

e-news from the **Lake Victoria Catchment Environmental Education Programme**

Regional ESD Day launched!

The Lake Victoria Catchment Environmental Education Programme (LVCEEP) launched a regional Education for Sustainable Development (ESD) Day on July 2, 2010 at Kisumu Girls Secondary School. Dr. Raymond Mngodo of the Lake Victoria Basin Commission presided over the function. He gave a keynote address and launched the day which will be observed annually in the East African countries on a rotational basis.

Schools and teacher training colleges in the Lake Victoria Catchment participated in a regional ESD competition under the theme "Coping and Lessening the Effects of Climate Change in the Lake Victoria Catchment". The objective of the competition was to raise awareness on the effects of climate change and create a forum for the students to give practical suggestions on how to cope with and lessen the effects of climate change.

The winners of the competition were presented with certificates and gift items by the Chief Guest. Best Model ESD schools in the catchment from the three countries were also awarded with trophies and certificates of merit.

During the award ceremony farming communities and community based organisations that have demonstrated best practises and innovations to promote sustainable

development in the Lake Victoria Catchment were presented with certificates of merit.

The Regional ESD Day will help to create awareness amongst all stakeholders on ESD. ESD policies for the countries in the region will help to improve the quality of teaching and learning in our institutions to address sustainable development. This will in turn contribute to both the national and regional development agenda.

Mainstreaming of ESD concerns in institutional policies and strategic plans will lead to sustainability goals being addressed across all sectors and promote sustainable development that will contribute to sustainable livelihoods with our populations living a better quality life in a well managed environment.



Whole-school approach to Education for Sustainable Development

Students of Ndurio Primary School (Kenya) explain how their tree nursery functions.



The LVCEEP Programme is focusing on taking a whole school approach towards implementation of Education for Sustainable Development (ESD) activities.

In the whole school approach, the entire school community is involved in implementation of ESD activities.

This involves capacity building whereby ESD training workshops are conducted for the whole school to include the school administration, the teachers, pupils, parents and community members.

The whole school approach has been effective in ensuring that the entire school community is involved in activities that promote sound environmental management and income –generating activities. Some of the activities include school greening activities such as development of tree nurseries, tree planting and labelling, vegetable gardens, fruit tree growing, beehives, recycling and setting up of ‘talking compounds’.

An example of whole school approach can be seen in Ndurio Primary School in Nandi South. Each class has a tree nursery that they are in charge of.

The Whole School Approach has its benefits in the sense that environmental activities are not left to, for example, a particular school club or subject teacher, but the whole school takes responsibility in ensuring that the school is run in an environmentally sound way.

Involvement of the parents and community leads to replication of best practices from the school to the community and also from the community to the school. In some of the schools, the students have also planted trees in their homes. This makes the entire community both in the schools and at home involved in activities that will help improve their livelihoods and conserve their environment.

The students have also been able to relate the impact of their activities with the conservation of Lake Victoria. A whole school approach has therefore helped involve entire communities in sustainable practices that will help to conserve the Lake Victoria Catchment.

Talking compound in Butende Primary School, Masaka, Uganda.



Whole School Approach learning in Masaka, Uganda.



Awarding excellence

It was an exciting day for Wildlife Clubs of Kenya-Kisumu and the students of Koyo secondary school. The students sang and danced as they welcomed guests from WCK, WWF representatives from Nairobi and Mr. Bengt Baedcke the First Secretary from the Swedish Embassy all arrived at the school.

The head teacher and staff members, took the visitors on a tour of the school compound. There were innovative environmental ideas that had been implemented by the students. These included their expanding forest that was established in 2007, a large tree nursery, an organic waste pit, a fresh water system and a fish pond.

Mr. Baedcke planted one of the indigenous trees right by the pond in honor of his visit and the award won by the school. This was a Ksh 100,000 (about Euros 1,000) cash prize.

There was entertainment by the students; songs and a colorful Nandi warrior dance. After comments from the local District Officer, the First Secretary of the Swedish Embassy thanked the students of Koyo Secondary School for all they had done to conserve their environment. He congratulated the school for emerging on top of participants from Kenya, Tanzania and Uganda.

With loud cheers from the students and other participants, Mr. Baedcke presented Head teacher Mr Maru with the cheque. The award was donated by the Laila Johansson and Björn Bergströms grants fund from Sweden. The grant was being given to a winning school in the LVCEEP programme that demonstrated best practice innovations in Whole School Approach towards Education for Sustainable Development'

Congratulations to Koyo Secondary for winning the competition for most innovative environmental project with their fish ponds.

(Edward Mwendwa, WCK)



Mr. Bengt Baedcke, First Secretary, Swedish Embassy presents cheque to Mr. Maru, Headmaster, Koyo Secondary School and Pamela Jelimo, former student and 800 metres Olympic Champion.

Others are Aspen Kiprop the 1,500 metres Olympic Champion (2nd left); Zipporah Musyoki-Webola, LVCEEP Programme Coordinator (left); and Zeinab Musa, LVCEEP Programme Assistant (right).



Fish pond at Koyo Secondary School that will be expanded using funds that were donated.

Improving community livelihoods

The LVCEEP Programme has continued to improve the livelihoods of the communities in the catchment through capacity building and the development of income –generating micro projects. This has been done alongside conservation of the catchment basin.

In Musoma, the Kinesi, Det and Matongo communities have set up tree nurseries and have also been involved in tree planting. The Kinesi and Det communities have also started poultry micro projects while the Pemba communities have started a fish pond project. Exchange visits between the communities has helped in information and knowledge exchange which has led to the replication of activities in other areas.

The Det Community obtained a landlease for a hill which they have conserved by preventing unsustainable tree cutting, quarrying and grass cutting whilst at the same time keeping beehives within the hill for honey production. There is a marked distinction between that hill and other adjacent hills within the same vicinity.

The Maasai community in the Transmara region in Kenya have been trained on increased honey production technologies.

Exchange visits between for Nandi and Homabay has led to the communities being exposed to diversified farming activities and training on fish farming during their visit to Siaya. These communities also learnt how the Siaya community were addressing HIV/AIDS and also its impact on development.

In Uganda, 12 model communities were trained on mushroom growing to include marketing and simple record keeping technologies. Exchange visits have facilitated the exchange of information and capacity building on craft making and mushroom growing between different communities.

Exchange visits between the Det Community in Tanzania and Uganda, helped them learn about improved techniques on bee keeping and improved honey harvesting techniques like use of smokers to harvest honey more smoothly and hygienically.

These visits have helped to promote regional information exchange and capacity building among communities for their benefits and also for conserving the Lake Victoria catchment.

The diverse micro projects by the communities have provided alternative livelihoods for the communities. The communities involved have stopped encroaching on wetlands and this has helped in the conservation of the Lake Victoria catchment.



Poultry Project by the Kinesi Community in Musoma, Tanzania.



Hill conserved by the Det Community (above) and an adjacent hill (below).

Awareness materials

Kenya, Uganda and Tanzania have all developed the low water cost treatment posters to disseminate to communities. Wildlife Clubs of Kenya has developed a hands on ESD booklet with different activities that can be implemented in the schools and communities.

All these materials will help to create awareness on low cost technologies that help support communities to sustainably use their resources and conserve the environment.



Ada Nshemereije, Project Executant, Nature Uganda explains the low cost water treatment poster to members of Gayaza Community in Masaka, Uganda.

The Lake Victoria Catchment Environmental Education Programme

LVCEEP is a regional transboundary programme working in the catchment of the Lake Victoria in Kenya, Uganda and Tanzania. The programme works with schools, communities, and local leaders through education for sustainable development to promote the conservation of the Lake Victoria catchment while at the same time promoting sustainable livelihoods.

During its first phase 2004-2007, the LVCEEP the programme focused on environmental education. In its current second Phase, the programme is implementing its activities with a focus on Education for Sustainable Development. This is line with the United Nations Decade on Education for Sustainable Development (2005 -2014) which amongst its priority areas focuses on four key areas; promoting quality education to support citizens to live sustainable livelihoods, re-orienting education to support sustainable development, building public understanding and awareness on sustainable development and capacity building to promote sustainable practices in all sectors.

LVCEEP under its formal education component is working closely with the government institutions to promote the development of an ESD policy for the

countries that it is implementing the programme. An ESD Policy will pave way for curricula re-orientation towards ESD and promote forms of education that lead to sustainable development. This will lead to having institutions that address the goals of sustainable development in their teaching and learning and subsequently contribute to the national development agenda of their respective countries and more so the regional development agenda for the East African Community.

The focus for Africa during this second half of this UN Decade on Education for Sustainable Development is for ESD to contribute to the achievement of the Millennium Development goals and work towards poverty alleviation.