005, were 242,322 buried or missing, and 412,438 people rendered homeless in Nanggroe Aceh Darussalam Province. The total estimate of damages and losses is \$4.45 billion, nearly 97 per cent of Aceh's Gross Domestic Product.

Disaster Risk Reduction

Healthy ecosystems are the front line of defence against a changing climate. The services they provide not only protect lives from natural hazards, they also support livelihoods and other crucial aspects of human well-being.

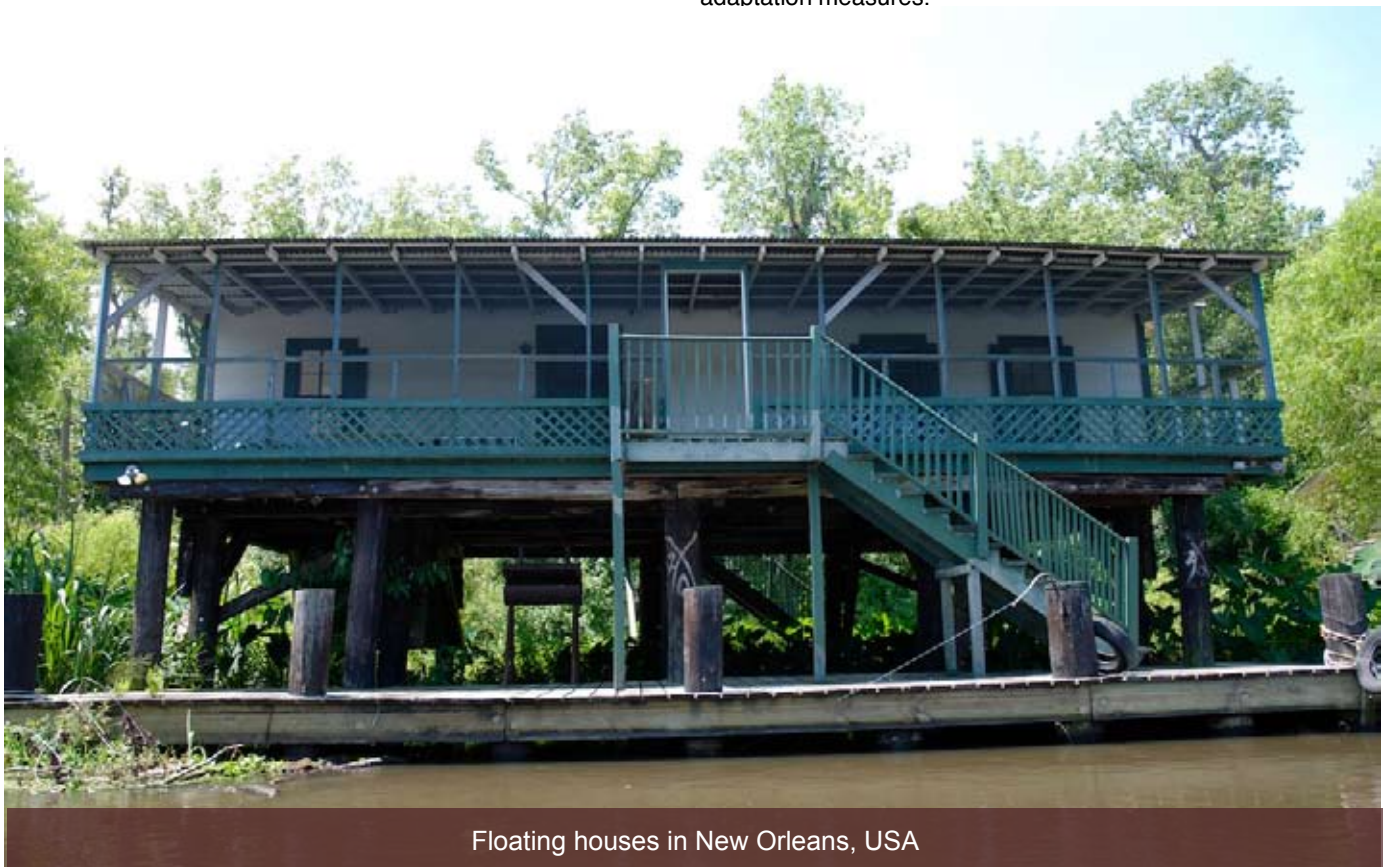
UNEP's work seeks to strengthen the hand of member states for environmental management in order to contribute to long-term disaster risk reduction. UNEP's work in the area of risk reduction links into its post-crisis assessment and recovery work, focusing on countries which have been identified as being vulnerable to natural hazards and human-induced disasters with environmental factors. UNEP-PCDMB is able to provide assessments of "emerging environmental threats" where environmental factors are already identified as risk contributors. Characterizing "emerging environmental threats" early on creates a better chance that actions taken will avert or reduce the effects of future disasters. UNEP-PCDMB does this through providing environmental data and expertise on sustainable management of transboundary and shared natural resources.

In the Maldives, for example, in response to the concern over the projected increase in coastal hazards associated

with global climate change, the national government requested UNEP's assistance to better understand the distribution of risk and vulnerability among the different islands. UNEP assisted with detailed assessments that identified, among other issues, the environmental factors affecting the risk profile of selected islands. This post-crisis assessment and recommendations for an integrated recovery process seeks to contribute to improved environmental management and the sustainable use of natural resources, therefore reducing risk in the long term.

In response to the importance of the far-reaching impacts of climate change impacts, not only in increasing the frequency and intensity of hazard events, but also affect as a driver of socio-economic vulnerability, UNEP-PCDMB and UNEP Division of Early Warning and Assessment (DEWA) are currently engaged in a new initiative on "Integrating ecosystem and climate change factors into disaster risk assessments and associated planning processes". The project aims to incorporate projections of "change in risk" from environmental and climate change trends to help identify emerging areas of high risk.

Finally, a joint regional assessment on the Sahel will use regional downscaling of climate modelling data and socio-economic factors to anticipate potential climate-related disasters and conflicts, and recommend climate change adaptation measures.



Floating houses in New Orleans, USA

Environment, Conflict and Peacebuilding

Capitalizing on the shared need to manage natural resource for livelihoods, UNEP has pioneered innovative ways to use environmental diplomacy to transform the risks of conflict over resources into opportunities for lasting cooperation and to consolidate peace. Acting as a facilitator, UNEP provides sound environmental information and expertise, and coordinates technical meetings that bring parties together to examine the issue at stake, and find common ground for dialogue and collaboration. In addition, UNEP provides technical support on environmental matters to other UN institutions involved in peacebuilding such as the UN Peacebuilding Commission.

Since 2007, UNEP has been building a new portfolio of work and technical expertise to address the linkages between environment, conflict and peacebuilding. In addition to suffering the impacts of conflict, environment and natural resources can also contribute to the outbreak and perpetuation of violence.

As a first step towards broadening UNEP's expertise and analytical capacity in this area, an Expert Advisory Group on Environment, Conflict and Peacebuilding was established in February 2008. The advisory group provides independent expertise, develops tools and policy inputs, and identifies best practice in using natural resources and the environment in ways that contribute to peacebuilding. In addition, UNEP

is providing direct technical assistance to the UN Peacebuilding Commission in assessing the role of natural resources and environmental management in conflict and peacebuilding, through the secondment of a staff member to the Commission's Support Office in New York. The main objective of this cooperation is to prevent natural resources and environmental stress from undermining the peacebuilding process, while at the same time using environment as a platform for dialogue, cooperation and confidence-building.

The first policy paper in a new series by UNEP on the environmental dimensions of conflicts and disasters, entitled "From Conflict to Peacebuilding – The Role of Natural Resources and the Environment" will be launched at the 2009 UNEP Governing Council.

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Workshop on environmental considerations of human displacement in Liberia



MESA

Mainstreaming Environment and Sustainability in African Universities

24 - 28 November 2008 at UNEP Headquarters, Nairobi

1st MESA International Conference

The Mainstreaming Environment and Sustainability in African Universities (MESA) Partnership is UNEP's flagship programme for the UN Decade of Education for Sustainable Development (UNDESD 2005-2014). MESA has been developed by UNEP and its partners, including the Association of African Universities (AAU), United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations University (UNU), Southern Africa Development Commission (SADC), the Horn of Africa Regional Environmental Centre and Network, African Network for Agriculture, Agroforestry and Natural Resource Education (ANAPE), amongst others.

MESA aims to mainstream environment and sustainability concerns into teaching, community engagement and the management of institutions of higher learning in Africa. The first biennial International MESA Conference was held in Nairobi, Kenya from 24 - 28 November 2008. The objectives of the conference were to consider how universities were responding to environment, development and climate change challenges; to enhance policy relevance of African university programmes; to contribute to the revitalisation of African universities; and to provide a platform for collaboration on change responses and North/South, South/South dialogue on Education for Sustainable Development (ESD) best practice. The conference was attended by over 200 participants from across 40 countries.

The main recommendations from the MESA Conference include:

- **Knowledge, Innovation and Development**

African universities should develop an African research agenda on environment and development challenges (including climate change adaptation and mitigation) that can inform, draw upon and mobilise African indigenous knowledge and other knowledge systems.

African universities should adopt a critical and constructive approach to teaching and research that aims to produce a critical mass of students who are keen to examine how values, ethics and existing power structures affect the environment, development, society and their futures.

- **Teaching and Research**

African research, policies and practices need to focus on resilience with its three main features: persistence, adaptability and transformability. Universities in Africa should promote other means and modes of education delivery such as e-learning, on line courses and use of free access to resource materials. African universities should recognise the importance of integrating the development, application and use of local knowledge, new ethics and gender mainstreaming into its core business (teaching, research, community engagement and management).

- **Partnerships and Networks**

Partnerships and networking among higher institutions of learning, civil society and the private business sector in Africa needs to be promoted as a framework for collaborative work on sustainable development and climate change challenges. The MESA Universities Partnership should continue to internationalise and localise its activities in order to open more opportunities for partnerships across the globe, and in university communities and university communities of practice. There is need for recognising cross sectoral forms of partnership and knowledge exchange that cut across cultural and social hierarchies.

- **Educational and Institutional Leadership in ESD and Policy Issues**



Kenya's Environment Minister, Hon. John Michuki gives opening statement at the MESA Conference as UNEP Executive Director, Achim Steiner and UNEP-DEPI Director, Ibrahim Thiaw look on.

There is need for systemic capacity building programmes for university leaders, government officials, civil society and other education sector stakeholders to ensure sustainability and climate change issues are integrated in the teaching, learning and research programmes of higher education institutions, including private universities. Africa's education policy needs to be holistic and focus on the entire education sector (early childhood education, primary, secondary, adult and higher education) in order to develop capacities needed to face various environmental and developmental challenges including climate change and loss of ecosystem services that impede development opportunities and affect livelihoods. There is need to engage higher education leaders and other stakeholders in the process of rethinking and reorienting Africa's development paths towards sustainability as well to create a sustained political platform.

- **Promoting and Enabling Student Participation**

Universities in Africa should provide opportunities for students to engage in sustainable development and climate change problem solving activities that are viable within their universities and communities. University management and lecturers should recognise, motivate and support student participation in university structures, clubs and other student activities that champion and respond to sustainable development and climate change issues. Support internships, volunteerism and inter university/inter faculty student exchange programmes among MESA University partners. Universities should reward student field visits and projects that contribute to mainstreaming of environment and sustainability, and provide students with high quality mentorship.

For more information on practical conference outcomes and messages to international ESD conferences, visit: www.unep.org/training and <http://www.esd-world-conference-2009.org/en/whats-new/news-detail/item/outcome-of-mesa-international-conference-on-esd.html>

Indigenous Knowledge (IK) in Natural Disaster Management

By ICPAC

Sub-Saharan Africa is among those sub-regions of the world facing serious food insecurity as a result of extreme climate and weather events in the form of droughts and floods that are becoming rather more frequent. It is well known that climate of any specific location determines the nature of livestock and cropping systems that can be adopted, the sequence and timing of agricultural operations, and the overall livelihood systems. Rainfall is the most important factor in agricultural production in much of Sub-Saharan Africa. Inter annual climate variability that often leads to recurrences of climate extremes such as floods and droughts often have led to hunger, loss of property, shelter, wealth and livelihoods; migrations and environment refugees, deaths; among many other far reaching impacts. The recent IPCC reports have shown that the changing precipitation and, temperatures, etc will affect agriculture in each continent in different ways. The reports indicate that in general Africa is the most vulnerable continent due to its low adaptive capacity. Climate change will therefore be devastating without realistic adaptation systems with shocks that can also take care of the current climate variabilities, including inter annual climate extremes.

It is in this regards that the Inter-governmental Authority on Development (IGAD) which is the regional system for the promotion of regional peace, security and creation of mechanisms, and resolution of inter- and intra-state conflicts through dialogue; , is not only working on regional disaster reduction policy, but has also established a Conflict Early Warning and Response Mechanism (CEWARN) to serve the region as a mechanism that systematically anticipates and responds to violent conflicts in a timely and effective manner. IGAD has also established IGAD Climate Prediction and Applications Center (ICPAC) to address regional climate risk challenges. CEWARN and ICPAC works closely with all other relevant regional and national institutions. Some recent surveys by ICPAC through UNEP support have indicated among others that the regional disaster risks reduction strategies in GHA should include the integration of indigenous knowledge that the society has used for survival for many generations.

ICPAC teamed up with UNEP on the project, *The Application and Use of Indigenous Knowledge (IK) in Nature Conservation and Natural Disaster Management in Africa* covering four pilot countries; Kenya, Swaziland, South Africa and Tanzania. The project's concluding Regional Workshop of stakeholders held in Kisumu, Kenya from 6 – 8 December 2007 came up with the following recommendations:

In Nature Conservation

- Governments, research institutions and other stakeholders should continue research on the linkage between IK weather and climate indicators such as behaviour and movement of insects, birds, animals, plants and astronomy with climate science to understand weather and climate,
- Communities practicing sustainable IK practices should be assisted to promote its application and use in nature conservation,
- Communities should be educated on the issues of water conservation including irrigation as alternatives for sustaining food production and security,
- Land use planning institutions should be sensitized on the importance and need for the integration of IK in land use planning processes,

- National museums, civil society organizations, private sector, faith-based organizations, media and communities should work together to promote and protect existing traditional shrines and sacred sites,
- IK should be integrated into National policies dealing with nature conservation,
- Governments, communities and IK custodians should identify and protect all the flora and fauna that have IK value as climate indicators as well as other indicators in the conservation of nature, natural disaster management and traditional medicine,
- Governments should establish and/or strengthen and harmonize institutional frameworks for the application and use of IK in nature conservation,
- Governments should recognize IK and provide the intellectual property protection,
- Governments and stakeholders should recognize and support the role of women in IK,

In Natural Disaster Management

- Governments should recognize and incorporate IK into national disaster management policies, programmes, projects, disaster risk reduction and early warning,
- Research on the application and use of IK at local level natural disaster management should continue in order to enhance its integration into national disaster management,

In Traditional Health Care

- Government should recognize the role of traditional medicine in the delivery of health care and its integration into conventional medicine,
- Governments and stakeholders should document and validate information on all traditional medicinal flora and fauna,
- Custodians of IK should be encouraged to share their knowledge for the purpose of documentation, protection and sustainable utilization of medicinal flora and fauna,

In Poverty Alleviation

- Governments should encourage diversifications of alternative livelihood options for poverty alleviation through the integration of IK, including production of traditional food,
- Governments and stakeholders should encourage the propagation and commercialisation of medicinal and traditional food plants,

In Education and Advocacy

- Governments and other stakeholders should integrate IK into education and training curricula,
- Governments, the media, community leaders, faith-based organizations and other stakeholders should promote, sensitise and raise awareness of the role of IK in sustainable development,

Editors note: IGAD's ICPAC partnered with UNEP on the implementation of the project: *The application and Use of Indigenous Knowledge (IK) in Nature Conservation and Natural Disaster Management in Africa*; covering Kenya, South Africa, Swaziland and Tanzania.

For information on project findings, visit: www.unep.org/ik

Addressing basic needs in Emergency

By UNESCO PEER

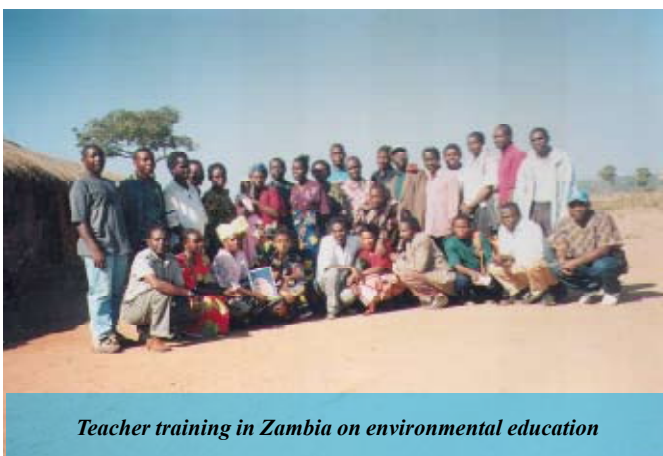


A section of the buildings at Amoud University (Somaliland), rehabilitated by UNESCO PEER

The African continent has been the most affected by conflict and natural disasters since the 1990s. UN Agencies have tried to respond to these emergencies by putting in place coordination mechanisms to overcome the crises. The main focus of the UN response was based on a life saving approach: food, water & sanitation, shelter and health. However, this approach has identifiable gaps in basic education, technical and vocational education for children and youth. The armed conflicts in Africa have left thousands killed, maimed, orphaned, displaced from homes, separated from their families, and deprived of their basic right to education. Conflicts and violence not only bring about enormous damage in the lives of children, but also leave an indelible imprint in their young minds.

It is in this context that the UNESCO-PEER (Programme of Education for Emergencies and Reconstruction) was initiated in Somalia in 1993, with the objective of promoting access to basic and vocational education in African countries in conflict and post-conflict situations. To date, UNESCO-PEER has found civic and peace education to be the most effective means of conflict prevention. The PEER programme was initially characterized by action on the following three major fronts:

- Universal, free and all-inclusive primary education: The priority is to re-establish the primary education system for children and to provide psychological care for trauma linked to war or to social unrest.
- Accelerated education for young people: The programme aims at enabling some population groups excluded from (ex-combatants, women and girls abductees) or too old to be fully integrated into the education system, to make up for lost time educationally by using concentrated and accelerated curricula.
- Non-formal education: This involves functional adult literacy programmes, including life skills, health and peace education curricula.



Teacher training in Zambia on environmental education

Since its creation, PEER has initiated activities in some 12 countries in the Horn of Africa and the Great Lakes Regions: Angola, Burundi, the Democratic Republic of Congo, Djibouti, Eritrea, Ethiopia, Kenya, Rwanda, Somalia, Tanzania, Yemen and Zambia. Reinforced plans of action were undertaken, based on the resolutions of the General Conference, in favour of Angola, Burundi, Democratic Republic of Congo, Ivory Coast, Liberia, Sierra Leone, Somalia and Sudan.

Through its management approach, PEER strives to ensure quick delivery, accountability, value for money, and maximized impact of its interventions. The Program has great autonomy in terms of management and is, therefore, flexible enough to ensure rapid intervention whenever required. Thus, from the start, PEER can commit itself to clear benchmarks, measurable results vis-à-vis donors and other partners, and clear visibility of its partners' support to its interventions. PEER's strategic pillars include;

- Use of local and national resources available at the level of each country requiring assistance and support, in order to secure rapid recovery;
- Use of available resources i.e. UNESCO capacities at all levels (to include specialized institutes), UN agencies, Programs and Funds within the framework of UN reform and Alignment, and non-UN partners at all levels (international and national NGOs, foundations, private enterprises, and individual voluntary interventions);
- Capitalization on the solid experience gained during the past fourteen years in Burundi, DRC Eritrea, Rwanda and Somalia. Nothing is permanent;
- Good governance practices to ensure stability of the core team and flexibility in its approach to countries and regions in conflict and post-conflict situations.

PEER has responded successfully, in particular through its Nairobi Office and its three outlying units in Somalia to emergency needs in the specific sector of education for a culture of peace, civic education, demobilization and communication for peace.

The programme has ensured that educational materials are produced for accelerated primary education in the local language of instruction (Afar, French, Kinyarwanda, Kirundi, Portuguese and Somali) and in accordance with the primary education curricula of the countries concerned.

UNESCO-PEER has also developed technical and vocational education curricula for selected professions on the basis of supply and demand, and to meet real local needs through two Institute Based Training (IBT) and Enterprise Based Training (EBT) institutions. To implement the EBT model, PEER uses accelerated education or non-formal education. In this respect, activities to be implemented are determined by the specific situation of each area and country in a conflict/post-conflict situation.

PEER has the necessary resources to respond to various needs:

- Rehabilitation of learning spaces, provision of equipment, and supply of basic educational items like teaching/learning materials.
- Training and capacity building for teaching and non teaching staff through modern and conventional means such distance/ e-learning.
- Promotion of international cooperation through scholarships and exchange programs, networking, supply of education materials, and curriculum review.

For more information, please contact Mr. Paul Gomis, Coordinator and Head of UNESCO-PEER at Paul.Gomis@unesco.org

Education in Disaster Risk Reduction (DRR)

By UNISDR, Africa Office

United Nations International Strategy for Disaster Reduction (UNISDR) started supporting the mainstreaming of DRR into education in 2006 when UNISDR launched the bi-annual global ISDR campaign 2006/07 “Disaster risk reduction begins at school”. The campaign had two main priorities, the integration of DRR into the school curricula and the retrofitting or re-building of safe school buildings that would withstand the impact of natural hazards to keep children safe during disasters and make school buildings a safe haven not only for children but also for their communities. Children are regarded as “agents of change” that can have a positive impact on their communities by communicating what they have learned in school to their families and communities.

During the campaign representatives of Ministries of Education of seven African countries (Comoros, Madagascar, Seychelles, Mozambique, Tanzania, Kenya and Djibouti) located in the Indian Ocean region were trained on DRR and 4 of them later on trained teachers in their respective countries on DRR and developed school manuals and teacher’s guides on DRR (Madagascar, Seychelles, Comoros, Tanzania and Djibouti). Madagascar with the support of

UNICEF printed copies for all schools in Madagascar and integrated DRR into the curriculum.

UNISDR further supported some African countries implementing the campaign at national level through mostly technical but also financial assistance. As a result of the campaign countries such as Malawi, South Africa, Cape Verde, Sierra Leone and others organized emergency drills in schools, drawing competitions on disaster risks for school children and radio shows on DRR and preventive measures.

Disaster risk education remains a priority for UNISDR beyond the campaign as it is mentioned in the HFA priority 3 “Use knowledge, innovation and education to build a culture of safety and resilience at all levels”. UNISDR therefore aims building its cooperation with UNESCO, UNICEF, UNEP and UNDP as well as with (International Federation of Red Cross) IFRC, Action Aid, World Vision and others to support the integration of DRR into education.



Emergency evacuation drill for school children, civil protection in Cape Verde



Red Cross exercise on road safety for school children in Cape Verde



Newsbits

The Environmental Education and Training Unit has been involved in various activities for the second half of 2008. EET has actively participated in various workshops and seminars focusing on environmental education.

UNDESD IAC meeting

The International Implementation Scheme of the UN Decade of Education for Sustainable Development (UNDESD) provided for the establishment of a UN Inter-Agency Committee (IAC) on the UNDESD, a multilateral forum with open-ended collaboration that brings UN agencies together for the decade's activities. The IAC is made up of one representative each from the UN programmes and bodies, the World Bank and UN specialized agencies with activities relevant to the competence of the IAC. The IAC presently includes: UNESCO, UNEP, UNICEF, UNDP, WHO, ILO, FAO, UN-HABITAT, World Bank, WFP, UNAIDS, UNHCR, UNHCHR, UNFPA, UNU and WTO. The third meeting of the IAC was held from 3-4 July 2008 in Paris, France to essentially to review and assess the progress made in the implementation of DESD by each of the UN agencies and to identify issues, constraints and challenges and provide strategic directions for the year ahead.

Topics covered included updates on agencies contributions to the decade in the past four years; Inter-Agency collaboration; Monitoring and Evaluation; Recommendations for overcoming the IAC/DESD challenges; Mid-Decade Review: How to assess the contributions of UN agencies to the DESD; Energizing the IAC/DESD and on the World Conference on Education for Sustainable Development "Moving into the second half of the UN Decade", from 31 March -2 April in 2009 in Bonn, Germany: What role for IAC/DESD?

It was noted that the UNDESD was largely invisible in the "Delivering as One" strategy of the UN. The meeting called for more genuine partnership as the UNDESD is a shared enterprise requiring partnership at all levels. The decade should be seen as an opportunity for addressing emerging issues such as Climate Change. It was recommended that the IAC should promote some specific projects for the decade as a direct contribution: Programmes on non-formal education initiatives with children and young people (and coordination with youth organizations) and a resource pack on climate change, children and education for sustainable development. A child-friendly schools approach to adaptation and risk reduction were presented as possible collaborative programmes. UNEP and UN-HABITAT were designated as the next host for the IAC/DESD in May/June 2009 in Nairobi with a focus on Climate Change, Urbanization and Gender.

SIDA ITP Workshops

The Swedish International Development Corporation Agency (SIDA) through Ramboll Natura AB is currently supporting the Mainstreaming Environment and Sustainability into African (MESA) Universities Partnership through its International Training Programme (ITP). 28 participants from 16 universities and 4 higher education government commissions began the exchange programme in Sweden and are currently implementing various change projects on environment and Education for Sustainable

Development (ESD) issues in their institutions. The programme began with a three week exchange programme between African and Swedish universities held in Sweden in May. Later, two week subregional workshops were held in July for South - South exchange and networking in Obafemi Awolowo University, Ife, Nigeria for Central and West Africa, and Rhodes University, South Africa for Southern, Eastern and North Africa. These workshops have led to the development and implementation of change projects on environment and ESD by all participants. The regional workshops also brought together the 28 participants and their respective co-participants from their institutions to further develop their change projects. The first regional workshop was held in Nigeria for Central and West Africa. The two-week workshop was coordinated by Obafemi Awolowo University (OAU) and Ramboll Natura AB Sweden from July 7-18, 2008.

The workshop had 21 participants from 5 countries in West and Central Africa viz: Cameroon, Gambia, Liberia, Nigeria and Senegal apart from facilitators/resource persons from Nigeria, South Africa and UNEP.

The workshop focused mainly on knowledge sharing with respect to the individual change projects and development of products for the successful implementation of the change initiatives. The next few days of the workshop involved working and strengthening the change projects. During the workshop, a regional ESD network was established for West and Central Africa. The process of registering the network commenced immediately after the workshop. Also as an aftermath of the regional workshop, a partnership was established between Obafemi Awolowo University (OAU) and Association of Liberian Universities. A number of the change projects were presented at the MESA International Conference held from 24 - 28 November 2008.

The second regional workshop for Southern, Eastern and Northern Africa was held in South Africa from 14 - 25 July. Rhodes University and Ramboll Natura AB Sweden were the coordinators. The meeting brought together 28 participants from 13 countries. The participants used the opportunity to strengthen their change projects as well as case study presentations on ESD in practice.

Environmental Education Association of Southern Africa (EEASA) Conference

The Environmental Education Association of Southern Africa (EEASA) Conference was held from 28-29 July 2008 in Swaziland. EEASA supports environmental education in southern Africa by providing opportunities for the exchange of ideas and opinions on environmental education through its publications, the annual national conference and workshops as well as the activities of working groups in the regions. The conference was opened by the Deputy Prime Minister of Swaziland.

Newsbits

UNEP's MESA programme was also featured prominently in the programme with a dedicated MESA workshop that was well attended. During the conference, the Council of the Southern African Development Cooperation -Regional Environmental Education Programme (SADC-REEP) reported that they had received funding to promote MESA in SADC countries.

Third Meeting of the Ubuntu Committee of Peers for RCEs

The Third Meeting of the Ubuntu Committee of Peers for RCEs was held from 16-18 October 2008 in Paris France. The Ubuntu Committee of Peers (UCP) was launched during the World Summit on Sustainable Development in Johannesburg in 2002. It is a partnership among key education, science and technology organizations that have committed themselves to work towards integrated solutions for Sustainable Development (SD) and to mobilize the education sector to contribute to SD. "Ubuntu", is an African concept reflecting the culture of community; it means 'working together to solve problems to improve and enrich the community'.

UNEP was invited to join the Committee of Peers in 2006 as a result of the acknowledgement of UNEP's key role in promoting the environment component of the Decade of Education for Sustainable Development. The other members are: UNU, UNESCO, African Academy of Science, International Council for Science, International Association of Universities, Copernicus Campus, Global Higher Education for Sustainability Partnership, Science Council of Asia, Third World Academy of Sciences, University Leaders for a Sustainable Future and World Federation of Engineering Organizations. The Regional Centers of Expertise programme is coordinated by the UNU and currently has 55 centers globally - 14 RCEs in Europe, 22 in Asia and the Pacific region, 11 in the Middle East and Africa, and 8 in the Americas. Most of the RCE's in Africa have been initiated by members of the UNEP Mainstreaming Environment and Sustainability in African Universities Partnership (MESA).

The Ubuntu Committee of Peers for the Regional Centres of Expertise on Education for Sustainable Development (RCEs) held its third meeting on 17 October 2008 at UNESCO Paris, France. In addition to five Committee members representing IAU, SCA, UNEP, UNESCO and UNU, two regional RCE coordinators and three members of the Ubuntu Secretariat (UNU-IAS) participated in the meeting. The major objective of this meeting was to review applications for new RCEs to be acknowledged within this year. The meeting considered 22 new applications for RCE's only 6 of which received full accreditation. The Committee's assessment of RCE proposals was stricter given that the global network of RCEs is expanding and there have been some failures as well as successes. Some RCE candidates that had developed decent applications were asked to re-apply to ensure their effectiveness and sustainability. This is overall a good sign for further development of the RCE initiative. The focus of the RCE initiative is shifting from merely increasing the number of RCEs to ensuring viability of individual RCEs and strategically encouraging cross-RCE initiatives.

ESD World Conference, International Advisory Group meeting

From 31 March to 2 April 2009, the UNESCO World Conference on Education for Sustainable Development: "Moving into the second half of the UN Decade", will take place in Bonn, Germany. UNEP together with other key stakeholders are members of the International Advisory Committee (IAC) that held their meeting on 30-31 October, 2008 in Paris, France.

The conference objectives include a review of the implementation of the United National Decade on Education for Sustainable Development (UNDESD) so far; contributions of partners, development of strategic guidelines and suggestions for further implementation; exchange of best practices and advocacy for Education for Sustainable Development (ESD). The first meeting of the IAC was held from 21 to 22 April 2008 in Berlin and was attended by all the 14 members of the IAC. Also in attendance was the organizing team from UNESCO, the German Federal Ministry of Education and Research, and the German Commission for UNESCO. This second meeting of the IAC was held in the UNESCO Headquarters Paris and chaired by the Director of UNESCO's Division for the Coordination of UN Priorities in Education. During the meeting, a brief update was provided by the Task Force on conference preparation, including conference objectives, programme framework, keynote speaker invitations, arrangement for rapporteurs, website and Conference workshop themes.

The meeting later on considered extensively issues on thematic clusters and cluster coordinators, objectives and content of high-level segment, conference participants and invitation procedure, conference background document, possible contents of the Bonn Declaration, considerations regarding the drafting process, taking previous meetings (Bordeaux, Gothenburg, Tokyo, MESA Nairobi etc.) into account, project-based workshops ('excursions'), content and format of projects exhibition, selection process for special events, content and format of special events and media involvement in the conference. There will be up to 22 workshops in total with up to 70 participants in each workshop. Workshop languages are English and French (simultaneous translation provided). UNEP was appointed to be the cluster coordinator of the workshop session on 'Capacity Development for ESD'. The responsibility of the cluster coordinators are to ensure the thematic coherence of workshops within one cluster, to advise the Task Force on whether the preparation and design of workshops within a cluster are in line with the Terms of Reference for workshop coordinators and to ensure that each workshop is based on and contributes to at least one of the four overall objectives of the conference.

Newsbits

Upcoming Events

UNEP Governing Council

The 25th session of the Governing Council / Global Ministerial Environment Forum (GC/GMEF) of the United Nations Environment Programme (UNEP) will be held from 16 to 20 February 2009 at the United Nations Office in Nairobi, Kenya. The themes of this GC will be: - 'Globalization and the Environment: Global Crises: National Chaos?' and 'International Environmental Governance and United Nations Reform - IEG: Help or Hindrance?' Over 100 Ministers / Deputy Ministers are expected to attend the GC / GMEF, together with several hundred representatives of civil society and business. A high level event of senior leaders in the Environment and the Major Groups meeting will start on Monday 16 February. The GC GMEF has many important issues on the agenda and promises to progress on key decisions. The Danish government will host a session on climate change, with the hope of elevating the issue to a political level and giving guidance to negotiators who will meet in Copenhagen to finalize a comprehensive and ratifiable deal. The GC / GMEF will also discuss the challenge of ridding the world of Mercury. The Governing Council will also share ideas for transition towards a Green Economy. The current financial crisis has created disequilibria in the economy. After addressing issues related to UNEP's notion of a Global Green New Deal (GGND), Ministers will also share, in response to the Joint Inspection Unit report on International Environmental Governance, ideas on international environmental governance with a view to giving broad directions.

AAU Conference

The Association of African Universities will hold its 12th General Conference in Abuja, Nigeria from May 4 – 9, 2009. The venue for the Conference is the Abuja International Conference Centre with the theme 'Sustainable Development in Africa: The Role of Higher Education'. To be effective in preaching sustainable development, higher education institutions in Africa must practice it in all their day-to-day activities on campus. They should introduce energy saving measures, encourage a reduction in the use of paper and other materials, recycle their waste products wherever possible and, generally, help to create a clean, pleasant, healthy and safe campus environment conducive to teaching and learning for both staff and students. The AAU's 12th General Conference is intended to explore these and similar issues of major interest and importance to the African higher education community. It is hoped that the presentations and discussions would not only challenge African universities to play active roles in fostering quality of teaching and learning for sustainable development but also engage them into nurturing networks, linkages and exchanges towards producing answers to the continent's debilitating problems. Lively, well-informed and policy-rich discussions are therefore anticipated. More information is available on www.aau.org

Students Sustainability Generation Workshop

At the 1st International Mainstreaming Environment and Sustainability in African (MESA) Universities partnership conference held in Nairobi (24 – 28 November, 2008), university students from the MESA partnership institutions expressed powerfully through their representatives a desire to be pro actively involved in the

process of mainstreaming of environment and sustainability in their respective institutions. At the close of the workshop, the students had established a MESA universities partnership students' movement with a mission to implement sustainability in African countries. They set their objectives as:

- Information sharing and change of culture,
- Participation in the creation of great minds and sustainability envoys,
- Sustainability leadership

It is this show of initiative and a strong desire to be involved in the sustainability process that it was found necessary to facilitate and support the African student fraternity to engage and take practical action towards mainstreaming environment and sustainability in their institutions. To enhance North-South collaboration, Northern based institutions like Uppsala University committed themselves to work with their Southern counterparts like Kenya's Inter-varsity Environment Network, which brings together several environmental clubs from both public and private universities. The United Nations University, Strathmore University, UNICEF and the Mediterranean Center for Sustainable Development Programs (MCSDP) in Cairo Egypt have also expressed interest in collaborating in this programme. The workshop will be attended mainly by university students between the age of 17 and 25. This is because of the realization that youths especially those in universities and other tertiary institutions of learning, need to have a forum to share ideas, come up with innovative solutions to challenges facing the environment, and take action in their respective capacities. More information available at www.unep.org/training

World Environmental Education Congress

The vision for the 5th World Environmental Education Congress is 'Earth, our common home'. Caring for this household, in which all life exists, calls for strong ecological identity, solidarity, and sound action at this critical period of the Earth's history when we need to profoundly and urgently realign human endeavour within the capacities, limits, and systems of our home.

Issues like climate change remind us that environmental matters are complex, controversial, and global. They affect this entire common home of ours. Other issues such as globalization, water supply, food sovereignty, poverty, violence, and war affect all lives on earth. We expect concern to grow as pressures upon Earth's systems increase and as socio-ecological conflicts intensify.

Environmental education is on the cusp of an opportune moment, when environmental awareness has gone beyond the concerned minority to reach many people in all parts of the world. It has a crucial role to play. Prevention and resolution of environmental issues will require thoughtful, informed, and well-educated citizens to place pressure on political leaders and to make changes in their own lives and by taking action in their own communities.

This Congress is for all educators: professors, researchers, teachers, university students, community leaders, civil servants, museum and park interpreters, consultants, journalists, artists, and all other actors in environmental education. Together, we seek to strengthen education in our neighbourhoods, villages, cities, and regions—to better inhabit Earth, our common home. It will be held from 10-14 May 2009 in Montreal, Canada.

Scholarships

Please note that UNEP does not give financial assistance to students. Our sponsorship for education and training is limited to UNEP- organized short courses for specific groups/ sectors. These courses are usually by invitation, advertisement through the web, or nomination by Governments/ organizations. The scholarships, fellowships, and project funding opportunities listed are a collection of web announcements and emails that we receive and broadcast for the benefit of the readers of "Educator"

A&WMA Graduate-Undergraduate Scholarship

Annual awards for students residing within the Golden West Section's geographic boundaries pursuing careers in the areas of atmospheric or environmental science, air pollution control and waste management. Applicants must be enrolled full-time and attend a college/university within the Golden West Section's geographic area (Northern California, including San Francisco, Sacramento, Madesto). Selection is based on academic record and career goals. Consideration will be given for financial need.

Aid Type: Organization Scholarship

Number of Awards: 2

Max. Value of Awards: 1000

Due Date: December 31th 2009

Web Site: <http://www.awma-gws.baaqmd.gov>



Chinese Government Scholarships

Chinese Government Scholarship scheme is established by the Ministry of Education of China (hereinafter referred to as MOE) in accordance with educational exchange agreements or understandings reached between Chinese government and governments of other countries, organizations, education institutions and relevant international organizations to provide both full scholarships and partial scholarships to international students and scholars. MOE entrusts China Scholarship Council (hereinafter referred to as CSC) to handle the enrollment of international students and carry out the routine management of Chinese Government Scholarship Program

Aid Type: Colleges' Scholarship

Number of Awards: Varies

Max. Value of Awards: Varies

Due Date: April 16th 2010

Web Site: <http://scholarshipsinformations.com/country/china/chinese-government-scholarship-programs-for-2009/>



African Women in Agricultural Research and development (AWARD)

African Women in Agricultural Research and development (AWARD) is now accepting applications for Round Two Fellowships. The CGIAR Gender & Diversity Program warmly invites applications from qualified African agricultural women scientists for this innovative and exciting fellowship program. AWARD offers specially tailored two-year career development fellowships, available at three levels: post-Bachelors, post-Masters and post-doctorate. AWARD fellowships are open to women agricultural scientists from ten African countries (Ethiopia, Ghana, Kenya, Malawi, Mozambique, Nigeria, Rwanda, Tanzania, Uganda and Zambia)

African women from qualifying countries and conducting research in the following disciplines are strongly encouraged to apply: Crop sciences (including horticulture), soil sciences, animal and livestock sciences, plant and animal virology, agroforestry, agricultural economics, aquatic resources and fisheries, food sciences and nutrition, natural resource management and ecology, biodiversity conservation, entomology, agricultural extension education, molecular biology (applied to plant/animal breeding), and water and irrigation management

Aid Type: Fellowship

Number of Awards: varies

Max. Value of Awards: 3000

Due Date: October Monday March 30, 2009

Web Site: <http://www.genderdiversity.cgiar.org/resource/award.asp>



Third World Organisation for Women in Science (TWOWS) Fellowships

Postgraduate Training Fellowships for Women Scientists in Sub-Saharan Africa or Least Developed Countries (LDC) at Centres of Excellence in the South. The general purpose of the scheme is to contribute to the emergence of a new generation of women leaders in science and technology, and to promote their effective participation in the scientific and technological development of their countries.

Aid Type: Fellowship

Number of Awards: varies

Max. Value of Awards: varies

Due Date: 30 May of each year

Web Site: <http://www.twows.org/postgrad>



The Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP)

In 1987, the World Bank, with funding from the Government of Japan, established the World Bank Graduate Scholarship Program (WBGSP) for graduate studies in subjects related to economic development. Each year, the Program awards scholarships to individuals from World Bank member countries to undertake graduate studies at renowned universities throughout member countries of the Bank. The following factors are also an essential part of the Program's review process and reflect the objectives sought by the JJ/WBGSP:

- The Program gives priority to applicants from World Bank member countries which are currently eligible to borrow, especially low income countries.
- The Program gives priority to public sector employees.
- Promising female candidates are strongly supported by

Scholarships

Cont'd from page 12

the Program.

- To the extent permitted by Program requirements and selection standards, JJ/WBGSP seeks to maintain a geographical balance among the applicants selected.
- Priority is given to applicants who have admission to studies in line with the Millennium Development Goals (MDG), among which are poverty, education, gender equality, maternal health, etc.

Aid Type: Scholarship

Number of Awards: varies

Max. Value of Awards: varies

Due Date: March 31, 2009

Web Site: <http://web.worldbank.org/WBSITE/EXTERNAL/WBI/EXTWBISFP/EXTJJWBGSP/0,,contentMDK:20276784~menuPK:552350~pagePK:64168445~piPK:64168309~theSitePK:551644,00.html>

Environmental Scholarship Program

Annual awards for graduating high school seniors planning to pursue a degree in Environmental Sciences. Applicants must show outstanding academic achievement. Award amount covers full-tuition and room and board expenses. Renewable.

Aid Type: Organization Scholarship

Number of Awards: 2

Max. Value of Awards: Varies

Due Date: Varies

Web Site: <http://www.cepweb.org>

Biological Sciences Award

Annual awards for freshmen enrolling full-time at William Woods University pursuing a major in the Biological Sciences including Pre-Med, Pre-Vet, Pre-Dentistry, Pre-Nursing, Pre-Physical Therapy, Conservation, Wildlife Management, Ecology, etc. Applicants must have a minimum 28 ACT or 1260 SAT, rank in the top 15% of the high school class, leadership skills and self-motivation. Number of awards may vary.

Aid Type: Colleges' Scholarship

Number of Awards: Varies

Max. Value of Awards: 5000

Due Date: March 1st

Web Site: <http://www.williamwoods.edu>

Environmental Steward Scholarship - Okaloosa Walton Community College

Annual award for full-time first or second-year students planning to study environmental science or physical science at the University of West Florida. Selection will be based on three letters of recommendation, student's GPA from both high school and college, and a 500-word paper on personal and professional goals. Due date varies.

Aid Type: Organization Scholarship

Number of Awards: 1

Max. Value of Awards: 800

Due Date: Varies

Web Site: <http://www.awmacoastalplains.org>

Environmental Steward Scholarship - University of West Florida

Annual award for full-time students planning to study environmental science or physical science at the University of West Florida. Selection will be based on three letters of recommendation, student's GPA from both high school and college, and a 500-word paper on personal and professional goals. Due date varies.

Aid Type: Organization Scholarship

Number of Awards: 2

Max. Value of Awards: 800

Due Date: Varies

Web Site: <http://www.awmacoastalplains.org>

Clara Carter Higgins Summer Environmental Studies Scholarship & GCA Awards for Summer Environmental Studies

Annual awards for undergraduate (freshmen ineligible) or graduate students enrolled at a postsecondary institution majoring in Environmental Studies. Students must be pursuing summer field work, research, or classroom work in environmental field and a career in ecology. Number of awards may vary. An essay must be included with application packet.

Aid Type: Organization Scholarship

Number of Awards: Varies

Max. Value of Awards: 2000

Due Date: February 10th 2010

Web Site: <http://www.gcamerica.org>

MESA international Conference



MESA International Conference Participants pose for a group photo with Kenya's Environment Minister, Hon. John Michuki and UNEP Executive Director, Achim Steiner during the official opening of the conference.



Kenya's Environment Minister, Hon. John Michuki gives opening statement at the MESA Conference as UNEP Executive Director, Achim Steiner and UNEP-DEPI Director, Ibrahim Thiaw look on.



UNEP-DEPI Director, Ibrahim Thiaw gives a speech during the MESA Conference Gala Night.



MESA International Conference Proceedings



Heila Lotz-Sisitka from Rhodes University, South Africa gives a keynote presentation during the conference



MESA Conference participants take to the floor during the Gala Night



MESA International Conference Proceedings

A fight for fighters..

*I sometimes feel that life is so unfair
Just because I did not get a chance to do
My hair and fit into the world of the 'cool'
Forgetting that these people are, but fools
Who only embrace earthly goods
Things here today, gone tomorrow for good.*

*We all fight to enter this ranking,
Hence forgetting those who are really
Asking...*

*We forget the tale of the street kid
The sorrowful tale of the boy miner and girl
Worker.*

*Who fight daily for a chance to be alive
But do not know the meaning of being alive
Since every day is a breath to survive
He hides and quickly shallow away from
Beings....*

Terror and fear

Apprehension follows

As they sleep in the hands of society

Asking mummy why ooh why did you leave

If you were here I would have made you proud of me

Dreams to read...

And one day will be able to buy the food his body yearns

And he's

Only eleven if not seven...

And we usually think we are left in the cold

When we get courage to change the wronged eye

It will happen inevitably.....

But this change can only happen one step at a time

Starting with you and Me.!!

*Kala Maria Abuodha
Breaside High School
Nairobi, Kenya*

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Do you have any comments, suggestions, information on scholarships, fellowships, and project funding opportunities? If so, then share this information with the rest of the world by getting in touch with us at:

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