

# Nile Transboundary Environmental Action Project

## Networking Environmental Education and Awareness Practitioners in Rwanda



Formation of  
National Environmental Education and Awareness Working Group

### WORKSHOP PROCEEDINGS

Umubano Hotel, Kigali, Rwanda  
3-4 May 2004

Compiled and Edited  
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NILE BASIN INITIATIVE

Initiative du Bassin du Nil

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## INTRODUCTION

Environmental education and awareness is not new. Environmental education (EE) was passed informal from generation to generation since time in memorial. Children were brought up by their parents to know what plants and animals could be eaten and how to collect them. That is environmental education – getting to know your environment. Environmental education and awareness become an issue in the international arena in 1972 after the UN conference on Human Development in Stokholm, the formation of UNEP in 1972 and the subsequent establishment of the international EE programme in 1975. EE was then formalised. A series of international conferences like the intergovernmental conference on EE in Tbilisi in 1977 and Tbilisi +10 in Moscow have continued to shape the planning and implementation of EE activities.

The link between a strong environmental education component and the success of any environmental project can not be over debated. The Nile transboundary Environmental action project – one of the seven projects under the Nile basin shared vision has an environmental education and awareness component. The aim of the component is to stimulate positive behavioural change towards good environmental practices among the communities along the basin.

The Nile – the worlds longest river flowing 6,600 km and drains 3.1 m km<sup>2</sup> – is home to about 160m people. The overwhelming majority of people of the Nile basin live in rural areas and depend directly on land and water resources for shelter, income and energy. This has put enormous pressure on the natural resources and ecological systems on which the economic development is based. This has resulted in a variety of environmental problems – soil erosion, degradation of agricultural lands, desertification, loss of forests and wetlands, overgrazing of pastures, declining water quality, overexploitation of fisheries, eutrophication of lakes, invasive water weeds, inadequate urban waste management, water borne diseases, declining biodiversity, and the threat to climate change.

Coupled by the threats and the fact that the linkages between environmental conditions and human welfare are extraordinarily complex and the appreciation and understanding how human behaviour can contribute to the solving environmental problems remains generally low in the basin, sets a big challenge for deepening public awareness and the understanding of the linkages.

In order to contribute significantly on this challenge, the EE&A component embarked on setting up partnership and networks with practitioners and other stakeholders within the basin. Based on the background that there are many players undertaking various EE&A activities, there is lack of a forum for exchange of ideas and collectively plan and monitor EE&A activities.

Understanding the importance and potential for such a forum, the EE&A component within the Nile Transboundary Environmental Action Project (NTEAP) supported and facilitated the formation of a National Environmental Education and Awareness Working group through a two-day workshop. In addition workshop participants developed National EE&A priority activities and learned on the status of EE&A within the country from paper presented.

This report summaries the proceedings of the workshop. The document is divided into five sections. Section one hinges on the objectives and expected outputs of the workshop. A summary of the papers presented comprises section two, while section three list priority EE&A activities. Section four presents the closing ceremony. Section five, groups the annexes.

As the world enters a decade for Education and Sustainable Development (2005 – 2015), it is my hope that this document will act as a baseline for EE&A as we evaluate ourselves at the end of the decade.

Maushe Kidundo  
Environmental Education and Awareness Specialist  
May 2005

**WORKSHOP PROGRAMME**DAY 1 [3<sup>rd</sup> May 2005]**Session 1 Official Opening**

Time	Activity	Facilitators
08h30	Introduction of participants, welcome Remarks and program,	Theobald Mashinga, Ag. NPC
08h50	Opening Remarks,	PSC- Dr. Rose Mukankomeje
09h10	EE&A within NTEAP and Workshop Objectives	EE&A LS - Maushe Kidundo
09h50	Discussions and/or clarifications	

10:00 TEA BREAK

**Session 2 Country papers on Environmental Education and Awareness**

Time	Activity	Facilitators
10h30	The status of EE&A in the country	REMA - Dr. Rose Mukankomeje
11h00	EE in schools	Mrs. Emma RUBAGUMYA
11h30	EE curriculum in universities	Edmond Were - KIE
12h00	Discussion on the three papers	Facilitator

13:00 LUNCH

Time	Activity	Facilitators
14h00	Public awareness and campaigns	REASON - Mr. Charles Gahire
14h30	EE in schools (projects, awards schemes, clubs)	FAO - Andrew Ndahiro
15h00	The role of the media in awareness creation	RWEJASS - Albertine UWIMANA
15h30	Discussion on the three papers	Facilitator

16:00 TEA BREAK

Time	Activity	Facilitators
16h30	Discuss group topics and form groups	Facilitator
17h00	Individual (one to one) discussions - Networking	

DAY TWO [4<sup>th</sup> May 2005]**Session 3 EE and A activities and opportunities: National and Transboundary**

Time	Activity	Facilitators
08h30	Recap,	NPC
08h50	<i>Group 1</i> Enhancement of public awareness campaigns <i>Group 2:</i> EE&A in institutions of learning <i>Group 3:</i> Networking <i>Group 4:</i> FY05 National Consultation	EE&A lead specialist Maushe Kidundo

11:00 TEA BREAK

13:00 LUNCH

Time	Activity	Facilitators
14h00	Group presentations and discussions	EE&A LS - Maushe Kidundo

**Session 4 Way Forward and Conclusion**

Time	Activity	Facilitators
15h30	Workshop Evaluation	
15h40	Workshop (Country) Recommendations	NPC
16h00	Closing remarks	Secretary General - MINITERE

16:30 TEA and DEPARTURE

## OPENING CEREMONY

### OPENING SPEECH FOR THE ENVIRONMENTAL EDUCATION & AWARENESS WORKSHOP HELD AT UMUBANO HOTEL ON 3-4/05/2005



Dear Participants, Ladies and Gentlemen

Allow me to express my great pleasure to welcome you at this very important Environmental Education & Awareness (EE&A) workshop. This workshop is the first of its kind in our country, and the importance attached to this workshop is reflected by the turn out which has drawn members from the public institutions, Non-governmental Organisations (NGOs), and Mass Media organisations.

The main objective of this workshop is to learn through sharing experiences from the existing EE&A Programmes, identify gaps and plan for EE&A collaborative activities. Specifically, the workshop aims at achieving *inter alia*:

- Establish network of Environmental Education Awareness Practitioners within our country;
- Replicate case studies and lesson learnt from other countries, but more so from Nile Basin countries;
- Identify Transboundary Environmental Education and Awareness opportunities and priorities for our country; and
- Identify potential partners in the implementation of EE&A programme within our country.

Such gathering shall not only provide forum to ponder on the environmental education issues, but will consequently enable you to establish in Rwanda Environmental Education & Awareness working groups, which is an important tool for protecting, conserving, and management of the environment.

Ladies and Gentlemen,

We all agree that, whereas there are several players undertaking environmental Education and Awareness activities, there has been, however, lack of forum for exchange of ideas and collective efforts to plan for EE&A activities.

The experience in Rwanda reveals that, much as there are some efforts being done on individual basis, but these are uncoordinated efforts and we need to realise and appreciate that, environmental challenges are enormous and cannot be tackled single handed, as such we need to converge all these efforts into one strong, efficient and effective mechanism through which we can achieve our common goal of protecting, conserving and manage environment in Rwanda.

It is a matter of truth to claim that, the workshop has come at the right time. This is due to the fact that, the Rwanda environmental policy and the law on environmental protection, conservation and management are already in place, waiting only to be translated into actions, while the law governing Rwanda Environment Management Authority is in the Chamber of Senate being finalised.

Under this legal framework, public or private institutions responsible for education, research and information are expected to use their respective expertise to sensitize to environmental problems through appropriate programmes and integrate in their activities and programmes environmental education leading to better knowledge of the environment, as stipulated in Article No 43 of the said law. This is actually, where such forum becomes imperative.

Finally, I wish to confirm the commitment of the government of Rwanda to support your individual and collective efforts towards the realisation of environmental protection for the present and future generation of our country.

I therefore wish you the fruitful deliberations in the two days workshop at Hotel Umubano, and is officially declared opened.

KARIBU SANA

## **CHAPTER ONE**

### **OBJECTIVES OF THE EE&A WORKSHOP**

#### **Workshop objectives**

The main objective of the workshop was to learn through sharing of experiences from the existing EE&A project component, identify gaps and plan for NTEAP EE&A collaborative activities.

Specifically the workshop is planned to come up with:

- ◆ An established network of EE&A practitioners within the country by forming WG with agreed TOR and office bearers;
- ◆ Learn from good case studies and if possible plan to scale them up as a way of implementation and delivering EE&A;
- ◆ Establish Transboundary EE&A opportunities and priorities for the country and specifically for the Nile Basin and;
- ◆ Identified potential partners in the implementation of NTEAP EE&A project within the Basin.

To lead participants on ways of achieving the objectives, the workshop facilitator (Maushe Kidundo) gave a presentation on environmental education and awareness within the Nile Transboundary Action project. The presentation gave highlights on;

#### **Environmental Education and Awareness component within NTEAP**

To enhance awareness on the nature of environment and its inter-relatedness in the basin and how its effects on communities, through (i) enhanced public awareness & understanding of Nile Transboundary Environmental issues (ii) networking of secondary schools for project-based learning and (iii) piloting enhanced networking among Universities and research institutions.

#### **Enhanced PA - activities**

- Support the development and delivery of TB EE&A campaigns
- Regional training for EE&A practitioners
- Regional briefs for media editors & Environment Journalists on TB issues
- Exchange of environment Journalists & other media professionals between the riparian countries

#### **Enhanced PA - approach**

- Formation of working groups in each country
- Launch through a variety of delivery mechanisms
  - Media (TV, Radio, Newspaper, Websites, etc)
  - Institutions (religious, learning, social)
  - Organised groups (scouts, youth, women)
- Link with other SVP, components, projects

**Secondary schools - activities**

- Establish an electronic network of schools for TB EE.
- Build teachers capacities
  - Training, exchange tours, etc
- Support TB environmental projects within schools
- Organise Nile TB EE award scheme

**Secondary schools - approach**

- Issue a single contract to an experienced project based learning NGO.
  - Teachers training
- Schools selection by National EE&A working group
- Environmental school projects support through proposals
- Award scheme at National then regional level taking place annually.

**Universities - activities.**

- Exchange of EE professors, researchers and students between the Nile riparian countries
- Support the development of a university-level course on one or more Nile TB environmental issues

**Universities - approach.**

- Identify host universities within the basin
- Facilitate a regional meeting
  - Develop exchange formulae (undergraduate Vs Masters, Projects Vs Lectures, etc)
  - Develop a selection criteria
  - Commitment on lecturers' time and support
  - Develop work plan for the development of university course on Nile TB issues

**EE&A Linkages**

- SVP
  - Applied Training - Egypt
  - Confidence Building and Stakeholders Involvement – Uganda
- NTEAP
  - Knowledge management, Micro grants, Water Quality & M&E
- Country level

- Relevant Government Ministries
- Working group (all EE&A practitioners)

### **Why EE&A Working Group?**

- Establish a Network of EE&A practitioners
- Forum for learning and exchange of information
- Assist in coming up with National EE&A priorities
- Lobby for positive EE&A change
- Take periodic stock of EE&A activities
- Catalyse dissemination and implementation of activities

### **The Working Group and NTEAP**

- Assist in development of National priority activities and single out TB
- Identification of key implementation partners at national
- Assist in advocacy and networking
- A network (channel) for dissemination
- Share experiences and avoid re-inventing the wheel

## **CHAPTER TWO**

### **THE STATUS OF ENVIRONMENTAL EDUCATION IN RWANDA**

This section presents a summary of all the country papers presented during the workshop. The topics of the papers were selected to give an overview of the countries status on environmental education and awareness. The papers looked mainly into the (i) legislation, policy, implementation and coordination strategy (ii) environmental education in institutions of learning and (iii) existing cases studies on EE&A campaigns, award schemes, and the role of media in promoting positive attitude change on environmental issues.

The detailed presentations are grouped under Annex 1. Below find a synopsis of the status of environmental education in Rwanda.

#### **(i) Environmental legislation and policy**

- Rwanda depends more than 90% on natural resources. Hence the Ministry has laws and policies in place on environment, land, forest water and mines under articles 6,7,40, 42, 43, 44 and 69.
- Environmental education and awareness is one of the main pillars of the policies and strategies put in place by the Government. These include vision 2020, MDG 7 and PRSP.
- Environmental Awareness is mainly through the media and by few available environmental NGOs.
- Environmental education is also offered in various education institutions – from pre-school to universities.
- So far the country has developed awareness materials like brochures, guides for schools and adults, documentary films and a booklets, calendars, etc.

#### **(ii) Formal EE**

- Environmental education in schools is mainly through carrier subjects
- In primary schools - through science and elementary technology
- In secondary schools it is offered from S1 to S6 through geography
- There are environmental clubs which promote experiential learning.
- There are several challenges which include; current EE offered the delivery mechanism, and whether messages have positive impact towards change.
- Proposed activities include:- setting up a curriculum review team, teachers training, EE teaching materials production, develop a national policy on EE for schools.

#### **(iii) Working with schools**

- Promotion de jardins potagers et vergers,
- Promotion des fermes scolaires,
- L'éducation nutritionnelle,
- La lutte contre le SIDA,
- La protection/conservation de l'environnement.

**(iv) EE within Tertiary Institutions of learning**

- EE at tertiary institutions is still fragmented, compartmentalised, exam oriented and lacks a base in secondary schools.
- Offered in three main institutes KIE, University of Rwanda and KHI.
- KIE offers the course to undergraduates

**(v) The Media and EE**

- There is a national association of environmental journalist (REJA) created in 2003
- Radio is the most influential channel of communication in Rwanda.
- Local media houses are continuing to improve on environmental reporting.
- There is need to forge partnership with all stakeholder to access environmental information.

**(vi) Informal EE in Rwanda**

- There are few NGOs implementing environmental education and awareness in Rwanda.
- REASON, established since 1996 has been implementing EE&A through Cognitive, Affective and Psychomotor domains.
- Main activities include: establishment of school environmental clubs, training of teachers and school inspectors, use media like Newspapers and TV on awareness creation, organise activities like WED, cleaning and tree planting.

## **CHAPTER THREE**

### **SETTING NATIONAL EE&A PRIORITIES**

#### **I. Tasks**

The facilitator informed the participants on the importance of coming up with EE&A national priorities. Through a presentation he guides the participants on how to effectively come up with activities which can be implemented. The group discussions will focus on three thematic areas:

#### **Group 1. Enhance public Awareness**

The group to look at

- Campaigns
- Information (EE & A materials)
- Training of trainers

#### **Group 2. EE & A within institutions of learning**

The group to look at

- Secondary schools
  - Curriculum
  - Environmental activities and awards
- Tertiary institutions
  - Exchange concept
  - Course development

#### **Group 3. Networking**

The group to look at

- Working group
  - Role – TORs draft (add or delete)
  - Composition
  - Frequency of meeting
  - Sustainability
- Media
  - List of activities

#### **Group 4. Stakeholder Facilitation for FY05 activities**

The group to look at

- Activities to be included in the FY05 work plan as a result of the extra (20%) budget approval by the PSC in January 2005.
  - Use the FY 05 approved work plan and the summary from other countries as a guide
  - Develop a list of activities

## II. Formation of groups

The groups were formed in a participatory process. First participants volunteered where they could contribute effectively. To balance the numbers in each group a few people were move to more appropriate thematic areas.

## III. Presentations and Discussions

A minimum of four hours was given for discussions and preparation of group presentation. For easy of compiling and getting relevant information, guidelines were issued on the presentation format as follows;

<b>Problem</b>	<b>Target group (audience)</b>	<b>Activity</b>	<b>Implementation strategy</b>	<b>Key implementers (partners),</b>	<b>M &amp; E How and who</b>	<b>Exit strategy (sustainability)</b>

**Group I Presentation**

<b>Problem</b>	<b>Target Group</b>	<b>Activity</b>	<b>Implementation Strategy</b>	<b>Partners</b>	<b>M &amp; E</b>	<b>Sustainability</b>
Erosion	Agriculturalist - Cultivators - Pastoralists  Bricklayers  Miners	EE&A on  -Terraces - Water Harvesting -Contours -Nursery beds	Various levels of training - Adequate materials - Organizing campaigns -Provision of the didactic materials such as modules, video cassette, study tours/visits - Project management formulation	MINITERE MINAGRI MINEDUC MINALOC REMA NGOs NYC & NWC ISAR MEDIA CBOs	Environ. activities -Concerned commission through report -Local authorities IN charge of forestry -REMA as centralisation coordinator	Automana-gement of commission - Capacity building at all levels -Provision of the budget by different partners -Micro finance projects
Deforestation	Local Authority Community	Planting of trees - Introduction of modern stoves that use less fire wood/charcoal - Nursery beds	-Competition between involved parties and awards in form of motivation to the best	KIST Private Sector MININFRA ORN MINICOM KHI		
Pollution - Water - Land	-Industrialists -Prison -Hospitals -Garages -Hotels and Restaurants					
- Air	Agriculturalist Industrialists Women		-Provision of alternatives by the State -Provision of measuring equipments	Biological specialist		Provision of budget by concerned ministry
Loss of biodiversity	Fishermen; Poarchers, - Concerned community	-Projection of films showing biodiversity -Sensibilisation campaign -Showing the importance of diversity	-Inventory study in the projected areas with the specialist	Biological specialist	Local authority in charge  ORTPN Research centers Conservation agency	Projection of films Provision of budget Creation of forum

**Group II Presentation****ENVIRONMENTAL EDUCATION AND AWARENESS IN SCHOOLS AND COLLEGES****SWOT ANALYSIS**

- **strength /opportunities**
  - Favorable government policies
  - environment is among higher government priorities
  - government encourages private sector to participate in environmental activities
  - Organized and willing population
  - Children
  - Adults
  - Communities
- **weakness/threats**
  - secondary schools infrastructures not complying with normal building standards
  - unqualified personnel
  - space management of institutions is poor and inadequate
  - misconceptions, misgivings, indifference of teachers, parents and leaders towards issues of environment and sustainable development
  - local leaders do not sometimes understand the whole concept
  - poor hygiene and sanitation
  - lack of recreation facilities
  - low level environment awareness in schools
  - environment is not included in the national curriculum
- **what could be the immediate solutions**
  - environment teaching should be cross-cutting
  - there should be procurement of all required educational materials and equipment
  - there is a need for the establishment of an environment resource centre

**Environment activities and awards**

## a) Cognitive

- lessons on environmental health
- sanitation & hygiene
- natural sciences
- biodiversity protection
- waste management
- natural resource conservation
- soils, wetlands , rivers , lakes etc

## b) skills

- competitions
- demonstrations on how to make and maintain sanitary utilities
- tree planting
- gardening
- nature trails creation
- tree labelling
- museum
- research on water, soil and air quality
- terraces
- monitoring and evaluation on problems of environmental degradation

**Teaching materials production**

Formal Education	Non-formal Education
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<ul style="list-style-type: none"> <li>- reference books</li> <li>- laboratory equipment</li> <li>- maps and charts             <ul style="list-style-type: none"> <li>- relief/physical features</li> <li>- natural resources (forest, wetland, ...)</li> </ul> </li> <li>- internet connexion</li> <li>- computer software</li> <li>- video projection</li> <li>- audio visual equipment</li> <li>- public speaking system</li> <li>- mobile education van</li> <li>- generator + accessories</li> <li>- picnics and camp sites</li> </ul>	<ul style="list-style-type: none"> <li>flips charts</li> <li>posters</li> <li>news letters</li> <li>tv and radio</li> <li>magazines</li> <li>fliers</li> <li>booklets</li> <li>generators</li> <li>mobile education van</li> <li>picnics and camp sites</li> </ul>
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## Universities

### a) Exchange concept

- Enhancing inter university exchange programme
- Exchange teachers and professors
- Research programmes
  - student exchange
  - study tours
  - conferences and seminars, workshop, colloquiums

### b) Course Development

- collaboration in elaborating the national educational curricula
- capacity building in higher institutions of learning
- research on merging innovative

## Group III Presentation

### NETWORKING

#### a) Media Activities

- Dissemination of information using visual and audio means
- Start a newsletter to cover environmental education
- Organise drama, poems etc.
- Organise poster exhibition on environment issues
- Organise school competition on environmental issues
- Organise awards on environmental reporting

#### b) The National Environmental Education and Awareness working group

The group noted that;

- there is need for networking in order to prioritize environmental issues, share ideas, experiences and information.
- the working group should be instrumental in maintaining a network of practitioners.

#### I. The Terms of Reference for the Group

TOR1: Promote environmental education and awareness within Rwanda while drawing lessons and experiences from others countries in the NB

TOR2: Develop and implant annual national action plans with emphasis on transboundary activities for the basin

TOR3: Lobby government and civil societies to support new & innovative issues on environment education.

TOR4: Lobby government to influence reforms in environment laws that are not in conformity with the expectation of the people in the region.

TOR5: Assess and update (annually) the country and regional status on environmental education and awareness issues.

TOR6: Hold annual EE&A workshop to review progress and plan for activities for the coming year and exchange information , ideas and documents lessons learnt.

TOR7: Share experiences through participation in different fora and disseminate them through print and electronic media

TOR8: Facilitate research and dissemination of correct information on environmental issues to the target groups through appropriate means.

TOR9: Identify national and transboundary EE&A issues that could be used to facilitate behavioral change.

TOR10: Liaise with specific stakeholders to ensure active participation in environmental activities, celebration, communications, etc.

TOR11: Lobby for curriculum change to incorporate EE into all levels of formal education.

TOR12: Coordinate and create synergy among different stakeholders in EE & A .

TOR13: To facilitate development of performance indicators for the realization of the TOR .

TOR14: Create infrastructure to facilitate the exchange of information amongst stakeholders.

**II. Working group Composition (Ten members)**

REMA.....	1
NGO ( EE).....	1
MEDIA.....	1
GR-MINEDUC .....	1
TERTIARY + RESEARCH.....	1
WOMEN COUNCIL.....	1
YOUTH COUNCIL.....	1
RELIGIONS ORG.....	1
PRIVATE SECTOR.....	1
ORTPN.....	1

**III. Frequency of meeting**

- Four times a year
- Organised by the local NBI coordinator

**IV. Sustainability**

- 1) Capacity of working group
  - Initial Training of WG in EE & A
  - Initial of Stakeholders in EE & A
- 2) Finance
  - Seed money from NBI
  - REMA
  - Contributions from other stakeholders
- 3) Quality Assurance
  - Message
  - Methodology
  - Interactivity
- 4) Commitment
  - Incentives
  - Resources

**Group IV Presentation**

<b>Activity</b>	<b>Implementation</b>
Establishment of NSC	- To provide forum for national consultations of NTEAP project issues - M & E
Establishment of working group of EE&A	To set up training materials ( modules) or syllabus for appropriate target group Training of NGOs and CBOs
Develop project communication plan	To organize workshop for capacity building of NGOs and CBOs on communication
Macro and sectoral policies and environment	To hold national workshop on reviewing the relevant topics
Strategic environmental framework	Hold national workshop to validate strategic environment framework
Community level land, forest and water conservation	Field visit to validate local NGOs and CBOs,
University network	To hold national workshop to facilitate course preparation
Water quality	Establish water quality standards Hold workshop for validating training modules National training on water quality

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	measurements
Project M & E	Provide M & E software Conduct trainings Annual participatory evaluation workshop

## CHAPTER FOUR

### CLOSING CEREMONY

#### I. Closing Remarks



#### **Environmental Education is the best tool for protection and Management of the Environment**

The Permanent Secretary in the Ministry of land, Environment, Forest , Water and Mines while officially closing the first national Workshop on Environmental and Education and awareness informed participants the importance of EE&A on natural resources management.

“Rwanda like many developing countries depend on its natural resources for its development” he said. “The sound and rational management of these resources is indispensable for the achievement of the millennium goals particularly the one related to sustainable development” he reiterated.

The PS called upon the key partners in environmental education like Ministry of Education, Media, Private sector, etc to join hands in creating awareness on good environmental practices to assist the Government and the Nile basin initiative to achieve its goals.

The PS affirmed the ministry’s’ support in the implementation of the workshops recommendations. However, there is need to support capacity building in Rwanda especially on environment expertise. This is very important as we are putting a lot of emphasis on environment in the PRSP which is currently under review.

## CHAPTER FIVE

### ANNEX ONE – PAPERS PRESENTED

#### Etat de l'éducation et sensibilisation environnementales au Rwanda

Dr Rose Mukankomeje

DG/ REMA

#### I. Introduction

- Notre pays fait face actuellement aux graves problèmes de dégradation de l'environnement
- Nous dépendons pour plus de 90% des ressources naturelles(énergie, eau, nourriture, revenus,...)
- La croissance de la population est continue (3.5%par an) et les ressources naturelles sont en continuelle diminution
- Toutes les ressources naturelles sont gérées sous un même ministère.
- Les lois et politiques sont en place (environnement, terres, forêts, eau, mines)
- Loi organique sur l'environnement: Art. 6, 7, 40, 42, 43, 44,69



#### II. L'éducation

- Au Rwanda l'éducation, la formation et la conscientisation du public constituent l'un des principaux piliers des politiques et des orientations stratégiques mises en place par le Gouvernement pour faire face au problème de dégradation de l'environnement et de promotion du développement durable. Il s'agit des politiques nationales de l'environnement, des terres, des forêts, de l'eau, de l'habitat, ...
- les principes sont axés sur la Vision 2020 et sur les Stratégies Nationales de Réduction de la Pauvreté.
- MDGs 7
- L'éducation (formelle et informelle) et la sensibilisation du public via les médias sont utilisées pour inciter les rwandais à la protection de leur environnement

##### II.1. Education Formelle

- Enseignement pré-scolaire (maternelle)
- Enseignement primaire et secondaire
- Enseignement Supérieur et Universitaire

##### II.2. Education Informelle

Des nombreux efforts sont faits pour sensibiliser le public aux problèmes environnementaux auxquels fait face notre pays. Nous pourrions citer:

- les problèmes liés à l'érosion
- la crise énergétique dans notre pays
- la journée de l'arbre, de l'eau la semaine de l'environnement
- Les différentes conventions auxquelles notre pays a souscrit..
- L'objectif visé est d'impliquer de plus en plus les rwandais dans la gestion de leur environnement.

- Les médias sont nos partenaires privilégiés (voir leur exposé).
- Les ONGs (la société civile) ne sont pas encore nombreuses dans le secteur comparé à d'autres pays. Nous souhaitons renforcer leur capacité dans le secteur (voir leur présentation)

### III. Ce qui a été fait

- Production du dépliant « Twite ku bidukikije »
- Guides d'éducation environnementales pour les jeunes scolarisés des écoles primaires, secondaires et adultes produits par le Ministère en collaboration avec l'UNICEF
- Deux films documentaires sur la protection de l'environnement. Le premier montre la dégradation de l'environnement de façon générale et il est diffusé pendant la semaine de l'environnement (31 mai au 5 juin de chaque année). L'autre est dédié sur le réserve naturelle de Mukura, province de Kibuye et a été produit par ARECO Rwanda Nziza, une ONG locale
- Un livret qui sert de documentation pour les intervenants dans le domaine de l'éducation environnementale. Il est l'œuvre d'une ONG, Association pour la Conservation de la Nature au Rwanda
- Production et diffusion des affiches portant sur les problèmes de l'érosion, de déboisement, lutte contre les sachets plastiques, biodiversité,...
- Articles relatifs aux problèmes environnementaux dans les journaux locaux (Imvaho, la Nouvelle Relève, New Times,...)
- Calendrier annuel produit et diffusé avec l'intention de sensibiliser les rwandais aux problèmes de leur environnement (messages éducatives)
- Clubs environnementaux dans les écoles sous la direction des ONGs comme REASON , ARECO...
- Célébrations des journées nationales ou internationales
- Visites sur terrain par le personnel du Ministère (et même les autorités du pays) dans le cadre de sensibiliser les autorités locales, la population et les partenaires
- Formations, pour les gens oeuvrant à la base sur les politiques en place (formation des militaires dans tout le pays)
- Rencontres fréquentes avec le secteur privé sur les problèmes relatifs en l'environnement
- Participation de la société civile dans les Comités de Pilotage pour la majorité des projets relatifs à l'environnements.

### IV. Conclusions

- Le gouvernement a mis en place des structures, des lois et politiques qui vont nous permettre d'atteindre notre objectif: population doit maîtriser son environnement (ownership)
- Il y a encore un long chemin à faire (capacités sont encore faibles, manques des moyens)
- Besoin d'un bon et fort partenariat ainsi qu'un réseau
- Chacun doit accepter de jouer son rôle

## ENVIRONMENTAL EDUCATION IN SCHOOLS

Emma Rubagumya

Director of Pre Primary, Primary and Secondary Education

### Background

Rwanda needs to accord importance to environmental education for 2 reasons:

- Adherence to International Initiatives
- Big threat of environmental degradation



education

### 1. Adherence to International Initiatives

UN Decade of Education for Sustainable Development, which has the following objectives:

- Give an enhanced profile to the central role of education and learning in the common pursuit of sustainable development;
- Facilitate links and networking, exchange and interaction among stakeholders in Education for sustainable development;
- Provide a space and opportunity for refining and promoting the vision of, and transitioning to sustainable development through all forms of learning and public awareness;
- Foster increased quality of teaching and learning in education for sustainable development;
- Develop Strategies at every level to strengthen Capacity in education for Sustainable development

Themes under Environmental Protection:

- Preservation and protection of Environment
- Water
- Climate Change
- Biodiversity
- Preventing disasters
- Sustainable Production and Consumption

### 2. Big Threat to Environmental Degradation

- Population density and growth
- Landscape and relief
- Nature of the countries economy
- Limited awareness of environmental issues and their protections
- Environmental unfriendly practices
- Insufficient sources of energy

### The Role of Education

To Produce Citizens who are:

- Knowledgeable concerning the biophysical environment and its associated problems;

- Skilful and aware of how to help solve these problems;
- Motivated to work towards their solution.

### **Environmental Education in Schools**

1. Primary
  - Science and Elementary Technology
    - Water, Plants, Animals, Agriculture, and environmental studies.
2. Secondary
  - Geography from S1 to S6
    - Physical Geography, Climate, Vegetation, and Human activities
3. Environmental Clubs
  - tree planting, gardening, and awareness rising

### **Challenges**

- Is what is offered sufficient?
- Is the mode of delivery appropriate?
- Does the message reach everybody and positively impact their behaviours?

### **Strategies to Bridge the Gap**

- Set up a curriculum review committee to determine what is missing in the curricular and identify topics to be included;
- Revise the curricular to integrate the missing topics;
- Train Teachers and provide teaching materials;
- Develop a national environmental education policy for schools;
- Encourage other initiative geared to improve provision of environmental education;
- Establish and Strengthen partnership with local and regional environmental bodies.

## The Teaching and Learning of Environmental Education in Rwandan Tertiary Institutions – An Experience from KIE

Edmond Were

Senior Lecturer, Development Studies

### Introduction

Discipline of Environmental education

- Still a novelty in education curriculum
- Silent national curriculum
- Explicit in 1975 Belgrade Charter
- Goals of EE
- Objectives of EE
- Principles of EE



*“Develop a world population that is aware of and concerned about the environment and its associated problems and which has the knowledge, skills, attitudes, motivation and commitment to work individually and collectively toward solution of current problems and the prevention of new ones” – Goal of Belgrade Charter 1975.*

### Role of Educator

- Prepare the individual for life through
  - Understanding environmental problems
  - Acquisition of life skills to protect environment
  - Provision of attributes to play productive role in environmental protection
  - Sensitize on environmental values
  - Promotion of reflection on role of individual in environmental degradation and reflection
  - Promote participation and taking of action
- Formulate holistic and interdisciplinary curriculum
- Simplify content to accommodate students across the board

### Environmental Education at Tertiary Level

- Fragmented curriculum
- Compartmentalization of environmental themes
- Examinations oriented
- Lacks base in secondary school curriculum
- Faculty inertia
- Lecture-based
- Disempowering
- Requires:
  - Synergistic approach
  - Integration

**KIE Experience**

- Focus on life skills
  - Coping strategy to empower student teachers address environmental challenges
  - EE one of eight life skills themes in LSD
- Environmental education
- HIV/AIDS education
- Gender education
- Peace education
- Civic education
- Entrepreneurship education
- Holistic learning and living skills
- Guidance and counseling skills
- Logistical challenges
  - Collaboration with stakeholders – schools
  - Development of relevant teaching and learning materials
  - Allocation of adequate time on timetables for knowledge and experience

**Rationale of EE Course**

- Environmental challenges in Rwanda
- Realization of seventh MDG
- Empower the student teacher
  - As change agent in school and community
  - As agent of social transformation
  - Actualize multiplier effects using pupils

**EE Course Content**

- Definition, rationale and history of EE
- Goals, objectives and principles of EE
- Teaching and learning techniques in EE
- Environmental categories and interrelationships
- Environmental crisis and management
- Environmental rights and responsibilities
- Contemporary national and global environmental problems and approaches
- The nature of school and college environments and their influence on teaching and learning

**Course Duration**

- One Credit: 15 hours in a semester
- One hour per week

- Taught once for one semester only
- Preference for acceleration
  - 3 hours per week
  - Five weeks intensive learning
  - Examine immediately

### **Target Group**

- All student teachers
  - Pre-service – 400 students per year
  - In-service – 500 students per year

### **Teaching & Learning Techniques**

- Lecture method – pre-service students
- Group work
- Video on contrasting environments
- Modules for in-service students
- Need for
  - Writing project papers on school environments
  - Field trips to enviro-sites

### **Conclusion & Suggestions**

- Formulate more relevant EE course
- Emphasize synergistic learning
- Make EE compulsory and comprehensive
- Increase academic contact hours
- Provide funding for field trips
- Networking among enviroclubs
- Progression from secondary school level

## THE ROLE OF MEDIA IN ENVIRONMENTAL AWARENESS

Albertine UWIMANA

PRESIDENT OF ARJE/REJA



### Introduction

- Three traditional roles of the media: information, education & entertainment
- Playing these roles, the media change behavior and keep people aware of different developmental issues in the society;
- Media have an outstanding potential to change behavior towards environmental protection in Rwanda.

### What is REJA/ARJE

- Created in 2003, Rwanda Environmental Journalists Association (REJA) brings together a group of committed journalists, working with the most influential media houses in Rwanda. It aims to advance public understanding of environmental issues by improving the quality, accuracy and visibility of environmental reporting.

Channels of communication to be used:

- Radio is the most influential medium in Rwanda;
- TV and magazines/newspapers are more efficient to improve the visibility of environmental problems;
- Promotional materials: Calendars, brochures, t-shirts, caps;
- Artistic expression: music, drama, poems, etc.

### Do we have all these facilities in Rwanda?

- Radio: one public station (with 3 community radios), 7 private stations and 3 international broadcasters on FM relay in Rwanda;
- One public TV station;
- A number of newspapers: 2 public newspapers & more than 30 registered private newspapers (but only 8 are regular);
- Local artists: musicians, writers, designers, etc.
- No language barrier: Kinyarwanda is the common language for all Rwandans.

### The civil society can also play a crucial role

- The civil society plays a prime role in the public awareness;
- The CSOs reach the local communities, they should be sensitized to include environmental education in their programmes;
- There is a Civil Society Forum on the Nile Basin, which brings together more than 20 local NGOs, including REJA, which occupies the post of presidency. The process of involving other CSOs is going on. It needs to be supported to help in public awareness on environmental protection in the Nile Basin Region in Rwanda.

**REJA: planned activities**

- So far existing local media houses are used to improve environmental reporting: REJA has managed to convince some editors to have programmes on radio & TV, and environmental pages in the Newspapers;
- REJA is planning to start a monthly magazine on environmental protection;
- To use promotional materials: calendars, brochures for free distribution;
- To build capacity of the members & other journalists on environmental reporting;
- To enhance the media campaigns in partnership with other stakeholders including REMA, the Civil Society Forum on the Nile Basin & others NNGOs, INGOs, UN agencies, and other development partners;
- To advocate & lobby local industries and factories/manufacturers for social responsibility in environment protection i.e in terms of waste disposal/management, air and water pollution, environmental degradation;
- To secure funds for all these activities.

**Recommendations**

- To increase access to environmental information: so far only scientists, academics and specialized agencies detain vital environmental information; there's a need to share that information for a wider dissemination;
- To use different creative communication strategies and tools to reach a wider audience (population and decision makers);
- To encourage and give room for discussion and debates before taking important decisions on environmental protection policies
- To build capacity of all the stakeholders including journalists and civil society organizations on environmental issues;
- To establish strategic partnerships on environmental education and communication;
- To use the existing media and other awareness initiatives to foster environmental education.

## LES COMPOSANTES DU PROJET PILOTE "APPUI A LA PROMOTION DES JARDINS, FERMES ET EDUCATION NUTRITIONNELLE DANS LES ECOLES PRIMAIRES ET SECONDAIRES AU RWANDA"

NDAHIRO André

Le coordinateur du Projet TCP/RWA/3001

- Promotion de jardins potagers et vergers,
- Promotion des fermes scolaires,
- L'éducation nutritionnelle,
- La lutte contre le SIDA,
- La protection/conservation de l'environnement.



**Objectif global :** éduquer les enfants dès leur bas âge et éveiller leur conscience sur les thèmes ci-hauts évoqués en vue de les préparer à être, à l'âge adulte, des citoyens responsables.

Certains de ces thèmes ont une relation directe ou indirecte avec la protection/conservation de l'environnement selon la nature des activités envisagées ou exécutées dans le projet.

### LES ACTIONS EN RAPPORT INDIRECT AVEC LA PROTECTION/CONSERVATION DE L'ENVIRONNEMENT.

#### Le compostage en milieu scolaire

- Il permet la réalisation d'un environnement scolaire hygiénique en canalisant tous les rebus des classes, des cuisines, des magasins de vivres et des jardins d'agrément des écoles vers un endroit où leur décomposition met la population scolaire hors de tout danger dû à la contamination par les microbes pathogènes. D' où la vulgarisation des compostières. Ici, il est mis en évidence l'importance d'un environnement microbien utile qu'il faut protéger en évitant de brûler les matières organiques compostables.
- Le compost bien produit est utilisé pour restaurer/conservé la bonne structure du sol, facteur environnemental important pour nos productions des légumes et fruits ; c'est la conservation/restauration de la fertilité des sols.

#### La vulgarisation/sensibilisation des rations équilibrées

- L'environnement étant biotique ou abiotique, la vulgarisation des rations équilibrées pour les sidéens et autre catégories de gens allonge leur vie de quelques jours si pas des mois ou les maintient en bon état . C'est en quelques sortes une conservation/restauration de l'environnement biotique.

### LES ACTIONS EN RAPPORT DIRECT AVEC LA PROTECTION/CONSERVATION DE L'ENVIRONNEMENT

#### L'installation de boisements dans/ou autour des écoles

Les boisements ont principalement deux rôles majeurs sur l'environnement :

- La disponibilité des vapeurs d'eau dans l'atmosphère rendant possible et probable la disponibilité des pluies ;
- L'assainissement de l'atmosphère souvent bourré de gaz carbonique asphyxiant qui est capté par les feuilles opérant la photosynthèse.

Par ailleurs, les boisements autour et dans les écoles protègent les infrastructures immobilières contre les vents forts arracheurs des toits.

### **Horticulture et protection de l'environnement**

Notre projet est en collaboration avec l'ISAR pour initier et perpétuer la culture des légumes indigènes de l'Afrique Orientale et Centrale dont fait partie le Rwanda. Ca s'avère urgent d'autant plus que les légumes traditionnelles n'ont pas fait l'objet d'une agriculture, les gens les considérant comme des légumes qui poussent et croissent sans autres soins agricoles. Or, ils risquent de disparaître dans l'environnement et sont en train de disparaître des nos habitudes alimentaires. Vu qu'ils avaient un double rôle thérapeutique et trophique, c'est pourquoi nous avons jugé bon de les protéger et les conserver par l'agriculture.

## Environmental Awareness and Public campaigns in Rwanda

### Charles Gahire

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### 1. Background

Rwanda being a small country, located in the East and Central Africa has a high population density with a population of 8.2 Million people and about 1.2 million hectares of land is arable. While the rest of the country is comprised of biodiversity, National Parks, lakes, Wetlands, rivers and mountains.

Due to the current population pressure on the natural resource base, environmental degradation and the amassing of the natural resources continues unabated. If Rwanda is to succeed in maintaining a health, diverse and natural environment and cope with the ever increasing human needs, it is imperative that we should mount aggressive environmental campaigns at all levels.

Hundreds of plants and animal species, wetlands, rivers and lakes are disappearing at an alarming rate without their ecological, medicinal, economic and aesthetic values being understood or realized. Over use of agrochemicals in farmlands, have resulted into poisoning of various food chains because their long term effects are not well understood.

### 2. Why environmental public awareness?

- For a long time environment in many parts of the world and Africa in particular has been taken for granted
- In Rwanda and many other countries in Africa, environmental education has not been formally taught in schools and institutions of higher learning
- Rwanda has few environmental cadres or trained teachers specifically on issues of environment
- Developmental activities in the country do not respect the norms environment
- There has not been environmental law in place to check various environmental defaulters
- A number of donors have not put much emphasis on environmental activities in the country

Clearly environmental education and public awareness far transcends the boundaries of formal education, the business, commercial and professional communities and the voluntary sector have vital roles in continuing environmental education and training. Sustainable development moves the society as a whole.

### 3. EE&A in Rwanda has not reached every stake holder but REASON tried to make campaigns especially in schools and communities using the following three objective domains;

#### ➤ Cognitive domain

These objectives aim at developing an individual so that he or she can be able to internalize critical issues of environment

#### ➤ Affective Domain

These objectives aim at changing the individual's attitudes, beliefs, myths, etc otherwise which attitudes and beliefs could harm the environment if not checked

➤ **Psychomotor domain**

These objectives aim at hands project skills development of an individual in this case and individual is trained on “Do it your self projects”;

**4. REASON ACTIVITIES**

Since February 1996, REASON has carried the following programmes

- Establishment of environment clubs in Schools
- Training inspectors of schools on the need to have environmental activities in schools
- Trained 72 teacher from all the provinces of Rwanda on the activities of REASON in schools
- Have carried country wide tree planting including the Kigali Urban City
- Carries out environment awareness week every month of June but at any other time depending on the availability of funds
- We have decampaigned the use of plastics, and the government responded to our call and managed to ban the plastics with the smallest gauge
- Every year we select Miss Environment through competition
- We conduct study tours to National Parks and other special places
- We have also carried programmes on the National TV and Radio including newspapers
- We have also carried public exhibits on national days

**5. Non-formal environmental education challenges in the field**

Like any other voluntary organization, we do meet many challenges in the field as a result of the following;

- People are sometimes indifferent towards issues of environment
- Funds are always limiting such that one can not reach the targeted objectives
- Politics may hinder ones progress as some of the opinion leaders may curtail every effort made
- Transportation is also a big problem aspecially accessing the rural areas
- Voluntary spirit is not common in our societies

Note; “ ***If you think education is expensive try ignorance***”

**CLOSING REMARKS BY**

Chers Participants,

C'est un grand plaisir pour moi d'être ici parmi vous pour clôturer les travaux de ces deux jours de travaux intensifs sur « l'éducation et la sensibilisation environnementales » dans notre pays. Il s'agit d'un premier séminaire dans le cadre de ce grand projet « Nile Transboundary Environmental Action Project ». Comme vous le savez, il s'agit d'un projet qui est des composantes des 8 projets adoptés par nos pays riverains de ce beau et grand fleuve du monde, qui est notre Nil.

Je voudrais tenir cette opportunité pour remercier Mr Mausche Kidundo ainsi que toute l'équipe de ce projet pour tout l'effort qu'ils ont fourni afin que ce séminaire puisse avoir lieu.

Le Ministère des Terres, de l'Environnement, des Forêts, de l'Eau et des Mines que je représente, a suivi avec intérêt le déroulement de tous vos travaux et je vous en remercie.

Les thèmes que vous avez débattus sont d'une importance capitale pour notre pays. L'éducation, la sensibilisation et la création des réseaux, sous toutes leurs formes, sont des outils que nous avons adoptés pour nous permettre d'atteindre les rwandais afin qu'ils puissent prendre part à la protection à la gestion et la réhabilitation de leur environnement.

Notre pays dépend essentiellement de ses ressources naturelles pour son développement. Leur bonne et rationnelle gestion est indispensable si nous voulons atteindre les objectifs du millénaire surtout celui relatif au développement durable et celui de l'accès à l'eau potable pour tous d'ici 2015.

Les différentes institutions que vous représentez, Education, Media et Secteur Privé, sont des partenaires clés pour atteindre les objectifs que nous ont été assignés par le gouvernement rwandais mais aussi par « l'Initiative du Bassin du Nil ». L'environnement n'a pas de frontières mais aussi, il s'agit d'un bien commun que nous devons tous protéger.

Les bonnes conclusions auxquelles vous avez abouti, nous permettront d'avancer et de rattraper le retard que notre pays a connu dans l'exécution de ce projet. Le Ministère, votre partenaire privilégié en matière d'environnement ne ménagera aucun effort afin que les résolutions que vous avez prises soient exécutées.

Encore une fois, je voudrais réitérer mes vifs remerciements à l'équipe de Khartoum pour le travail qu'ils font dans le cadre de ce projet. Le renforcement des capacités dans notre pays est un réel besoin surtout dans le domaine de l'environnement.

Nous sommes en phase de révision de notre premier PRSP et avons l'intention d'influencer positivement le second PRSP. Comme vous le savez, le PRSP est la traduction des priorités de notre pays dans la lutte contre la pauvreté. Nous voulons que l'environnement ne soit plus absent. Votre participation à ce long et ardu exercice est indispensable si nous voulons contribuer positivement au bien-être de notre population.

Encore une fois, merci pour vos fructueuses contributions à ce séminaire –atelier et je vous souhaite un bon retour à la maison.

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### WORKSHOP PICTURES

