



## Report on the Regional Training Workshop for PREE Partners on Environmental Education Strategies, Tools and Techniques



Bubaque Island  
Guinea-Bissau  
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We wish to thank all the delegations from the PRCM countries for having accepted to play the game of participatory reporting. As such, we can consider that this report was written in a participatory manner as everyone had contributed to it... Which could be felt slightly through differences in styles from one chapter to another but have, in my view, only made the diversity of our sensitivities and viewpoints transpire during the workshop.

We thank IBAP and the inhabitants of Bubaque who had hosted us on their island, in the house of culture and environment, for having made us benefit from their full support and hospitality.



## 1 Context

### 1.1 Regional Program for the Conservation of Coastal and Marine Zone – PRCM

The Regional Program for the Conservation of Coastal and Marine Zone in West Africa, PRCM, was created in 2001 with the goal of providing a long-lasting management of the natural resources, the biological and cultural diversity in order to safeguard the future of societies of the West coast of Africa. PRCM actions are grouped into three components: Integrated management of the coastal zone, Conservation and Management of Fisheries; and into four strategic axes: governance, research, capacity building and education/communication. PRCM is funded by the MAVA Foundation, the Cooperation of Netherlands and the Spanish Cooperation. PRCM is implemented by IUCN, FIBA, WWF and Wetlands International in close collaboration with the institutions and NGOs of the seven countries of the sub-region.

### 1.2 Regional Program of Environmental Education – PREE

For many years, Environmental Education has been identified as being a priority for PRCM and its populations:

- The 9<sup>th</sup> Steering Committee of PRCM (March 2005, Dakar) suggests “the possibility of approaching WWF for its experience in the sphere of international networks of environmental education, as well as IUCN Education and Communication Commission, ECC.”
- The 2<sup>nd</sup> Forum of West African Coast and Marine (December 2005, Banjul) recommends “that PRCM and its partners try to develop environmental communication and education actions.”
- The 3<sup>rd</sup> meeting of the Scientific and Technical Advisory Committee (STAC), (Dakar, June 2006) recommends “that PRCM stakeholders, drawing from their different experiences and the importance of the theme, think of a real integration of environmental education throughout the sub-region and PRCM. Such reflection draws from PFIE experience in the CILSS countries to increase the chances of success and builds upon an articulation of best practices already consolidated or being consolidated (i.e. Oceanium, Palmerinha, etc.)”
- The 12<sup>th</sup> Steering Committee (Dakar, December 2006) deems the environmental education as being a project of ecoregional interest and transitional into phase II for PRCM.
- The 3<sup>rd</sup> Forum of West African Coast and Marine (April 2007, Praia) recommends “that PRCM partners implement an ambitious environmental formal and informal communication and education program that seeks to built the capacity of stakeholders by propping namely on the dynamics developed within the components.”

To respond to these many recommendations, PRCM encouraged the design of a regional program to develop environmental education in seven countries of the West Coast of Africa: Mauritania, Cape Verde, Senegal, The Gambia, Guinea-Bissau, the Republic of Guinea (Conakry) and Sierra Leone.

An assessment was conducted in 2007 by Monique Trudel and Oumar Sy in six countries of the PRCM zone. That preparatory phase allowed inventorying stakeholders and ongoing experiences in the sub-region and defining guidelines and the logic of PREE intervention. PREE benefits from the PRCM Support Fund and is implemented by the IUCN Office in Guinea-Bissau. It was launched during the first regional workshop held in Bissau in December 2008.



### **1.2.1 Goals of PREE**

To bring national structures and community-based education and facilitation organizations up to the level of transmitting to young generations the elements of understanding what is at stake regarding the conservation of West African coastal zone assets.

### **1.2.2 Expected Results**

**Result 1:** A network of competent educators and stakeholders participate in the development and implementation of a regional environmental education and communication strategy for the conservation of West African coastal and marine zone.

**Result 2 :** Education policies of the PRCM countries develop and integrate bio ecological and socio cultural values of coastal and marine zones, the risk that are related to their degradation and makes recommendations for their sustainable management.

**Result 3:** The capitalization of best practices and innovative experiences related to the conservation of natural and cultural coastal assets influence the behavior of coastal communities.

### **1.2.3 First Results of PREE since 2008**

#### **Result 1: Regional network / Capacity-building / Training**

- The participation of key stakeholders in relevant events: Global Congress of Nature in Barcelona in 2008, ERE Global Congress in Montreal in 2008
- Training sessions/Exchange of experiences : Workshop to launch PREE in Bissau (December 2008), Regional Workshop in Bubaque (March 2010)

#### **Result 2: Integration of environmental education in schools curricula**

- Drafting a regional roadmap for the coordination of PREE (November 2009)
- Reminder of the goals of PREE : at least three out of seven countries integrate EE in school curricula before 2012

#### **Result 3: The capitalization of best practices / Supporting local EE initiatives**

- Development of pedagogical tools : Manual of basic knowledge and pedagogical sheets
- Supporting local EE initiatives related to local schools and communities :
  - Mauritania / Ministry of Environment / 2008
  - Senegal / Oceanium / 2008
  - Guinea-Bissau – Senegal / Oceanium – AD – Palmeirinha / 2008 – 2009
  - Guinea-Bissau / IBAP – Palmeirinha / 2009
  - Cape Verde / INDP / 2009 – 2010 – 2011
  - Senegal / UNIVERE / 2009 – 2010 – 2011
  - The Gambia / STAY GREEN FOUNDATION / 2009 – 2010 – 2011
  - Republic of Guinea (Conakry) / ADEPAG / 2009 – 2010 – 2011
  - Guinea-Bissau / AD / 2010 – 2011
- Communication :
  - PREE Newsletter (1<sup>st</sup> in December 2009)
  - Development of PREE Website (to be launched in July 2010)



## **2 PREE Regional Partners Training Workshop**

### **2.1 Workshop Objective**

To strengthen stakeholders' scientific, technical and pedagogical capacities in educational strategies, methodologies, and production/use of EE pedagogical tools.

### **2.2 Expected Results:**

- EE stakeholders from the seven PRCM countries better understand the environmental concept of Eco-region and what are the responses that PRCM (namely PREE) brings to the challenges of sustainable management of the coastal and marine zone.
- The pedagogical tools and props PREE stakeholders utilized were exchanged and shared ; they are the embryo of a "regional pedagogical EE tool box"
- The pedagogical tools PREE proposed were analyzed, improved and included in a pre-kit for field experimentation, production and diffusion in 2010 and 2011.
- Specific facilitation techniques such as site visit and environment interpreting were proposed, analyzed and discussed.
- Strategies, opportunities and integration stages of the EE into the seven countries curricula were discussed and analyzed.
- The different stakeholders that are members of PREE informal network federate around a common vision, and exchange and join their efforts and means.

### **2.3 Participants**

PREE regional workshop convened 26 participants from the seven PRCM countries.

Guinea-Bissau Minister of Education presided over the opening ceremony of the regional workshop in Bubaque expressing his great interest in EE and his intention to work for the integration of EE in Guinea-Bissau as well as his willingness to convince the Ministers of Education of the PRCM zone to do the same.

The group of workshop participants presents a great diversity:

- **Culturally** : Mauritania, Senegal, The Gambia, Cape Verde, Guinea-Bissau, Republic of Guinea (Conakry), Sierra Leone and France
- **Linguistically** : French, Portuguese and English
- **Professionally** (profiles and experiences) :
  - Officials in charge of curricula in the PRCM (07) zone Ministries of Education
  - Heads of national NGOs and Associations that promote EE initiatives of which some are supported by PREE (13)
  - FIBA (01) representative,
  - IUCN staff in charge of PREE (05) coordination and logistics.

Detailed list of participants and their contact information is in Attachment 1.

Patience and respect coupled with the precious help of a trilingual interpreter allowed the group crossing language barriers and creating a genuine climate that was conducive to the active participation of all throughout the exchanges of experiences and developing bonds among the participants.



### **3 Development and Results**

The detailed workshop agenda is in Attachment 2.

#### **3.1 1<sup>st</sup> Day: Introduction and Exchange of Experiences**

##### **3.1.1 Workshop Opening Ceremony**

The opening ceremony occurred from 9:00 AM to 10:00 AM and was presided over by Mr. Artur Silva, Minister of Education of Guinea-Bissau. Guinea-Bissau Minister of Education and the Head of the IUCN Program in Guinea-Bissau welcomed the participants and reaffirmed their willingness to invite their counterparts from other countries to a better coherence in the policies and actions related to Environmental Education. Following the ceremony, Mr. Ahmed Senhoury, Director of PRCM Coordination Unit presented the Goals of PRCM and intervention strategy to respond to the issues of Conservation of the West African coastal and marine Zone.



*Opening ceremony presided over by the Minister of Education of Guinea-Bissau*



*PRCM Presentation by Ahmed Senhoury*

##### **3.1.2 Introduction of Participants**

Each participant then introduced him or herself (stating their name, country, organization, position and expectations).

##### **3.1.3 Introduction of workshop objectives**

- To inform and inter train environmental education stakeholders
- To foster interaction between different promoters of environmental Education
- To exchange and share educational practices, pedagogical tools, commonly built teaching contents

To achieve results, an agenda that articulates around many technical sessions on specific themes was approved.

##### **3.1.4 Environmental challenges of the West Coast of Africa**

Introductory presentation allowing putting PREE in prospect; by Pierre Campredon:

- The Ecoregional Approach
- The natural settings: the upwelling, rocky coasts, Gulf, estuaries, volcanic archipelago of Cape Verde deltaic Bijagos archipelago
- The present forces : currents, tides
- Human activities: Traditional fishery, artisan commercial fishery, industrial fishery, agriculture, tourism, extractive industries, infrastructures, urbanism and climate change.



### **3.1.5 Presentation of the Regional Environmental Education Program (PREE)**

Introduction to PREE goals, the logical intervention and implementation that contribute to addressing the challenges of sustainable management of the natural resources of the West African coastal and marine zone (presented by Frederic Airaud).

### **3.1.6 Exchange and sharing of experiences on EE techniques and tools:**

This session allowed certain PREE NGO-partners that were invited to the workshop to share their EE experience namely through the techniques and tools they developed.

1. *UNIVERE of Senegal*
2. *Guinée Ecologie of the Republic of Guinea*
3. *EVA Network of Guinea-Bissau*
4. *Tiniguena of Guinea-Bissau*
5. *Oceanium of Senegal*
6. *EFA of Sierra Leone*

One can underscore the diversity of themes broached and the wealth of methods and tools utilized either by one or by others. This session led to another original activity that consisted of proceeding to a critical analysis of the tools/techniques presented by NGOs. The working groups formed based on language criterion analyzed the following techniques used by NGOs:

- A poster of the Oceanium NGO (The ocean is not meant for dumping waste)
- A brochure (The Great Discovery) cartoon from *Guinée Ecologie*
- A sequenced video debate
- A thematic visit
- Field study and field visit

Each group was assigned to analyze tools and techniques based on the following aspects:

- ✓ Strengths
- ✓ Weaknesses
- ✓ Ability to be adapted or not to a diverse public or context
- ✓ Technicality/Required means (technical and financial means)
- ✓ Ease or difficulty in replicating the diffusion of the tool or technique
- ✓ Potential impact on target group.
- ✓ Ease of handling, or whether requiring specific training
- ✓ Recommendations and proposals for improving the tool or the technique.

The exercise was carried out well by the different groups. It led to moments of intense exchanges, initially, within the groups (intra group), and then during the debriefing plenary (inter group).



### Results of group works on the tools/techniques of EE:

Tools / techniques	Major Recommendations
Field Trips	Repeat field trips to the same site Choose a mixed group (social origin and geographical location) Ensure media coverage Develop a manual/guide for preparing the outings
Poster : 'The ocean is not meant for dumping waste'	Present aid on an adaptable numeric poster Reutilize the poster to improve its content Authorize non commercial exploration of the poster
Cartoon : The great discovery	Adapt content to the coastal environment Back up document with a work book
Video debate	Support production of local films using national expertise Translate films into languages spoken in the different countries
Thematic Visit	Conduct training sessions in Environmental Education for teachers Diffuse methodologies at different partners' levels
Field Study (Outings)	Measure impact in the long term.

During debates that followed the debriefings, some concepts ended up being clarified: such as the notion of impact, movies debate or video debate and lessons were learned from the exchanges.

With such presentations and analyses, a set of tools and methods were explored. Each tool and technique remained adaptable to its target group. The diversity of tools and techniques allows targeting various groups. In that perspective, it is quite possible to diversify the target group, invest in excellence, decentralize and democratize. Mobile drama and video are tools that allow reaching good results at reasonable costs.

#### **3.1.7 Conclusions the First Day**

The agenda permitted introducing workshop activities from day one. It further permitted grasping the environmental issues of the West Coast of Africa and understanding the role of PREE in the sustainable conservation of coastal zone resources. Through exchanges among the participants, the program highlighted the achievement, but even more, the material and human potential that exist in different countries, and future actions and results that a better coordination of synergies would help bring about. Following dinner, the participants watched the projection of movies titled "Bemba di Vida" on the protected areas network of Guinea-Bissau (IBAP).



*The Ecoregional Environmental issues*



*Group Work Debriefings*



### 3.2 2<sup>nd</sup> Day: PREE tools and preparing a site visit

#### 3.2.1 Workshop Daily News (in a form of a humoristic sketch).

Warming up for the day, four volunteers (Maimouna, Mamadou, Ousmane and Frederic) performed a brief humoristic sketch themed *launching the workshop upon request of marine wild life so that their views and concerns could be better taken into consideration by PREE and the workshop participants.*

#### 3.2.2 PREE pedagogical tools

During this technical session, three prototypes of tools were anticipated, but only two presented:

- The knowledge manual was presented by Pierre Campredon
- The pedagogical sheet on sustainable fishery was presented by Omar Sy. The sheet on pollution conceived upon the same model as the previous one was not presented.

At the end of the presentations, many questions were raised while waiting to be addressed by further workshop activities:

- The relevance of the presented tools
- Their use for teachers and facilitators
- Their exhaustive feature and scientific interest
- The need for submitting sheet to the teachers for them to offer their feedback
- Pedagogical sheet, methodological sheet or module in short?



Presentation of a pedagogical sheet



Group work on PREE tools

#### Group Work

The same group as the previous day's were reassigned : a French-speaking group, Portuguese-speaking group, mixed/ English-speaking group, made exchanges following clear instructions on the two tools developed by PREE,

PREE Tools	Critical Analysis and Recommendations
Knowledge Manual	<b>Critical analysis of the tool:</b> <ul style="list-style-type: none"><li>- Certain phenomena were not broached and should be integrated :<ul style="list-style-type: none"><li>✓ The matter of marine sand extraction for construction needs</li><li>✓ Problems related to agriculture</li><li>✓ The rising of waters</li><li>✓ Social conflict between the population of fishermen</li></ul></li><li>- PREE coordination confirmed that these issues were fully developed in writing</li></ul>



	<ul style="list-style-type: none"><li>- It was useful for the technical environmental workers that a name be suggested: "environmental knowledge book"</li><li>- Lack of pedagogical guidelines and methodologies for teachers</li><li>- To insist on the issues of waste</li><li>- To have clear guidelines</li><li>- Adaptable guidelines that allow developing knowledge</li><li>- Difficult for teachers to access teaching aids</li><li>- A manual is limitative to teachers</li><li>- Interest in carrying over the pedagogical sheet content to the curricula</li><li>- Lexicon to be integrated in the manuals</li><li>- Man does not appear in the knowledge thematic?</li></ul> <p><b>Recommendations :</b></p> <ul style="list-style-type: none"><li>✓ Audio-visual materials and training for the users of these materials (a pilot class, for instance)</li><li>✓ Translation into the languages spoken in the different countries, have them be validated in workshops by institutions that integrate PREE</li><li>✓ Workshops to be organized after the tools have been finalized for validation</li><li>✓ Conceive a specific tool to guide the teachers on how to use the manual (methodological and pedagogical guidelines)</li><li>✓ Assign volunteers to return these tools by mail.</li><li>✓ Form multidisciplinary committees in each country to think over the tools and validate them.</li></ul>
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PREE Tools	Critical Analysis and Recommendations
Pedagogical sheet on 'Sustainable Fishery'	<p><b>Critical analyses of the tool:</b></p> <ul style="list-style-type: none"><li>- Well developed, exhaustive and multidirectional</li><li>- More applicable to school-setting than general</li><li>- Relevant methodological approach</li><li>- Tool is partially adaptable (requires training for use with other target group)</li><li>- Appropriate for students</li><li>- Good technicality</li><li>- Easy to scale up</li><li>- Is complete and can assist teachers in planning their lessons more easily</li><li>- More than one sheet (module), the sheet is a guide that can be explored in any environmental situation and aspects related to fishery</li><li>- Good guide that can be adapted to everyone's reality</li><li>- Requires being a specialist to be able to use it</li><li>- Not easy to identify the target group</li><li>- Sheet is centered on biological aspects more than environmental education</li><li>- Uncertainty as to who is the tool for</li><li>- Very high technical level</li><li>- Difficult to implement without specific pedagogical knowledge</li><li>- Sheet has a clear layout</li><li>- Framework to be reproduced for each theme</li></ul>



	<p><b>Recommendations :</b></p> <ul style="list-style-type: none"><li>✓ Draft a media communication sheet more applicable to non-student groups : cartoons proposed by The Republic of Guinea and Guinea-Bissau could serve as models</li><li>✓ Adapt, reproduce and diffuse the sheet (module)</li><li>✓ Share through national workshops and visits of exchange of experiences that further assist in upgrading the sheet</li><li>✓ Value national expertise whose implication is desired for the conception and implementation of the tool</li><li>✓ Prepare simpler sheets on the specific thematic drawing from <i>mangrove</i> posters, <i>bulletins tortues</i>, etc.</li><li>✓ Use Internet and national networks for sharing and envisage translation into national language</li><li>✓ Use many tools for presentation: CD, books, photocopies in black and white, Internet, etc.</li><li>✓ Have users test and challenge it to cast light on new things</li></ul>
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A debate followed the three working groups' debriefings.

#### Elements for the debate

- Time-constraint for teachers to explore information
- If the guide is well made, we can commit to using it and facilitating its implementation
- A series of sheets (module) will make up a guide
- Back it up however with smoother facilitation
- Knowledge manual may serve as a reference to the curricula
- Environmental workbook to be developed for the different levels
- What levels of knowledge do we want to bring and which behavior do we want to prompt?
- Consensus on two tools = measures for the monitoring of training
- Scientists bring their knowledge and users will internalize them
- Distinguish between teachers and practitioners who will provide their feedback
- PREE takes on the mission of having the EE concept be adopted in the curricula
- Reference documents to be included in the curricula (tools and books)
- Integrate notions that have had hard time being integrated to date in school programs (HIV/AIDS)
- Use audio-visual: a powerful tool that can address the needs more globally
- Make posters that are relevant to everyone
- Encourage a project that acts on waste (plastic bags)
- Capitalize on good practices: integrating the existing tools in a pedagogical kit



### **3.2.3 Contributions of PREE Stakeholders to making the “regional pedagogical tool box”**

Unanimously, the workshop participants thought it wise to collect all existing tools to make a regional pedagogical tool box that may inspire and be utilized by all. This tool box can be physically diffused in the PRCM countries also through computers and Internet (Scanning PDF on CD or widely diffusible and downloadable pedagogical tools on the PREE Website.)

PREE stakeholders have proposed to make 33 tools and EE resources available to the regional tool box.

Type	Theme	Organization
1	Flyer	Manatee
2	Pedagogical sheet	The Banc d'Arguin
3	Booklet	The Banc d'Arguin
4	Booklet	Marine turtles
5	Booklet	1) Marine turtles
6	Booklet	2) Marine turtles
7	Booklet	Shark
8	Booklet	Improved Charcoal Pot
9	Cartoon	Flora and Fauna Protection
10	Teacher's Guide	Flora and Fauna Protection
11	Sticker	
12	Videos	Conservation of nature
13	Film	Arguin, Saloum, Bijagos (52' FR)
14	Film	Protected marine areas (8' FR, PT and EN)
15	Film	Bemba di Vida / Biodiversity and AP in Guinea-Bissau 2 versions 37' and 10'. PT, FR and EN
16	Film	Typha Coal (DVD accessible on line)
17	Film	The Tree (DVD)
18	Audio visual	Safe use of agrochemicals
19	Audio visual	Tree nursery management
20	Sign Board	Cape Verde Whales
21	Sign Board	Cape Verde Crustaceans
22	Poster	Flora of the Banc d'Arguin
23	Poster	Safe use of agrochemicals
24	Poster	Tree nursery management
25	Poster	Environmental management
26	Poster	Shark
27	Poster	Improved Charcoal Pots
28	Sign Board	Waste in the sea
29	Sign Board	Waste on Earth
30	Sign Board	Replanting Mangroves
31	Sign Board	Tree-Planting
32	Sign Board	Chimpanzees
33	Sign Board	Birds



### **3.2.4 Site visit with a group of students**

In the logic of valuing regional competencies, Gora KANE (Chairman of UNI.V.ERE, Union of Volunteers for Environmental Related Education, Senegal) and Charles SHOWERS (EFA EE Officer, Environmental Foundation for Africa, Sierra Leone) presented their methods for preparing, conducting, exploring and evaluating a site visit with a group of children.

#### **Site visit objectives:**

- To observe the environment directly
- To use a tool
- To observe the phenomena and their interrelationship

#### **Exploring the results**

- Submit proposals, solutions

The visit is organized in various stages: preparation, visit, exploration, evaluation.

#### **Elements for the debate**

- Never forget to play on the affective
- Encourage and prompt curiosity
- Leave room for entertainment
- Division into groups is not systematic but a practical disposal for sharing what transpires from the debriefing stage
- Perplexity on the fact of dividing the group into subgroups, for what reasons?
- Division into groups is possible but avoid splitting the methodology
- Foster voluntary integration of the student in one or the other group
- Respect the student's specificity regarding his or her individual perception of the environment
- Venue : Well-define the questions to be asked and pre-circumscribe the issues
- The teacher should first conduct a fact-finding visit to the site before setting the objectives
- Pedagogical objectives and interests: to have the documentation well in advance for the presentation and facilitation
- Return and discuss the conclusions of the visit with the children
- Anticipate using a site visit facilitation sheet, insist on work and preparation methodology
- Things to avoid should appear on the sheet
- A visit should not necessarily lead to a project, the objective may sometimes be just making people like something, observe a phenomenon or think over an issue
- In Europe, an artistic approach is sometimes used (sensory awakening, music, sculpture, painting, etc.)
- There is a great diversity of approaches and ways of doing and seeing things depending on the public, context and experience or sensitivity of the facilitator

### **3.2.5 Conclusion of 2<sup>nd</sup> Day**

The day was rich in exchange and discussion. It allowed bringing about a consensus on tools to be developed within the framework of PREE. The participants hoped to make a regional pedagogical toolbox that would foster valuing the existing one and to federate all the stakeholders on common tools. The date was ended previewing the following day and the identification of volunteers for the upcoming *Workshop Daily News*. Following dinner, the participants watched a projection of movies titled "Deep Blue" on the discovery of marine world (BBC).



### 3.3 3<sup>rd</sup> Day: Site visit and Environmental Interpreting

#### 3.3.1 Workshop Daily News (in a form of a humoristic sketch).

Wrapping up the day, four volunteers (Sonia, Thiam, Baboucarr and Pierre) presented a small humoristic sketch on caricatured extemporaneous pedagogical approaches: passive pedagogy, ultra-technical pedagogy and female pedagogy.

#### 3.3.2 Visit of the Sea harbour of Bubaque

Two experienced participants in site visits (Thiam Mbaye of Oceanium / Senegal and Charles Showers of EFA / Sierra Leone) accepted to play the role of facilitators during the site visit of the sea harbour of Bubaque. A preparatory visit of the port was conducted by the two facilitators and the PREE coordination. The group was divided into two smaller groups and each facilitator left with a group of 12 "participants playing the role of children."

The visits were aimed at fact-finding *in loco* the environmental questions and issues, through observation, reflection, discussions... The goal of visiting the sea harbor was to confront the theory on the organization of a site visit (the previous day session) with practice and reality, the objective being to prompt reflection on environmental facilitation techniques.



*Visit to Bubaque harbour and interpreting the natural setting and human activities*

The two groups have thus visited the site of Bubaque harbour under the responsibility of two facilitators. An hour and half elapsed when the participants reconvened and shared their impressions on everything they experienced and the way of conducting a site visit with children.

Major Recommendations	
Visit to the site of the sea harbour	<ul style="list-style-type: none"><li>- Need to follow a plan in order to facilitate learning and discovery</li><li>- Define the objectives of the visit and keep them in mind throughout the visit which is interesting for observation <i>in loco</i> of environmental issues.</li><li>- A successful site visit requires good preparation and planned activities</li><li>- A site visit does not always provide for immediate solutions and responses</li><li>- It is important to identify in advance what will be observed and discussed</li><li>- The visit Facilitator should familiarize himself with the site</li><li>- With a group of young people or many people, it is advisable to have two Facilitators to better structure, inform, motivate and capture the attention of the participants</li><li>- Need a technical sheet to guide the visit</li></ul>



	<ul style="list-style-type: none"><li>- Need to have an instrument to guide you in noting down the results of the observations</li><li>- Define the instruction clearly with the students in order to achieve the desired results</li><li>- Better be prepared to respond to questions that may be asked</li><li>- Site visits require good preparation and planning</li><li>- It bears interest in trying to perceive the environment through the five senses</li><li>- Site visits permit launching debates on the observed situations</li><li>- Site visits facilitate communication between teachers and students</li><li>- Site visits are not always easy to implement in a school setting</li><li>- A successful site visit is "Easier said than done?"</li><li>- The training of trainers /Facilitators is necessary for the success of the site visits</li><li>- Anticipate a technical sheet on the concept and implementation of thematic activities (venue, issues, knowledge, project)</li></ul>
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### **3.3.3 Visit to the Bijagos Biosphere Reserve Ecomuseum**

In the afternoon, the participant followed a guided visit of the museum of the biosphere reserve of the Bijagos Archipelago "House of Culture and Environment" (Facilitated by Pierre Campredon).

In the first room, the visit not only enabled the participants to know, through a map, the features of the Bijagos Archipelago and the process of their formation but also the location, objectives and zoning of the biosphere reserve. A few aspects of the presented Bijagos culture such as the existence of sacred islands, a rich and propitious place for preserving biosphere, showed a profound link between the local culture and nature and therefore the conservation of the environment. In the second room, the participants watched the exhibition of the Bijagos handcrafts such as sculptures of emblematic species and the masks that are used in ritual dances representing the forces of nature.



*Guided visit of the Bijagos Archipelago biosphere reserve ecomuseum*

### **3.3.4 Facilitating the thematic site visit on the beach**

At the end of the afternoon, the participants went to visit *Escadinhas* beach to observe and interpret the natural setting, also, to reflect on issues of waste. During the facilitation conceived for children, the participants have accepted to put themselves in the shoes of children aged around ten years (Facilitated by Frederic Airaud).

Subsequent to their arrival on the beach, the participants sat in a circle and relaxed, breathing and sensing the site through their five senses (hearing, seeing, smelling, touching, tasting).



The participants walked around the beach with the Facilitator in search for living organisms (from the upper to the lower side of the beach down to the water). For each found living organism, discussions were conducted on its name, eating habit, habitat, strategy of reproduction, importance or use for mankind... these many living organisms were observed while walking as a group on the beach: crabs, birds, fish, acorn barnacle, seaweed, oysters, plankton, seeds of mangrove... The objectives of the group discussions were to raise the group's awareness on the relationships among the animals and to grasp the notion of food chain (Phytoplankton is eaten by zooplankton eaten by plant-eating fish eaten by fish-eating fish eaten by birds eaten by Mankind...)



*Group observation of Natural setting*



*Debriefing on findings on the beach*

Following that time of environmental observation and interpreting, the participants gathered on the upper side of the beach to follow instructions on “treasure search” on the beach (go and find an object on the beach). Following the individual’s chasing of objects on the beach, each participant presented his or her found object to the rest of the group and put it in one of the circles drawn on the sand to represent if its “Animal”, “Vegetal”, “unknown” origin. Subsequent to the distribution of found objects to the three circles, all the objects were observed again by the entire group and a discussion held every time to gauge if it was normal or not to find some of these objects on a beach and to think of the origins and consequences of those residuals.

The conclusion of the session was made on the strategy for avoiding polluting the environment with macro-residuals like “Reducing, Reutilizing and Recycling” and on practical solutions for cleaning and reducing residuals. Before leaving, the Facilitator had the group learned a child song on fish.

### **3.3.5 Conclusions of 3<sup>rd</sup> Day**

Following the day spent outside, all the participants were happy and satisfied to have had the opportunity to think over and analyze techniques and approaches that enabled them to conduct site visits with children. Certain participants appreciated a lot and played well the role of children; bringing more realism to that exercise of self-analysis of facilitation techniques.

## **3.4 4<sup>th</sup> Day: Integrating EE in the curricula, evaluation and recommendations of the workshop**

### **3.4.1 Workshop Daily News (in a form of humoristic sketch).**

Wrapping up the day, four volunteers (Augusta, Maimouna, Simon and Pierre) presented a brief humoristic sketch on the difficulties that a teacher entrusted to conduct a field visit may face during the outing; owing that there are many children coming from different places, demonstrating different behaviours and level of understanding.



### **3.4.2 Discussions on site visit**

Following the humoristic sketch, the participants shared their impressions and recommendations on the site visit:

<b>Major recommendations</b>	
Visiting the sea port site	<ul style="list-style-type: none"><li>- Prepare a field visit sheet for guidance</li><li>- Allow children a certain freedom of appreciation of things</li><li>- Value local know-how</li><li>- Propose during exams the questions discussed during field visits</li><li>- The teacher is required to be well-organized</li><li>- The Facilitator must undergo training in field visit ; experience is required for a successful site visit</li><li>- The teacher's innovation and creativity will count a lot</li><li>- Create in the school children the interest in going on field visit</li><li>- It is important to work on awakening the five senses of the child</li><li>- Need a common pedagogical sheet on a CD for PREE Facilitators or organize PREE training workshops for Facilitators.</li></ul>

### **3.4.3 Curriculum review process and strategy for integrating EE in the curricula**

To the above effect, presentations on the ongoing curricula review processes and opportunities for EE in each country were made by Government officials in charge of the national curricula, namely of Mauritania, Cape Verde, the Republic of Guinea, Guinea-Bissau and Senegal. For Sierra Leone, and The Gambia, the Government Officials in charge of the curricula were unfortunately not able to come to the workshop; NGO representatives of said two countries then presented their vision of the opportunities for integrating EE in the curricula of their countries.

#### **3.4.3.1 EE and Curricula in GUINEA-BISSAU**

Presentation by Paulo Santos, INDE (National Institute for the Development of Education)



The Minister of Education, within the framework of his attributions and competencies should ensure to the population quality education susceptible of producing change in their mindset. Since 1989, the Ministry of Education has been implementing a project coordinated by INDE aimed at experimenting with, scaling up and generalizing contents (on family life, health, environment and development). This strategy shows clearly that there is an ongoing process of gradually introducing EE programs in the curricula of basic education.

Since many years ago, there has been a national plan for integrating the competency-based approach. However, there has been little progress due to budgetary constraints and political instability.

#### **3.4.3.2 EE and Curricula in MAURITANIA**

Presentation by Diop El Hadj Souleymane,  
Curriculum Development Officer at the Ministry of Education



#### **Curriculum Review Process in Mauritania**

- Adoption of the Education System Reform in 1999



- Set up of a National Program for the Development of the Education System (PNDSE)
- Is ongoing in :
  - General Education,
  - Technical and Vocation Training

#### Curricula review process results

- ✓ Fundamentally rewritten programs
- ✓ Programs rewritten in the first cycle of secondary education
- ✓ Programs reviewed in the second cycle

Programs were rewritten following the competency-based approach. In the process, EE was taken into account namely for the fundamental education and first cycle of secondary education.

#### Opportunities for integrating EE in the curricula

- The encouraging perspective of holding an overall assessment of Education in Mauritania
- Continuing the review process for the second cycle in general and vocational schools
- Integration in the educational levels
- Prospect of integration in the school manuals and development of didactic props

#### Constraints to integrating EE in the curricula

- Absence of an EE-specific content
- Deficit of EE-related competencies and resources
- Absence of human resources, didactic props and material for developing and promoting EE.

#### Supports and Needs for monitoring EE integration in the curricula

- Define guidelines (Purposes, goals and objectives) specific to EE.
- Identify a specific content for EE (Framework of reference).
- Acquire EE-related competencies.
- Produce didactic tools, for monitoring and evaluation of an EE program.
- Develop an advocacy for integrating EE in the curricula (Information and training workshops, a day with members of the parliament)

#### Strategies for integrating EE in the curricula

- ✓ Develop a set of arguments and related advocacy on the need for integrating EE
- ✓ Set up a National Program for the Promotion of EE (NPSEE)
- ✓ Identify an EE-specific content taking into account all the ecosystems (marine and land) from the reference manual.
- ✓ Review current programs and find space for EE in them
- ✓ Define an integration approach (curricular, modular, peri-scholar) as the case may be
- ✓ Suggest suitable didactic props: reference book, methodological guide.
- ✓ Strengthen the teachers capacity: training sessions

#### Recommendations

- ✓ Integrate EE in the different types of education;
- ✓ Involve Civil Society Organizations in promoting EE;
- ✓ Develop a local EE project in the school of the Banc d'Arguin



### **3.4.3.3 EE and Curricula in CAPE VERDE**

Presented by Ana Cristina Ferro Marques,  
Member of the curricula development team within the Ministry of Education



#### **Overview of the curriculum review process**

##### **Education System Reform**

- The most recent one was conducted in the years '90 and resulted in the extension of the basic free education from four to six years;
- The Integrated Basic Education (IBE) became global in the midst of the years '90 and reached 90% net rates of schooling;
- The expansion of IBE led to great increase in attendance in secondary education (SE) from the 1997/9, and a greater demand of SE;

##### **Curriculum Review**

- Problems and constraints encountered during the establishment of the reform justified the decision of reviewing the curricula of the basic and secondary education (2005) ;

##### **Challenges**

- Need for responding to challenges related to the education systems such as repetitions, drop outs, illiteracy and willingness to reduce the costs of education;
- Need for responding to the challenges of the current societies (environment, public health, violence, etc.);

##### **Written guidelines for reviewing the curricula**

- Strategic Plan for Education (2003-2013) ;
- Government Program for the seventh legislature (2006-2011);
- Global Conference on Artistic Education (2005);
- Written guidelines for reviewing the curricula (2005);

##### **Objectives:**

- Improve the horizontal and vertical articulations;
- Consolidate the teaching of Portuguese Language ;
- Strengthen the teaching of languages, technologies and sciences ;
- Stimulate experiments in laboratory and Information and Communication Technologies ;
- Promote the culture and art of Cape Verde ;
- Integrate cross-cutting thematic (Human rights, Citizenship and Culture of peace, Sustainable Environment and Development, Health and HIV/AIDS);
- Adopt the pedagogy of integration, in a basic competency-based approach.

These objectives stand as a priority in any intervention domains in reviewing the curricula:

- ✓ To review the education curricula and plans of programs;
- ✓ To review didactic materials ;
- ✓ To conduct teacher training ;
- ✓ To review the national learning system;
- ✓ To strengthen pedagogical supervision ;



- ✓ To ensure suitability of education management, school administration and legislation to innovations;

### Completed Activities

- ✓ Wrote guidelines for reviewing the curricula (2005);
- ✓ Built the capacity of the teams of conceivers and trainers/supervisors of teacher training institutions in the pedagogy of integration, into a basic competency-based approach ;
- ✓ Launched the pre-experimentation process of education programs in the school year 2009/2010 ;
- ✓ Strengthened the capacity of experimenter-teachers (1<sup>st</sup> phase of Basic Education and 1<sup>st</sup> Cycle of SE); central training personnel (technicians, inspectors) and local training personnel (head of establishment and pedagogical advisers, of schools of experimentation);
- ✓ Established the pre-experimentation monitoring mechanism.

### Results

- ✓ Basic education and secondary education curricula plans approved (2009);
- ✓ Education programs for the 1<sup>st</sup> phase and 3<sup>rd</sup> phase of basic education ; all 1<sup>st</sup> cycles of SE, three of 2<sup>nd</sup> cycle, and 11 of 3<sup>rd</sup> cycle) reviewed (and going through the validation process);
- ✓ Status documents developed (and going through the validation process)
- ✓ 90 teachers of basic education, secondary education and trainers from teacher-training institutions were involved in the review/conception process of programs and Status documents;
- ✓ Professors, heads of establishment and pedagogical advisers of experimentation schools ; technicians, inspectors were all trained in the integration pedagogy, in basic competency-based approach ;

### Priorities

#### Didactic Materials

- Enact a policy of school manual ;
- Train conceivers and approvers of manuals of all the subjects ;
- Develop pedagogical guides and other didactic materials ;

#### Assessing Learning

- Review the national system of assessing learning;

#### Teacher Training

- Improve initial training, in the sense of developing specific competencies for the teaching profession ;
- Establish a continued education and in-service training mechanism for teachers;

### Integration of Environmental Education in the curricula

#### Opportunities for integrating EE into the curricula

- Information and training program on environment – ITPE (1991-2001)
  - Awareness raising and communication ;
  - Production of pedagogical props ;
  - Training of teachers and other education agents ;
  - Integration of EE into the initial Basic Education teachers' training;
- National Environmental Plan of Action – NEPA (2004-2014)
- International Environmental Plan of Action (PAIS Education) – strategic guidelines for establishing EE in Cape Verde;



- Creation of the EE network – REA has the mission of ensuring EE in the formal education system, in the non formal education and in the society, contributing thus to materializing the vision of PAIS Education which is “a trained and informed population involved in sustainable development”;
- Plan of Action for Integrating EE in the school curricula (2005) – guidelines for integrating EE in the curricula at different levels of formal education (Pre-school, Basic Education and Secondary Education/proposal of content to be integrated in education programs);
- Ongoing process of curriculum review ;

Constraints to integrating EE in the curricula

- Inexistence of an institutional effective assumption for EE ;
- Lack of articulation between the sectors ;
- Mobility of the elements that integrate REA
- Accumulation of roles by the elements of the REA coordination team;
- Allocation of resources to sporadic actions of the EE in detriment of sustainable actions that are in line with the strategic guidelines of PAIS Education;
- Inexistence of a monitoring & evaluation scheme to ensure EE integration in the education programs ;
- Limited availability of teachers for EE activities ;
- Training of teams responsible for monitoring EE integration ;
- Support to the review/reformulation/updating of the action plan for integrating EE into the curricula ;
- Training of trainers, teachers and facilitators being trained or in service ;
- Implementation of a network of trainers.

**3.4.3.4 EE and Curricula in SENEGAL**

Presented by Moustapha Touré,  
Curricula Review Unit, Ministry of Education



**Structuring the Program of Studies**

The three fields:

- Language and Communication
- Mathematics
- (Study of the Environment): ESVS +Artistic Education, Physics and Sport.

**Some Guiding Principles**

- Alleviate the programs contents by prioritizing the mastery of the structuring elements (regrouping subjects)
- Concentrate on Problem-solving
- Be realistic by taking into account :
  - Teachers' level of qualification
  - Students' social and cultural environment
  - The resources that are available in schools

**The choice of the Competency-based Approach**

- Gives meaning to learning
- Makes learning more efficacious, with better retention, and maximizes practical investments
- Makes sense out of ulterior training by progressively establishing relationship among the acquired knowledge, skills and attitudes.



### **Typology of competencies in the manual**

- Cycle competencies

*Correspond to the profile with which the student leaves the cycle (pre-school, elementary or basic community school and literacy school)*

- Stage competencies

*Define the profile with which to leave each stage*

- Basic competencies

*They are considered as being essential to mastering the stage competencies. They are indispensable for pursuing ulterior learning. They must be mastered by all the learners.*

### **PONCTUAL LEARNING**

#### **1) Learning objectives**

To propose solutions to problems which arise from interrelationships between the degradation of resources and poverty

#### **2) Proposed contents**

- Deforestation, over exploitation, erosion, bush fire, pollution (marine), extraction of marine sand...;
- Rational exploitation of resources: reforestation, stopping bush fire, recuperation of residual waters, dikes, wind-stoppers...;
- Integration of simple techniques in the situational analyses and suitable proposed solutions to environmental problems of his or her close environment;

### **New emerging programs**

Four levels to take into consideration in an emerging program

1. Definition/presentation of a reference of competencies in the programs (the different competencies that are targeted by rendering things progressively complex)
2. Training: clarification of concept and basic notions.
3. Provision of adequate didactic props
4. Monitoring support to actors (through site visits, etc.)

At every review of the manual, take into consideration the emerging programs in the technical and pedagogical specifications.

- ✓ Appropriate text books
- ✓ Problems to be solved

**Our curricula should be flexible to address our development needs.**



#### **3.4.3.5 EE and Curricula in GUINEA**

Presented by Ibrahima Camara Singula of the Ministry of Education

Like many countries, the Republic of Guinea experiences a great degradation of its environment. Aware of these problems, INRAI started a project called *école-propre-école verte* in 1992 to raise awareness, train and prepare education stakeholders and partners (students, teachers and parents).

)

### **OBJECTIVES**



- To develop at the students' through sensitization and training, essential competencies in view of having them adopt a responsible attitude before their environment;
- To make them become messengers of protectors of the ideals of the environment in school, in their families and villages;
- To favor the active and positive participation of communities who host schools in the environmental protection and restoration activities.

Ninety percent of the population of Guinea lives on agricultural activities. To respond to their needs, they act considerably on the environment through bush fire and abusive wood cutting.

In face of this situation, the government developed a national plan of action for environmental education (PNAEE);

Within PNAEE, there is recommendation for: Youth education and training to focus on the contents, methodologies of conveying EE messages;

- 1990 : Conception, development and experimentation of a PEE at ENI of Conakry with the support of UNICEF through INRAP;
- 1992 : Participation of eight schools of which four are secondary schools in experimentation of PEPEV with support from UNICEF;
- 1993 : Workshop in Conakry on Basic Education and Quality of Education, of which major recommendation is to generalize contents of EPEV;
- 1998: writing of the Guinea national report on human development of which educational component is on vocational training namely EE.

With regard to the above elements and the results of the exchanges and works done by the national managements of the Forestry Department, Health Authorities, Women and child Development, National Water Management Authorities and NGOs, etc., it was decided that the EE dimension should be included in the primary education programs.

## STRATEGY

The strategy was based on four elements:

- Training trainers and/or community agents
- Training students and other young people who are illiterate or have dropped out of school;
- Raising community awareness by the students ;
- Environmental protection and /or restoration (community forest and /or schools)

## METHOD AND INSTRUMENTS

- Institution or creation of ecologic clubs in schools;
- Designing annual EE plans of action;
- Production of 25,000 copies of a Bulletin called EPEV (Global price 500 from the United Nations Environmental Funds)
- Conception of image boxes and implementation of environmental theater.

## ACTIVITIES

- The major activities conducted by the students consisted of facilitating the activities of the prospective ecological clubs ;
- Cleaning of classrooms, latrines, school premises and surroundings ;



- Managing flower gardens in school and in public places ;
- Informing and educating communities through environmental theater and linking them to the school.

## IMPACT

To measure the impact, evaluations had to be conducted. Aside from their formative dimension at the school and students' levels, three evaluations were conducted, namely in:

- 1995 : whereby evaluation was requested by UNICEF/Guinea to measure the degree of relevance of the bulletin "école propre école verte"; on which the result were positive;
- 1996 : Evaluation was requested by the Regional Program of Upper Niger and The Gambia Versant Basin to measure the impact of the manual called "Grande découverte" and its guide on the students' behavior; on which the result was positive;
- 2010: Evaluation was again conducted by UNICEF/Guinea to gauge the impact of latrines on environmental protection and dissemination of fecal risks in the nature; the result was positive.

## PERSPECTIVES

- It is high time to envisage scaling up if not generalizing this innovation. That requires training all the school teachers, including those in service and those in training;
- Extend training to secondary school and vocational school teachers;
- Deepen the research on EE by including issues of coastal Guinea.

## CONCLUSION

For the safety, conservation and restoration of ecosystems in the West African Sub-Region, it is worth approaching political decision-makers and managers of the education systems and ONGs that operate on environment to act in synergy to include EE-related issues in school programs. Our lives and survival depend on it.



### 3.4.3.6 EE and Curricula in THE GAMBIA

According to Baboucarr Mbye of the Stay Green Foundation NGO, There is already some EE in the curricula in the modules of social and environmental education.



### 3.4.3.7 EE and Curricula in SIERRA LEONE

According to Charles Showers of the Environmental Foundation for Africa NGO, officially the Ministry of Education works on the integration of EE during the curricula review. Since 1996, three organizations have developed resource books on environment. These manuals have already been in use in schools (especially in Freetown). These manuals should be revamped to include new concepts related to marines and coastal issues. There is a need for new training in EE.





*Presentation of mode of integrating EE in the curricula  
by the representatives of the Ministry of Education (Cape Verde and Senegal)*

### **3.4.3.8 General discussions on integrating EE in the curricula**

Looking for federation elements:

- ✓ Where to invest?
- ✓ Which process to support?

The integration processes have already been launched in the seven PRCM countries, at different rhythms and levels.

Needs for integrating EE in the curricula:

- Training teams in charge of curricula and teachers
- Setting up a referential of competencies on the littoral
- Creating tools (guides, workbooks)
- Problems with EE Monitoring and Evaluation
- Strong advocacy for the promotion of EE development

EE should not be a subject by itself but rather a domain of cross-cutting competencies.

You may want to anticipate:

- A program of study
- A training program
- Tools and props
- An evaluation system

For each country and each context, you may want to identify where to start. *For instance, Senegal a priori needs contents above all.*

Anticipate having a workbook of activities on the littoral

There is need for training; but you may want to specify for whom and at which level? Is there also need for training in facilitation?

The knowledge manual of PREE may serve for reference and will be useful for the training of trainers and teachers. That manual can be translated into domains of competencies.

It was everyone's opinion that the processes of reviewing curricula and integrating EE were long and complex and will require in depth strategy and mode of intervention of PREE to help achieve the expected results.



As to the above, it was decided that PREE coordination and the participants in charge of curricula in their different countries would continue to share views through email and during the subsequent national meetings on the best way forward in each of the seven countries.

#### **3.4.4 Strengthening capacities and empowering national EE dynamics**

As to the strengthening of capacities and support to local dynamics, the coordination of PREE decided to not adopt an identical strategy for all of the seven countries. The achievements, opportunities and needs are so different from one country to another.

Hence, participants were asked to meet in country groups with the objective of identifying the priorities of PREE intervention in their individual countries towards strengthening the local EE dynamics there.

##### **Results of individual countries group works:**

Country	Priorities for strengthening national dynamics
Cape Verde	<ol style="list-style-type: none"><li>1. Analysis of the plan of action for the integration of EE in basic and secondary education.</li><li>2. Support the marine aspects to help the curricula development specialists (how to translate EE into competencies?)</li><li>3. Set up a network of trainers in EE at the national level</li></ol>
Guinea-Bissau	<ol style="list-style-type: none"><li>1. Conduct fact-finding on stakeholders and institutions involved in EE.</li><li>2. Train trainers of basic education teachers in facilitation, socio-environmental-cultural assessment, steps towards valuing EE experiences in classical subjects</li><li>3. Support to community radios/TV (conduct video educations: record a class, facilitation, a site visit...)</li><li>4. Translate the regional toolbox into Portuguese</li><li>5. Work on the development of a class in community facilitation and EE in collaboration with the vocational training centre of Quelele</li><li>6. Organize a workshop on the presentation and validation of PREE tools.</li></ol>
Guinea (Conakry)	<ol style="list-style-type: none"><li>1. Assessment of EE trainers and facilitators' training needs</li><li>2. Integration of the littoral in the current program of integrating EE in the curricula (through a technical workshop)</li><li>3. Support NGOs that intervene in the littoral through community EE program</li><li>4. Support the Centre of Research in Environment CEED at Pita (made available to contribute to the training events)</li><li>5. Secure training in the Continued education training centres of the Ministry of Education</li></ol>
Sierra Leone	<ol style="list-style-type: none"><li>1. Work with the person responsible for curricula reform to study the possibility of integrating marine and EE in the curricula</li><li>2. Organize a meeting convening all the organizations that have experience in EE</li><li>3. Organize a training workshop on the techniques of EE</li></ol>
The Gambia	<ol style="list-style-type: none"><li>1. Organize a one day-meeting bringing together the NEA, Environmental NGOs and the Ministry of Education (present and promote PREE, Create collaborations, study the possibility of creating a network, assess the needs in training)</li><li>2. Obligation to involve the Government in the first place</li></ol>
Mauritania	<p>Create a national committee to</p> <ol style="list-style-type: none"><li>1. Design a plan of action for 2010</li><li>2. Prepare the workshop of PREE in October 2010</li></ol>



	<ol style="list-style-type: none"><li>3. Identify and convene the littoral EE actors</li><li>4. Create a framework for coordination</li><li>5. Analyze and reflect on the use of PREE tools</li></ol>
Senegal	<ol style="list-style-type: none"><li>1. Workshop to conceive competencies and coastal issues</li><li>2. Workshop to conceive didactic props for schools and communities</li><li>3. Organization of awareness raising campaigns (debate on projected films)</li><li>4. Collaboration between schools and NGOs</li><li>5. Concrete actions with UNI.V.ERE</li></ol>

**It is worth following a reflection with each country to assist them in identifying the priorities of priorities and related practical support modalities.**

#### **3.4.5 Workshop evaluation and recommendations for coordination of PREE**

At the end of the workshop, the participants filled out self-evaluating forms depicting the major results of the workshop:

Sessions Objectives	AVERAGE (Scale of 0 to 5)
Understanding of the Ecoregion environmental issues	4.5
Understanding of the objectives of PREE	4.4
Understanding how PREE operates	3.7
Exchange of experience among the countries on the EE approaches and tools	3.8
Interest and relevance of the tools proposed by PREE	4.2
Site visit as an EE technique	4.4
Strategies for integrating EE in the curricula	3.4
Strategy for strengthening capacities and national dynamics	3.3
Quality of workshop organization	4.8
General understanding of the workshop	4.4
Election of the "PREE Workshop Miss"	Maïmouna Saleck « The Beauty of Desert »
Election of the "PREE Workshop Mister"	Baye Cheikh Thiam "The Playboy of the Mangroves"
Best humoristic sketch	2 <sup>nd</sup> sketch : "The extemporaneous pedagogies " Sonia, Thiam, Baboucarr and Pierre

All the ratings were between three and five; which shows that the participants were generally relatively satisfied of the different works of the organization and facilitation of the workshop.

The best rate (4.8/5) was given to the **"Quality of organization of the workshop"** of which Aris El Ousseynou (the Administrative and Financial Officer of IUCN in Bissau) had greatly contributed, by demonstrating professionalism, strong organizational skills and flexibility.



The least good ratings (less than 4/5) were given to:

✓ **Understanding how PREE operates**

- PREE is still evolving and some of the participants have not always understood how it would support their actions and act to obtain results. PREE coordination will make sure it communicates better on its work plan and strategy. At the end of the workshop a CD containing all of the workshop presentations and PREE reference documents were handed out to each participant.

✓ **Exchange of experience among the countries on EE approaches and tools**

- Certain participants thought that time set aside for the exchanges of experience were very limited to allow getting to the bottom of things. Nonetheless, informal and free times helped to create bonds and encouraged exchanges in small groups.

✓ **Strategy for integrating EE into the curricula**

- Everyone seems to agree that PREE coordination and people in charge of curricula from the seven countries should carry out in-depth analysis of strengths and constraints and set forth working strategies for each country. The political support from the Minister of Education of Guinea-Bissau and the existence of an already well-advanced process in certain countries allowed us somehow hope to obtain good results.

✓ **Strategy for strengthening national capacities and dynamics**

- PREE Coordination preferred the delegations of the seven countries to define by themselves their priorities and to adapt to the particularities and specific needs of each country. For everyone, the available resources were unfortunately minimal as opposed to the needs. PREE coordination thought it wise then to direct its intervention to what is most useful.

#### **3.4.6 Conclusions of the 4<sup>th</sup> Day**

The participants have recognized that time imparted to the process of integrating EE in the curricula was not sufficient. It was hence decided to continue reflecting on the aspects at national and regional levels. The commitment of the Minister of Education of Guinea-Bissau, to integrate EE in the curricula of all the countries of the PRCM, has really galvanized the participants and particularly raised hope in obtaining concrete results in certain countries.

Following dinner, the participants watched a projection of the movie titled "Arguin, Saloum, Bijagos" on three Marine Protected areas complex of the sub-region (PRCM).

### **3.5 5<sup>th</sup> Day: Meeting with the Prime Minister of Guinea-Bissau and visit to the EVA Network**

#### **3.5.1 The group of participants' audience with the Prime Minister of Guinea-Bissau**

With the support of Nelson Gomes Dias, Head of the IUCN program in Guinea-Bissau, an audience was secured from Mr. Carlos Gomes Junior, Prime Minister of Guinea-Bissau and Mr. Artur Silva, Minister of Education of Guinea-Bissau, with all the participants of the PREE workshop representing the seven countries of the PRCM zone.

During the audience, the Prime Minister of Guinea-Bissau has officially supported his Minister of Education in his intent to organize a sub-regional conference of the Ministers of Education and Environment around the integration of EE in the curricula.



*PREE Workshop participants' audience with the Prime Minister of Guinea-Bissau*

#### **3.5.2 Visit to the EVA Network of the Cacheu Region**

During the workshop in Bubaque, all the participants expressed their interest in the EVA Network of the "Environmental Monitoring Schools" set up by the AD NGO in the region of the National Park of Cacheu.



A field visit was therefore organized to meet the teachers, students and community members that had been gathered and involved in the EVA of the village of Cubampor.

Following a welcoming reception with wonderful music by the children, women and men of the village, the PREE delegation visited the school, the garden, the education reserve and the mangroves replanting sites. Then the PREE delegation discussed with the EVA teachers on the approaches of environmental education and the projects that had been implemented by the EVAs and the villagers (such as solar salt, mangroves replanting, nursery of fruit trees, training in small animal husbandry, improved cooking device).

The discussion was held between the PREE Delegation and the inhabitants of the villages (women and men) on the history of the creation of the EVA and their perception of and interest in the project.

The discussions were rich and spontaneous and made the PREE workshop participants notice the enthusiasm of parents and children around their "environmental monitoring school" which allowed giving back to the school its role of pioneering development and behavioural changes.



The arrival of a delegation from seven countries to specially visit EVA of Cubampor had strongly impressed the inhabitants of the village and made them realize the quality and value of their initiative. That would hopefully contribute to increasing the pride, self-esteem and both children and parents' motivation to enliven EVA in Guinea-Bissau.

**The visit was frankly a success despite the political events which broke out and shook the day of 1st April 2010, as a result of a military coup-attempt in Bissau. All that excitement had little worried the majority of the participants. There was just more fear than evil.**

All the participants were able to return safe and sound to their country, satisfied with their works and happy to have shared a unique experience on the Bubaque Island. Most workshop participants noticed the beauty of the environment of Guinea-Bissau and the efforts being made to protect the environment. Before departing, the participants expressed their hope that their host country regains the indispensable peace for development and improvement of the living conditions of the Guinean population.





## Conclusions

The workshop of Bubaque (Bijagos Archipelago) propitiated exchanging experiences, often times passionately due the perception different participants had on environmental education and the best means (approaches, techniques, tools...) for its implementation, taking into account the educational and cultural context of each country and the capacities of different the stakeholders that are on board.

The active and participatory approach adopted, in coherence with the methodological guidelines prompted by EE, enabled individual participants to share their knowledge and know-how, in a beautiful spirit of solidarity and tolerance, conducive to an atmosphere of relaxation and humour.

The following strong consensuses were reached or reaffirmed:

- Confidence on the capacity of the child to be the vector of change in the society;
- The choice of a pedagogy of action based on learning that props on the concrete ;
- The necessary link between the school and community by taking into account the real concerns of the populations ;
- Constant reference to traditional know-how and practices.

Two important lessons can be learned from the Bubaque workshop:

- The confrontation of ideas, experiences and educational practices of institutional stakeholders and those of the civil society permitted each to slow down with some of their certainties and open themselves up to other ways of looking at EE and implementing it.
- Despite efforts made since many years ago to open school to the environment, certain resistances linger, yet to break the walls of an educational institution require other tools than those used in Jericho and Berlin.

Finally, the audience conceded by the Prime Minister to all the participants was the crowning of all the encounters by all exceptional viewpoints. The support that he had public expressed to his Minister of Education for the organization of a sub-regional conference of the Ministers of Education and Environment around the integration of EE in the curricula, constitutes an institutional support of capital importance for PREE and the PRCM.

This regional workshop of PREE served as stimulus for the network of West African EE stakeholders to concretely define priorities of actions and strategies to work with PREE towards reaching the three coveted results. Roadmaps were designed but above all emerged the willingness to collaborate and to make alliances!!!

Let's keep in mind a statement one of the workshop participants made, summarizing somehow the ambition of PREE and the PRCM in inferring that: "It is the regional level that inspires us to find local level ideas".



**Attachment 1: List of Participants**

Name	Country	Organization	Position
Ana Cristina Ferro Marques	Cape Verde	Ministry of Education	Member of the Curricula Development Coordination Team
Sonia Ely Merino	Cape Verde	National Institute of Fishery - INDP	Officer in charge of the Marine Biodiversity Component
Maria Clarisse Monteiro Silva	Cape Verde	Ministry of Education EE Network	
Ibrahima Singuila Camara	Republic of Guinea	Ministry of Education Sauver – Sauver Association	President of the Association
Ousmane Camara	Republic of Guinea	ADEPAG NGO	
Mamadou Saliou Diallo	Republic of Guinea	Guinée Ecologie NGO	Coordinator
Charles Showers	Sierra Leone	Environmental Foundation for Africa, NGO	National environmental education coordinator
Baboucarr Mbye	The Gambia	SGF-NGO Stay Green Foundation	Executive secretary
Maimouna Saleck	Mauritania	CANPE-NGO Club of the Friends of Nature and Environmental Protection	Secretary General
Diop El Hadj Souleymane	Mauritania	Ministry of Education	General Inspection of National Education
Ahmed Ould Meslem	Mauritania		Trainers of Ecoguides of the PN of Banc d'Arguin
Allal Ould Mohamed Abdallahi	Mauritania	Ministry of Education	Regional Director of National Education W.D. Nouadhibou
Ahmed Senhoury	Mauritania	PRCM	Director of the Coordination Unit
Simon Mériaux	Mauritania	FIBA	Program Coordinator "Capacities and Knowledge"
Moustapha Touré	Senegal	Ministry of Education National Steering Committee of Basic Education curriculum	General Secretary of the National Steering Committee of Basic Education Curriculum
Gora Kane	Senegal	UNI.V.ERE- NGO Union of Volunteers for Environmental Related Education	Chairman of UNI.V.ERE
Baye Cheikh Thiam	Senegal	Oceanium NGO	Officer in charge of sensitization and environmental education
Oumar Sy	Senegal	IUCN	Coordinator of the Regional Parliamentary Program
Isabel Levy Ribeiro	Guinea-Bissau	EVA Network Action for Development (AD) NGO	Coordinator of the EVA Network



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<b>Augusta Henriques</b>	Guinea-Bissau	Tiniguena NGO “Essa terra é nossa”	General Secretary
<b>Nicolau Mendes</b>	Guinea-Bissau	Palmeirinha NGO	Coordinator
<b>Paulo Santos</b>	Guinea-Bissau	INDE	
<b>Nelson Gomes Dias</b>	Guinea-Bissau	IUCN	Head of the IUCN Program in Guinea-Bissau
<b>Pierre Campredon</b>	Guinea-Bissau	IUCN	Technical Advisor IUCN Guinea-Bissau
<b>Frédéric Airaud</b>	Guinea-Bissau	IUCN	Officer in Charge of the IUCN Program in Guinea-Bissau and PREE Coordinator



Attachment 2: Workshop Program

**Friday, 26 March 2010**

**Departure from Bissau to Bubaque island (Bijagos Archipelago)**

Time Table	Programs	Responsible
11:00 – 13 :00	Departure from Bissau on board the Expresso towards Bubaque	IUCN Bissau
18 :00	Arrival in Bubaque and check-in to the Hotels	IUCN Bissau
Soirée	Group Dinner	IUCN Bissau

**Saturday, 27 March 2010**

**1<sup>st</sup> Day: "Introduction and exchange of experiences"**

Time Table	Programs	Responsible
9 :00 – 10 :00	<b>Special opening session:</b> Opening of the workshop by the Minister of Education of Guinea-Bissau and the Head of IUCN in Bissau	Nelson Gomes Dias
10h – 10h30	Introduction of the participants Presentation of the workshop and approval of the working timeline	Frédéric Airaud
10:30 – 11 :00	Coffee Break	
11 :00 – 12 :00	<b>1<sup>st</sup> technical session: Environmental issues of her West coast of Africa</b> Introductory presentation 20 min + plenary discussion 40 min	Pierre Campredon
12 :00 – 13 :00	<b>2<sup>nd</sup> technical session: PREE, a response to the challenges of sustainable conservation of resources of marine and coastal zone</b> Presentation 20 min + plenary discussion 40 min	Frédéric Airaud
13 :00 – 14 :30	Lunch Break	
14 :30 – 15 :30	<b>3<sup>rd</sup> technical session: Exchange and sharing of experiences on EE techniques and tools</b> 5 presentations of tools or techniques (10 minutes / presentation) by PREE partner NGOs 5 minutes to give working instructions	5 partner NGOs
15 :30 – 16 :30	<b>Group work:</b> Critical analysis of the presented tools / techniques	3 working groups
16 :30 – 17 :00	Coffee Break	
17 :00 – 18 :00	Debriefing of Group works / conclusion	Frédéric Airaud
18 :00 – 18 :15	Selection of volunteers for the "Workshop Daily News"	
Soirée	Dinner Projection of the film titled "Bemba di venda" on protected areas in Guinea-Bissau	



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**Sunday, 28 March 2010**

**2<sup>nd</sup> Day : "PREE tools and preparation for a site visit"**

Time Table	Programs	Responsible
9 :00 – 9 :15	Workshop Daily News (in a form of humoristic sketch)	4 volunteers
9 :15 – 9 :30	Brief reactions from around the table : <i>What have you retained from the day yesterday?</i> What are your expectations for the day today?	Frédéric Airaud
9 :30 – 10 :30	<b>4<sup>th</sup> technical session: Examination and pre-validation of PREE tools</b> Presentation of 2 prototypes of tools Clarification debate on the assignments for working groups	Pierre Campredon / Oumar Sy /
10 :30 – 11 :00	Coffee Break	
11 :00 – 12 :30	<b>Group work :</b> Analysis/Critique/Proposals of tools to be developed by PREE	3 working groups
12 :30 – 14 :00	Lunch Break	
14 :00 – 16 :00	Debriefing on group works Plenary discussion on the priorities in terms of tools and everyone's contribution to their definition	Frédéric Airaud
16 :00 – 16 :30	Coffee Break	
16 :30 – 18 :00	<b>5<sup>th</sup> technical session: The site visit, an EE approach</b> Three presentations on the implementation experiences of the approach (Objectives, tools, stages, advantages, limitations, etc.)	Charles Showers Gora Kane
18 :00 – 18 :15	Selection of volunteers for the "Workshop Daily News"	
Soirée	Dinner Projection of the film titled "Une planète bleue"	

**Monday, 29 March 2010**

**3<sup>rd</sup> Day : "Site visit and Environmental Interpreting"**

Time Table	Programs	Responsible
9 :00 – 9 :15	Workshop Daily News (in a form of humoristic sketch)	4 volontairesvolunteers
9 :15 – 9 :30	Brief reactions from around the table : <i>What have you retained from the day yesterday?</i> What are your expectations for the day today?	Frédéric Airaud
9 :30 – 10 :00	Practical preparation for the site visit	
10 :00 – 10 :30	Coffee Break	
10 :30 – 11 :30	<b>Visit of the port site</b> Interpreting the environment	
11 :30 – 12 :30	<b>Continued visit to the port site/Discussion at Casa Dora</b> Discussion on the methodologies of site visits "How to approach a visit to the fishermen port with the children?"	
12 :30 – 13 :00	Lunch Break	



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14 :00		
14 :00	-	<b>Visit of the Bijagos Biosphere Reserve Ecomuseum</b> (House of Culture and Environment)
15 :00		
15 :0 :	-	Coffee Break
15h30		
15 :30	-	<b>Visit to the beach</b>
18 :00		Interpreting the environment + thematic facilitation
18 :00	-	Selection of volunteers for the "Workshop Daily News"
18 :15		
Soirée		Dinner

<b>Tuesday, 30 March 2010</b> <b>4<sup>th</sup> Day : "Schools programs, evaluation and recommendations"</b>		
<b>Time Table</b>	<b>Programs</b>	<b>Responsible</b>
9:00 – 9 :15	Workshop Daily News (in a form of humoristic sketch)	4 volunteers
9 :15 – 9 :30	Brief reactions from around the table : <i>What have you retained from the day yesterday?</i> What are your expectations for the day today?	Frédéric Airaud
9 :30 – 10 :30	<b>6<sup>th</sup> technical session: Process for reviewing curricula and integrating EE</b> Presentation of 15mn each by the national officers in charge of curricula (4 presentations x 15mn)	Mauritania Cape Verde Senegal The Gambia
10 :30	Coffee Break	
11 :00		
11 :00	Presentation of 15mn each by the national officers in charge of curricula (3 presentations x 15mn)	Guinée Bissau Guinée Sierra Leone
11 :45		
11 :45	General discussions: Conclusions and recommendations on the elements of the "roadmap" towards integrating the contents of coastal and marine zone into the education programs.	Oumar Sy
13 :00		
13 :00	Lunch Break	
14 :30		
14 :30	<b>7<sup>th</sup> technical session: Exchanges around national workshops</b> Introductory presentation, general discussions, conclusions and recommendations	Frédéric Airaud
16 :00		
16h30	Coffee Break	
18 :00		
16h30	<b>Workshop Evaluation and Recommendation for PREE</b> (Collaboration, exchanges of experiences and information, reciprocation of means, communication, engagement and involvement of partners...)	
18 :00	Workshop closure	
18 :15		
Soirée	Dinner Projection of the film titled "Arguin, Saloum, Bijagos"	



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**Wednesday, 31 March 2010**  
**Return from Bubaque to Bissau**

Time Table	Programs	Responsible
7 :00 – 11 :00	Return from Bubaque to Bissau with the canoe of Formosa	
	Check-in into hotel or departure by plane (as the case may be)	

**Thursday, 1 April 2010**

**Meeting with the Prime Minister of Guinea-Bissau and visit to the EVA Network in the North of Guinea-Bissau**

Time Table	Programs	Responsible
9 :00 – 10 :00	Meeting of the participants of the workshop with the Prime Minister and the Minister of Education of Guinea-Bissau	
11 :00 – 18 :00	Field visit to discover the network of EVAs in the North of Guinea-Bissau	