

VERBATIM PRESENTATION

DONOR MEETING OF THE LAKE TANGANYIKA BIODIVERSITY PROJECT

LAKE TANGANYIKA – INVESTMENTS FOR A SUSTAINABLE FUTURE

Training and Environmental Education

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1. 1 SALUTATION

1. Good afternoon, Ladies and Gentlemen.
2. With pleasure, I present this Lake Tanganyika Biodiversity Component of Training and Environmental Education to you.

1. 2 LINKAGE TO PROJECT

3. I will start by stating that this component was linked to the project through objective number 3; *to establish a programme of environmental education and training for the lake Tanganyika basin.*

1. 3 THE TRAINING NEEDS ANALYSIS

4. The second steering committee meeting recommended and the Project Coordination Unit conducted a *Training Needs Assessment* (TNA) from May 1998 to July 1998.

5. A team of two international consultants charged with this responsibility all country capitals and the lakeshore stations. They had discussions with 150 stakeholders including project staff, national coordinators, lake users (local communities, industries and harbour authorities), institutional partners, and members of national working groups, interested persons and potential partners in the provision of training.

1.4 THE TRAINING STRATEGY

6. The output from the TNA was a training strategy. The strategy states: *to provide a framework for identification, design, production, implementation and evaluation of training with reference to project goal and objectives and agreed priorities*. The underlying aim was *to move towards the achievement of the project goal and objectives by providing appropriate training for key stakeholders of the project*.

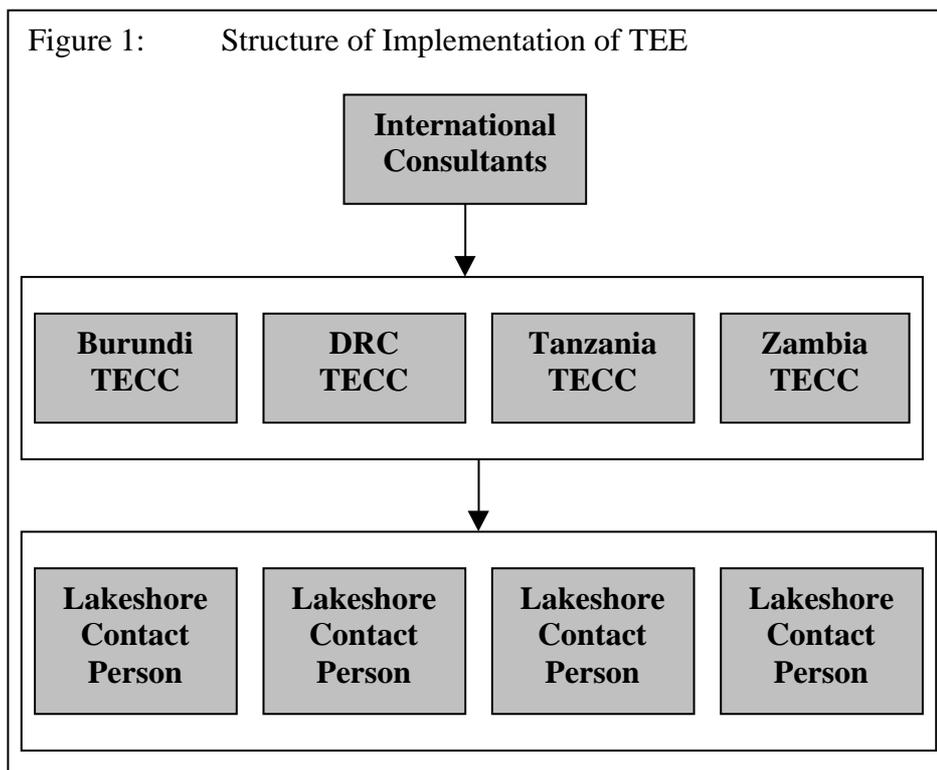
7. The achievement of the aim was through the following three-stage approach employing the organisation structure in Figure 1.

1.5 IMPLEMENTATION OF THE TRAINING STRATEGY

8. The first stage was the recruitment of national Training, Education and Communication Coordinators (TECCs). Two of the TECCs were already working as national Environmental Education Coordinators for Tanzania and Zambia. Two others were recruited based on the terms of reference of the training strategy for Burundi and the Democratic Republic of Congo (DRC). The special study coordinators for Socio-economics and Biodiversity in Zambia¹ and DRC respectively were also TECCs.

9. The second stage was the recognition of the role of lake contact persons in the TEE process. These persons were in contact with local institutions and the communities and in effect were the actual programme implementers in the field.

¹ In Zambia, the Socio-economics Co-ordinator was also the Assistant National Co-ordinator.



10. The third stage was a series of training and capacity-building workshops organised for the TECCs. Three of these workshops were held in 1999 in January in Bujumbura, in March in Kigoma and in July in Bujumbura.

11. The workshops drew both the English and French speakers together. The consultants provided translation services.

12. The initial workshop discussed and clarified the roles of TECCs through an exchange of experiences and methods. Above all TECCs developed harmonised terms of reference for their country programmes with regard to project priorities.

13. The second workshop was for environmental education. The TECCs used information from the TDA and the strategic planning process to initiate the development of country work-plans.

14. The last workshop for training of trainers and communication skills. In addition, the TECCs were equipped with special skills in project management focussing on formulation of quality and well justified projects. At this workshop, the TECCs were accorded a chance to practice newly acquired skills and completed their country work-plans which were commenced during the second workshop.

1.6 MONITORING AND SUPPORT

15. The consultants continued programme implementation monitoring and supervision through visits of respective sites of implementation. In January and February 2000, the last monitoring and support visit was undertaken. The visit provided opportunities for one to one follow-up and support for implementation of programmes. The result of the visit was that TECCs were more confident to carry through their activities.

16. As a consequence, respective country TECCs undertook the following TECC programmes.

1.7 COUNTRY PROGRAMMES

17. Further to the foregoing activities, the TECCs implemented country programmes of environmental education in character but most of which used training as a methodology. The training methodology applied was based on the UNESCO approach which states: *environmental education is a permanent process in which individuals gain awareness of their environment and acquire the knowledge, values, skills, experiences, and also the determination which enable them to act to solve present and future environmental problems.*

1: Burundi

- Participation in World Environmental Day celebrations in 1999 and 2000 in Gitaza and Gatumba areas,
- Hosted a workshop for decision makers on the Rusizi National park issues, and
- Preparation of a leaflet on Rusizi National park issues.

2: Democratic Republic of Congo

- Conducted two training workshops for fishermen and farmers,
- Ran an eight week local radio *crossroads* programme

- Produced, piloted four draft posters which have now been printed as leaflets,
- Conducted 14 villages and beaches to identify new training needs and to support the training received, and
- Organised days of reflection in Uvira for local stakeholders on fishery issues.

3: **Tanzania**

- Held two workshops at the lakeshore on conservation and fishing practices issues,
- Produced two posters enhanced from the January workshop of the TECCs,
- Held six workshops to disseminate the two posters cited above in villages along the lakeshore, and
- Organised World Environmental Day celebrations in Kigoma in 1999.

4: **Zambia**

18. The TEE programme in Zambia developed long before the training strategy was established and led to formation of 60-village based Conservation and Development Committees. The TECC activities in this regard focussed on enhancing the operations of the committees as well as field socio-economics and environmental education teams. These activities were:

- A series of lakeside training workshops designed to build the capacity of the Conservation and Development Committees,
- Stakeholder meetings in Mpulungu to agree on the structure and roles of different village committees such as village water, sanitation health and education committees, village development committees and conservation and development committees.
- Integration of the environmental education with Socio-economic and other activities.

1. 8 LESSONS LEARNED

19. The implementation of this project component left behind the following lessons:

- TECC team with members drawn from a mixture of institutional and sector experience was a key to success of this component,
- Contact person based close to the lakeshore gave good opportunities to coordinate and collaborate with the special studies and local institutions as well as local communities,
- Communication bridge between special studies and environmental education personnel helped to validate the relevance of environmental education to priorities and findings,
- Field support was crucial in ensuring that lessons learned from training were adapted to reality and gave confidence to field teams to implement and where necessary change the previous practices, and
- Having part-time national coordinators for DRC and Burundi and international consultant sustained the momentum of the component and substituted for the need of regionally based facilitator.

1.9 RECOMMENDATIONS

20. Further to the experiences and lessons learned during the implementation of the TEE component, the following recommendations are made for future TEE iterations.

- Pursue partnership approach with local communities to ensure development of sustainable livelihoods and realistic implementation of the SAP and convention.
- Creation of a simple and accessible information database to facilitate data storage, reporting and monitoring.
- Continuation of funding of environmental education work that is already in progress.
- Capacity building efforts should be core approach and conscious efforts to be directed towards identifying individuals, clearly defined responsibilities with clear budgets.
- Environmental education activities should be continuous and a core function as it is a major factor influencing change of attitudes cardinal in sustainable resource management. Environmental education activities should be an integral component of other activities recommended earlier.

21. Ladies and gentlemen, this brings me to the end of my presentation. Thank you very much and God bless you.