Africa Environmental Education and Training Action Plan
Addis Ababa Consultative Meeting
Horn of Africa Regional Environmental Centre and Network
17 April 2014

Background

- The Africa Environmental Education and Training Action Plan (AEETAP) is a direct response to the AMCEN Arusha Declaration (Sept 2012). The proposed Action Plan aims at promoting capacity in environmental education and training (EE&T) in Africa through formal education; training; life-long learning; and capacity building. The action plan would also focus on technology enhanced learning and information networking.
- The process was initiated by UNEP-AMCEN Secretariat in partnership with the UNEP Education and Training Unit, in consultation with the Mainstreaming Environment and Sustainability in African Universities (MESA) partnership programme, the Horn of Africa Regional Environmental Programme and the Southern African Development Community Regional Environmental Education Programme (amongst others), and also participants attending the World Environmental Education Congress in Morocco.
- The action plan focuses on 5 regional flagship programs (RFPs) which seek to address Poverty and Livelihoods and integrating the African partnership for capacity building, technology transfer. The 5 RFPs are African Green Economy Partnership; Land degradation, Desertification, Biodiversity and Ecosystems based Adaptation; Partnership for Sustainable Consumption and Production; Africa Sustainable Energy Development Programme; and Africa Integrated Environmental Assessment for Sustainable Development.
- The consultative meeting sought to brainstorm on implementation modalities essential in the adoption and implementation of the action plan.
- Two key presentations were made on the "Background to the AEETAP"; and "AEETAP Implementation" by UNEP and Rhodes University respectively.
- The informal meeting was attended by over 20 representatives drawn from Ethiopian universities, regional environmental organizations, Rhodes University and UNEP-EETU.
- The April 2014 Addis Ababa Consultative Meeting was the fifth consultative meeting after Addis Ababa (November 2012), Nairobi (May 2013), Morocco (June 2013) and a SADC representatives' consultation in South Africa (June 2013).

Discussions

Implementation modalities - four priority areas EE are addressed by the AEETAP, namely:

- Formal education: demands the alignment of formal education policies into curricula; mainstreaming of EE&T concerns into teacher education; and incorporation of EE in all levels of the formal education through active and continuous research. This will be achieved through the promotion of EE in Early Childhood Development (ECD), Basic Education, Further Education, Teacher Education and Higher Education (MESA);
- Training of Public Sector Officials and technical and vocational education training (TVETs): necessitates the need for competence development of EE&T providers / professional development through Youth development and Career guidance, Green TVET and Green Economy TVET, Workplace re-skilling, and Policy Makers short course programmes;
- Life-long learning and community education: calls for the implementation of youth development and community EE programs; sustainable cultural practices and indigenous knowledge (IK); Adult Basic Education and Training (ABET) programs and establishment of small grans systems;
- Capacity building, networking and social learning: there is need to promote and improve exchange of environmental information, skills and resources in the region; and increase support for EE&T through E-learning capacity building and enhancement; network strengthening local/national, regional and international levels; and Social Learning in Communities of Practice

Way forward:
Formal Education
  i. Fast-track EE&T in curriculum development and institution support;
  ii. Contextualize and develop learning materials with current and projected environmental concerns;
  iii. Mainstream EE&T into HEI (green campuses and green curricula);
  iv. Promote grants and scholarship programs for EE research to ensure continuing development in these areas;
  v. Ensure Quality Assurance (QA) systems of EE issues in the relevant disciplines;
  vi. Establish and promote green-funds towards EE; and
  vii. Use findings from research to address the environmental challenges.

Training
  i. Establish a baseline of EE training needs for stakeholders in both the formal and non-formal sectors;
  ii. Develop and implement an African Sustainable Development Leadership Training Programmes (short course) for key target groups (i.e. government officials, members of parliament and other elected officials, media and communication professionals, youth, women, etc.);
  iii. Create an African EE scholarship scheme for the regions stakeholder and project;
  iv. Provide EE training opportunities for key stakeholders;
  v. Train of teachers, policy makers and youth on EE (number);
  vi. Advocate for integration environmental policies at local levels through policy makers trainings; and
  vii. Improving technologies of vocation education;
  viii. Monitor impacts of EE training programs within the communities.

Life-long learning:
  i. Promotion of ICT in agriculture, health and environmental education;
  ii. Promotion of eco-business entrepreneurship and innovation;
  iii. Promotion of EE extension services, action oriented learning and volunteerism;
  iv. Enhance the capacity of the vulnerable groups;
  v. Develop and implement regional media education programs and documentaries;
  vi. Promote public-private sector EE initiatives and community outreach programs; and
  vii. Promote workplace ethics on efficient resource use – e.g. water and energy use and waste disposal.

Capacity building and networking
  i. Sharing of best practices and case-studies;
  ii. Maximize EE innovative grant opportunities;
  iii. Use student and regional networks to enhance EE capacity development;
  iv. Promote EE exchange programs.

AEETAP
  i. Finalize the comprehensive AEETAP draft and circulate it to regional practitioners and lead organizations for feedback (May 2014);
  ii. Share the comprehensive AEETAP draft with the AMCEN steering committee (May / June 2014);
  iii. Present the AEETAP at the United Nations Environment Assembly (UNEA) in June 2014;
  iv. Call for a final AEETAP meeting in June 2014 – bring private and government sectors; and
  v. Work together for a joint launch of Action Plan at the AMCEN Secretariat in September 2014;

Fund mobilization:
  i. Source for funding from the 5 Regional Economic Communities (RECs) and UNEP / AMCEN partners through regional proposal development; and
  ii. Promote the development of an African Technology award (South-South cooperation);

Capacity development:
  i. Promote student EE capacity development through the MESA network, International Training Programmes (ITP), regional and national green university networks to catalyze the adaptation of the AEETAP in universities. There are 3 green universities being developed – Kenya Green University Network, Morocco Green University Network and the West African Green University Network;

AEETAP Implementation:
  i. Establish a baseline assessment on regional and national educational programs;
  ii. Mainstream the AEETAP into UNEP's PoW and Regional Office of Africa (ROA) sub-regional priorities;
  iii. Develop an EE&T e-learning platform and regional hubs within universities across Africa;
  iv. Adopt environmental reporting into environmental projects; and
  v. Lobby policy-makers (National Ministries of Education and Environment) and private sector to promote the AEETAP.