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The Educator

Environmental Education Newsletter

Mainstreaming Gender in UNEP

Exclusive Interview with UNEP's Senior Gender Advisor, Ms. Janet Macharia on Mainstreaming Gender in UNEP's Programmes

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UNEP appointed a Senior Gender Advisor (SGA) in response to the commitment of the integration of gender equality and equity in all its policies, programmes and projects and within its institutional structures. *The Educator* interviewed with Ms. Janet Macharia, the new SGA, to find out how this enormous task would be carried out.

What is your vision for Gender mainstreaming in UNEP?

Gender mainstreaming is a process that calls for change in our attitudes and practices, particularly how we carry out our work, be it in development of programmes or in management of human resources. Being a process of change therefore makes it a long term venture. The work we do in UNEP has an impact on the daily lives of men and women even though in many cases we do not ask the gender relevant questions at formulation of programmes or projects. Thus for us to have a meaningful impact that will bring about visible change we will need to constantly ask ourselves what is the gender differentiated impact of our work. Thus the vision is a UNEP that develops gender responsive environment management programmes.

Can you share with us the action points in the UNEP Gender policy and UNEP Gender Plan of Action?

The UNEP Gender Plan of Action developed in 2006 in consultation with UNEP staff and stake holders focuses on four main spheres namely the Policy, Organisational, Delivery and Constituency spheres. The overall thrust of the Plan of Action is to ensure that gender is fully integrated into the work that UNEP does both at the internal and external levels. This entails not only development of targeted and relevant action



UNEP's Senior Gender Advisor, Janet Macharia during the interview.

plans within the respective divisions, but also building capacity of UNEP staff to ensure that they are able to integrate gender into their work. In other words, making gender part and parcel of their work using gender tools that are relevant and targeted to suit the demands of different programmes and projects. Externally, the Gender Plan of action calls for UNEP to build capacity of its partners in integrating gender into environmental management programmes from global to local levels. This entails development of partnerships with key partners, generating debate and discussions on the intricate and inextricable links between gender and environment. Clearly the approach adopted by the Gender Plan of Action will make UNEP a leader on gender and environment.

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Mainstreaming Gender in UNEP

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Gender – Social roles and relations that men and women play and the power relations between them which usually have a profound effect on the use and management of natural resources (UNEP, 2008)

Gender equality — The different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. This means that their rights, responsibilities and opportunities will not depend on whether they are born male or female. (UNEP, 2006)

Gender equity — Means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities (UNEP, 2006)

More information on Gender in UNEP, visit

www.unep.org/gender_env

How well articulated is Gender in UNEP's priority areas?

Firstly, I wish to point out that commitment to gender mainstreaming from the senior management to staff is visibly evident. In the Medium Term Strategy (MTS) for 2011-2013, it is clear that gender is one of the means of implementing the six thematic areas (*climate change; disasters and conflict; ecosystem management; environmental governance; hazardous substances and Resource efficiency – sustainable consumption and production*). Together with the Quality Assurance Section (QAS) we are currently looking into different ways of reflecting gender equality in UNEP output delivery in the Programme of Work for the next biennium.

However, gender mainstreaming is not new to UNEP as efforts have been undertaken at different levels and in different times. Staff have also published materials on the different aspects of gender and environment. Again when one looks at the different programmes of the divisions one finds that there are efforts to ensure gender considerations are reflected in the programme work. For example, divisions such as Division of Early Warning and Assessment (DEWA) have gone further and commissioned studies on how to mainstream gender into their work. Again Division of Global Environmental Facility (DGEF) has undertaken a comprehensive gender audit of its staff to assess knowledge and skills as well as needs for gender mainstreaming. This information will serve to inform DGEF in implementation of their programmes/projects.

All said, UNEP needs a consolidated approach to gender mainstreaming that involves not only a team of dedicated persons, but all staff irrespective of their work. We need to have clear tools and methodologies that will assist all our staff to ensure that they not only understand what gender mainstreaming is about, but that they are able to integrate gender considerations into the work they do, and where possible build capacity of their partners to undertake the same. Implementing the Gender Plan of Action will enable us to develop a consolidated and embodied UNEP approach to gender mainstreaming.

What are the possible entry points for education and training in your plan of action?

A key vehicle for successful gender mainstreaming is capacity building and most certainly the role of education and training cannot be underscored. So far the SGA has held discussions with the UNEP Senior Human Resources Adviser on the integration of gender into the proposed integrated UNEP training plan as well as utilising the strengths of Environmental Education and Training (EET) to help shape this programme and through EET undertake the same within its outreach programme.

What are the challenges of mainstreaming gender in UNEP and in education

Perhaps the greatest challenge is that of making a fresh start in steering UNEP towards integrating gender into all our activities. For a start, UNEP will have to begin allocating resources for gender related activities and to address issues from a gender lens. I hope that after intensive training and development of methodologies, staff will integrate gender into their work. However, on the flipside all challenges should be viewed as opportunities to address the stumbling blocks and develop mechanisms of removing them. Remember we are looking for a win-win situation here.

What are some of the gender sensitivity concerns in the workplace? (recruitment, leave, etc)

Clearly, gender and human resource management issues are a thorny issue not only in UNEP but in all organisations. Addressing them will need a clearly thought out process that will involve the relevant actors drawn from the divisions, regional offices and the HR department. Again, we have to bear in mind the HR policies already developed by the UN secretariat which apply to UNEP. We have proposed the setting up of a small Gender and Human resources group that will assist in addressing emerging issues. This group will be represented by two outposted UNEP staff and five headquarter based staff drawn from the different divisions, the Senior Gender Adviser and the Senior Human Resources Adviser.

What are your plans to build the capacity of staff on gender issues?

We have developed a comprehensive capacity building programme whose implementation will certainly draw from the expertise in the EET. This programme will begin with intensive training in January 2008 for the gender coordinators drawn from the divisions, regional offices and 3 offices (QAS, Governing Council (GC) secretariat and the Evaluation office). Thereafter we shall undertake division specific training that will target staff in the divisions and develop tools on how to mainstream gender into their respective work. This will be a process that will be carried out in phases beginning March 2008 and will continue into October 2008. From these capacity building trainings we will develop a gender training manual for UNEP, develop specific gender mainstreaming tools and methodologies for application by the different divisions. In addition, we do intend to begin a capacity building programme for some of our key partners such as the Network of Women Ministers and Leaders in Environment. The capacity building will be focussed on the six thematic priority areas.



Gender and Poverty in GEO-4

By Eddah Kaguthi

Global Environment Outlook

GEO4
environment for development
FACTFILE

It is authoritative, scientifically robust and peer reviewed report on the state of the world's environment and its natural or nature-based resources

It was prepared by 390 experts and reviewed by more than 1,000 others. It involved 100 governments and 50 partner organizations.

GEOs are produced every 5 years.

Available online at <http://www.unep.org/GEO/GEO-4/media/>

One of UNEP's flagship publications, the **Global Environment Outlook 4 (GEO-4)** was launched in October 2007 and presented information on the status of the environment since the Brundtland Commission 20 years ago. It presented comprehensive, reliable and scientifically credible, up-to-date assessment and outlook for the state of the global environment.

The Brundtland Commission recognized and developed the phrase 'environment for development'.

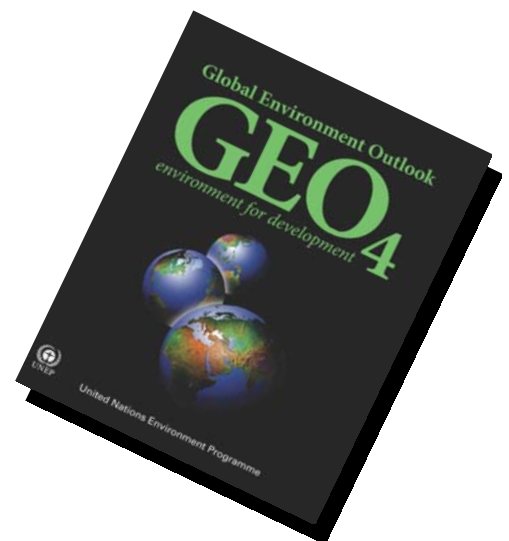
This was expounded by Agenda 21 which put human beings at the centre of concerns for sustainable development, entitling them to healthy and productive lives in harmony with nature. The environment is therefore the foundation for development and entails, amongst other things, empowering people and marginalized communities taking a long term perspective with regard to intra and inter-generational equity. The distributive impacts of the environment on human well-being cannot ignore gender inequality where the majority of the people living in poverty being women. Women and girls often carry a disproportionate burden from environmental degradation compared to men. Understanding the position of women and men in society and their relationship with the environment is essential for promoting development. In many cases, women and girls assume greater responsibilities for environmental management but have subordinate position in decision making. Gender sensitive poverty alleviation in both rural and urban settings is a central component of strategies to address environment and health issues.

As the majority of the world's poor, women play decisive roles in managing and preserving natural resources yet their centrality is often ignored or exploited. This means that a chance for better management of those resources is lost, along with opportunities for greater ecological diversity and economic development. This falls in line with the Millennium Development Goals in particular 1, 3 and 7 which call for eradication of extreme poverty and hunger, promotion of gender equality and employment of women, as well as ensuring environmental sustainability. The GEO-4 is categorical that addressing MDG 3 is essential for increasing women's opportunities, reducing their vulnerability and improving their ability to create sustainable and sufficient livelihoods. The MDGs of gender empowerment and poverty eradication are however, mutually enforcing. Despite the growing recognition that gender is an important cross cutting issue, it is still perceived as a substitute for 'women' and women are usually treated as a single homogenous group with no differentiation by age, income or culture (UNEP, 2005). Gender inequity, and its impact on resource management, is shaped by many factors including unequal access to basic facilities, such as education and health care, differences in income, the extent of

social and political inclusion, as well as social and cultural factors. (UNEP, 2006) Gender-sensitive poverty alleviation in both rural and urban areas is a central component of strategies to address environment and health issues. Environmental conservation calls for a balance in the recognition that gender plays in the sustainable development of Earth.

Of all the key issues facing earth, recognition of the role that both women and men play is paramount. When Wangari Maathai was awarded the Nobel Peace Prize 2004, recognition was made globally of the hope for the future in dealing with environmental challenges. While addressing the first Global Women's Assembly on Environment, former UNEP Executive Director Klaus Toepfer said that as the world was entering the UN decade of Education for Sustainable Development (ESD), progress on sustainable development should not be halted while new leaders were being trained. Integrating poverty, gender and environment is a challenging task.

Over the past two decades, there has been growing recognition of the relevance of the devaluation of gender-specific knowledge of the environment especially women's knowledge of medicines and food sources. The GEO-4 draws correlations between the Geographic distributions of cultural and biological diversity which is further supported by research that combines indicators of cultural diversity with indicators of biodiversity. Cultural change such as loss of cultural and spiritual values, languages and traditional knowledge and practices is a driver that can cause increasing pressures on biodiversity, including over harvesting and overuse of fertilizers. This, in turn impact human well being and disrupts the attainment of the Millennium Development Goals. Gender equality is now a cross-cutting priority in all of UNEP activities, and the organization is systematically integrating gender perspectives into all its programme design and implementation, along with measurable goals and indicators.



<http://www.unep.org/GEO/GEO-4/media/>



Strengthening the role of Women in mainstreaming Science & Technology

By George Luttah (UNEP Intern)

INFORMATION TECHNOLOGY FACTS

Women have contributed to Information Technology from its earliest days, but their contributions have often not been recognized.

Historians with an interest in this have illuminated the contributions women have made, the barriers they have faced, and the strategies they have implemented to have their work accepted by a scientific community which has often been skeptical of their ability to do this kind of activity.

Global concerns about current and future roles of women in computing occupations gained more importance with the emerging information age. These concerns motivated public policy debates addressing gender equality as computer applications exerted increasing influence in society. This dialog helped to expand information technology innovations and to reduce the unintended consequences of perceived sexism.

Ref : www.wikipedia.org

More information on Gender in UNEP visit

www.unep.org/gender_env

Science and technology is the way forward in this era of advanced technology, this will have to play an even larger role in the creation of wealth as biotechnology and communications industries, among others, continue to grow. Because of this, more attention will have to be paid to the role science and technology can and does play in shaping the lives of women.

Many studies have documented the inequalities faced by women in the science, engineering, and technology fields. Though some progress has been made, the inequalities remain and are rooted in history. Women were disadvantaged more than men by the negative impacts of the agricultural and industrial revolutions.

While new technologies reduced the need for unskilled labor, social barriers prevented women from receiving the education and training needed to take advantage of new economic opportunities. We now run the risk of entering into a new technological revolution based on information, communication, and health technologies, without having learned any lessons from the past. Women's limited access to training continues to be a problem throughout the world.

Another barrier is the belief that men are better suited to highly skilled tasks and are better able to handle advanced technologies than are women. This attitude persists in spite of visible achievements by women in science and technology. If women are to receive the full benefits of economic development, then we must change the way we view women's and men's roles, both within and outside the mainstream of science and technology.

We must strive to ensure that women in the twenty-first century take their rightful place in shaping their societies and share in the benefits of progress. We need action on two fronts: strengthening the role of women in mainstream science and technology and highlighting the importance of the traditional knowledge that women bring to these fields.

"Though historically women have played an important part in these technological revolutions, their relatively low status in society prevented them from gaining fame or benefit from their innovations."

First, we must work to change attitudes towards women's roles in science and technology-on the part of men, and equally important, on the part of women themselves. An essential step in this process is to highlight the significant role that women have always played in advancing scientific knowledge and technological innovation. Though historically women have played an important part in these technological revolutions, their relatively low status in society prevented them from gaining fame or benefit from their innovations. Because women were unable to take out patents many had their male relatives or acquaintances take credit for their work. We need to highlight women's lost heritage as technological innovators to erase the myth that they are not good at or interested in science and technology.

Individual efforts to strengthen the role of women in mainstream science and technology and to highlight the importance of women's traditional technical knowledge will enhance and enrich our world in many ways. Women are likely to gain the most from processes that join these two areas together and support them with policies that are sensitive to meeting women's needs.





Gender and International Environmental Law

By Yvonne Waweru

International Environmental Law has emerged over the past three decades as arguably the fastest growing area of cooperation in the development of international law. Notably, the subject matter of international environmental law has proliferated and changed from traditional concerns such as river boundaries, fishing rights, and protection of living species to worldwide efforts to control pollution in all environmental media, conserve natural habitats, and preserve resources located within states that concern the international community. Indeed, International Environmental Law is striving hard to keep pace with the rapidly changing nature of modern technology and pervasive industrial development.

The outcome document of the United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro in 1992, had 145 references to the specific roles and positions of women in environment and development, and also recognized women as one of the nine major groups to achieve sustainable development, and included a separate chapter (24) in Agenda 21 entitled: 'Global Action for Women towards Sustainable and Equitable Development.

UNEP's Governing Council at its 23rd session in 2005, adopted [Decision 23/11 on Gender Equality in the Field of Environment](#). This decision called upon Governments and UNEP itself to mainstream gender in their environmental policies and programmes, to assess the effects on women of environmental policies, and to integrate further gender equality and environmental considerations into their work. The decision also requested specific actions in the areas of: gender, conflict and environment; documenting women's knowledge and leadership in environment through case studies; strengthening young women's leadership in environment; and cooperation between UNEP and the CEDAW Committee to look into the possible use of the **Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)** to enhance women's environmental rights.

How might international law be used to induce state governments to mainstream gender in environmental policies? In the same vein, what can be done to persuade male-controlled governments that the quality of the natural environment is closely connected to the quality of life for women in society?

The gender aspect is vital to having a balanced approach to the management and governance of the environment. Men and women play different roles in relation to the exploitation and management of natural resources. Since the start of human history, women have contributed essentially to the conservation, use and management of natural resources. Around the world they play distinct roles from men in managing agricultural lands, plants, animals and forests, in collecting and managing water for domestic use and income generation, in the collection and use of (bio-)fuels. By so doing, they contribute time, energy, skills and personal visions to family and community development. Their extensive experiences make them an invaluable source of knowledge and expertise on environmental management and appropriate actions. The place and roles of women throughout domestic societies have become recognized as critical ingredients for the preservation and protection of the international environment, as well as for local economic development and social stability. Likewise, people understand that the roles played by

women in society do exert a profound impact upon how well the international environment is treated.

Throughout time, male decision-makers have successfully (be it consciously or subconsciously) muted the "different voice" of women in various realms, including that of International Environmental Law. Since men and women align themselves at different points on the "justice" and "care" ends of the moral decision-making scale, the logic becomes apparent that the mainly male world of international law would view law-creation predominantly through the "ethic of rights and justice," as opposed to an "ethic of care." International Environmental Law favors male perspectives on the human relationship to nature. With men directing most decision-making organs in the international community, the law they institute emerges from a deliberative process in which the "different voice" of women does not receive equal time, or equal weight.

International environmental law therefore necessitates a rethinking of a gender-sensitive paradigm by identifying and establishing normative behavior for states in their activities affecting the world environment. Although some women do hold positions in government, men remain the main players in domestic and international politics. A gender-sensitive approach to international environmental law should assume that concern for the global environment falls more aptly under the female "ethic of care" grounds for moral reasoning than that of the male process guided by an "ethic of rights." Women are more inclined than men to respect the human relationship to the environment, which, incidentally, is often characterized as "Mother Nature." Men tend to see the Earth as a material object that must be dominated, controlled, mastered, and developed for selfish comfort and profit,

The gender aspect is vital to having a balanced approach to the management and governance of the environment. Men and women play different roles in relation to the exploitation and management of natural resources. Since the start of human history, women have contributed essentially to the conservation, use and management of natural resources.

Many policy intentions on women and the environment are in place right now. But as Bella Abzug, former US Congress woman, mentioned: "Now that we have the words, we urgently need the music." In other words: it is not just a question of nice words and policies but of implementation and actions. The implementation gap is still wide. It is not only a question of the number of women in organisations and decision-making, but about the role they have in shaping the outcomes of the decisions themselves. "Women do not want to be mainstreamed in a polluted stream. They want the stream to be clean and healthy." (Bella Abzug) A stream that is clean and healthy, and that is equally accessible for all. That is the only way the planet can offer a safe and healthy environment and can sustain the lives for the billions of men and women that will inhabit the globe in the years to come.



Rainwater Harvesting in Kajiado, Kenya.

By Elizabeth Khaka

The semi-arid areas (among them Olepolos, the project area) of Kajiado District in Kenya have high levels of poverty due to drought and land degradation. The changes in land tenure have worsened the situation. Traditionally, the community (which is predominantly the pastoralist Maasai) was nomadic and had large expanses of land from which to access water and fodder for their animals. The land has now been divided into group/individual ranches, drastically reducing the resources available.

Access to fuel wood is one of the major challenges faced by the community, in particular women as a result of the sedentary lifestyle. In order to get out of this poverty trap, the community must adopt a more diversified lifestyle where they utilize the existing resources, such as water and land sustainably. Closely related to this, as livestock is the mainstay of this community, adopting sustainable livestock and natural resource management systems can further reduce the poverty experienced by this community. Faced with persistent droughts and encroaching desertification process, it is evident that this community requires appropriate strategies to manage their environment and natural resources so as to sustain their livelihoods and break the cycle of poverty.

Water can be used as an entry point to promote development. Unfortunately, Kajiado is a semi-arid area that has low rainfall. Water availability is paramount to reducing the poverty levels. Rainwater harvesting (RWH) can be used to improve water and food security, and reforest degraded land. The 13th Commission on Sustainable Development called for the development of capacities in RWH and for addressing the special needs of arid and semi arid areas such as Kajiado. It further called for the use of rainwater harvesting technologies in agricultural production with a focus on the poor in Africa.

UNEP has initiated a RWH programme to accelerate the water-related millennium development goals which include improving access to water and sanitation, poverty and hunger reduction, and reversing loss of environmental resources. The initiative has been implemented in Asia, Caribbean and Africa. In Africa, the initiative started in 2000 in collaboration with Earth Care Africa. Recognizing that gender was an important aspect of water management and the necessity of both men and women to participate in water management, the first phase of the project focused on enhancing the capacity of women to participate in water management, and to contribute to water management. This consisted of formal and informal training courses coupled with field visits to Kola in Machakos in Eastern Kenya where rainwater harvesting has been practised for decades.

Phase II of the initiative started in 2005 when UNEP and World Agroforestry Centre (ICRAF) extended the project to include the use of rainwater harvesting for productive purposes. Rainwater harvesting was used for domestic, environment and agricultural purposes. To reduce deforestation, the project promoted the use of improved stoves and the establishment of family woodlots. A microfinance component was introduced for sustainability.

The following outputs contributed to improving the life of the community:

- ◆ Eighty-four rooftop rainwater-harvesting tanks were installed to provide drinking water to over 400 families, contributing to the Millennium Development Goal 7 target of reducing by half

the proportion of people without sustainable access to safe drinking water and basic sanitation by 2015.

- ◆ One-hundred-twenty ponds for harvesting run-off were constructed. The water is used for kitchen gardens and for watering small livestock and trees in family woodlots. This contributes to the Millennium Development Goal 1 target of reducing by half the proportion of people living on less than a dollar a day and the proportion of people who suffer from hunger;
- ◆ Trenches to collect runoff and water stored in the soil were constructed in 50 percent of the homesteads. The water is used to maintain moisture for family woodlots; 1,200 trees were planted in family woodlots containing trees for medicinal, fruit, firewood and timber purposes.
- ◆ As a spin-off, energy efficient stoves were constructed by 65 percent of the households. Use of less firewood will contribute to the reduction of deforestation and thus improve catchment conditions;
- ◆ A microfinance system to improve sustainability of the project was established. The community has collected over half a million Kenyan shillings from its own resources, despite a drought which affected its economy. This is an indication of the community's willingness to improve its livelihood.

The most visible impact of the Kajiado project is the availability of safe drinking water near people's homes and the reduction of the time required to fetch firewood and water. The time saved and money borrowed from the microfinance component of the project is being used for income-generating activities such as bead making and small-scale trading. Availability of water has enabled women to establish kitchen gardens that have resulted in monthly savings of up to 1000 Kenyan shillings per family. The use of energy-saving stoves has reduced the amount of wood cut from nearby forests by 50 percent and has contributed to the reduction of deforestation in the area.

The project has attracted the interest of many NGOs and institutions including Resource Africa, several Rotary Clubs, World Vision, Maji na Ufanisi, Team and Team Seoul National University, etc.





Youth Encounter on Sustainability - Africa (YES 2007)

9th –26 November 2007 at Egerton University, Njoro, Kenya

In partnership with the Center for Sustainability at the Swiss Federal Institute of Technology, Zurich (ETH-Zurich), UNEP organised the Youth Encounter on Sustainability (YES) Course in Africa that brought together 38 students from 25 countries.

It was hosted at Egerton University in Kenya from 9 – 26 November 2007. The YES course is an intensive inter-disciplinary two-week training for upper level university students and young professionals aimed at sensitising the trainees on basic issues of sustainability.

During the course, trainees discussed and debated strategies and visions towards a sustainable world, and defined their roles as future academics and scientists in the process of sustainable development. Following similar training courses held in Latin America, Asia and Europe, this was the first time that such a unique training targeting higher level university students and young professionals was being held in Africa.

The trainees were drawn from diverse professional backgrounds ranging from natural and technical disciplines such as Architecture, Engineering, and Ecology to social science disciplines such as Law, Gender Studies and Business Education. The YES–Africa course delivered significant results for UNEP such as advancing and enhancing capacity as well as equipping African university students with the knowledge, skills and methodology to serve as change agents for environmental sustainability in achieving MDG goals in Africa and serving as the student component of UNEP’s flagship project on “Mainstreaming Environment and Sustainability in Africa’s Universities” (MESA) Partnership.

The Educator Newsletter interviewed the following participants who took part in the course;

Dr. Roger Baud – Executive Director, ETH-Zurich



“ We are happy to be having this course once again in Kenya with UNEP’s support. We hope this courses will impact to the students and their various communities at large. I hope we’ll continue partnering with UNEP and other like minded organizations in such initiatives.

ETH - Zurich offers 5 courses per year ; 2 in Switzerland, 1 in Japan and 1 in Kenya which UNEP is an active partner.

The courses cover a wide range of sustainability issues. The Yes Courses worldwide have an alumni of more than 700 students worldwide which he hopes will impact positively on Environment for Sustainable Development (ESD).”

Marielle Naah – Student (Cameroon)



“ As an African student, this course has been very useful. I’ve met other students from various parts of the world and learnt a lot about their cultures and vision. I shared with them the difficulties African societies face in approaching sustainable development.

I learnt a lot on waste water management and how different countries approach it. Also during this course I managed to meet people from *Lead Africa* (a leadership Advocacy NGO) and discussed with them on possibilities of initiating a local chapter for Cameroon. I thank UNEP and ETH-Zurich for giving me such a great opportunity.”

Halinishi Yusuf – Student (Kenya)



“ I think this is a good venture for young people to learn and share how lives can be improved in this planet. This forum has made me learn how different cultures tackle sustainability.

It’s a challenge to third world countries especially in Africa who have to tackle issues like poverty, political issues, inequality, illiteracy and cultural issues to attain sustainability. As leaders of tomorrow, young people have to take the initiative to save and protect our planet.

The course was an eye opener as I learnt how young people can preach sustainable development. As a student who is majoring in community development studies, the course was a plus for my career.”

Richard Mutabazi – Student (Rwanda)



“ This was a memorable experience to me. I met many people from different countries and cultures. My country is just healing from the genocide which killed thousands and destroyed general infrastructure. Rwandese Government is taking Sustainable Development seriously and is encouraging communities to adopt it.

I thank UNEP and ETH-Zurich for organizing the forum for young people to share ideas. We hope to be good ambassadors for Education for Sustainable Development (ESD) in our respective countries.”



Tunza

The word “TUNZA” means “to treat with care or affection” in Kiswahili (a sub-regional language of Eastern Africa). The overall TUNZA Concept, therefore, is built around this theme. It is an initiative that is meant to develop activities in the areas of capacity building, environmental awareness, and information exchange, with a vision to foster a generation of environmentally-conscious citizens, capable of positive action.

UNEP is committed to the participation of young people in international environmental negotiations and in sustainable development discussions around the world. One of the ways of achieving this is by ensuring that representatives of the Tunza Youth Advisory Council (TYAC) participate in such events. The Advisory Council comprises 14 youth leaders, two from each of the six UNEP regions and two from indigenous groups. The Council advises UNEP on better ways of engaging young people in its work and helps increase youth involvement in UNEP's activities. The Council members keep in regular contact via chat sessions and e-mails as well as meeting at various events. Members of TYAC are elected at the Tunza International Youth Conference which takes place every two years and they serve for a period of two years until the next council is elected. This year, two UNEP Tunza Youth Advisors, Thomas Christian from the North America Region and Margaret Koli from the Africa Region, will represent TYAC and other young people at the UNEP 10th Special Session of Governing Council/Global Ministerial Environment Forum in Monaco from 19 to 22 February. At the Special Session, both Thomas and Margaret will articulate the views and concerns of young people on environmental issues.



The First Tunza Youth Advisory Council (TYAC)

visit <<http://www.unep.org/tunza/youth/>>

Tunza International Children Conference

The UNEP Tunza International Children's Conference provides a biannual forum for children to discuss and learn about their responsibilities regarding the environment. The conference provides a unique opportunity for children to present their environmental projects and inspire each other with their environmental work. The Conference is organized by UNEP and a local partner - a government ministry or an environmental NGO. A Junior Board comprising twelve children - one from each of the six UNEP regions and four from the host country, assist in organizing the conference and advises on how to make the conferences adaptive to the needs of children. The first children's conference was held in 1995 in Eastbourne, England and this year's Conference will be held in Stavanger, Norway from 17 to 21 June 2008. The Conference is co-organized by UNEP and the Young Agenda 21 of Norway, and is supported by Bayer of Germany. It is expected to bring together about 1,000 children and their chaperones from 110 countries. The theme of the Conference is "Creating Change" and daily themes include *Water, Energy, Production and Consumption and Forest*. The Conference will offer several thematic workshops, field trips and regional group discussions. The Conference outcomes will include a petition to world leaders on the state of the environment, regional action plans and individual commitments. The selection process is currently in progress until end of March 2008.

For more information please visit <<http://www.unep.org/Tunza/>>

Tunza International Children's Painting Competition

The Tunza International Children's Painting Competition on the Environment is held annually since 1992. The Competition targets children aged between 6 to 14 years, and is organized by UNEP, the Japan Based Foundation for Global Peace and Environment, Bayer and the Nikon Corporation. Since its inception, the Competition has received over 180 entries from over 100 countries. The Painting Competition aims to increase environmental awareness among children and to inspire them to take action. Each Competition focuses on the theme selected for World Environment Day (5 June). The Competition is promoted through UNEP regional offices and through UNEP partners. Currently, the 17th International Children's Painting Competition is on-going and its theme is "Climate Change: Actions we can take now". Regional winners will be announced in April and global winners in June. The global winners will be invited to receive their awards at the World Environment Day celebrations in New Zealand. Winning paintings will be used for posters, calendars and postcards for world wide distribution. The deadline for submission of the paintings is 15th February 2008.

For more information please visit <<http://www.unep.org/Tunza/paintcomp/>>

By EET team

The 4th International Conference on Environmental Education (ICEE) was held from 24 to 28 November, 2007 at Centre for Environment Education (CEE), Ahmedabad, India. The Conference was organized by Government of India with UNESCO and UNEP as co-sponsors. The Conference was held in Ahmedabad, India and spread over 5 days from viz. November 24th to 28th, 2007. The conference holds once in 10 years. Being the fourth in the series of Conferences on Environmental Education since the first Conference held in 1977 at Tbilisi, Georgia, the aim of this Conference was to look into understanding what has emerged out of the discipline of Environmental Education (EE) since Tbilisi and the role of EE within Education for Sustainable Development (ESD). A particular significance was attached to this conference in light of it being held in the third year of the on-going United Nations Decade of Education for Sustainable Development (UNDESD), 2005-2014. Towards this, the Conference provided a forum to look at how EE and ESD can partner and strengthen each other towards building a sustainable future.

The Conference brought together 1,586 participants from 97 countries comprising of 650 women and 150 youth. There was representation from developing countries, least developed countries and developed countries from all five continents. In addition to participation from 97 countries, there was representation from 40 governments across the world. The governments participated in the special session for the governments which was led by Mr. Peter Woods, Department of Environment and Heritage, Government of Australia. UN organizations including UNEP and UNESCO were represented by about 100 officials. The Conference participants came from varied backgrounds and included policy makers from the government, health professionals, researchers, communication specialists, field practitioners, educators, youth representatives as well as persons from various UN and other international agencies

The UNEP Executive Director's video recorded opening statement on the theme, *Learning for Sustainability in a Changing Climate*, was well received setting the pace for the conference. Among the keynote speakers at the opening ceremony was Dr. R.K. Pachauri, Nobel Laureate and Chairman of the Intergovernmental Panel on Climate Change (IPCC) who, in his speech, reiterated the imminent grave realities of climate change on the environment as observed from the latest IPCC findings. The closing remarks were given by Mr. Koichiro Matsuura, Director-General of UNESCO who duly acknowledged UNEP's role and joint partnership in the ICEE process since its inception in 1977.

UNEP was represented by six staff members drawn from DEPI, DRC-ROAP and DTIE. Also UNEP organized a publications exhibition with a special focus on GEO-4 which attracted many participants who found the free-issue UNEP information materials useful. The UNEP team, in addition to facilitating and co-chairing different sessions at workshops and plenary, conducted three major workshops:

- ◆ UNEP's Global Environment Outlook Report Volume 4 (GEO-4) 2007 on the same theme Promoting Environmental Research and Learning for Sustainable Development:
- ◆ Sustainable Production and Consumption;
- ◆ Ozzy Ozone



ICEE 2007 participants listen to UNEP's Executive Director, Achim Steiner's speech at the ICEE in Ahmedabad, India



UNEP's exhibition stand at the 4th ICEE



A plenary session at the ICEE

More photos at page 15

By *EET team*

The 4th ICEE was held in Ahmedabad, India from 24-28 November 2007 attended by over 1500 participants from 97 countries with the theme '*Education for life: Life through Education*'. UNEP hosted three workshops: 'UNEP's Global Environment Outlook Report Volume 4 (GEO-4) 2007 on the same theme: Promoting Environmental Research and Learning for Sustainable Development', 'Education for Sustainable Consumption' and "Ozzy Ozone". The conference came up with recommendations for the world's policy makers and educationists to adopt in the quest towards education for sustainable development.

The Ahmedabad Declaration 2007 : A Call to action

This declaration was developed from the 24th to the 28th of November 2007. The drafting process involved more than 1,200 participants from 80 countries at the Fourth International Conference on Environmental Education. The conference was sponsored by UNESCO, UNEP and the Government of India and was hosted by the Centre for Environment Education at Ahmedabad, India. Since the first international conference was held in Tbilisi, Georgia, in 1977, conferences have been held every ten years, in Moscow in 1987 and in Thessaloniki, Greece, in 1997. This declaration was drafted in the context of the UN Decade of Education for Sustainable Development (UNDESD)

Our vision is a world in which our work and lifestyles contribute to the well-being of all life on Earth. We believe that through education, human lifestyles can be achieved that support ecological integrity, economic and social justice, sustainable livelihoods and respect for all life. Through education we can learn to prevent and resolve conflicts, respect cultural diversity, create a caring society and live in peace. We can learn from indigenous and traditional patterns of living that respect and honour the Earth and its life-support systems and we can adapt this wisdom to our fast-changing world. We can make individual, community, national and even global choices with due consideration for the collective good. Individuals including youth, civil society, governments, businesses, funding partners and other institutions can appreciate that their daily actions can shape a viable future of which all can be proud.

Ever-increasing human production and consumption is rapidly undermining the Earth's life-support systems and the potential for all life to flourish. Assumptions about what constitutes an acceptable quality of life for some, often means deprivation for others. The gap between rich and poor is widening. The climate crisis, loss of biodiversity, increasing health risks and poverty are indicators of development models and lifestyles that are unsustainable. Alternative models and visions for a sustainable future do exist and urgent action is needed to make them a reality. Human rights, gender equity, social justice and a healthy environment must become global imperatives. Education for Sustainable Development is essential to making this transformation.

Mahatma Gandhi said, "Let my life be my message." The example we set is all important. Through our actions, we add substance and vigour to the quest for sustainable living. With creativity and imagination we need to rethink and change the values we live by, the choices we make, and the actions we take.

We must reconsider our tools, methods and approaches, our politics and economics, our relationships and partnerships, and the very foundations and purpose of education and how it relates to the lives we lead. In making our choices we draw on, and are inspired by, much work that has gone before us, including the Earth Charter and the Millennium Development Goals.

Environmental Education processes support and champion Education for Sustainable Development. Such education processes must be relevant, responsive and accountable. Research is encouraged to provide additional rigour and credibility and to identify increasingly effective methods of learning and sharing knowledge.

We are all learners as well as teachers. Education for Sustainable Development encourages a shift from viewing education as a delivery mechanism to a lifelong, holistic and inclusive process. We pledge to build partnerships and share our diverse experiences and collective knowledge to refine the vision of sustainability while continually expanding its practice.

In a world with increasing capabilities to network, we embrace our responsibilities and commit ourselves to carry forward the recommendations from this conference. The United Nations system and governments worldwide need to support Environmental Education and develop sound Education for Sustainable Development policy frameworks and commit to their implementation.

We urge all people to join us in pursuing the principles of sustainability with humility, inclusivity, integrity and a strong sense of humanity. We move forward from Ahmedabad in a spirit of hope, enthusiasm and commitment to action.

Mahatma Gandhi said, "Let my life be my message." The example we set is all important. Through our actions, we add substance and vigour to the quest for sustainable living.

More on the 4th ICEE can be viewed at www.tbilisiplus30.org



Ozzy and Zoe

By Salja Heinonen

The UNEP/DTIE OzonAction Branch strongly supports gender equality. That can be seen even in ozone molecules: first there was Ozzy Ozone, clearly a male character. He experienced the adventures alone in the Ozzy Ozone video and the first Ozzy Ozone – Defender of our Planet – cartoon book. But the balance was missing, and in the second cartoon book (Ozzy goes farming) Ozzy got another ozone warrior at his side: Zoe Ozone. Zoe represents a strong female type; she participates in all the same adventures as Ozzy and her input in the saving of the Planet and the ozone layer is at least as remarkable as her partner's.

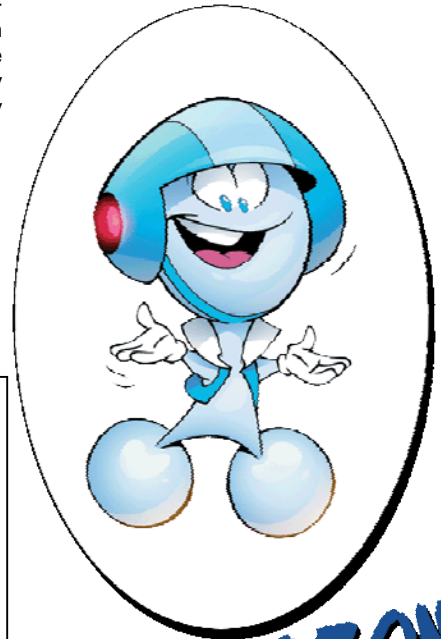


ZOE OZONE

Ozzy and Zoe explored the Polar Regions together also in the third cartoon book: "Ozzy goes Polar", and they will go Island Hopping in the next issue - together as well. Both declare the importance of ozone layer protection, but recently they have understood the importance and the urgency of addressing climate change. The next cartoon book as well as the previous booklet talk about global warming as well and its link to ozone layer depletion.

Ozzy Ozone though did perform almost alone in the "Ozzy Ozone game", mostly because of the literal appearance. "Ozzy and Zoe Ozone game" wouldn't sound as good. In the game though Zoe is presented and present: hiding in the squares. The game is also available online on OzonAction's website, where you can play it or download it on your computer. Also the cartoon books are available there on a PDF format.

The next big product will not concentrate on Ozzy and Zoe as much, but on ozone layer depletion and health effects of the ultraviolet rays. The new Education Pack for lower secondary schools targets the young people between 13 and 15 years old. The second Pack will be ready by June, though the official launch may be on 16 September 2008, the International Day



OZZY OZONE

The Ozzy and Zoe Ozone family of awareness materials:

- ◆ Ozzy Ozone – Defender of our Planet: Ozzy goes Polar: June 2007
- ◆ Ozzy Ozone board game (hard copy): September 2007
- ◆ Ozzy Ozone board game (online-version): February 2008
- ◆ Ozzy Ozone – Defender of our Planet: Ozzy goes Island Hopping: (planned) April 2008
- ◆ Ozzy and Zoe Ozone Collection (all the materials on a USB): (planned) April 2008
- ◆ Education Pack for secondary schools: (planned) June 2008

You can request copies of these materials from: e-mail: ozzy@unep.fr / tel. +33-1-4437 1454 /

UNEP/DTIE OzonAction Branch/Ozzy Ozone, 15 rue de Milan 75441 Paris Cedex 09, France

www.unep.fr/ozonaction/topics/children.htm / www.ozzyozone.org

These materials were developed with support from the Multilateral Fund for the Implementation of the Montreal Protocol on Substances that Deplete the Ozone Layer. They are part of a global strategy to help developing countries comply with this agreement.



Scholarships

Looking for an Environmental Scholarship?

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"

Generation Challenge Program (GCP)

Application deadline: 15 March 2008

GCP is pleased to announce our 3rd call for proposals for competitive research.

Eligibility, partners and conditions:

Principal Investigators (PIs) may come from any GCP Consortium member institute, as well as from non-Consortium institutions such as non-profit research institutions, developing country agriculture research programs, and/or educational institutions.

Partners may be from any Consortium member or non-Consortium institutions. Partnerships outside the Consortium—especially with developing countries — are strongly encouraged. Selection will be a two-step process: 1. Concept Note stage 2. Full Proposal stage for winning Concept Notes

Grant amount: annual budget per project will be USD 300,000 – 400,000

<http://www.generationcp.org/enewsletter.php?i=962>

The Institute for Women's Policy Research (IWPR)

The Mariam K. Chamberlain Fellowship in Women & Public Policy

Application deadline: March 1, 2008

IWPR will offer one fellowship for 2008-2009:

The Mariam K. Chamberlain Fellow works as a general research assistant on a variety of research projects and reports. Research tasks may include reviewing literature; collecting, checking and analyzing data; gathering information; and preparing reports and report graphics. Attending relevant Congressional briefings, policy seminars and meetings is also an integral part of the fellowship program. Applicants should have at least a bachelor's degree in a social science discipline, statistics, or women's studies. Graduate work is not required. Applicants should have strong quantitative and library research skills and knowledge of women's issues; familiarity with Microsoft Word and Excel is required. Knowledge of STATA, SPSS, SAS, and graphics software a plus. Qualitative research skills also a plus.

To Apply: Mail a letter of interest, a resume, a list of relevant classes taken (this list can be included with the resume), a 3-7 page writing sample, and two confidential (sealed) letters of recommendation to the address below.

Fellowship Coordinator Institute for Women's Policy Research

1707 L Street, NW, Suite 750 Washington, DC 20036

Questions may be addressed to the Fellowship Coordinator by E-mail at crum@iwpr.org.

Website: <http://www.iwpr.org/About/employment.htm>

World Bank-Margaret McNamara Memorial Fund Education Grants for Women from Developing Countries

Each year, the MMMF awards grants to women from developing countries engaged in graduate studies in the United States or Canada. The applicants must be at least 25 years of age, must have demonstrated a commitment to work for the benefit of women and children in the developing world, and must plan to return to their countries within two years of receiving the grant. Since 1983, the MMMF has awarded 95 grants totaling \$733,400 to women from 50 countries. The MMMF awards up to six grants of approximately \$11,000. Applicant must be a national of a developing country that is currently eligible to borrow from the World Bank who is a resident of the U.S. or Canada¹. She must have a record of service to women and/or children in her country. For more information on country eligibility, please consult the website below. **Contact information:**

Fellows are expected to use their education to enhance their leadership skills in fields that further the Ford Foundation's goals of strengthening democratic values, reducing poverty and injustice, promoting international cooperation and advancing human achievement. Application forms may be downloaded from www.ifpeastafrica.org or collected from the respective country offices. **Contact Information**

KENYA Ford Foundation International Fellowships Program (IFP) FAWE House Chania Avenue, off Wood Avenue (Kilimani) P. O. Box 76284-00508 Nairobi, Kenya Tel: +254-20-3875943/3873131 Fax: +254-20-3874150 Email: ifp@fawe.org Website: www.ifpeastafrica.org

International Centre for Research on Women (ICRW)

The objectives of this fellows program are to provide development researchers and practitioners with an opportunity to conduct research or develop programmes on gender issues in an intellectually stimulating environment away from the routine demands of work, to enable Fellows to establish contacts and exchange information and ideas with ICRW staff and development experts from the United States, and to bring field experience and a fresh outlook to the ICRW by strengthening the Centre's associations with individuals and organisations in developing countries and promoting the possibility of future collaborative undertakings.

Applicant: Development researchers and practitioners from developing countries

<http://www.icrw.org/html/ourwork/ourwork.htm>



Scholarships (contd)

Ford Foundation International (East Africa) 7th Round of International Fellowships Program (IFP)

Completed forms (in hard copy) and all the supporting documentation should be received at the IFP Kenya office not later than **2:00pm Friday 7th March, 2008**.

The Ford Foundation International Fellowships Program (IFP) is pleased to announce the Seventh round of fellowships in Kenya for the Academic Year 2009/ 2010. During this round, the program will offer forty-eight (48) fellowships in East Africa tenable in any part of the world, including Africa. Sixteen Fellowships will be offered to applicants in Kenya. Each fellowship covers tuition fees, health insurance, subsistence allowance, travel and other related expenses.

IFP will provide full support of up to three (3) years of formal post-graduate study. The program provides opportunities to individuals from diverse backgrounds, social groups and communities that have traditionally lacked systematic access to higher education. Fellows are selected on the strength of their academic achievement, leadership skills and social commitment.

Fellows are expected to use their education to enhance their leadership skills in fields that further the Ford Foundation's goals of strengthening democratic values, reducing poverty and injustice, promoting international cooperation and advancing human achievement.

Application forms may be downloaded from www.ifpeastafrica.org or collected from the respective country offices.

Contact Information KENYA Ford Foundation International Fellowships Program (IFP) FAWE House Chania Avenue, off Wood Avenue (Kilimani) P. O. Box 76284-00508 Nairobi, Kenya Tel: +254-20-3875943/3873131 Fax: +254-20-3874150 Email: ifp@fawe.org Website: www.ifpeastafrica.org

The International Development Research Centre (IDRC) IDRC Doctoral Research Awards

Application deadlines: There are two competitions each year: 1st deadline: **April 1, 2008** (awards will be announced in August 2008).

2nd deadline: **November 1, 2008** (awards will be announced in March 2009).

Applications will be accepted for research at the doctoral level in areas corresponding to IDRC's research priorities. IDRC's research activities focus on four program areas:

- ◆ Social and Economic Policy
- ◆ Environment and Natural Resource Management
- ◆ Information and Communication Technologies (ICTs) for Development
- ◆ Innovation, Policy and Science

Eligibility

Applicants must meet the following conditions for eligibility:

- Hold Canadian citizenship or permanent residency status in Canada, or hold a citizenship of a developing country;
- Be enrolled in a doctoral program at a Canadian university;
- Research proposal is for a doctoral thesis and has been approved by the thesis supervisor;
- Proposed field research will take place in a developing country;
- Provide evidence of affiliation with an institution or organization in the region in which the research will take place;
- Have completed course work and passed comprehensive examinations by the time of award tenure.

Applications will be evaluated according to criteria, such as relevance to sustainable and equitable development and to IDRC priorities, quality of the research proposal and suitability of the candidate.

For more information, visit: http://www.idrc.ca/grants/ev-23374-201-1-DO_TOPIC.html

Canadian Institute for Health Research, Fellowship Awards - Gender, Globalization and Health

The purpose of the fellowship is to provide researchers in Canada, the USA and in lower middle-income countries (LMICs) the opportunity to conduct research and build research capacity focused on priority issues pertinent to *Gender, Globalization and Health*. Eligible research areas have been identified through national and international consultations and include food security and nutritional well-being, HIV/AIDS, tobacco and addictions, occupational health and safety, mental health, infectious diseases, violence, reproductive health, and public-private partnerships for health. Other crosscutting research priorities include human rights and ethics, socio-economic status and poverty, lifespan from early childhood through ageing, and health (and health-related) systems.

Applicants: Researchers in Canada, the USA and in lower middle-income countries

<http://www.cihr-irsc.gc.ca/e/193.html>

International Centre for Research on Women (ICRW)

The objectives of this fellows program are to provide development researchers and practitioners with an opportunity to conduct research or develop programmes on gender issues in an intellectually stimulating environment away from the routine demands of work, to enable Fellows to establish contacts and exchange information and ideas with ICRW staff and development experts from the United States, and to bring field experience and a fresh outlook to the ICRW by strengthening the Centre's associations with individuals and organisations in developing countries and promoting the possibility of future collaborative undertakings.

Applicant: Development researchers and practitioners from developing countries

<http://www.icrw.org/html/ourwork/ourwork.htm>

You should not regard the details given here as being definitive ; you should contact the addresses given at the end of each section for up-to-date conditions and eligibility requirements.



Photo Gallery

YES - Africa Course 2007



Group Photo for the YES - Africa participants with DEPI Director, Ibrahim Thiaw (centre)



YES -Africa Participants attentively listen to proceedings during their visit to UNEP headquarters, Gigiri, Nairobi, Kenya

The 4th ICEE 2007



Akpezi Ogbuigwe, Head EET, UNEP addresses a plenary session at the 4th ICEE



Part of the crowd that turned up for the GEO-4 presentation at the 4th ICEE

The 4th ICEE 2007

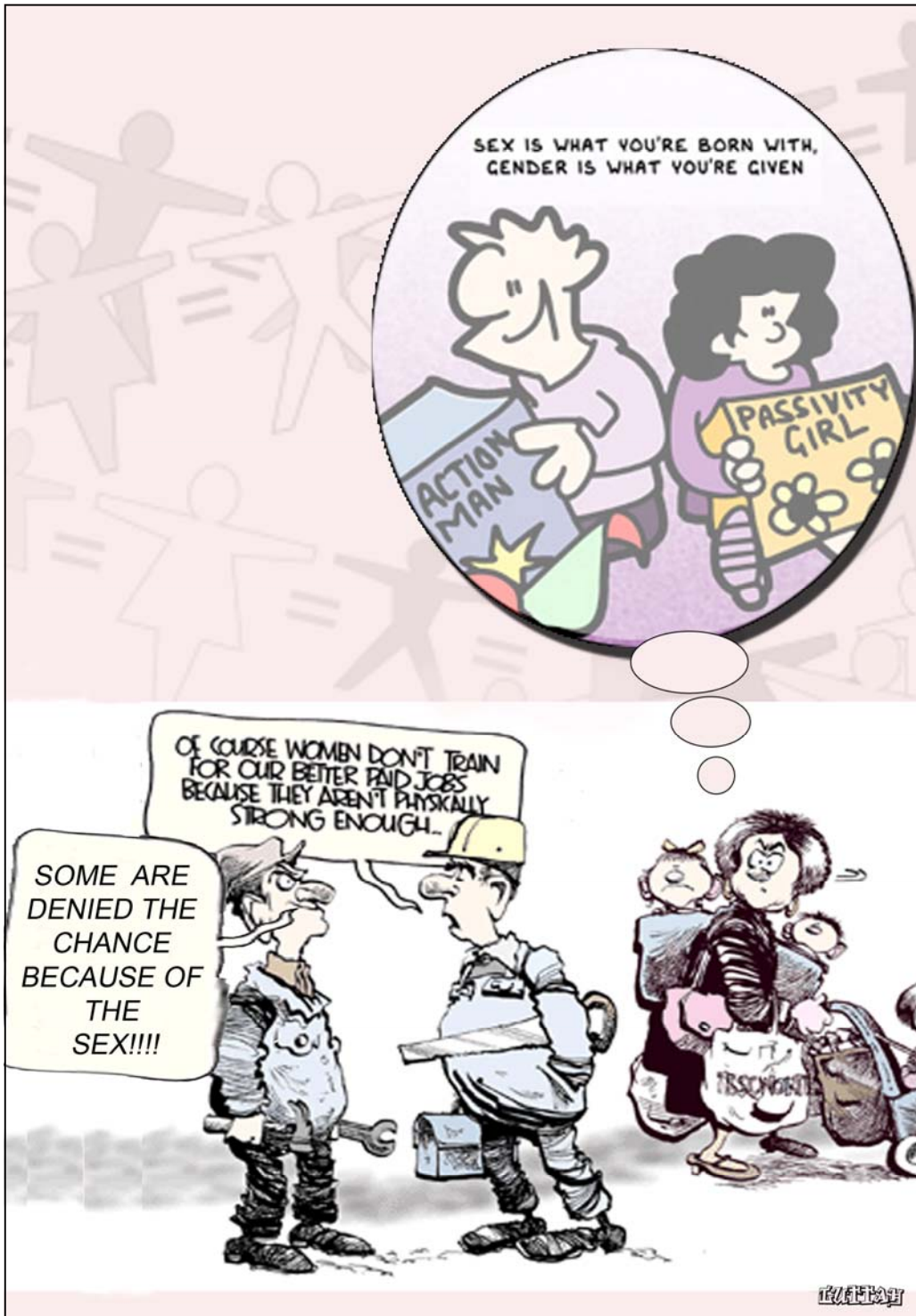


Nobel laureate and chairman of the Intergovernmental Panel on Climate Change (IPCC) **Dr. R.K. Pachauri** gives his keynote speech at the 4th ICEE.



The 4th ICEE Participants group photo

More photos of ICEE can be viewed at www.tbisiplus30.org or www.unep.org/training



Source : Wikipedia.com

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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 kindly getting in touch with us on:

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www.unep.org/training

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