The Educator
Environmental Education Newsletter
UNEP
Volume 3, Issue 1

Strategic Implementation Team (SIT); One year on

Exclusive Interview with UNEP`s John Scanlon, SIT Team leader on aim of achieving two fundamental organization-wide goals of 'operating as 'One UNEP'

What's inside.....

UNEP Executive Director established the Strategic Implementation Team (SIT) in March 2007 for a period of up to three years to provide additional capacity within UNEP to help drive the implementation of a wide range of reforms within the organization including in Information and Communications Technology (ICT), Human Resources (HR), Gender, Programme Coordination and Resource Planning and Results-based Management with the aim of achieving two fundamental organization wide goals of 'operating as 'One UNEP', by delivering on results based management reforms and ensuring maximum effectiveness and efficiency; and to deliver on the 'One UN' and the Bali Strategic Plan for Technology Support and Capacity-building – full details being included on the UNEP Intranet. The Educator held an interview with John Scanlon, the SIT Team leader to learn more on their current status of implementation thus far.

Q. ***It's one year since the Executive Director established the Strategic Implementation Team (SIT) under your stewardship to help drive the "One UNEP" and "One UN" organizational goals. Where is UNEP on this roadmap and how is UNEP positioned in the system-wide goal?***

A. The SIT was established in March 2007 to provide additional "horse-power" to drive the internal reforms in UNEP. The SIT has a work plan that has been approved by the Executive Director we have made good progress in this regard. The SIT has led the development of the Medium-term Strategy 2010-2013 (MTS), through a comprehensive consultative process that included the UNEP Committee of Permanent Representatives, civil society, the private sector Multilateral Environmental Agreement (MEA) secretariats, and UNEP staff. All of these governing bodies, our staff, and stakeholders made excellent

John Scanlon addresses a past UNEP Committee of Permanent Representatives (CPR) meeting. On his left are Achim Steiner, Executive Director UNEP and the Chairman, CPR MTS Working Group His Excellency Mr. Antonio José Rezende De Castro, the former Ambassador and Permanent Representative of Brazil to UNEP.

Cont`d on page 2

6 Key Thematic Areas

This is a newsletter of the Environmental Education & Training Unit, UNEP/ DEPI.
Copies for download can also be found at our Website http://www.unep.org/training/publications

The Educator
Environmental Education Newsletter
UNEP

SIT, One year on

Cont`d from page 1

contributions to the development of the MTS, which was presented to the UNEP Governing Council in February 2008, a year before the scheduled February 2009 release. The MTS is the driver of UNEPs Strategic Frameworks and Programmes of Work. It identified six cross-cutting thematic priorities for UNEP (climate change; disasters and conflicts; ecosystem management; environmental governance; harmful substances and hazardous waste; and resource efficiency – sustainable consumption and production) that were identified through looking at the scientific evidence, areas in which UNEP has a comparative advantage, its mandate, and the directional shifts affecting the UN system itself. As part of the SIT reform, UNEP also hired a Senior Gender Advisor to guide its gender mainstreaming efforts which was supported by Governing Council decision 23/11 to give impetus to this strategy (*refer to the Educator Vol. 2 Issue 2 for the interview with the Senior Gender Advisor*). Training for UNEP staff to build understanding on integrating gender into UNEPs programmes and activities is ongoing. So far, the SIT has recorded some good progress in the Information and Communications Technology (ICT) specifically in the establishment of a shared UNEP Intranet and work is underway for putting into place a mirror site and new Content Management System, as well as good progress in the Human Resources (HR) field, including the Baobab Awards, completing a staff survey, and the development of a draft voluntary mobility policy in consultation with staff, management and UNON., In one year of its existence, SIT facilitated the training of almost 200 staff on the UNDAF process. In the draft Programme of Work 2010/2011, UNEP seeks to draw upon all UNEP divisions to bring their collective expertise to bear around the six thematic cross cutting priority areas.

Q. Knowledge management and information exchange across stakeholders are key to the successful delivery of UNEP mandate. UNEP's Environmental Education and Training Unit's (EETU) mandate hinges on these two goals. What role do you see Environmental Education and Training playing in UNEP's work?

A. UNEP is in the process of putting into place a mirror site and developing a Content Management System (CMS) to have the necessary infrastructure to share knowledge. I see environmental education and training as contributing to the UNEP's ability to deliver results in relation to the six cross cutting thematic priorities – it must be built into the new UNEP subprogrammes, as appropriate. Currently, the ICT infrastructure is unable to support the development of the necessary infrastructure to share knowledge. I see environmental education and training as contributing to the UNEP's ability to deliver results in relation to the six cross cutting thematic priorities – it must be built into the new UNEP subprogrammes, as appropriate. Currently, the ICT infrastructure is unable to support the development of the necessary tools for knowledge sharing through the internet and intranet – hence it is a high priority for SIT to get the necessary infrastructure into place. The work of EETU and the Division of Communications and Public Information (DCPI) contribute to the knowledge base of UNEP. Plans are underway led by DCPI to convert the UNEP website into a major knowledge base for impact-oriented activities.

Q. SIT is introducing Results Based Management (RBM) as a new way of doing business in UNEP. UNEP has always evaluated its programme. What is the value-added dimension in RBM?

A.RBM is entrenched within the UN system. The difference is how UNEP is implementing it. This is strategically guided by delivery on the cross cutting thematic priorities. RBM has found a permanent home through the establishment of the Quality Assurance Section (QAS). Through the MTS, UNEP seeks to achieve results based upon the six cross cutting thematic priorities, which will form the basis of the new subprogrammes, rather than the previous practice where results were Division based. On human resources, a number of senior staff recruitments have been made with a marked improvement in gender balance. As part of the human resource reforms, UNEP held the successful Baobab Awards in 2008 which recognize and reward exceptional performance and dedication to achieving its set goals. The awards are open to all UNEP staff worldwide, including those working for the UNEP multilateral environmental agreements, and the finalists are selected through a popular vote cast by the organization's employees.

It is worthwhile to note that this awards scheme is already generating interest and might be replicated at the United Nations Headquarters in New York. There are plans for a new voluntary mobility policy, as part of a wider HR Strategy. The Strategy will be gender responsive in line with the Secretary-General's requirements. The strategy will also contain tailor-made training programmes in identified areas.

Read more on the Baobab awards on this link:

http://www.unep.org/Documents.Multilingual/Default.asp?DocumentID=531&ArticleID=5771&l=en

On the ICT front, UNEP has sought to increase its bandwidth, obtain better teleconference facilities, establish a UNEP-wide intranet and put into place a mirror site to connect all UNEP Offices and Headquarters in Nairobi. The Content Management System, when implemented, will allow trained staff to upload content on the internet and intranet.

Q. How was the SIT reform agenda received by the 10th session of the UNEP Governing Council/Global Ministerial Environment Forum (GC/GMEF) in Monaco, 20-22 February 2008?

A. The MTS was the only document of the SIT that went out to the Governing Council/Global Ministerial Environment Forum in Monaco. The reform agenda had been well received by the Committee of Permanent Representatives (CPR) as well, and received good support from members on the UNEP Governing Council, including for the consultative processes that led up to the development of the MTS. The MTS as proposed was well received by the Governing Council with a decision that the MTS be used to guide the development of the Strategic Frameworks and Programmes Work of UNEP in 2010-2013.

Q. One effective way to influence change in public perceptions and policy change is through the enhancement of awareness-raising, outreach, effective communication, advocacy, education and training (MTS 2010-2013, B.5). How does SIT view UNEP's role in achieving this goal?

A. The SIT is working under the leadership of the Deputy Executive Director in the development of the draft PoW for 2010-2011 in a manner that brings together the different parts of UNEP to collectively deliver on the six new subprogrammes. To do this, we want to harness UNEP's collective expertise, experience, networks, and partnerships, to deliver real and measurable results. The SIT is working internally within UNEP to enable the staff to collectively deliver on the MTS through the PoW – and enhanced awareness raising, outreach and communications etc. are all key to deliver on the MTS .

The Educator
Environmental Education Newsletter
UNEP

Why SIT?

The Executive Director established the Strategic Implementation Team (SIT) for a period of up to three years to provide additional capacity within UNEP to help drive the implementation of a wide range of reforms within the organization with the aim of achieving two fundamental organization wide goals, namely to:

1. *Operate as 'One UNEP' by delivering on results based management reforms and ensuring maximum effectiveness and efficiency; and*
2. *Deliver on the 'One UN' and the Bali Strategic Plan for Technology Support and Capacity-building.*

The foundation documents guiding the work of the SIT include the three task team reports completed by UNEP staff during 2006:

1. *'From Strategy to Action: A Strategy for UNEP to Implement the Bali Strategic Plan'.*
2. *'Managing the Future of UNEP: Improving Managerial Efficiency and Effectiveness and Administrative Processes'.*
3. *'UNEP Information and Communication Technology Task Force Report'.*

SIT is also to refer to the 'Delivering as One' Report of the Secretary-General's High-Level Panel on UN System-wide Coherence, the Bali Strategic Plan Implementation Plan, the UNEP Gender Action Plan, any additional task team reports and other referenced UN documents and UNEP reviews.

SIT derives its mandate from the Executive Director/Deputy Executive Director and reports directly to the Executive Director. It is to provide reports on a regular basis to the Executive Director/Deputy Executive Director and the Senior Management Team and to work closely with each of the Directors and the Divisions.

In order to contribute towards achieving the two stated organization-wide goals, SIT is to facilitate the achievement of the following outcomes:

1. *A cohesive e-identity for UNEP enabling information exchange and knowledge management for all staff and stakeholders world-wide.*
2. *An integrated results based programmatic framework that incorporates organization-wide priorities and comparative advantages, and that is increasingly responsive to regional and country level needs.*
3. *Transparent business processes that support results based management and resource allocation.*
4. *A workforce where human talent is created, fostered and aligned to meet programmatic requirements.*
5. *An organization that has embedded gender equality and equity within its programmatic framework, management and operations.*

SIT formally commenced its work on 1 March 2007. As an initial step, SIT was requested to identify 'quick wins' and 'early starts' from the foundation documents and subsequent consultations and to prepare a Strategy covering a three year duration.

The Strategic Implementation Team (SIT) is composed of the following UNEP staff:

- **Mr. John Scanlon**, SIT Team Leader and Principal Advisor on Policy and Programme;
- **Ms. Sheila Aggarwal-Khan,** Senior Advisor on Programme Coordination;
- **Mr. Jacob Duer,** Senior Advisor on Human Resources (HR) Programming and Planning;
- **Ms. Janet Macharia,** Senior Advisor on Gender;
- **Mr. Robert Rodriguez**, Senor Advisor on ICT (on loan to the SIT from DTIE)
- **Mr. Patrick Tiefenbacher**, Senior Advisor on Results-based Management (RBM) and Resource Planning.

Purpose of the Medium-term Strategy 2010–2013

1. The world faces unprecedented environmental change, which presents both challenges and opportunities. At the same time, UNEP faces the internal challenge of becoming a more effective, efficient and results-focused entity, delivering as “One UNEP”. The Medium-term Strategy 2010–2013 has been developed to respond to both sets of challenges.

2. The Medium-term Strategy constitutes the high-level programmatic results framework against which the overall performance of UNEP will be judged. Consequently, the Strategy provides the vision and direction for all UNEP activities for the period 2010−2013, including results delivered through:

   a. UNEP biennial programmes of work for 2010–2011 and 2012–2013;

   b. UNEP Global Environment Facility (GEF) portfolio for 2010–2014;

   c. UNEP earmarked contributions.

3. The Medium-term Strategy identifies six cross-cutting thematic priorities. Each priority includes an “objective” and “expected accomplishments”, in accordance with the definitions for those terms contained in the relevant United Nations Instructions. Building on UNEP comparative advantages, responding to directional shifts and drawing from lessons learned, the Medium-term Strategy also sets out the means of implementation and institutional mechanisms necessary to achieve its objectives.

4. In order to implement results-based management fully within UNEP, the sub programmes within the UNEP programmes of work for the duration of the Medium-term Strategy will be based on the six cross-cutting thematic priorities.

5. The Medium-term Strategy will benefit Governments and other UNEP stakeholders by creating

a framework for:

(a) Focused, effective and efficient delivery of results;

(b) Clear and transparent monitoring and evaluation of performance.

The Educator
Environmental Education Newsletter
UNEP

Innovative Technologies to Mitigate Climate Change

The most efficient way to combat climate change is to employ innovative technologies that increase the efficiency of power generation, transmission and utilization in industry, buildings and transportation.

By EET Team

CLIMATE ACTION

Climate Action Book is produced by Sustainable Development International in partnership with UNEP to encourage and assist Governments to lower green house gas emissions. This book and supporting website feature a range of articles that encourage the sharing of the best practice and initiatives and illustrate the opportunities for business and governments to reduce costs and increasing profits while tackling climate change.

There are a number of steps that you as an individual, can take to reduce your carbon footprint; the second part of this book is dedicated to these actions. Some require little investment in time or money, while others require substantial time and capital. What they all require is a commitment to succeed.

www.climateactionprogramme.org

The most efficient way to combat climate change is to employ innovative technologies that increase the efficiency of power generation, transmission and utilisation in industry, buildings and transportation.

CARBON REDUCTIONS FROM EXISTING TECHNOLOGIES

The most effective way to reduce Carbon dioxide emissions between now and 2050 is to employ innovative technologies that increase the efficiency of power generation, transmission, and utilisation. Some 26 billion tones (Gt) of Carbon dioxide equivalent from an estimated 44 Gt of globally- emitted greenhouse gases (GHGs) caused by energy-related processes, can be addresses through technological innovations. Many solutions already exist. Estimates show, for example, that the global utilization of the ten most important environmental technologies that Siemens, and other companies, already have in their portfolios would reduce emissions by approximately 10 Gt of Carbon dioxides per year by 2050. That figure corresponds to nearly 40 per cent of GHGs emitted due to energy- related activities today. Moreover, this estimate does not take into account other technological advances or growing markets.

Power plant retrofits

Power plant retrofits to achieve the highest levels of efficiency possible today would reduce annual Carbon dioxide emissions by 2.5 Gt. For example, Siemens is equipping a gas and steam combined cycle power plant in Germany with the world's largest gas turbine. This facility will achieve an efficiency rating of 60 per cent [by comparison, the best coal-fired plants reach 46 per cent]. Building 20 such combined cycle power plants every year between now and 2050 would result in further savings of 1.6 Gt. All in all, retrofitting and new construction of state of the art fossil fuel facilities alone could reduce Carbon dioxide emissions by 4.1 billion tones, which is the amount of Carbon dioxide all Europe currently emits.

Wind energy

Wind energy has the potential to reduce annual worldwide Carbon dioxide emissions by 600 million tones by 2050. Establishing effective and safe processes for Carbon dioxide capture and storage [CCS] at fossil fuel plants could also eliminate a further 2Gt of Carbon dioxide per year from the climate balance, if 20 power plants per year were equipped with CCS technologies starting in 2020.

Buildings

An additional 2 Gt Carbon dioxide reduction potential could be realized through better building insulation, modern heating and air conditioning systems, and more extensive building automation. Most ICT based firms have already modernized 6500 buildings worldwide through performance contracting projects that offered guaranteed energy savings of more than I billion and reduced carbon dioxide emissions by 2.4 million tones. Investment in systems and equipment is financed via the energy savings achieved, creating a 'triple win' for customer, company and environment.

Lighting systems

The savings potential harboured by lighting systems should not be underestimated as lighting accounts for nearly 19 percent of global electricity consumption. The potential for savings is huge and easy to exploit because energy saving lamps and LEDs can reduce consumption by up to 80 per cent compared to conventional light bulbs. Added up over the entire product lifecycle, this amounts to several hundred Euros per unit and an impressive 0.5 tonne reduction in Carbon dioxide emissions for each energy saving lamp used.

FUTURE CARBON FREE POWER PLANTS

Achieving carbon free power generation with Carbon Capture and Storage [CCS} poses the biggest challenge for power plant innovators. CCS can reduce Carbon dioxide emissions by 80 per cent in coal-fired plants by capturing Carbon dioxide and safely storing it, in old oil or gas fields, for example. Siemens researchers are working on the two most important technologies here: one for capturing Carbon dioxide before it burns in integrated gasification combined cycle plants, and the other for extracting it from flue gas after combustion. Pilot projects for examining system feasibility and costs are now being planned.

This Article is an excerpt from *Climate Action*, ISBN: 978-0-9554408-5-4

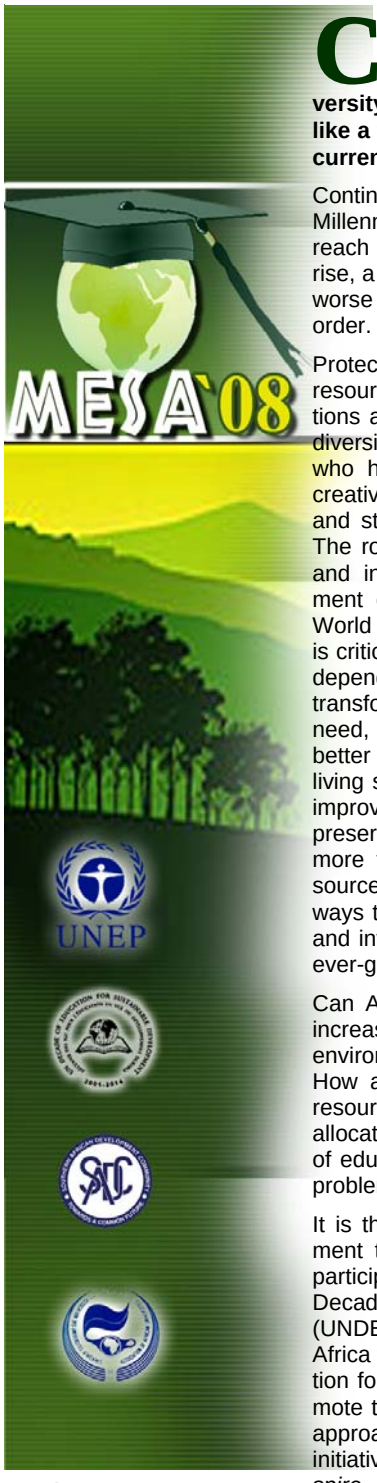
www.climateactionprogramme.org

The Educator
Environmental Education Newsletter
UNEP

1st MESA International Conference

Environment, Development and Climate Change in Africa: Universities Responding?

November 24-28 November, 2008, Nairobi, Kenya



See Poster at Page 16

(Back page)

Currently a few words dominate discourse about the environment: climate change, environmental degradation, loss of biodiversity and dwindling resources. The words ring like a fire alarm and warn of a global melt down if current habits remain unchanged.

Continuous environmental damage could put the Millennium Development Goals (MDGs) beyond reach and with poverty and global inequalities on the rise, a significant change to the environment – for the worse – could result in a possible collapse of world order.

Protection and sustainable use of Africa's natural resources are integral to its future development options and possibilities. Africa also has a rich cultural diversity, rich biodiversity, mineral wealth and people who have shown that they have the potential for creative adaptation in the face of enormous social and structural upheaval and environmental change. The role of universities as generators of knowledge and innovation in addressing sustainable development cannot be underestimated. According to the World Bank Development report of 1999, "Knowledge is critical for development, because everything we do depends on knowledge. Simply to live, we must transform the resources we have into the things we need, and that takes knowledge. If we want to live better tomorrow than today, if we want to raise our living standards as a household or as a country and improve our health, better educate our children, and preserve our common environment, we must do more than just simply transform resources**,** for resources are scarce. We must use those resources in ways that generate ever-higher returns to our efforts and investments. That, too, takes knowledge, and in ever-greater proportion to our resources."

Can African universities play a role in fostering an increase in the quality of teaching and learning for environmental sustainability and poverty eradication? How about the much-needed human and financial resources that African universities would need to allocate to propel the process? What is the purpose of education if it cannot produce answers to Africa's problems?

It is this potential for creative change and development that inspired the UNEP initiative to launch a participatory, deliberative process to support the UN Decade on Education for Sustainable Development (UNDESD) through working with higher education in Africa to build capacity to catalyse a culture of education for sustainable development (ESD) that will promote the mainstreaming of sustainable development approaches in national policies and actions. This initiative falls directly within the UNEP vision to *inspire, inform and enable* nations and people of the world to improve their quality of life without compromising that of future generations.

Since 2005, much work has been done on 'Mainstreaming Environment and Sustainability (MESA) into African Universities' Partnership. The MESA Partnership Project forms part of a broader international movement to mainstream environment and sustainability issues into Higher Education. Higher Education Institutions around the world are showing their commitment to the agenda of sustainable development with a number of declarations and partnerships already formed to strengthen the focus of this work. In 2008, under the auspices of the MESA network, the First International MESA Conference will be held under the theme 'Environment, Development and Climate Change in Africa: *Universities responding*?'. At the Conference, African Universities, Governments and the Private Sector will meet to address what is perhaps Africa's greatest resource: ***its environment***; a forum for south-north and south-south dialogue, exchange, engagement and collaboration challenges and best practice on implementing ESD in higher education institutions. The conference will take place from the 24th to 28th of November 2008 at the UNEP headquarters in Nairobi, Kenya.

The objectives of the conference include to strengthen the voice and contribution of universities in the South to deal with the challenges of environment, development and climate change; to enhance the practical value , relevance and effectiveness of universities in Africa in dealing with key issues on environment, development and climate change, to contribute to the revitalization of higher education in Africa by enhancing capacity to build capacity in environment and sustainability issues in Africa and to provide a platform for exchange and collaboration on change responses and North/South Dialogue on ESD best practice.

The goal for the universities will be to develop solutions and build networks that address the challenges of 'environment, development and climate change'. Capacity building and promoting indigenous knowledge in environmental conservation will be encouraged. Academic and corporate partnerships, along with innovations, will also be encouraged. . A way forward will be sought on possible collaborations for strengthening institutional and operational capacity for consistent and systematic mainstreaming of education for sustainable development into higher education. It is becoming increasingly evident that interventions addressing human vulnerability to environmental change must be translated into integrated responses that reflect the multi-dimensional nature of the causes and states of vulnerability. The conference side events include Special Sessions, Special Events, sub-regional workshops and problem-solving debates that will be taking into account the current knowledge of climate change impacts. This conference will also provide a forum for the presentation of the Second MESA Awards in recognition of universities with the

Continued on page 6

The Educator
Environmental Education Newsletter
UNEP

MESA Testimonial

By Prof.Gitile Naituli

I have written or should I say started a whole new department by writing a new curriculum for BA degree in environmental Studies and Management and also a BSC degree in leadership and management which was louched last month by the Norwegian Ambassador to Kenya. This undertaking was informed by the fact that in spite of producing many graduates in all subjects year after year, the African continent still faces many challenges, hardships and strife. Poverty levels are still very high. This is not because of lack of education. It is how this education is given.

According to UNESCO,; education at all levels can shape the world of tomorrow, equipping individuals and societies with skills, perspectives, knowledge and values, to live and work in a sustainable manner. Thus our need for ESD is a mute point.

MESA/ESD tool kit makes a poignant point on this. It defines ESD as a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources. This is the vision that has informed my teaching and curriculum innovations since the first phase of MESA (MESA1). A realization that education should empower citizens to act for positive environmental and social change. To do this effectively ESD calls for participatory and action oriented learning approach. This requires all of us in the teaching fraternity and our learners to reflect critically on our own communities, identify non-sustainable elements of what we teach, and empower our students to develop and evaluate alternative visions of sustainable development, and work collectively to fulfill these visions.

The lessons of MESA 1 and subsequent MESA workshops made me realize that university education is really not about knowledge transfer and skills enhancement. It is about working with people to take charge of their own lives in a challenging world. This entails, among others re-thinking of our teaching approaches to equip students with appropriate skills and mind-set for actualizing ESD, Mainstreaming environmental education in our curricula, the integration of community socio-economic perspectives in our teaching and re-directing our research to issues of sustainable development.

I have therefore been able to considerably increase awareness about ESD, change the mind-set of my colleagues and my students to see themselves as change agents and capable of bringing about sustainable development. I have also been able to network with my colleagues within the continent, an undertaking that has been of great benefit to my professional growth and to my students.

Prof. Naituli at a tree planting event at Shah Academy, Nakuru, Kenya

Professor Gitile Naituli of Strathmore University in Kenya will in 2009 take up the co-ordination and hosting of the Education in Sustainable Development - International Training Programme (ESD-ITP). The programme is for ESD in higher education. In 2007, Prof Naituli received the MESA (Mainstreaming Environment and Sustainability into African Universities) award.

"ESD is a vision of education that seeks to balance human and economic well being with cultural traditions and respect for natural resources. Its overall aim is to empower citizens to act for positive environmental and social change," Prof Naituli says.

Prof Naituli has spoken about ESD in various fora. On 24th April, he presented a paper titled 'Re-orienting higher education towards ESD'. On 18th April, he presented a paper titled "Strengthening Capacity to Act: MESA Universities Partnership" at Mbarara University of Science and Technology, Uganda.

In November 2007, Prof Naituli presented a paper at the '4th International Conference on Environment Education' held at Centre for Environment Education, Ahmadabad, India. His paper was titled 'Education and Sustainable Development'.

Between 5th May and 18th July, Prof Naituli participated in the SIDA Sponsored advanced International Training Programme in ESD in Higher Education. The first session was in Sweden, the second in Nigeria, and the third in South Africa. 24 academics from Africa and Asia selected through a competitive process attended the training. ESD is very developed in Western Europe and North America where it has been taught for the past 15 years

1st MESA International Conference *(Contd` from page 5)*

best ESD innovations. This same conference will include the inauguration of the Network for Environmental Education and Sustainable Development Innovations in West and Central Africa (NESDI-WECA).

The conference will come up with resolutions and contributions from Africa conceptualizing directions for University Education in Africa that will feed into and inform the forthcoming World Conference on Education for Sustainable Development in Bonn, Germany (March 2009); the World Conference on Higher Education in Paris, France (May 2009) and the World Congress on Environmental Education in Montreal, Canada (May 2009), as well as practical examples of university based change practices.

Please read more on the conference and the details on participation at www.unep.org/training. The million dollar question remains: Will promoting sustainable development in Africa delay Africa's economic development, OR will promoting sustainable development advance a better development path and future for Africa?

The Educator
Environmental Education Newsletter
UNEP

UNEP holds its inaugural Environmental Lecture at the University of Nairobi

By Denis Marangu, Peter Kuria and Silas Nyanchwani

In an effort to spread awareness on the six thematic priority areas among institutions of higher learning, the environmental Education and Training Unit (EETU) within UNEP's Division of Environmental Policy Implementation (DEPI) has initiated *University Environmental Lecture Series* on topical issues around the priority areas. EETU coordinates the facilitation of the lectures by availing key focal expertise within UNEP on selected topics to universities on request.

On 8 May 2008, the University of Nairobi courtesy of the Nairobi University Arts Students Association (NUARSA) hosted the inaugural lecture on the theme, "*Potential of Environmental Resources to Sustain Development in Africa*". The event took place at the Education Building (ED II) Main campus at the University of Nairobi which witnessed a large student attendance from various academic disciplines as well as teaching staff. The lecture was co-sponsored by the Royal Norwegian Embassy in Kenya which was represented by Mr. Eid Andre Thomas, Deputy Permanent Representative of Norway to UNEP. The two key speakers, Mr. Charles Sebukeera, Acting Regional Co-ordinator in UNEP's Division of Early Warning and Assessment (DEWA) and Ms. Elvin Nyukuri, Research Fellow, Africa Center for Technological Studies (ACTS) made presentations on the key role and potential of environmental resources in the development of Africa and the impacts of climate change in Africa, respectively.

Mr. Charles Sebukeera commenced his presentation by expounding how the environment negatively impacts on the growth of Africa.d. Aided by PowerPoint presentation, it was vivid on the rate of environmental destruction over the years on , for example sections of Mau Forest in Kenya which is he country's main water-catchment area and a source of livelihood to for millions of people across the East Africa region. This is because rivers which originate from this affected area are drying up so fast and therefore threatening the survival of wildlife, human and livestock population down-stream. Hence the tourism turnover which is a major foreign exchange earner to the economies of the East African region would be largely affected if the wildlife numbers and other bio-diversity dwindle or even get wiped out due to the destroyed food chain. Further, Mr. Charles Sebukeera highlighted population growth in Africa as a major constraining factor on the environment. Accordingly, current statistical data shows that population growth around the Lake Victoria region was the highest in Africa and the world with a current population of approximately 39million people. The endemic residual impact on the Lake region environment is quite catastrophic and scaring. This is because the level of human activity is increasing around the lake, thus leading to over-exploitation and depletion of the natural resources, increasing pollution with a marked degradation of this fragile life support system

The growth of cities and towns in Africa was brought into light with a revelation that the urban population growth rate is double that of rural population. The UN projects that by the year 2025, more than 50% of Africa's population will be urban. In addition to that, Mr. Sebukeera acknowledged Africa's untapped potential in hydro-electric power, unmatched by any other continent. For example, the River Congo alone has the capacity to produce 40,000MW- enough to sustain Africa's power needs with a surplus for export to other continents. "*Africa is the most strategic continent in the world. It is the last frontier as far as development is concerned*." concluded Mr.Sebukeera. He called on the youth in institutions of higher learning in Africa to take the lead in reversing environmental degradation on the continent as a precursor to sustainable development. He also called on institutions of higher learning in Africa to integrate Education for Sustainable Development (ESD) into curricula across disciplines to ensure a regular flow of change agents in decision-making positions in government, private sector and civil society.

On the other hand, Ms. Elvin Nyukuri of ACTS effectively demystified the issue of global warming and its impact on the environment. She addressed the importance that lies in understanding that the atmosphere near the earth's surface is warming up and consequently threatening the quantities of the existing ice glaciers in the world. We could attest to the fact that the presence of ice glaciers is vital for our own survival as in Africa most mountains feed the major rivers from its glaciers. Once they melt away, the result will lead to drying up of rivers which will actually kill the biodiversity and livelihoods in these regions. To this end, the waning of the Mt.Kenya ice caps at its top and the sudden extinction of snow-fall at the summit of Mt. Kilimanjaro in Tanzania provides an excellent exemplification to this fact and added credence to the reality of global warming. However, there is a rather bigger perspective of this global meltdown, under which the polar glaciers which are the largest glacier reservoirs are fast melting away and thus contributing to the rising sea levels. A major result of this is that the sea is aggressively eating into land and displacing more people from their ancestral homes. In some islands for instance, land is slowly giving away to the sea and some islands have been engulfed by the rising sea levels leading to destruction of habitats that are known to preserve unique bio-diversity. Furthemore, the rising sea temperatures and sea levels affect the growth of coral reefs resulting in destruction of these corals which sustain a wide variety of marine life hence threatening a whole eco-system and food chain. The corals also act as a buffer to coastl flooding and erosion.

The two lectures generated a healthy question and answer session which further served to enlighten students and faculty on the environmental dimensions as underlying factors in the underdevelopment of Africa.

We in NUARSA take this opportunity to thank everyone, the United Nations Environment Programme (UNEP), African Centre for Technology Studies (ACTS), Royal Norwegian's Embassy and all the other parties for facilitating this environmental awareness outreach to the University of Nairobi. We look forward to organizing a similar event on one of the other thematic priority areas of UNEP.

(The writers are officials of Nairobi University Arts Students Association (NUARSA), the convenors of the lecture at the University of Nairobi)

See Photo gallery on Page 15 for Photos

The Educator
Environmental Education Newsletter
UNEP

UN CSD-16

16th Session of the United Nations Commission on Sustainable Development, 5-16 May 2008,

UN Headquarters, New York

By Thomas Christian

Do you want your voice to be heard on issues relating to international sustainable development? Do you want to engage with international diplomats and policy makers, working toward making our world a better, more sustainable place?

Consider attending next year's Commission on Sustainable Development, as a member of the international Youth Caucus.

The United Nations Commission on Sustainable Development (CSD) is an annual high-level forum for sustainable development within the United Nations system. The CSD meets annually in New York, in two-year cycles, with each cycle focusing on clusters of specific thematic and cross-cutting issues. Voting members of the CSD are the 53 countries elected for terms of office of three years; however civil society is always quite active in the forum. Civil Society, as defined by the UN; includes women, children and youth, indigenous people, non-governmental organizations, local authorities, workers and trade unions, business and industry, scientific and technological communities, and farmers.

At every CSD the children and youth major group is represented by the international Youth Caucus.

This year's CSD-16 was held from 5-16 May and focused on the following thematic issues: Agriculture, Rural development, Land, Drought, Desertification, and Africa.

The CSD worked toward tackling topics that are essential to boosting the world's food supply while addressing problems pertaining to poverty, hunger and the environment.

We as the international Youth Caucus emphasized throughout the CSD, the point that children and youth are disproportionately affected by the current food crisis. At all discussions we presented the children and youth viewpoint and made certain that our voice was heard. This year's international Youth Caucus comprised both men and women between the ages of 15 and 24, who represented more than 20 countries.

UN Secretary-General Ban Ki-Moon, in a keynote address to the Commission on Sustainable Development, said, "after a quarter century of relative neglect, agriculture is back on the international agenda, sadly with a vengeance. The onset of the current food crisis has highlighted the fragility of our success in feeding the world's growing population with the technologies of the first green revolution and subsequent agricultural improvements."

We look forward to having you participate in next year's CSD.

Thomas Christian is a UNEP Staff for Regional Office for Asia and Pacific (ROAP)

Part of the audience during CSD-16

Youths take a break during the C-16

Conference participants in a group Photo

The Educator
Environmental Education Newsletter
UNEP

ICT and climate change

EET Team

Tackling Climate Change

There are many simple things you can do in your daily life what you eat, what you drive, how you build your home that can have an effect on your immediate surrounding, and on places as far away as Antactica. Here is a list of few things that you can do to make a difference.

Turn off Your Computer

Shut off your computer when not in use, and save 200 lbs of C02. Conserve energy by using your computer's "sleep mode" instead of a screensaver.

Use Compact Fluorescent Bulbs

Replace 3 frequently used light bulbs with compact fluorescent bulbs. Save 300 lbs. of carbon dioxide.

Ditch the Plastic

2.5 million individual plastic water bottles are thrown away every hour in the US. Start using a reusable water bottle and just say no to plastic!

Switch to Double Pane Windows

Double pane windows keep more heat inside your home so you use less energy. Save 10,000 lbs. of carbon dioxide.

Buy Minimally Packaged Goods

Less packaging could reduce your garbage by about 10%. Save 1,200 pounds of carbon dioxide

Use Recycled Paper

Make sure your printer paper is 100% post consumer recycled paper. Save 5 lbs. of carbon dioxide per ream of paper.

Plant a Tree

Trees suck up carbon dioxide and make clean air for us to breathe. Save 2,000 lbs. of carbon dioxide per year.

How much computing can mankind afford? That is a question the computer and telecoms industries hate to hear. They do not see themselves in the same league as airlines or carmakers, sources of huge amounts of carbon dioxide, but instead as part of the solution. In a pre-emptive strike, a group of technology firms calling itself the Global eSustainability Initiative (GeSI) has joined the Climate Group, a non-profit environmental club, to examine how information and communications technologies (ICT) affect climate change. Their research, released on June 20th, confirms that ICT could in fact do much to reduce greenhouse-gas emissions.

When it comes to emissions, ICT is on a par with aviation. In 2007, according to the report, the world's electronic gear (including PCs, their peripherals, telecoms networks and devices, and the warehouses of corporate machines known as data centres) produced 830m tonnes of CO{-2}—about 2% of total emissions from human activity. Even with technology that uses energy more sparingly, this is expected to grow to 1.4 billion tonnes by 2020. Although PCs, mobile phones and networks will account for most (56%) of this, emissions from data centres will grow the fastest.

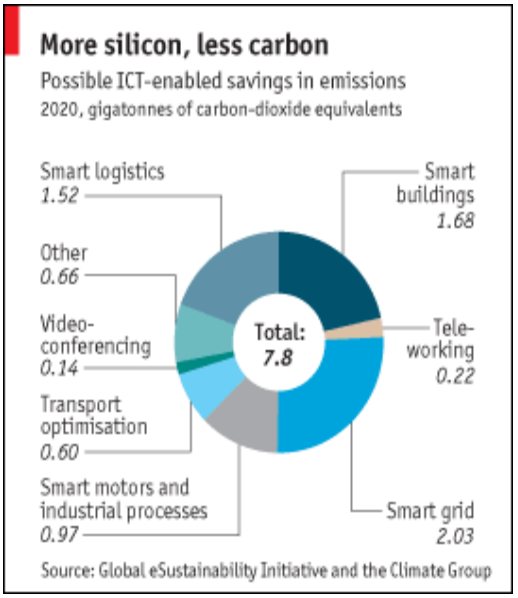
Yet these numbers look much less frightening if, in the words of the study, ICT's "enabling effect" is taken into account. The study calculates that ICT could help to reduce emissions in other industries by 7.8 billion tonnes by 2020, or five times ICT's own footprint. Perhaps the best-known of these enabling effects is to replace face-to-face meetings, which require carbon-belching air travel with low-emission alternatives such as videoconferencing. John Chambers, the boss of Cisco, a big maker of network equipment, says his company has reduced its carbon footprint by 11% by using its own "telepresence" gear. It also means higher productivity and reduced "wear and tear" on executives, he adds.

But reducing transport emissions using technologies such as videoconferencing and teleworking turn out to be some of the smaller enabling effects—saving a potential 140m and 220m tonnes of CO{-2} a year in 2020 respectively. (see Chart) Using computers to improve logistics (for example, by planning the routes of delivery vehicles more efficiently) could save 1.5 billion tonnes; using data networking inside a "smart" electrical grid to manage demand and reduce unnecessary energy consumption could save 2 billion tonnes; and computer-enabled "smart buildings", in which lighting and ventilation systems turn themselves off if nobody is around, could save 1.7 billion tonnes.

None of this will be easy. The industry can supply the hardware and software, but the bigger problem is the "wetware"—people, economics and politics. The right skills are often scarce. Incentives are lacking for businesses to invest in carbon-reducing technology. There need to be new technical standards. For transport, power grids and buildings to become more efficient, there must be rules on how, for instance, refrigerators should talk to electricity meters, and thermostats to heating systems. But the internet shows that when common standards are agreed on in an industry, great things can happen. The technology industry's contribution to tackling climate change may come from its standards bodies as much as its clever gizmos.

The IT industry has made good progress. Today, new laptops use as little as 20 watts-the equivalent of two compact fluorescent light bulbs. In desktops, a machine with a monitor can be purchased that will consume only 60-70 watts. Only a few years ago the average configurations were consuming over 150-200 watts per hour.

These improvements in energy efficiency are the result of the integration of new hardware and software technology.



Except from http://www.economist.com/business/displaystory.cfm?story_id=11585208

Using computers to improve logistics could save 1.5 billion tonnes; using data networking inside a "smart" electrical grid to manage demand and reduce unnecessary energy consumption could save 2 billion tonnes;

The Educator
Environmental Education Newsletter
UNEP

Kenya Ceramic Project

Abdulah Saleh &Tope Salami

The Kenya Ceramic Project (KCP) is an innovative initiative pioneered by a group of medical students from the University of Alberta (U of A) in Edmonton, Canada. It is based in a village called Kabula, in the Western Province of Kenya. This project has introduced 2 technologies called: CeraMaji, a locally manufactured ceramic water filter and CeraJiko, a high efficiency ceramic stove produced locally by jiko manufacturers.

The stove or jiko was originally designed by Dr Frank Weichman, a professor emeritus at the U of A and was later redesigned as a ceramic stove by Lorris Williams, a Canadian potter. This stove is 500% more efficient than open flame cooking and leads to a decreased burden on the environment by burning less fuel, and by saving trees. Also, a more efficient burning technology reduces the smoke the stove creates and reduces carbon emissions, a culprit in global warming during burning. Reduced smoke also causes a healthier kitchen environment.

®*CeraMaji*

"The ceramic filter, CeraMaji, filters over 99.99% of bacteria and parasite implicated in gastrointestinal diseases and diarrhea, which have a serious mortality and morbidity toll on the local populations. Ceramic filters have been used for years in Ecuador, Peru, Cambodia, Bangladesh and Iraq. The method of implementation by KCP however has allowed for the delivery of a cheaper a reliable product through partnerships with local industries and NGOs.

The filters are made by combining then molding specific proportions of clay and fine organic materials -like sawdust or sugarcane waste - into a filter which is then dried and fired in a high efficiency kiln. The temperatures reached in the kiln burn away the organic material leaving behind a porosity and permeability that allows water access but not bacteria or parasites. "One can use many different sources of organic materials in filter making, but the size of the particles and the proportions are critical for positive results", explains Abdullah Saleh, KCP's Founder and Project Manager.

> ***"Kenya was an ideal place to implement such initiative because pottery is deeply entrenched in its culture. Also, water problems continue to plague the country",***
>
> - Abdullah Saleh-

Abdullah conceived the project while doing research in Ecuador on the transmission of HIV through breastfeeding. He discovered that, social norms, stigma and the lack of formula –an alternative to breastfeeding- causes the HIV positive mothers to breastfeed. Despite efforts to provide formula, the lack of clean water for mixing rendered the formulas useless. Abdullah decided that he would research the best method of water purification. He would decide that ceramic filters offered the most cost effective and sustainable option.

So in the summer of 2007, after having developed a working filter and ceramic stove, Abdullah Saleh, Abraam Isaac and Tyler van Mulligen, 3 medical students from the University of Alberta, headed to Kenya to begin implementing the pilot phase. After traveling around the country to assess the water problems and fuel shortages, they decided to set up a pilot factory in Kabula in partnership with a local community based organization, ICODEI (Inter Community Development Involvement).

"*Finding financial backers for the first phase was very challenging because people want you to prove that you can make it work and have a good track record before taking you seriously*", remembers van Mulligen. However, despite serious financial limitations, the group decided to use their own personal resources to get the project on its feet. Sourcing materials on the ground, bargaining, and a knack for resourcefulness got the team through the tough first few weeks. But luck would soon smile upon KCP. Serendipitously, the group had chosen their factory site near Mumias Sugar Ltd, Kenya's largest sugar company. A partnership soon ensued whereby the group would get sugar cane waste as organic source material. Also nearby was the Ichingo Women's Group, a community of local potters specializing in the making of jikos. This opened the door for the introduction of the KCP jiko and the meeting of Musa Omumia -a local potter- who would play a vital role in the making of both the filters and the new jikos. Musa would work closely with the team and with Ellison Richmond, the Project Operator who would join the team and stay for 8 months after their departure to ensure the sustainability and continuity of the project. A presentation to UNICEF's Water and Sanitation Department piqued the Department Head's interest. This led to a growing relationship with UNICEF.

The project members also filmed the project's progress in a documentary called Earth, Fire, Water: the Kenya Ceramic Project (2008), that describes the team's struggles in getting the project started. This film would play a key role in raising awareness and funds for the project and allowed a return trip to Kenya to continue the work this summer, with 7 new members and the support of the University of Alberta.

KCP has come far and continues to grow. The filter production has been improved and now has an automated system to help increase quality and productivity while reducing costs. Feedback from presentations and information seminars on the products continue to be positive. After one such presentation at the UNEP, Saleh and Isaac were invited to present at a conference in Nigeria. Also women with children under the age of 5 are being surveyed for the incidence of diarrhea and will receive filters and education with follow-ups to assess the efficacy of the filters by comparing pre- and post-filter introduction results. The hope is to provide these women, their families as well as millions of others around the world with affordable clean drinking water.

Abdulah Saleh and Tope Salami are University students from Alberta University and Toronto Univeristy respectively

Check the Kenya Ceramic Project photos on the Photo Gallery Page 16

The Educator
Environmental Education Newsletter
UNEP

Kenyatta University Environmental Club (KUNEC)

By Mariam Osman

Kenyatta University Environmental Club (KUNEC) began as a brainchild of a number of students who were undertaking a bachelor's degree in Environmental Studies in Kenyatta University. As the name denotes, KUNEC is a club oriented towards, and concerned with the environmental situation in and around the university. It began as a humble initiative for, of and by the Kenyatta University fraternity, both the students and the administration -the latter giving technical assistance, as a call towards environmental conservation and management.

At the outset, the club had its membership comprised of students pursuing environmental related courses. Out with time, it started to attract a number of members from other fields and disciplines, who have an environmental interest at heart. It can now boast of a membership of 200 members, even gaining the accolade of body corporates which are also able to be incorporated into the club. This is due to its recognition on matters of environmental advocacy and thus many wanted to be associated with it.

The club is aimed at increasing environmental awareness and conservation, and do always operate under the mindset of *"Thinking globally and acting locally."* Through the concerted effort of its entire membership, the club has improved the state of the environment both in the university and outside through its various activities for example: A **Green Campaign Project** was initiated in 2004 whereby the club members would engage in tree planting every semester, within the university and with an emphasis on indigenous tree species. It is estimated that by the end of five years, 5,000 trees will have been planted. The campaign will also ensure a clean university by ensuring that enough litter disposal bins are strategically placed in all avenues and footpaths as well as environmentally-sound solid waste management.

For instance, The Environmental Education for Schools Project which organise for informal classes for primary and high school students during their free hours on a weekly basis.

In addition, there is the **fix up campaigns** within and outside the university. The fix up campaigns includes: rehabilitation of open spaces and flower gardens in the university, blocking of shortcuts and planting flowers and clean-up of "*unplanned"* dumpsites in the university.

The club also undertakes **Outreach activities** such as: clean-up campaigns (in hospitals, children homes, towns, schools, parks and market places), tree planting in (schools, forests, along highways, and in parks), and environmental education in schools, community service and charity walks. All this is due to the realisation that environmental conservation goes in stride with community development.

The club has ongoing projects that are geared towards environmental protection, conservation and management so as to facilitate environmental sustainability. For instance, The **Environmental Education for Schools Project** which organise for informal classes for primary and high school students during their free hours on a weekly basis. The topical issues covered include: Ecology, Sustainable Development, Climate Change, Water, Air, Soil, Energy, Population and Health, Poverty Reduction and Biodiversity. This follows the recognition that inculcating environmental awareness among the young children will go a long way in achieving the goals of environmental sustainability

Primary school children preparing a tree nursery in Kenya

KUNEC, through formation of a network for all the environmental clubs and associations in all the public universities in the country known as **Inter Varsity Environment Network (IVEN)** has ensured environmental conservation is enhanced. IVEN has a louder voice for the environmental issues affecting our nation because as we are well aware, there's strength in numbers and unity in diversity.

Wealth might equate waste: we produce commodities that we discard along with their elaborate packaging after only a short use. The rapidly growing amount of waste poses great danger to our health and the environment, and clean up and disposal costs will continues to increase as well. This situation is worsened by the fact that most of the waste that is disposed of is usually non- biodegradable. For this reason, the club intends to come up with a **Sustainable Solid waste Management project that** will enhance reuse and recycling of all the solid waste (both organic and inorganic) in the university, as charity begins at home.

The goal of this project is to give the students a deep understanding of the ecological processes that surround them, to instill respect for the environment and raise awareness of sustainable development issues affecting the people of Kenya. It seeks to emphasize on values of the 4 R's of conservation and management i.e***. reuse, recycle, reduce and repair***. These, the club seeks to achieve knowing too well that *"a journey of 1000 miles begins with a single solitary step."*

KUNEC, in collaboration with UNEP is planning to host an environmental lecture at Kenyatta University later this year under UNEP's Environmental Lecture Series (see article on page 7).

Mariam is the Secretary of KUNEC and an Intern at the Environmental Education and Training Unit ,UNEP

The Educator
Environmental Education Newsletter
UNEP

Newsbits

The Environmental Education and Training Unit has been involved in various activities for the first half of 2007. EET has actively participated in various workshops and seminars focusing on environmental education.

EET in Bahrain

The Crown Plaza Hotel in Manama, Bahrain was the all important venue for a UNEP-wide Gender Training Workshop, from 21-24 January 2008. The workshop aimed at strengthening the knowledge and skills of twenty four (24) gender coordinators and gender team members of UNEP's Divisions and Regional Offices. The Division of Environmental Policy Implementation (DEPI) was represented by the Environmental Education and Training Officer, Ms. Akpezi Ogbuigwe who is the divisional Gender Focal point. It was a laudable initiative because of the content of its discussion and being the first UNEP wide meeting organized by the Headquarters.

The overall objective of the workshop was to strengthen the knowledge and skills of the gender coordinators and gender team members of UNEP's Divisions and Regional Offices. It was facilitated by the UNEP Senior Gender Advisor, Ms. Janet Kabeberi-Macharia. This being a gender workshop, they were 'sensitive' enough to ensure equity in representation, such that out of the twenty four (24) participants, 5 men sat alongside 18 women as if to emphasize the significance of the balance as a prelude to its implementation.

The main highlights of the training was reflected in the content of workshop as they covered topics like Gender and Environmental management; Introduction to the Strategic Framework; Introduction to the Medium-Term Strategy; UNEP and Results Based Management; Linking Gender and Results-Based Management and Integrating Gender into the UNEP Programme of Work.

Three Case Studies on Mainstreaming Gender using a Results-Based Management approach on engendering a water policy; climate change and millennium development goals were looked at. Each staff member was given an opportunity to work on their respective Costed Work Plans resulting in the development of an Action Plan.

The 24 UNEP Gender Focal Points trained gained an understanding on the link between Gender and Environment within UNEP; How gender can be effectively mainstreamed into the implementation of the Medium-Term Strategy and Strategic Framework; Results-Based approach to programming and link to achieving gender responsive results within UNEP's Programme of Work as well as the development of an Action Plan for follow-up activities on Gender mainstreaming in UNEP.

As everyone understood, at the conclusion of the workshop, that Gender mainstreaming and Results-Based Management was now an integral part of the way UNEP wants to do business, the gracious Mr. Habib N. El-Habr, Director, Regional Office of West Asia (ROWA) and his staff hosted a wonderful farewell luncheon for the team before their departure.

On returning back to Nairobi, the Environmental Education and Training Officer successfully implemented the projected follow-up action points. The DEPI Gender Team has been expanded to include representation from all the branches in line with UNEP Gender Policy; A meeting of the Gender Team and the Senior Gender Advisor (SGA) was held; A meeting for DEPI on Gender Mainstreaming and the DEPI Costed Work Plan has since been held.

EET in Berlin

On 21-22 April 2008, the Environmental Education & Training Officer represented UNEP at the Advisory Committee meeting of the First Global Conference on the UNDESD held in Berlin, Germany. The Inter-Agency Committee (IAC) Meeting is held once a year and it was attended by all the 14 members of the IAC alongside the organizing team from UNESCO, the German Federal Ministry of Education and Research, and the German Commission for UNESCO.

The meeting was graced by the presence of the Director, German Federal Ministry of Education and Research and the UNESCO Chief of the UNDESD. After the introductory remarks, both speakers acknowledged and thanked all the stakeholders who have contributed to the UNDESD since its inception in 2005.

During the working session, participants brainstormed on the basic parameters of the world conference, issues to be explained, expected outcomes, positive follow-up to the conference, possible preparatory meetings and next steps for the Advisory Committee.

As this Mid-Term review of the Decade was deemed as key, the Environmental Education & Training Officer emphasized the importance of refocusing the Decade on urgent issues such as climate change, the need for stronger partnerships and a framework for funding and resource mobilization for the remaining years of the Decade.

In this meeting, funding had been secured from the German Ministry of Education and Research and the German Commission for UNESCO for the next IAC meeting planned before the 2009 Global Conference. From 31 March-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. The conference is being planned for over 700 participants and its objectives include a review of the implementation of the United Nations Decade on Education for Sustainable Development (UNDESD); 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 Educator
Environmental Education Newsletter
UNEP

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"

Annie's Homegrown Environmental Studies Scholarship

Annie's Homegrown Environmental Studies Scholarship Program is open to full time students beginning or returning to an accredited 2 or 4 year technical or college program in the U.S. Students must be focusing on classes in the environmental studies field and have at least one more year before completing their degree. Graduate students with more than one year remaining in their program are welcome to apply.

Award:

There are 25 scholarships of $1,000 given away annually.

How to apply:

Applications can be picked up in the financial aid office or found online at http://www.annies.com/programs/essapplication.html

. In addition to the application form, you will need to submit a personal statement (described in the application), a recent transcript, and two letters of reference.

Deadline:

Annie's accepts applications postmarked between January 1st and June 1st of each year. Final decisions will be made by December of that same year. Send all completed materials to the following address:
Annie's Scholarship Applications
Annie's Homegrown
P.O. Box 554
Wakefield, Ma. 01880

http://www.annies.com/programs/essapplication.html

Glasgow Undergraduate Excellence

Information: The University of Glasgow will award 60 undergraduate scholarships for international students starting a degree programme in September 2008 in the following faculties: Arts; Engineering; Biomedical & Life Sciences; Physical Sciences; Information & Mathematical Sciences; Law, Business & Social Sciences.

Value: The successful applicants will receive a scholarship of up to £3,000 per annum as a tuition fee deduction. There are 60 awards of up to £12,000 each.
Eligibility: Applicants must achieve a minimum of A-level grades AAB or the international equivalent and hold the University of Glasgow as their firm choice through the UCAS system. All applicants will automatically be considered on the basis of their existing application form, following publication of their results – no additional application is required.

Contact for further information: Ms Vicki Stewart
vicki.stewart@admin.gla.ac.uk

School of Environmental Sciences University of East Anglia

Subjects: Environmental Science/Ecology

This fully funded studentship is available to start in October 2008, under the supervision of Dr Andrew Manning, in the internationally renowned School of Environmental Sciences, UEA Norwich (RAE 5**). The project is funded by NERC.

HOME/EU APPLICANTS ONLY ARE ELIGIBLE FOR THIS FUNDING (because of the eligibility rules of the funding body)

Rising greenhouse gas concentrations in the atmosphere, particularly CO2, are the underlying cause of climate change. The global ocean is the only long-term sink for CO2. Recent work has suggested that this sink is weakening in the Southern Ocean, but datasets used were sparse. In this project, you will assist in establishing 5 new atmospheric monitoring stations on UK islands in the South Atlantic Ocean, as well as collecting data from our instrumentation on a commercial ship. You will analyse the resulting data to improve understanding of the South Atlantic's role in the global ocean carbon sink. Results from this work and parallel studies could potentially lead to a revision in the definition of what constitutes "dangerous" levels of climate change. This would have profound implications on international policy negotiations for successor agreements to the Kyoto Protocol on greenhouse gas emissions reductions.

You will be part of a dynamic and thriving community of staff and Ph.D. students at the Laboratory for Global Marine and Atmospheric Chemistry (LGMAC) within the School of Environmental Sciences, University of East Anglia (UEA). In addition, through participation in international meetings, you will be introduced to the global greenhouse gas and carbon cycle communities. A wide range of first degrees are acceptable, including Engineering, Atmospheric Sciences, Earth Sciences, Geosciences, Environmental Sciences, Chemistry and Physics. Previous experience with technical or engineering work would be helpful, but is not essential. Tuition and fees are fully covered by the Studentship and you will receive a monthly stipend.

Contact:
For informal enquiries about this position please contact Dr Andrew Manning at a.manning@uea.ac.uk, or the Faculty of Science Admissions Office at scipg@uea.ac.uk or +44 (0) 1603 593002.

How to apply:
An application can be downloaded from our website at http://www1.uea.ac.uk/cm/home/services/units/mac/aao/courses/PG. Completed application forms should be submitted to the Admissions Office, Faculty of Science, University of East Anglia, Norwich, NR4 7TJ.

The deadline for receipt of completed applications is Friday 18th July 2008

Scholarships

Climate Change Fellowships

Applications are invited for the inaugural round of African Climate Change Fellowships. TheAfrican Climate Change Fellowship Program (ACCFP) aims to support African professionals, researchers and graduate students to undertake activities that will enhance their capacities for advancing and applying knowledge for climate change adaptation in Africa. The program is jointly administered by the global change SysTem for Analysis, Research and Training (START), the Institute of Resource Assessment (IRA) of the University of Dar es Salaam and the African Academy of Sciences (AAS), with financial support from the International Development Research Centre (IDRC) of Canada.

This Call for Applications is extended to researchers, scientists, and academics working in fields related to climate change and climate change adaptationas well as professionals and practitioners with experience and responsibilities related to policy, planning or management of climate sensitive resources, sectors, systems or livelihoods.

A variety of Fellowship types are offered to support projects, research, and other activities that advance adaptation in Africa. The Fellowships range in duration from 2-18 months, and award amounts range from USD $5,000 - $36,000, depending on Fellowship type. Eligibility is limited to citizens of member states of the African Union who are 40 years of age or younger.

A description of each Fellowship type and instructions and guidelines for preparing and submitting an application to be an ACCFP Fellow are provided in the2008 Call for Applications. The 2008 Call for Applications and other required application materials are available on the Pan-African START Secretariat's website at: http://accfp.pass-africa.org (http://accfp.pass-africa.org/).

All application materials must be received no later than17 September 2008. Applications that are incomplete or received after the deadline will not be reviewed.

If you have questions about the ACCFP and this Call for Applications or if you have trouble accessing the ACCFP website and application materials, please contact the Pan-African START Secretariat at pass@ira.udsm.ac.tz.

Oikos Student Award 2008

Show us your Curricula Change or Sustainable Campus student project, win 500 Euro and participate in the oikos Winter School 2008 (16-22 November), a one week training session on sustainability entrepreneurship at the business school Witten/ Herdecke (Germany).

Curricula Change

Tomorrow's leaders require both knowledge on sustainable economics and management and action-oriented skills to make a difference in practice. Student projects can take the lead to push sustainable economics and

management as they…

- Host guest lectures, workshops and conferences;
- Develop and implement new action oriented learning models;
- Integrate sustainability issues into economics and management curricula;
- Establish dedicated courses and teaching programmes.
- Convince university faculty and administration to pro-actively pursue the topic;
- Bring together students, professors, business and community
- Give students a voice for sustainability.

Does your project fit? Apply with your Curricula Change project!

Oikos invites students from all over the world to

Oikos Student Award 2008

Show us your Curricula Change or Sustainable Campus student project, win 500 Euro and participate in the oikos Winter School 2008 (16-22 November), a one week training session on sustainability entrepreneurship at the business school Witten/ Herdecke (Germany).

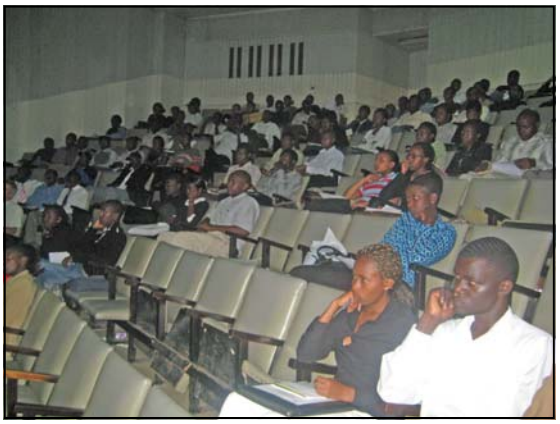
Curricula Change

Tomorrow's leaders require both knowledge on sustainable

Photo Gallery

UNEP Lecture Series—UON

Charles Sebukeera of UNEP/DEWA gives a presentation on AEO—Environment for Sustainable Development at the University of Nairobi (See page 5 for details)



Part of the audience during the lecture

Kenya Ceramic Project (KCP)

The ceramic filter, CeraMaji, filters over 99.99% of bacteria and parasite implicated in gastrointestinal diseases and diarrhea.

Kenya Ceramic Project volunteers go through the process of manufacturing CeraMaji®

MESA-ITP Exchange Workshop

The MESA-ITP Exchange Workshop is the first UNEP collaboration linking African universities with universities in Sweden on change programmes for universities on environmental sustainability.

Participants during the MESA-ITP Exchange Workshop in Stockholm, Sweden

More photos of Environmental Education and Training can be viewed at www.unep.org/training

The Educator
Environmental Education Newsletter
UNEP

For more information on how to take part in the event visit www.unep.org/training

EDITORIAL TEAM

Akpezi Ogbuigwe

Paul Okwaro

Eddah Kaguthi

Kizito Masinde

Sarah Dorothy

Pamela Mubuta

Moses Ako

Mariam Osman

Phillip Osano

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 on:

Environmental Education and Training

UNEP DEPI, P.O. Box 30552 ,

00100 Nairobi, Kenya

Tel: +254-20-7624027; Fax: +254-20-7623917

E-mail: env.edu@unep.org

www.unep.org/training

To subscribe to the Educator, Please Email

env.edu@unep.org

env.edu@unep.org

For more information on environmental education and training, visit:

www.unep.org/training

"The contents of this newsletter do not necessarily reflect the views or policies of UNEP, contributory organizations and the editors, nor are they an official record. The designations employed and the presentation do not imply the expression of any opinion whatsoever on the part of UNEP concerning the legal status of any country, territory or city or its authority, or concerning the delimitation of its frontiers or boundaries. Mention of a company or product in this publication does not imply endorsement by UNEP. The opinions, figures and estimates set forth in this publication should not necessarily be considered as reflecting the view or carrying the endorsement of UNEP."