



**REPORT FOR THE SIXTH AFRICAN REGIONAL CENTRES OF EXPERTISE
CONFERENCE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT HELD
ON 24TH – 26TH AUGUST 2016**

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1.0 OPENING CEREMONY

The 6th RCE Conference started at 9:00am with a brief welcoming performance by Dr. Priscilla Nyawira from Kenyatta University. The theme of the conference was “Developing capacities of African RCEs for the implementation of the Global Action Programme on ESD and achievement of sustainable development goals”. The session chair Mr. Mamo Boru from NEMA Kenya, welcomed delegates drawn from different RCEs all over Africa to the conference. He informed delegates that the conference was co-hosted by NEMA Kenya, the United Nations University in partnership with RCE Greater Nairobi. *(Photo)*

1.1 OFFICIAL OPENING OF THE 6TH AFIRCAN RCE CONFERENCE

1.1.2 Remarks by the Ag. Vice Chancellor, Kenyatta University

Prof. Paul Wainaina, the acting Vice Chancellor for Kenyatta University, welcomed participants to Nairobi and to Kenyatta University in particular for the 6th Regional Centre of Expertise (RCE) Conference. Prof. Wainaina commended participants for congregating at Kenyatta University to deliberate on how to position Regional Centres of Expertise as viable vehicles for driving the global agenda of sustainable development.

Prof. Wainaina said that, while African countries cannot be denied their right to hasten their development, they must however steer their growth on a sustainable path by taking into account environmental and social concerns. In Kenya, Article 42 of the Constitution unequivocally states that “every citizen has a right to clean and healthy environment”. The Environmental Management and Coordination Act (1999) further obligates all Kenyans to play their rightful roles to ensure the achievement of this critical right. Other strategies being adopted as a way of fostering sustainability include: greening economies initiative, adoption of low-carbon development strategies, and mainstreaming environmental sustainability





across the economy among others which are being adopted by our countries. All these provisions therefore underline the need to inculcate environmental awareness and integrated environmental principles, values and skills among all citizens and across all disciplines. This is the principal domain of institutions of higher learning.

He also commended the decision by the United Nations University (UNU) to place the coordination of RCE Networks within universities since universities boast of a diverse repository of scientists and experts who are in a position to synergize with other non-university partners in fostering education for sustainable development. They teach sustainable development concepts, encourage research on sustainable development issues, green their campuses, support sustainability efforts in the communities in which they reside and engage with and share results through international frameworks.

Kenyatta University has already recognized sustainability demands and has responded in ways such as investing in greener campuses, environmental policy, greener curricula, and ways of engaging staff, students and community in education for sustainable development goals. As a result of these measures, the university has experienced tangible direct benefits including positive attitude change towards the environment by our students and staff, increased compliance with national environmental laws and standards, and cost reductions as a result of resource use efficiency among others. Prof. Wainaina concluded by calling on all delegates to have frank and open discussions on how all partners can contribute to building a foundation for achieving the Sustainable Development Goals.

(Photo)

1.1.3 Remarks by the Director General, NEMA Kenya

Prof. Geoffrey Wahungu, Director General for NEMA Kenya was represented by Mr. David Ong'are. The Director General welcomed delegates to the sixth African RCE Conference that focused on building the capacities of African RCEs and



6th African RCE Conference: 24 – 25 August 2016, Nairobi



develop a common reporting framework in preparation for the forthcoming 10th Global RCE Conference slated for Jarkatta Indonesia sometime in November.

Prof. Wahungu highlighted some of the achievements in the Decade on Education for Sustainable Development including successfully hosting of the 8th Global RCE Conference in Nairobi in 2013; Kenya hosts the African RCE Presidency; Kenya has a National Policy on ESD – a major milestone in the policy development process and that out of the 10 RCEs, 8 are fully recognized by the United Nations University.

NEMA has supported various flagship projects, both financially and technically including; Botanical Garden at Greater RCE Pwani, Climate Change at both RCE Mau and RCE Central, E-waste Management at RCE Nyanza, Solid Waste Management at RCE Greater Nairobi, Wetlands rehabilitation at RCE North Rift and RCE Mount Kenya East among others. Above all, our National RCE Network model is of a kind in the whole world and has been recognised as one of the successful models globally.

Prof. Wahungu urged the delegates to deliberate on practical ways to implement the Global Action Programme (GAP) on Education for Sustainable Development. These practical activities must address the ever increasing challenges of pollution, waste management, climate change, bigotry on indigenous knowledge; education systems, biodiversity loss, food insecurity, health and sanitation are among other many issues.

The Director General concluded by assuring UNU of NEMA's continued commitment in supporting the RCE community of practice and formally opened the conference wishing the delegates fruitful deliberations. *(Photo)*

1.1.4 Remarks by the Regional Advisor for African RCEs

Prof. Goolam Mohamedbhai, the Regional Advisor for African RCEs, began by shedding light on the RCE concept; giving a brief historical background as a brainchild of United Nations University. The objectives of the Decade on



Education for Sustainable Development as outlined were to: facilitate networking linkages, exchange and interaction among stakeholders in ESD; foster increased quality of teaching and learning in ESD. It also aimed to help countries make progress towards the attainment of the Millennium Development Goals (MDGs) through ESD. He acknowledged the many RCEs registered in Africa but asked whether all are truly operational taking into consideration that only ten submitted their reports in 2015, posing the question; is there need to acknowledge more RCEs in Africa? **(Photo)**

He urged the delegates to raise the challenges they are facing during the conference and try to come up with solutions so as to achieve Sustainable Development Goals unlike the MDGs that were poorly done across Sub-Saharan Africa.

1.2 Introduction to the Conference

Dr. Mary Otieno, RCE Greater Nairobi Coordinator, thanked NEMA, Kenyatta University management and United Nations University for their support towards the conference and welcomed all the delegates. She mentioned that RCE Greater was formed in 2007 with the aim of building innovative platforms to share information, experiences, and promote dialogue among regional stakeholders through partnerships for sustainable development. It is therefore the First RCE to be accredited by the United Nations University (UNU) in Kenya. The jurisdictional area of RCE Greater Nairobi coincides with the Nairobi Metropolitan Region, comprises the Counties of Kiambu, Kajiado, Nairobi City and Machakos. The region is rapidly urbanizing and faces environmental challenges associated with this phenomenon.

She mentioned the fact that RCEs are struggling and urged other university managements to support RCEs hence the need to invite Vice Chancellors in future conferences.



1.2.1 An Overview and Status of the African RCE Community

Mr. David Ong'are, the Outgoing African RCE President, shared that currently there are 32 RCEs in Africa acknowledged by UNU. Annual African RCE conferences have always been held with a primary objective of providing a platform for RCEs to engage in environmental matters. There is need to upscale existing projects within RCEs and report on the same since reporting by the RCEs has been a challenge in the past. RCEs should also engage on capacity building initiatives for both their members and other stakeholders as they also mentor the candidate RCEs.

Mr. Ongare mentioned that NEMA allocates \$50,000 annually towards RCE projects hence urged other government agencies in other countries to emulate the same. Commissions for University Education have supported ESD integration in the curricula hence a good stepping stone for the success in the implementation of ESD. The Nigerian model stood out and was worth embracing since political goodwill is key for the success of RCEs. He concluded by wishing the conference participants a fruitful engagement.

1.3 Keynote Speech Address

Prof. Akpezi Ogbuigwe, of the Federal University of Technology also the Regional Advisor for African RCEs and former Head of Environmental Education and Training at the United Nations Environment Programme (UNEP) gave a presentation on strengthening the Role of African RCEs in Implementing the GAP and SDGs. She began by giving a brief history on the inception and evolving trends of RCEs globally. Prof. Akpezi paused questions to the delegates:

Could RCEs be the smart evolution that Africa needs in implementing GAP and SDGs?

- How relevant or workable is the RCE model for Africa?
- Are we building self-confident, self-reliant RCEs in Africa?
- How can the accountability and capacity of African RCEs be strengthened?



- What can we learn from the approaches of other regions in terms of management structure, visibility, values and benefits visible in the community and involvement of multi-stakeholders?
- What specific action can each participant take towards achieving sustainability?

She proceeded by challenging all delegates to analyse their RCEs in terms of their strengths, weaknesses, opportunities and threats citing various examples. In her concluding remarks, she urged all RCEs in Africa to develop a growth strategy, look at their policy coinage both locally and regionally, internalize policy and engage in further advocacy, engage in participatory research, capitalize on existing assets and human capital, grow from theory to practice, apply and periodically review and assess the business model and above all engage the youth as important stakeholders. She concluded by encouraging stakeholders to keep working since success stories are not the destination but the motivation to keep going forward.

1.4 Open Discussion

During the plenary, Prof. Goolam cleared the misconception that RCEs are a UNU project hence were obliged to fully fund them. He urged the members to develop a clear resource mobilization strategy as well as engage in income generating projects such as waste recycling activities. He also urged the universities to work closely with the communities so as to realize the primary objectives of RCEs.

The issue of challenges in reporting was also raised. The coordinators were urged to report annually with or without projects to report on. They were told to cite challenges in the absence of a collective project undertaken. Francophone countries were also facing a challenge of incorporation due to language barrier.

2.0 PLENARY PAPER PRESENTATIONS

The session was moderated by Dr. Mukiri Githendu of Kenyatta University.



2.1 UNU-IAS Roadmap for the RCE Community By Dr. Abel Atiti

The presentation by Dr. Atiti, a visiting research fellow from United Nations University, focused into two main areas; ESD beyond 2014(GAP and SDGs) and Strategic directions of the UNU-IAS ESD Programmes. The goal of GAP is “To generate and scale up action in all levels of education and learning. The objectives listed centered on re-orienting and strengthening education and learning in all levels of education.

He laid emphasis on two GAP priority Action Plans that were advancing policy and transforming learning and training environments. Sustainable Development Goal number 4 which reads “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*” was highlighted as being the baseline of the conference theme and RCE goals.

The goals, objectives and strategic direction of the UNU-IAS ESD programme beyond DESD were also highlighted. Using the existing Roadmap for RCEs, African RCEs were advised to develop their own Roadmaps for strategic directions.

2.2 The Pros and Cons of Climate Change Discourse in Africa - Prof. Godwin N. Nsofor

Prof. Nsofor from the Federal University of Technology, RCE Minna, illuminated on instructive questions meant to give a wider perspective on the current global climate change state. The main directive questions were;

- a) What do we mean by Climate Change?
- b) What makes a good climate go bad?
 - Causes and consequences of climate changes
 - How much development shall be permitted and how much climate change shall be tolerated?



- Relationship between rising population, poverty and illiteracy. In what order should these challenges be addressed or should they be tackled simultaneously?

c) Where do we go from here?

Though we have so many unanswered questions in climate change, we should not give up on pursuing sustainable development of our environments.

2.3 Challenges in Governance and Coordination of RCEs: National perspective- Dr.Ayub Macharia

Dr. Macharia from NEMA Kenya engaged delegates on why they thought RCEs needed governance. Ensuring continuity, among others, was emphasized as being of crucial importance. Artifacts of governance listed included;

- ✓ MOUs
- ✓ Values of ESD
- ✓ Mechanisms of decision making
- ✓ Reporting

Under Coordination of RCEs, NEMA's roles were noted including its RCE Mapping initiative that plays a big role in coordinating RCE projects countrywide without concerns of overlapping.

In sustaining vibrant RCEs, several points were noted;

- i. Mentoring
- ii. Support for stakeholder mobilization
- iii. Project realignment
- iv. Dialogue meetings
- v. Conflict resolutions

Challenges in governance of these RCEs and how NEMA is addressing some of them were also noted including;

a. Funding



- b. Stakeholder mobilization
- c. Team management
- d. Branding

The conclusion arrived at was that RCEs have great potentials but have generally performed poorly.

2.4 Mainstreaming Youth Engagement into the RCEs: The Case of Kenya RCE Youth League-Arch. Nickson Otieno

Mr. Otieno from the World Student Community for Sustainable Development (WSCSD) described the youth engagement as conventional in two processes;

- 1) International Mandates
- 2) National Mandates/Processes

He indicated that youths are largely not strategically involved in the RCE outcomes. Hence, RCEs should develop projects that revolve around the youth, that is, develop projects with the youth and not for the youth.

Mr. Otieno also shed light on a case study of Kenya Youth League. The focal points of interest were:

- ✚ How is it governed?
- ✚ Structure of the RCE youth League
- ✚ Action Points >Institutionalization >Outreach/ Baseline survey.
- ✚ Projects initiated so far include:
 - ❖ Climate Change Symposium
 - ❖ Adopt a River Initiative (in partnership with NEMA). It is focused on Mobilizing and empowering youth to champion monitoring and restoration of rivers and other wetlands in Kenya.
 - ❖ UNEP-DHI Eco challenge that entails a virtual game that replicates the real world called Aqua-Republica

Collaborative Governance in the Youth League structure was critically broken down, showing the effective type of governance to use while dealing with the



youth. The next plan for the youths in RCE Greater Nairobi as highlighted included:

- ❖ Fill-up the K.U Green Park (cloud funding to offset the conference's footprint)
- ❖ Launch Less Waste Initiative
- ❖ Hold a National Youth Conference

In conclusion, he also pointed out that, borrowing a youth project at Watamu, Kilifi, where they build houses with plastic bottles, the youth league would build a youth office at the Kenyatta University starting with the waste bottles from the conference and will have a structure before the next conference.

2.5 Open Discussion

A number of issues emerged during the general discussions. Participants agreed that it was crucial that ESD be integrated from the lowest level of education and not just the tertiary education level. Engaging youth through arts was also significantly noted. Involving ICT in teaching and learning methods of ESD were agreed as effective especially for the youth and therefore should be highly embraced.

Mr. Otieno advised that to re-orient the youth on sustainable living, the youths can be re-oriented by profiling positive models/movements where they see champions /mentors in ESD. He added that most of our youth mentors are corrupt individuals hence posing a great challenge. There needs to be a paradigm shift in our mindset if any change is to be realized. It is imperative that youths in universities be empowered to adopt sustainability so that they can also be trainers to the teachers in primary and secondary schools.

Regarding integrating ICT in education, he noted that projects being implemented at the moment i.e, developing mobile apps, virtual games and



adopt a river were all online and ICT based. In order to attract more youth, we have to make sustainability as fun as sports or other kinds of art.

Dr. Ayub Macharia, while answering the question on environmental compliance, began by establishing that the grass root of environmental degradation is poverty, and an underlying cause of that being lack of ESD. People are not aware. ESD is a key tool in tackling environmental degradation. He gave a case study of Kisumu whereby vehicle owners who allowed their vehicles to be washed to the lake were prosecuted. However, he asserted that prosecution was not the only way of enforcement; awareness was also a key tool in enforcement. He also gave another case study of Ngong area where the Authority engaged with youth who worked in the dumpsite as a project of involvement of youth in waste management.

Prof. Nsofor confirmed that he had not presented his paper on any other platform and therefore welcomed reactions and probable answers to the questions in his paper but was challenged to present his ideas in other forums.

Dr. Atiti stressed that ESD is about cultural change and vocational training (TIVET) was a significant platform for that change.

3.0 RCE CASE PARALLEL DISCUSSIONS

3.1 Transforming Training and learning Environment

3.1.1. Mainstreaming Education for Sustainable Development (ESD) in training programmes, with strong emphasis on community engagement and outreach at Busitema University RCE Greater Eastern Uganda – Dr. Edward Andama, RCE Greater Eastern Uganda.

This presentation examined the implementation of a change project aimed at mainstreaming ESD principles and practices in training programmes, community engagement and outreach components in Faculty of Science and Education Busitema University. The desired outcome of the change project was to equip the



graduates of the programme with the knowledge and skills needed to initiate and promote sustainability practices and prepare them to become educators of Sustainable Development. The paper explores the environment at national, institutional and faculty level that provided support for the project. It provides the project focus rationale and critical reflections on the development and implementation of the project. The case study underscores the importance of mainstreaming the ESD in training programmes and how the faculty was involved student community in various community engagement and outreach activities which provided an enriching experience to the graduates. The paper analyses the outcomes of the project and the challenges encountered and provides conclusion on issues of continuity and finally provides recommendations from lessons learnt.

3.1.2. Championing sustainable development, UNESCO GAP on ESD and UN SDGs through University platforms: Kenya Green University Network Model Brian Waswala, UNEP.

In the lead up to the adoption of post 2015 Development Agenda, Higher Education Institutions (HEIs) have stepped up their efforts on sustainability, through the adoption of low carbon strategies and campus design, mainstreaming environmental sustainability across the curriculum, and engaging with community and stakeholder at all levels on priority sustainability issues.

UNEP in collaboration with multiple stakeholders including the National Environment Management Authority (NEMA), the Commission of University Education (CUE), World Student Community for Sustainable Development (WSCSD-Kenya) and Kenyan HEIs launched the Kenya Green University Network (KGUN) to address sustainable education gaps in Kenyan university curriculum; upscale ESD and sustainable development activities in the country; and contribute to the achievement of various UN SDGs.

KGUN promotes the incorporation of environment, low carbon-climate resilience development strategies and sustainability aspects in their education, training, campus operations and enhanced student engagement; helps universities adopt



the UNEP Greening Universities Toolkit – a Green Curriculum to engender environmental conscious generation; catalyses and raises the need for more sustainable universities; fosters student innovations and acquisition relevant skills in the area of environmental sustainability aimed at ensuring sustainable local communities; and enhances collaboration among universities locally and internationally on sustainability challenges, solutions and community outreach.

3.1.3. Assessment of effectiveness of “Incredible tears programme” Compared to the traditional program in behavior modification among Juvenile Rehabilitees in Nairobi – Dr. Nancy Cheseto, RCE Greater Nairobi.

The purpose of this study was to investigate the effectiveness of the ‘Incredible Years Program’ (IYP) in reducing juvenile delinquency in Kenya. Juvenile delinquency in Kenya is on the increase. It is for this reason that the current research embarked on trying out the ‘Incredible Years Program’ with a hope that it will improve juvenile rehabilitation services in Kenya and keep children out of crime.. This is the first research of its kind in Africa. Juveniles play a key role in Environmental sustainability by picking bottles, papers and scrap metals. A sample of hundred and fifty (150) children from two (2) Rehabilitation Schools took part in the study. Seventy five (75) from Dagoretti Girls’ Rehabilitation School and seventy five (75) from Kabete Boys’ Rehabilitation School. Both Rehabilitation Schools are in Nairobi. The two Rehabilitation Schools cater for medium-risk children. Medium-risk offences include being in bad company, being in possession of drugs, alcohol and stealing. Low-risk offences are non-criminogenic in nature like dropping out of school. High-risk child offenders come in with murder, robbery with violence, arson and drug trafficking. The study findings indicated that there was a significant relationship between the ‘Incredible Years Program’ and behaviour change among the rehabilitees.



3.1.4. University communities as tools for solid waste management: Relooking the theory and practice nexus: RCE Lusaka – Marriot Nyangu, RCE Lusaka, Zambia

This paper is part of a class term paper in environmental stewardship by students in master of public policy and governance. The essence of the paper is to analyse the university community as an environmental management tool in the problem of solid waste management. The study stems from the link between the theory students learn and how it translates to their attitudes, awareness and perceptions towards practices in solid waste management as a community. It also grows from the assumption that a university community is a learning environment which therefore is supposedly more informed on solid waste management issues and practices. Findings point to the need for more engagement of students in SWM at universities to improve the adoption and practice of SWM concepts and techniques. This study argues that the theory practical nexus is not necessarily a given for environmental stewardship and therefore a university as a community may not share the same values that may define a community. It is recommended that university communities require more robust solid waste management awareness and practices to enhance awareness on a community problem like solid waste.

3.1.5. RCE-Lesotho's progress in the implementation of GAP on ESD – Puseletso Likoetla, RCE Lesotho

This paper is based on planned activities of RCE-Lesotho in implementing Global Action Plan (GAP) on Education for Sustainable Development (ESD). Some of the sustainability challenges affecting Sub-Saharan region including Lesotho are climate change, water security, energy security and waste management. A number of interventions are undertaken country-wide by different stakeholders such as the Government of Lesotho, Civil Society, Private Sector, and local communities with the support from Bilateral and Multilateral agencies. The RCE-



Lesotho, in partnership with the Lesotho National Commission for UNESCO (LNCU) also aims to work with relevant stakeholders to implement the GAP on ESD in Lesotho. In this case the focus is on Priority Action Area 2 of GAP namely: Transforming learning and training environments: integrate sustainability principles into education and training settings.

This paper discusses GAP related activities to be facilitated by RCE-Lesotho in partnership with LNCU, and implemented in the country during the period from year 2016 to 2017. The activities include raising awareness of institutions of education and training on the GAP on ESD, and also facilitating implementation of whole institution approach to ESD by these institutions. The expected outputs, outcomes and the impacts to be realized through the interventions are outlined. Strategies for scaling up these ESD and sustainable development activities are also discussed.

3.2 Accelerating Sustainable solutions at the local level

3.2.1. Promoting value addition in fish production-RCE Zomba – Dr. Marlene Chikuni, RCE Zomba, Malawi.

Nearly 80% of Malawi's population directly depends on natural resources for their livelihoods. The aquatic resources such as fish serve as a source of protein in diets but also as a source of income. However, fish catches have been declining over the past years due to various threats including pollution, climate change and siltation of water bodies. This has necessitated a number of interventions through fish farming and value-addition to fish products. 'Tipindule ndi Nsomba, Nsomba nchuma' is a project that is trying to introduce sustainable solutions at local level with an aim of helping smallholder fishermen and fish traders maximise profits related to fish activities. It is a multidisciplinary project involving academia, local communities and government departments. It is envisaged that by the end of the project, communities will be empowered to consider fishing as a profitable venture for poverty reduction. This report will highlight the achievements and



challenges encountered in the implementation of the project in addressing issues related to adaptation against climate change and sustainable consumption.

3.2.2. Reviving School Green culture: The RCE Minna Model – Dr. Abdul Husiani, RCE Minna, Nigeria.

Since 2009, Regional Center of Expertise (RCE) Minna has been in the forefront of celebrating World Environment Day with sole aim of raising awareness about the environment. In 2015 RCE Minna launched the ‘Green School Initiative’ to commemorate the World Environment Day (WED). Ten (10) Pilot high schools, within Minna, were selected and each was given 10 tree seedlings to plant and nurture for a year. In order to encourage active participation of the students in maintaining the seedlings, a monetary incentive of N3000 was placed on each tree that survived the first year, N2000 for surviving the second year and N1000 after the third year. Prior to 2016 World Environment Day celebration, which effectively marked the first anniversary of the planted seedlings, RCE Minna conducted schools visitation to ascertain the number of seedlings that survived. About 62.2% of the seedlings survived. This initiative brought awareness to the role of RCE Minna in propagating environmental conservation within the community. During the 2016 World Environment Day Celebration, these initial 10 schools were transformed to become RCE clubs and each of these schools agreed to set aside a portion of land for the creation of RCE gardens.

3.2.3. Sustainable communities in sustainable villages; RCE Greater Masaka – Ms. Joyce Nanjobe Kawooya, RCE Greater Masaka, Uganda.

Sustainable communities, a whole community approach towards sustainability and the idea is to connect a holistic approach to sustainability issues. Under this concept communities are helped to take responsibility of their natural resources and also improve on their livelihoods. Different groups of people in the community as farmers, women groups, businessmen, fishermen, teachers, schools etc. cooperate to reach a common goal. The Sustainable Communities can contribute to securing high value conservation areas through CBNRM approach



(Community Based Natural Resource Management), or ESD villages. This enables the communities to take responsibility, both individual and collective, towards managing their natural resources. One way to transform villages into Sustainable Communities is to enable the community members to develop land use-planning. At the same time the communities are empowered and supported to engage in sustainable initiatives that will improve their livelihoods. Sustainable villages are an approach for demonstrating best ESD practices in the community. The concept of ESD villages demonstrates the wise use of natural resources. To initiate various enterprises which are environmental friendly within the schools and communities and to strengthen links with Local Governments in regards to environmental management and decision making on environmental problems in an ESD village. The ESD model schools, youth and community groups act as co – managers of the natural resources and are key players in the monitoring of surrounding land, wetlands, rivers, forests and the Lakes. The villages play a big role in ensuring that we have an empowered society that promotes good governance, participation and accountability in managing resources.

3.2.4. Accelerating sustainable development at local levels: The RCE Approach-RCE Kano – Mr. Ali Bukar Ahmad, RCE Kano, Nigeria.

Local and regional communities are the amphitheater and planetarium of RCEs sustainable development implementations'. The strategies vary from community to community with the RCEs as themselves saving as the universal prime strategy and bedrock to all communities that have singular opportunity to have RCE. Others are developing ownership and sense of belonging of a sustainability issues in a community, promoting indigenous knowledge use, providing platforms for better connection and communications and ensuring that the sustainability services/projects they were met the specific need of the local community. In their effort to accomplish their goals and objects RCEs use metrics like institutions and organizations, quality of networks therein, connections in the community, level of volunteerism, expertise and diversity of the stakeholders. Cultural, conceptual and community values based. Geographic proximity,



common interest, similar situations, gravity of the problems are among the most important scales that are often being used by the RCE to strategized while their expertise, communication abilities, team work and collaborations techniques are their strength in achieving and accelerating sustainable developments solutions at local and regional levels while not negating the global sustainability universality. The RCEs advances both the GAP objectives and the priority areas through ESD.

3.2.5. Using Formal, Informal and Non Formal Education to Accelerate Sustainable Solutions Local Level: The Case of RCE Greater Masaka – Bro. Alloys Byaruhanga, RCE Greater Masaka.

RCE Greater Masaka is committed to contributing towards the realization of Uganda Vision 2040 leading to “A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years ”. Similarly the Vision for our RCE is to be a leading centre of expertise in promoting education for sustainable development in the region in order to improve quality of life.

Our Mission is to promote sustainability awareness and boost sustainable utilization of available resources in the region in order to get it transformed from a peasant to a modern and prosperous region through education and providing a learning space towards addressing SD challenges through ESD. We are identifying and consolidating multi stakeholders’ networks .The most prominent initiatives are: that of WWF Lake Victoria Catchment Environment Education programme, Uganda National Association for Community and Occupational Health (UNACOH) work and projects of Uganda Martyrs University (UMU) and Katigondo Major Seminary.

We intend to increase public awareness through sensitization and to train trainers who are to carry out capacity development in region. UMU, the host and the RCE are ready to promote education for sustainability through formal, informal and non-formal approaches through collaboration of partners and stakeholders.



3.2.6. Working Scheme for community engagement in sustainable solid waste management: A retrospective analysis of the outcome of the RCE Zaria Scheme – Prof. Adamu Ahmed, RCE Zaria, Nigeria

In 2014, the RCE Zaria commenced the design of a working scheme model and drafting of a project implementation plan including the process of community engagement for a pilot SWM scheme at Samaru, Zaria. The project was informed by the failure of the age long State led Top-Down program for Solid Waste Management. Inefficient SWM has for long been threatening underground and surface water sources, including pollution of the Water reservoir of the University which is the major lifeline of the Community. The objective of the project was to enlighten the community on the long term sustainable development challenges of poor solid waste handling, and to work with them in designing a working scheme technology and model for more efficient waste storage and processing. Together with the local CBO's, the women groups, traditional and political leaders, the regulatory agencies, and youth groups, a movable steel fabricated street storage facility was designed that allows the tipping of waste directly into a tricycle modified to receive wastes for onward transportation to the community collection point where youths are trained to process bio-degradables into manure for income. Regular evacuation of waste has led to very quick and dramatic improvement in sanitary condition, and indiscriminate dumping of refuse has gradually been curtailed. The most visible improvement in the environment is at the two schools where uncoordinated dumping and open defecation was previously rampant. In both schools, the intervention has recovered about one hectare of land, which at one of the locations has enabled the construction of an additional classroom block by the Legislator representing the community at the National Assembly. The project also shows how adequate education given to communities on value chains within SWM activities can easily make dramatic differences. The presentation concludes by showing how communities become receptive to ideas they help generate, and the challenges they are able to confront when they are empowered to think and by working together for a common purpose.



3.3 Building capacities of Educators and Trainers

3.3.1. Capacity building among RCE stakeholders: A viable strategy for Holistic ESD Implementation in Africa-RCE Kano – Abba Abubakar Haladu, RCE Kano, Nigeria.

The progress in addressing the various challenges facing humanity is increasingly clear in recent times that, it is dependent among other factors, on the upbeat of the members of society transforming their life circumstances and gaining greater control over their lives. To achieve this change, people require new knowledge, skills and attitudes. The goal of RCEs is to educate and facilitate the coming together of individuals, organizations and agencies to implement holistic ESD strategies with the purpose of addressing local (and indeed world-wide) sustainability challenges. Addressing sustainability challenges however, will not be possible without significant buy-in, support, and involvement from policy makers, community leaders, the CBOs, FBOs, youth groups and other target beneficiaries at community levels. But, community participation does not happen by itself. It must be stimulated, encouraged and facilitated. Therefore, the successful implementation of ESD strategies depends in large measure on the availability of knowledgeable, skillful and socially committed RCE stakeholders since they are the key agents in this mobilization process. The main proposition of this presentation is to highlight the need for capacity building stratagem amongst RCE stakeholders. The presentation will argue that it is imperative for RCE members to be proficient in aspects of programme planning, implementation, monitoring, research and evaluation. They also need skills in mobilization strategies, fund raising, communication skills, team work, collaboration and partnership, stakeholder identification and involvement, networked governance, peace building and conflict resolution techniques, the adoption and application of information and communication technology, and the integration of local, traditional and modern techniques. The presentation will also suggest some of the processes and techniques the RCE body needs to adopt for the training and capacity building of its members. Thus, while community mobilization has the



potential to raise people's level of awareness and knowledge about sustainability challenges and how they can be addressed, the capacity of the mobilization agents (RCE stakeholders) is most critical to the success of this worthy endeavour. It has been argued that it takes capacity to build capacity. African RCEs deserve the right people with the right skills, knowledge and abilities for they are in turn responsible for ensuring capacity building and effective sustainability at the grassroots level. It is hoped that the presentation will ignite discussion on the issue and eventually assist in developing a systemic approach to improve the capacities of RCE stakeholders in the African continent.

3.3.2. Faith Based climate change ESD innovation-RCE Greater Nairobi – Dr. Dorcas Otieno, RCE Greater Nairobi.

Climate change in Sub-Sahara region presents several risks that lead to declining food security due to poor agricultural practices, depletion of natural resources resulting from ecosystem degradation, water scarcity, natural calamities and disasters and poverty. In addition, unclear government policies and weak organizational capacity make communities fail to proactively participate in playing their rightful roles in the management of local resources for improved livelihoods with the marginalized being the most affected. This is compounded by lack of understanding of the working of natural systems which is essential in providing sustainable solutions to challenges of climate change in relation to resource use.

Mainstreaming faith-based values in education for sustainable development is the surest way to achieving lasting change in behavior and goals of ESD. Faith-based values propagate the Earth Charter principles of: respecting the Earth and life in its diversity; caring for the community of life with understanding, compassion and love; building democratic societies that are just, participatory, peaceful and securing the Earth's bounty and beauty for the present and future generations.



This has been demonstrated through a Faith-based Climate Change Education for Sustainable Development (FBCCESD) Initiative implemented in dry and wet ecosystems in Eastern and Western Kenya that promoted adaptation to climate change. The FBCCESD Initiative uses the Eco-schools strategy as entry points to communities to achieve ESD.

3..3.3. Embedding Environmental protection and health values for sustainable development in Greater Harcourt Communities – Sir. Anthony Lawrence, RCE Port Harcourt, Nigeria

Local communities within RCE Port Harcourt catchment area were educated on aspects of the new sustainable development goals through series of community-based campaigns facilitated by Community Inter-Relations and Conciliation Initiative (CIRCI), a member nongovernmental organization. The campaigns were organised to achieve three objectives: to inculcate the principles of sustainable development and how to apply them for waste management; to help participants understand the benefits of protecting the environment; and to train participants on how to live a healthy stress-free lifestyle. To achieve the objectives, more than 15 communities within Greater Port Harcourt area and other parts of Niger Delta were visited and workshops organised. At the end of each session, participants expressed appreciation and welcomed the initiative but, requested for extended duration per session to ensure greater outreach. Some outcomes of the trainings were: awareness about biodiversity conservation; health implications of illicit drug use and alcohol abuse; prevention of infection with HIV/AIDS and care for infected persons; and dangers associated with oil pipeline vandalism. Scale-up workshops are now needed to develop more trainers (training-the-trainers) to serve as social engineers / change agents, and conduct post-training impacts in the various communities.



3.3.4. The Internally Displaced Professionals; Road to Self-empowerment: RCE Minna – Ms. Sule Nana- Hauwa, RCE Minna, Nigeria.

There exists reoccurring clashes between ethnic groups and neighbouring clans in Nigeria. Just recently, a clash between two local tribes in Minna, Niger State of Nigeria, (*Gbagyi* and *Fulani*) resulted in the death of a few and the displacement of many from their native communities. Homes were set ablaze and along with that, farmlands and properties. A secure camp was set up by the government for the displaced persons (categorized mainly of children and women).

The idea here is to get volunteer- trainers who would teach in the temporary camps. Subjects would range from reading and writing in local dialects, to baking and raffia weaving amongst others. This is to ensure that for the duration of their stay in camp, these displaced persons are improved and also, return to their settlements with skills that would encourage financial independency. This would also further enhance the skills of the trainers and promote a better attitude towards participation in community development. They would therefore no longer be displaced people, but displaced professionals with skills to promote themselves and their environment.

3.3.5. Building Capacities of educators and trainers - The case of RCE Nyanza – Mrs. Monica Omulo, RCE Nyanza.

Educators and trainers are powerful agents of change for delivering the educational response to sustainable development. But for them to help usher in the transition to a sustainable society, they must first acquire the necessary knowledge, skills, attitudes and values.

There is serious need to build capacity of educators and trainers within the RCE Nyanza. This presentation explains the special role of interpretive training of trainers including guided tour of trainers in the context of sustainable development and management in the RCE Nyanza region. It presents the



interpretive guiding component of a three day training programme delivered in June 2016 in Kisumu funded by NEMA.

Challenges facing RCE Nyanza operations include: Low regional awareness about SD/ESD and RCE Activities - this is determined by level of awareness about ESD. Need to enhance local stakeholders' understandings of the local sustainability challenges and building their capacities to address them; Groups working to address SD challenges in the Region not coordinated and Lack of funds - to carry out RCE activities.

4.0 PLENARY PRESENTATIONS

4.1. Strengthening Policy Development and Integration of ESD towards achievement of GAP – Ms. Martina Muoki, ESD Coordinator Ministry of Education-Kenya

Ms. Muoki acknowledged the importance of having policies geared towards implementing ESD as a way of ensuring the promotion of GAP. It was established that the Kenyan Institute of Curriculum Development has incorporated Environmental Education into its curriculum and has constructed a legal framework to have ESD imported into the curriculum to ensure proper mainstreaming ESD into Education and Economic strategies.

Emphasis was laid on the need to partner with government and non-governmental organizations in enhancing the need for ESD. This was and further illustrated by such partnerships with NEMA to develop ESD implementation frameworks.

4.2 Policy- practice frameworks in localizing the RCE agenda: Success and Challenges – Dr. Victoria Ferdinand, RCE Greater Dar-es-Salaam, Tanzania

A brief introduction to the activities of RCE Greater Dar-es-Salaam was shared by the Coordinator. Dr. Victoria Ferdinand recognized constraints faced by the RCE to include; little or no commitment amongst members, poor orientation as to the concept of RCEs, and finance.



The RCE Greater Dar-es-Salaam is a network of locally-based organizations that contribute to addressing ESD agenda in their individual capacities. The RCE, with fourteen (14) stakeholder organisations, is coordinated at Wildlife Conservation Society of Tanzania (WCST), Vice Presidency Office and the National Museum. At least three Universities have had interests in subscribing to the RCE agenda.

ESD practices under RCE umbrella in Tanzania have been passively operated in individual desks without desired attention from respective organization and the ESD community at large. Only individual staff who are linked to RCE meetings understand the RCE phenomenon and likely to orient their duties for acknowledgeable contributions.

Efforts to link RCE agenda within organisation systems and further across the stakeholder's network have faced challenges of finance, inconsistency, differing perspectives, low morale and commitments. Some proposed strategies to address challenges as of June 2016 include plans to increase visibility of the RCE, revisit the RCE major objectives, identify and strengthen ESD capacities in the region and to fund raise from local sources

4.3 Open Discussion

While it is of great importance to have ESD incorporated into curricula and have seminars on Sustainable initiatives, it is also perhaps more important to reach out to the public who have little or no opportunity of accessing such formal settings.

Also important is grading the expertise of people who would teach these ESD related courses. Do they really understand the concept of ESD? Are they capable of teaching and examining students on ESD?

Lastly, the importance of partnership cannot be overemphasized as collaboration with stakeholders at the grassroots and the less informed public would prove a great asset for the RCEs.



5.0 Framework for Capacity Development of African RCEs Working with the SDGs and multi-stakeholder evaluation tools for framing and reporting ESD scaling in RCEs – Prof. Rob O'Donoghue, RCE Makana.

Prof. Rob proposed that there should be change of evaluation on ESD's over time. Evaluation being done on RCE's centered on multi stakeholders working together. There should be abolition of the bottom up approach on reporting that has been used for a long period of time. Support for capacity development, i.e reporting on evaluation especially in Germany and Australia with little efforts on RCE's on capacity development.

An overview of RCE Evaluation Toolkit Pilot Studies highlighted the following:

- Baseline Assessment around core RCE elements
- Stakeholder accounts of RCE processes and projects
- Proposed ways to strengthen strategic goals
- Assessment of value creating through RCE activities

Working with the SDGs and RCE Evaluation Tools for Scaling through (Course Supported) Collaborative Change Projects

- Local issues and action centered plans
- Identification of change problems
- Exploring third space and indigenous aspects/knowledge
- News systems should be put in place through universities in Africa (Earth Science)
- Socio- economic thinking systems
- Situated learning actions – RCEs doing differently
- Civil and civic engagements
- Citizen science – a key focus area on the way forward.

Prof. Rob shared on the RCE Coordination and Networking in terms of how RCE is involved; how membership is involved in the change of the RCE; how coordination and networking can be strengthened and what initiatives have been



undertaken. The key approach is to strike partnerships with global initiatives through evaluation of the activities being done through reporting.

RCE Activities should focus on transformation and sustainability with clear governance. RCE Global Service Centre to strengthen work in RCEs through global coordination and involvement of all partners. Challenge in evaluation and reporting still remain notable.

Local RCE publications should be done adequately and at intervals. It is important to assess the documents and publications through evaluation. Value should be created for the publications and community. However, it was observed that there is limited upscale of individual work.

The SDGs should be read within the self-determination principles of cultural/individual dignity and a right to thrive as diverse human cultures. They should be transformative, healing and look into decolonization.

6.0 YOUTH PLENARY PRESENTATIONS

6.1. Four-Minute Video on Youth Initiative: Prof. Ros Wade-London South Bank University

A short video was presented.

6.2. Empowering and mobilizing youth towards achieving Sustainable Development: A case of RCE Minna Youth Empowerment Model: RCE Minna Ibrahim Akibu Ja'afaru, RCE Minna, Nigeria.

Youths have been described as the backbone of any nation. Often times, they are always energetic, willing and ready to display their prowess at any given opportunity. Several mentors will always want to have a youth as their mentee. Therefore, when a youth gets the desired support and mentorship, he/she performs wonderfully well. At RCE Minna, this model is been put to use and has yielded positive results. The centre has produced the likes of Buliameen Oladayo a YALI fellow (Obama's Young African Leadership Initiatives), who is an entrepreneur and a pioneer member of RCE Minna. Rukayya Bahago, a princess



with the royal kingdom in Minna, owner of a promising eatery and the coordinator of RCE Minna School Clubs. We have Isah Ibn Muhammad, the founder and CEO of African Center for Extra-Curricular Research and Development (ACERAD) and an active member of RCE Minna youth network. These youths among many others have successfully participated in numerous RCE Minna programmes and activities all geared towards Education for Sustainable Development.

6.3. Youth Conservation Leadership – Kagimu Vianny-Uganda

Today's generation of youth, the largest the world has ever known, and the vast majority of whom live in developing countries, has unprecedented Youth are a transformative force, they are creative, resourceful and enthusiastic agents of change, be it in public squares. From their pivotal role in efforts to achieve freedom, democracy and equality, to their global mobilization they have energetically demonstrated yet again their capacity and desire to turn the tide of history and tackle global challenges. Youth groups are highly engaged in discussing sustainable youth activities and which include 'Involving and sensitizing local leaders, parents and communities in ESD youth, communities and school programmes. Creating entrepreneurship opportunities for youth "and " involving youth in decision making processes in governance at the school, and village level as well as providing them with platforms for innovation. "

The youth need also to identify important aspects and development areas for an ESD youth conservation approach. Some development areas have been identified which includes: youth groups culture, monitoring and evaluation, training and skills development, community linkages and location. These areas provide a good basis for developing the conservation leadership approach.

6.4. Providing Learning solutions in our community; RCE Minna doing it Differently (RCE Minna DID Model) – Isah Ibn Mohammed, Nigeria.

Since joining RCE Minna as a volunteer, we have been able to, together with other youths in the RCE Minna Youth wing design youth centered programs geared



towards spreading the good news of Education for Sustainable Development (EDS). With the support of our seniors at RCE Minna, we have been able to recalibrate the youth wing into a more formidable, robust and active network with the capacity to enlighten our community on the major thrusts of the ESD. At the beginning of the year, the youth wing produced a short video documentary titled “I Inspire; Enlightenment for Environment” targeted at both young and older minds to spread the word on environmental sustainability and enlighten our community on the activities of RCE Minna. Our “Doing it Differently” Model has been employed to reach over 1500 school children, teaching leadership, volunteerism, pay it forward, environmental sustainability and organizing brainstorming competitions like debates and spelling bees themed around environmental issues to get young people aware of the changing world. We are also establishing RCE Minna Clubs across both private and public schools within our community to bring the activities of RCE Minna closer to those who matter most; the young people. After the conference, I will simply apply the “step-down” strategy on aspects of knowledge and experiences gained during the conference and join hands with my team mates to continue to make the difference we need in our community making sure that recommendations and outcomes reached at the conference are implemented in our community.

6.5. Youth Empowerment and mobilizing for sustainable development: A case of NESDACC: RCE Greater Pwani-Kenya – Hamisi Tsama Mkuzi

Currently over 60 percent of the population in many countries in the globe is constituted by the youth aged between 15 and 24. This is a vibrant and active demographic layer that can be used to spur sustainable development in many socio-economic and environmental fronts. The Global Action Programme (GAP) and Sustainable Development Goals (SDGs) have recognized youths as a driver in sustainable development. The youth engagement opportunities and peer influence are remarkable which need to be exploited for sustainability. However, the challenges facing the youth are bizarre, and range from unconsolidated knowledge base and innovative ideas in the socio-economic and environmental



perspective to real multiple forms of inequalities and exclusion in important decision making processes, thus denying them the opportunity to showcase and exploit their prowess and capabilities. The challenges stagnate the rapid realization of sustainable development. The youth make invaluable contributions to society and need to be empowered through useful engagements. It is on this basis that RCE-Greater Pwani network has provided innovative solutions of engaging the youth in a sustainable way through a youth initiative known as NESDACC. RCE-Greater Pwani and NESDACC have increased engagements with youths and other stakeholders.

NESDACC focuses on investing in youth through various empowerment projects for their own and societal benefits. It utilizes mobilization approach that supports youths to make individual decisions, take action and advocate for youth participation in decision making processes. This approach has empowered youths to be responsible and active players in sustainable development initiatives. The youth have been engaged in participatory activities that have shown best practices in biodiversity conservation, environmental management and environmental accountability. However, the youth need varied knowledge and competences through practical engagements and experiences to effectively and productively participate in enhancing adaptability and resilience to the global challenges such as climate change, biodiversity degradation and waste management as well as the development of conducive policy framework

6.6. Waithood and RCE Kano's perspectives on Youth Empowerment: A new paradigm shift: RCE Kano – Usman Muhammad, RCE Kano, Nigeria.

Waiting for adulthood from adolescence or simply “waithood” has been a major concern in the developing world, especially in countries with very high population like Nigeria. It represents a period of deferment from childhood to adulthood where young people’s access to adulthood becomes challenging. In most African countries young male university graduates with huge talents, IT knowledge and access to social media make up 50% of this class 30% are



secondary and diploma holders, while about 20% are young girls waiting for marriage without occupation and young divorcees’.

This project looks at how one of RCE Kano’s collaborators Centre for Renewable Energy and Action on Climate Change is working on youth empowerment strategy to change the narratives of “wait hood” by providing access to technical skills and creating an atmosphere that empower, educate and impart technical knowhow among younger generations in Northern Nigeria. Through developing a resilient local production of ceiling that is locally germane and other source of income generation activities among the youth participants especially young girls.

The project also looked at how the power of collaborations in RCE Kano provides employment opportunities for these youth break vicious cycle of poverty and improve their living conditions. The sought to empower RCE Kano’s youth through strategies to address issues of adulthood as a new paradigm shift among the RCEs’ community. It also looked at the impact it has in crime reduction and highlights some other projects that are relevant to youth empowerment at the Centre and RCE Kano.

6.7. Open Discussion

It was acknowledged that the youth are not actively engaged in RCEs activities and this is attributed to the gap that does exist between theoretical Sustainable Development and practical Sustainable Development and it's therefore critical that RCEs in different regions hold forums and workshops to educate the youth to practice Sustainable Development.

The forums also need to focus on promoting entrepreneurship as well as Leadership and mentorship. Entrepreneurship will go a long way in reducing current high levels of youth unemployment.

The forums will act as a great platform to mobilize the youth who are likely to turn out in large numbers to acquire the knowledge.



Youth Empowerment needs to be given a special focus as it equips the youth with skills and tools thereby stirring innovation and creativity leading to development of solutions to local problems. It is therefore vital that RCEs find a way to identify with the youth.

7.0 AFRICAN RCE MEETING

7.1. Overview of challenges faced by African RCEs

Some of the challenges discussed include:

- ✓ Governance structure (capacity building, succession in leadership plan); need to promote sustainability leadership, mentoring and recruit new stakeholders who can bring on board new skills e.g. successful businesspersons
- ✓ Language barrier (Francophone countries e.g. RCE Senegal and RCE Maputo are not able to participate fully because all communication is in English); learn from other global Francophone RCEs e.g. France, Montreal; can explore possibility of having translators during sessions
- ✓ Reporting (lack an African reporting framework, maybe an e-newsletter would be a starting point). Explore production of book of conference proceedings.
- ✓ Visibility: African RCE need to be visible, functional website in this digital age. Involve youth because good at it.
- ✓ Engagement with AU: RCEs need to exploit ESD sections within Vision 2063, NEPAD
- ✓ Policy maker engagement: need to articulate impact of RCEs involvement and emphasize that it's a win-win situation for both parties
- ✓ Faith based organizations engagement: exploit these because they have large congregations
- ✓ Resource mobilization (clashes of priorities, conflicting interests of stakeholders). Approach donors such as LIONS, Round-Table, Rotary International & private sector because have corporate social responsibility.



- ✓ Dormant RCEs e.g. RCE Ghana, RCE Lagos. Need to follow up
- ✓ No volunteering culture for Africans because require sacrifice & passion; need to motivate others
- ✓ Submission of reports online: reporting platform too involving for busy people. Logging/Password issues will be resolved so that it's simple and easy to use. If report, tap into resources. Should be evidence based reporting of flagship projects & not individualistic. RCE portal is there for individual comments.

Feedback from online reporting: RCE portal should be viewed as a global learning space i.e. learns from other RCEs. Assessment is done if an RCE submits a project for an award.

7.2. Action plans for implementation of GAP and the SDGs

Capacity development initiatives

- ✓ Most RCEs don't have specific agendas; RCEs need to define agendas, need to have collaborative action plans of stakeholders. All stakeholders should be equal partners. Can also explore possibility of having a loose RCE constitution as a guide.
- ✓ Advocate transformative research among RCEs
- ✓ Explore establishment of online programs: RCE Greater Nairobi as a replica for its Curriculum Development program
- ✓ Adopt the Evaluation Toolkit for self-assessment; 5 RCEs volunteered to pilot the revised toolkit developed by Prof. Rob O'Donohue, RCE Makana. The RCEs were Minna, Greater Nairobi, Masaka, Mount Kenya East & Greater Eastern Uganda. These RCEs will report back on how easy/difficult and what needs to be done further, if applicable.

Some of the youth engagement initiatives discussed includes:

- ✓ Youth training and certification
- ✓ Youth roadmap/Action plan
- ✓ Online meetings through webinars, skype and Go To Meeting.



- ✓ Each RCE to create a youth network; involve both vocal & shy youth
- ✓ Develop ESD or RCE clubs at all levels to motivate youth
- ✓ Youth should be considered and be given roles in RCEs

Collaborative research initiatives deliberated were:

- ✓ African RCEs to partner with International Social Science Council on transformative learning
- ✓ Identification of key research priority areas
- ✓ Harness collaborative action plans of stakeholders
- ✓ Rethink research: what for? Research should be focused on problem solving at local or regional level; identify expertise & take advantage
- ✓ Poverty eradication research
- ✓ Collaborative curricula development to reflect ESD
- ✓ Need concrete commitments for collaborative research to tap AU & EU grants

7.3. Preparations for the 10th Global RCE Conference

The 10th Global RCE conference will be hosted by UNU-IAS and RCE Yogyakarta from 23rd to 25th November 2016 in Yogyakarta, Indonesia. More details would be posted on the RCE portal

7.4. Introduction to TICAD VI Side Event

Delegates were informed that Heads of State & international funding organizations would be meeting in Nairobi and as RCEs, we should provide input into a policy brief which could be used for lobbying support from TICAD VI through UNU.

7.5. Way Forward.

- a. A new African RCE secretariat was elected and the following are the new office bearers:

Dr. Abdul Husaini, Coordinator RCE Minna, **President**

Dr. Marlene Chikuni, Coordinator RCE Zomba, **Deputy President**



- b. Incoming coordinator should write to all RCEs to re-align their objectives with SDGs
- c. The 7th African RCE Conference will be hosted by RCE Lusaka in 2017

8.0. TICAD VI SIDE EVENT

The event was moderated by Dr. Dorcas Otieno of Kenyatta University and Coordinator for RCE Greater Nairobi. The TICAD side event with the theme “Strengthening the roles of African RCEs to Deliver the SDGs through Education for Sustainable Development” was held successfully with stakeholders and RCE members present. The session held with presentations from panelists that provoked reactions and questions that geared a discussion.

8.3 Panel Discussion

Prof. Rob O’Donoghue (Coordinator RCE Makana) took the delegates through a background to Sustainable Development Goals. Accelerating sustainable development through local ideas should be what RCEs are looking into. ESD should be framed to include healing people from myopic reasoning and, mobilizing local knowledge and ensuring transformation through civic action.

There should be focus on Sustainability, in terms of having ideas that ensure continuity and widening positively as key to SDGs success. This transformation is best secured through partnership and collaboration.

The issue of funding however is quite tasking and it requires will and the zeal of individuals as well as organizations to promote sustainable development. Encouraging community involvement and encouraging living within necessity and developing entrepreneurial activities would enable sustainable production and consumption and also avoid waste. He suggested the encouragement and guidance of youth of the RCE network by implementing developmental policies



that accommodates their ideas and innovations and not just creating theoretical policies.

Prof. Rob also stressed that RCEs must give youths practical support to bring up ideas and get them working and that the era of treating youths as a separate body from RCE must end, that youths must be treated as members of RCEs in order for RCEs to achieve GAP on ESD and SDGs.

Prof. Goolam Mohamedbhai (Regional Advisor for African RCEs and Former Secretary-General of the Association of African Universities) took delegates through the Role of RCEs in achieving SDGs. Prof. Goolam gave a brief background of RCEs, emphasizing on the necessity of RCE's to think globally and act locally as well as think locally and act globally in securing the success of the SDGs.

Emphasis was on Partnership as a key element required by RCE's to facilitate learning and promote research for development. Ensuring good governance, collaboration, research and development has been the guideline for RCEs. If implemented properly; guidelines would constitute the basis for transformative education for sustainable living. Such involvement of wide range of stakeholders would help reorient education by generating means to increase access to education, advocacy and awareness of the ESDs.

Prof. Akpezi Ogbuigwe (Regional Advisor for African RCEs, Former Head of Environmental Education and Training at the United Nations Environment Programme) took participants through "ESD as a mechanism for implementing SDGs". Educational system structures should be encouraged to be flexible enough to transform with time and needs of the society.

Poverty alleviation and productive capacity development happens to be the priority in Africa and can be achieved through Goal 4 of the SDGs which focuses on education. This is because adopting sustainable learning would help restructure educational policies and curriculum and inevitably aid development.



6th African RCE Conference: 24 – 25 August 2016, Nairobi



Since Goal 4 recognizes the importance of all level and segments of education and can transform countries into development, RCEs should therefore become bodies that provide hope and platforms for restoration and development and should further help transform ESD from academic and political jargons to workable and practical solutions to rid Africa of the notion of poverty and corruption.

Dr. Abel Atiti took delegates through the Plan of Action for RCEs. There was still emphasis on RCEs forming partnerships with multi stakeholders to support their projects. Especially where partnership is with Government as means to mobilize resources and community engaged research.

Delegates were taken through the events of TICAD 5 which was held under the Theme; Hand in Hand with a More Dynamic Africa to Accelerate Growth and Development, where six approaches were launched. The approaches included promoting private sector growth, accelerating infrastructure and capacity building, empowering farmers, promoting sustainable and resilient growth, creating inclusive society, consolidating peace stability and good governance.

Dr. Atiti suggested that while RCE's are taking up capacity building, sourcing funds should be integrated into the training. This is because RCEs need to learn more on utilizing resources and sourcing funds.

The focus for TICAD VI is on how to implement SDG and raise global awareness. He further emphasized that RCEs should promote ESD and help achieve SDGs, promote stakeholder partnership, and generate enough awareness for RCEs and RCE activities. Dr. Atiti also, added that RCEs should find a way to tap into the funding given to AU. He announced that more RCEs would be acknowledged to help develop regions.

He stressed the importance of Policy Research to help policy makers implement SDGs and urged RCEs to align their priorities and actions within themselves. He



also urged RCEs to enhance capacities of local stakeholders, improve leaderships of RCEs as well as cultivate Inter-RCE links both regionally and globally.

Dr. Atiti assured members that the outcome of the side event would be published in the policy brief by UNU, which would be submitted at TICAD and other stake holders.

Hon. Binta Mamman emphasized on the need to involve Policy Makers in RCE engagements. She talked about the involvement of government in looking into RCEs as key to making contact with the grassroots since government also wants development. She acknowledged that the roles of RCE is important and hopes to implement collaboration with RCE Minna. She advised coordinators to be resilient in their pursuit for partnership with the government.

Mr. Usman Muhammad (Youth Coordinator of African RCEs) gave a presentation on the Youth Engagement in RCEs activities. Youth own the continent due to its population and potential and needs to partake in decision making as partners in the global pursuit for sustainable development. UNU was congratulated for its active involvement of youth.

He pointed out the need to mobilize individual RCE youth Networks across Africa to create a formidable and unified RCE youth Network through encouraging volunteerism by using the youths in the networks as exemplary figures in their society as well as creating awareness by taking advantage of the media.

He also commented on the possibility of bringing up dormant RCEs through establishing network with the youth from such dormant regions and reviving them and stressed on engaging more African youths if the continent is to achieve GAP on ESD and SDGs.

8.4 Open Discussion

Prof. Goolam, in answering a question about failure of the MDGs, it was attributed to the initial formation of the MDGs. The formation was narrow and targeted



specifically the weak countries without truly understanding the needs of the world or the scope of sustainability. SDGs however, were created under a broader and wider scope of research. SDGs were also made for the whole world with more awareness created for the course.

Clearly, there is need for RCEs to strengthen collaborations with partners and stakeholders to enable them source more funds that would fast track their projects as emphasis were being made on partnerships and collaborations.

There is the need for more awareness and more commitment to ensure the success and wider impact of RCEs.

8.5 Closing remarks

Dr. Abdul Hussain, the incoming African RCE President, appreciated delegates for electing him. He promised to set up structures that include RCE Advisers to ensure collaborative effort to put together policies for development. He also intends to find means of seeking the attention and involvement of AU in RCE activities.

Dr. Hussain assured members of his commitment to ESD and SDGs and the involvement of youth in RCE activities. Being passionate about the environment and city growth/formation, intends to promote city rehabilitation through community involvement.