



Burundi



D. R. Congo



Egypt



Ethiopia



Kenya



Sudan



Rwanda



Tanzania



Uganda



Environmental Education & Awareness: Materials Development Source Book



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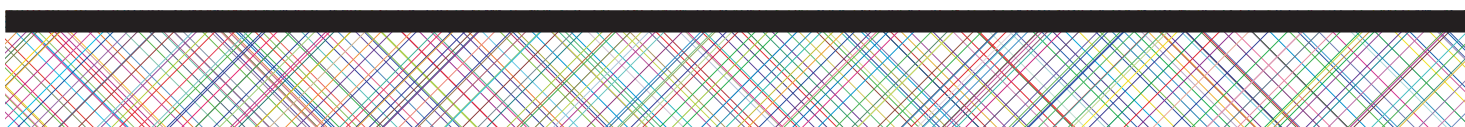
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PREFACE

This source book emanates from a regional materials development workshop for Nile Basin countries. The workshop was designed to support capacity building for education for sustainable development in the Nile Basin Initiative countries. The process of developing the source book drew on a variety of country experiences, initiatives knowledge, skills and innovations in the Nile Basin. The material development training workshop general outcome was to facilitate information exchange and developing transboundary action plans in the respective countries.

In this source book, Environmental Education and Awareness materials are viewed as any educational resources or materials-such as books, booklets, CD ROMs, posters, pamphlets, campaign T shirts, banners, stickers, badges, emails, and newsletters which may be used to foster environmental learning in different context. When used effectively in the context of learners and local environmental issues and/or risks, environmental education and awareness materials should provide an adequate framework for guiding learning and advocacy. They can also provide a structure framework for planning and implementing learning programmes. The processes associated with materials development initiatives such as processes of **planning, acting and reflecting on how and why the materials are developed** in certain ways enable a reflective orientation to the development of EE&A materials.

The Nile Transboundary Environmental Action Project (NTEAP) carefully selected environmental education practitioners for a training programme. The training programme's aim was for the participants to develop a training source book support material development, adaptation and use. The source book was intended for use in the Nile Basin countries which include Burundi, Congo DR, Ethiopia, Kenya, Rwanda, Sudan, Tanzania, Uganda and Eritrea by environmental education practitioners, trainees, teachers and environmental officers in general. The training programme covered the following aspects of materials development:

Content used in environmental education

Types of *materials* used in environmental education

Use of the learning and teaching support material

Relevance and appropriateness of the materials.

Concepts, facts and knowledge to be shared in these *processes*

Materials to use in relation to *space*, *time* and *human resources* needed to do it and

Skills, techniques and processes needed in learning support materials.

Gedion Asfaw

Regional Project Manager

Nile Transboundary Environmental Action Project

Introduction

The Nile Transboundary Environmental Action Project is one of the eight projects under the Nile Basin Initiative Shared Vision Programme (SVP). The project has a life of five years. It is located in Khartoum, Sudan.

The project was set up to support the development of a basin wide framework for actions to address high priority transboundary environmental issues within the context of the Nile Basin Initiative (NBI) Strategic Action Plan.

The Nile Basin Initiative is a partnership initiative. It is led by the riparian states of the Nile River- Burundi, Democratic Republic of Congo-DR, Egypt, Ethiopia, Kenya, Rwanda, Sudan, Tanzania and Uganda. Eritrea currently participates in NBI as an observer.

The NTEAP has six components:

- Institutional strengthening to facilitate regional cooperation
- Community-level land, forest and water conservation
- Environmental education and awareness
- Wetlands and biodiversity
- Water quality monitoring
- Monitoring and evaluation

Environmental Education and Awareness (EE&A) aims to increase public awareness and understanding of communities within the basin about basin-wide environmental issues. While activities target future generations, interventions are focused at three action levels, namely:

- a) General public
- b) Primary and secondary schools and
- c) Tertiary education covering teacher education and university education.

This source book provides a basis for understanding:

- trends associated with the development and use of environmental education and awareness materials;
- practical aspects of developing, adapting and using learning support materials;
- insights into how to plan for better use of materials;
- technical information on how to produce materials and;
- practical hands-on useful advice “tips” for developing environmental education and awareness materials.

The design and development of this source book

As earlier stated, this book draws on experience and research in the development, adaptation and use of learning support materials in the Nile Basin countries (Burundi, Congo DR, Egypt, Ethiopia, Kenya, Rwanda, Sudan, Tanzania, Uganda and Eritrea).

The source book focuses not only on the processes of developing learning support materials, but also on how learning support materials are used. Thus the source book equips environmental educators with materials development skills and techniques as well as ways of adapting and using materials in different country contexts.

Objectives

The source book is intended to support capacity building for environmental education and awareness in the Nile Basin. It includes a strong focus on Education for Sustainable Development and forms part of a larger series of EE&A modules that have been prepared under the NTEAP Environmental Education and Awareness subcomponent, to promote awareness and stimulate action on the River Nile environmental threats. The source book serves as a tool for EE&A practitioners who try to initiate environmental education and public awareness in Africa but generally suffer from three major setbacks:

- Lack of content,
- Inadequate support materials and
- Skills to produce the materials.

The book aims at building regional capacity on Nile River Basin threats (land degradation, water quality, disaster preparedness and remediation, loss of biodiversity, habitat and wetlands) and simple effective EE materials for campaigns.

Expected outcome of this source book

The major expected outcome of this book is to provide a framework for the development, adaptation and use of environmental education and awareness materials, that foster and enhance environmental learning within given contexts, situations, locations and programmes in the Nile Basin.

A further outcome of the book is to provide insights into participatory approaches to EE&A materials development. It also looks at how learning support materials can be enhanced through ongoing monitoring and assessment or evaluation of their use. The source book further serves as a networking tool for environmental education practitioners in the Nile Basin. Users are therefore encouraged to make contact with others working on similar programmes to share their experiences offered by the materials.

How to use this source book

This source book is meant to be used by a cross section of environmental educators (such as teachers, environmental practitioners, academics and educationists) in the Nile Basin. It provides environmental educators with insights into material development initiatives. This source book can be used in a variety of ways. These may include the following:

- Used in resource based learning courses on how learning support materials are developed and used;
- Used in course materials development training workshops related to environmental education and awareness programmes;
- Used as a framework for fostering participatory learning processes such as use of pictures and drawings to explain environmental issues;
- Used as the basis for a professional development course in the development, adaptation and use of environmental education materials;
- Used as a reference guide in environmental educational and awareness materials development.

Further, ideas presented in this source book can be applied and adapted to local and regional conditions and needs. Thus, the book provides a structure and framework for customising environmental education and awareness materials development.

Structure of this source book

This source book is divided into five chapters. Users can start with any chapter according to their needs or concerns.

Chapter 1 provides a brief introduction to key trends associated with the development and use of environmental education and awareness materials. It provides a useful starting point for thinking about some of the broader issues associated with environmental education and awareness materials.

Chapter 2 provides insights in the development and adaptation of environmental education and awareness materials. It focuses on research, context, purpose and use of appropriate language and learning processes in materials development. The chapter also looks at adapting and evaluation of EE materials.

Chapter 3 discusses some ideas for developing different types of materials . The chapter introduces some ideas one need to consider when developing environmental education and awareness materials. It also looks at the process of developing posters, flyers, pamphlets, T-shirts, banners, stickers, among others.

Chapter 4 provides an exemplar of how environmental education and awareness by means of a case study of the ECO Schools Nyanza programme in Kenya. The case study describes

the process of environmental education and awareness materials development that ECO Schools Nyanza followed. The chapter illuminates some of the insights into materials development which in a way summarises ideas developed in earlier chapters of this source book.

Chapter 5 focuses on organising a materials development/seminar. The chapter provides somekind of checklist of what one may take into consideration when organising a materials development workshop.

Trends in materials development: Historical perspectives

This section provides insights into trends associated with the development and use of environmental education and awareness materials. It also includes a brief discussion on environmental learning processes. Most of the trends discussed in this section are drawn from the SADC Regional Environmental Education Programme publication called *An Enabling Orientation for Development, Adaptation and Use of Learning Support Materials: A Source Book for Environmental Education Practitioners* (Russo & Lotz-Sisitka, 2002). The ideas from this publication blend with experiences of the environmental educators in the Nile Basin countries. The source book is further shaped by ideas from the regional workshop on basic EE & A materials training production for practitioners within the Nile River Basin which was facilitated by the NTEAP.



Russo and Lotz-Sisitka (2002) use the term '*Learning Support Materials*' to illustrate the fact that when materials are developed in the field of environmental education, it is important to consider how these materials can be used to foster or support *environmental learning* in order to stimulate appropriate action-taking and problem-solving for social and environmental change. This understanding is appropriate to the NTEAP's aim of supporting capacity building for Education for Sustainable Development in NBI countries. In addition, the understanding resonates with the project's underlying assumption that Environmental Education & Awareness (EE&A) materials are essential if countries are to address the challenges of sustainable development, partnership and poverty alleviation.

Early methods of developing learning support materials included 'top-down', 'expert-driven' and 'package-centred' approaches which almost exclusively emphasized the role of the expert in deciding what had to be included in different materials, and how they had to be used. These approaches are still in use today (and are sometimes-but not always-appropriate). They assume that materials development is an activity conducted only by experts and based on narrow views that counts as valid because they arise from 'expertise' in materials development work.



The (Research-Design-Disseminate-Adopt) RDDA approach (Robottom 1987) proposes that materials should be developed by experts and disseminated to schools, communities and environmental education centres, where they are to be adopted and used by educators and learners. While it is often criticised for social engineering, the RDDA approach is often the most cost-and time-effective.

In attempting to respond to some of the issues arising in RDDA-style materials development initiatives, educators started exploring more participatory approaches to materials. The rationale for this shift was based on the fact that prevailing approaches to materials development showed a lack of consultation and often imposed a 'recipe' that was not sufficiently responsive to context or to learners' needs. These approaches did not provide room for users to evaluate and critically review the materials in adaptive use with groups of learners.

Through participatory materials development processes, more people have become involved in establishing networks for learning. This has enabled environmental education to become more deliberative, interactive and action centred - trend towards participatory materials development.

However, a trend towards overemphasizing participation in materials development has led to problems associated with the quality, purpose and use of learning support materials. Problems relating to quality and purpose arise when attempts to incorporate everyone's ideas and comments (while helpful in creating focus, relevance and contextual substance) leads to dilemmas as to how to represent many different view points-which, paradoxically, often lead to lack of focus in the

materials. Time constraints can also become a problem as participatory processes are often very time consuming.

These and other problems arising in participatory materials development processes have led to a search for greater rigour in participatory approaches. The role of the expert is being reconsidered as different kinds of expertise are recognized and clarified (for example, language and editorial expertise, local knowledge expertise, historical or scientific expertise, artistic expertise, management expertise, etc) within the materials development process. There is also evidence of a 'mixing' of RDDA approaches and participatory approaches, particularly when large scale dissemination strategies are complemented with locally relevant interactions and adaptation strategies. The search for greater rigour in participatory approaches and the 'mixing' of various approaches require a clearer view of the different roles that different people might play in developing and adapting learning support materials.

Learning support materials as a response to environmental issues

The development of EE&A materials has emerged in response to environmental issues, opportunities and articulated in particular situations (e.g. the Nile region and its biodiversity needs). Below are some current trends in EE&A materials development.

- There is ongoing review and revision of EE&A materials based on field research and use with a view to improving the learning and teaching of environmental education as demonstrated by regional workshop on basic EE & A materials training production for practitioners within the Nile River Basin;
- Partnership orientations to the development and use of EE&A materials are emerging in many countries as seen by the exemplars of materials developed by the Nile Basin countries presented in this source book (e.g. a number of materials produced by the ECO Schools by the Kenya Organisation for Environmental Education in partnership with schools and other stakeholders);



- There are attempts to use materials available in the local environment more widely and in combination with printed and normally distributed materials (e.g. the hands on series and how to series?);
- Learning support materials are beginning to reflect broader perspectives on environmental issues and risks and support action centred approaches to environmental learning (e.g Eco Schools starter packs produced in one country may reflect environmental issues which are common to the other Nile River riparian countries); and
- There is a broadening of views of what can be regarded as EE&A materials.

The above trends provide perspectives on how the development of EE&A materials of significance have included the question of how the materials are to be used and for what purpose they will be used. The trends outlined in this chapter provide a historical context upon which the rest of the source book is built.

Development and Adapting EE&A materials

The process of developing and adapting EE&A materials is often viewed simply in technical terms, while technical issues are important in their development, so are a range of other issues. When attention is given to the technical aspects of materials development the focus tends to be on the end product. These processes encourage materials to be used effectively. It is therefore important to consider how and why the materials are developed in certain ways rather than focusing only on the technical aspects of the final product - in relation to learning processes. A focus on the process in materials development is likely to enable environmental educators to better understand the pedagogical assumptions and approaches which inform and underpin the EE & A materials they develop.

A focus on resource based learning approaches is assisting environmental educators to consider how EE&A materials are used to foster environmental learning. This approach involves adaptive use of EE&A materials in context. It also involves on going reflective review of how the materials foster or enhance environmental learning.

The design and development of more participatory, local and action-centred approaches to environmental education helps the end users to learn things in a contextualised manner. The use of methods associated with this trend involves learners in diverse encounters such as through (hands-on), dialogue (discussion) and reflection (thinking) processes.

Language interaction and meaning-making in context are important dimensions of environmental learning associated with this trend towards active learning. When developing and using EE&A materials therefore, language context and the way in which the materials may foster interaction and meaning making in context are important questions to consider in the design, development, adaptation and use of EE & A materials.

Importance of research in EE&A materials development

Russo and Lotz-Sisitka (2002) note that relevant research, be it 'formal or academic' research or more 'informal and less 'academic', contributes greatly to the materials development process. Some material developers, for example, would undertake a formal 'needs analysis' prior to the development of a set of materials. In a regional context, they could conduct research to compile contextual profiles' of two communities to inform the materials development work being undertaken in these communities. These contextual profiles provide insights into the issues being confronted by the communities; the social dynamics of the communities; language and literary issues; and other useful historical insights. This process assisted with the materials development work helps them to realistically move on research that can help to assist in materials design and development work. Researchers can also assist materials developers to move beyond their own

(sometimes blind or narrow) assumptions (Russo and Lotz-Sisitka, 2002). Research can take place in many different ways and for different purposes depending on what needs to be taught or learnt by the learners. It may include researching the planning; research as an ongoing process in the materials development; research to find out what is needed; research to find out more about the learner group; and research to find out why materials are needed. Chapter 3 provides insights into the type of research required to develop particular environmental education and awareness materials.

Adopting or adapting?

Most materials developers often think that all materials are developed 'from scratch'. However good materials developers always look around what is available at the start of any materials development initiative. They look for materials that are similar in focus or style or materials that have been developed for a similar learner group. Material developers often adapt ideas from other materials and contextualize or adapt them in relation to the particular focus of their own materials. Sometimes material developers will adapt more than the ideas, using the original text as a basis for developing a new text.

A problem associated with the adaptation of materials arises when materials are superficially adapted or simply 'adopted' with little thought given to the context in which the materials are likely to be used. Computer technology makes it easy to 'copy and paste' and to put together materials that are technically sound. Adapting resources to different context requires more work than simply adopting a set of ideas/examples.

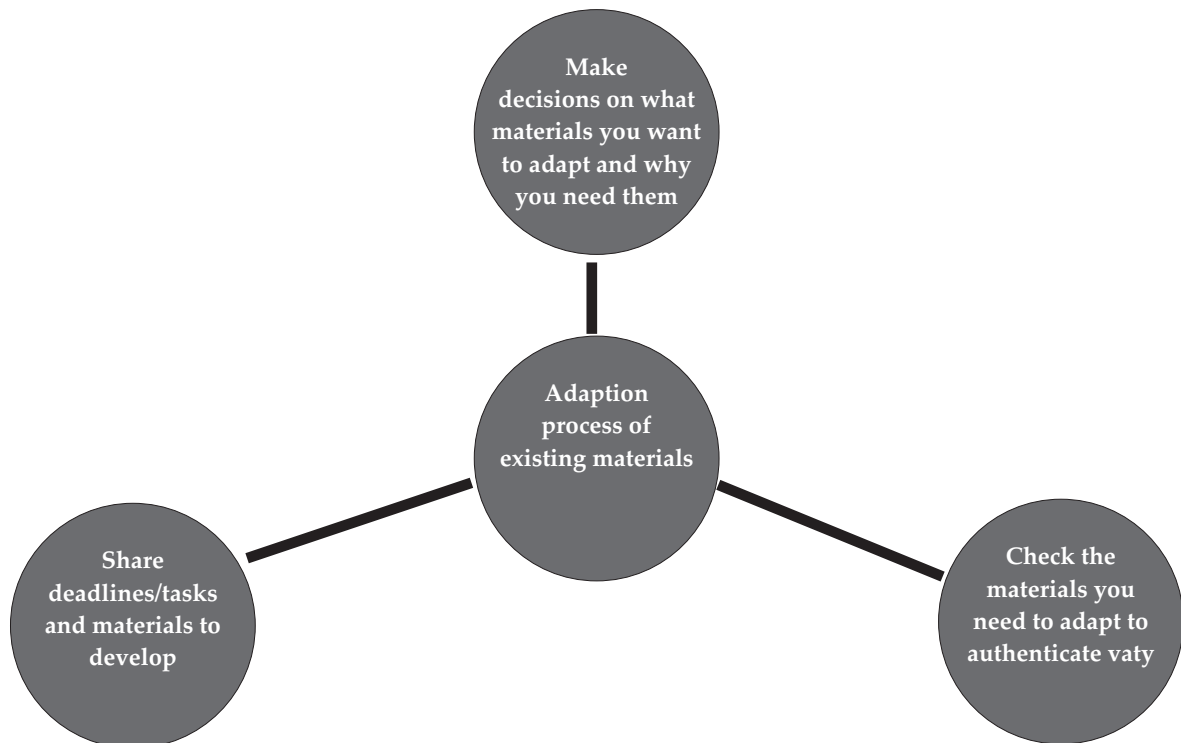
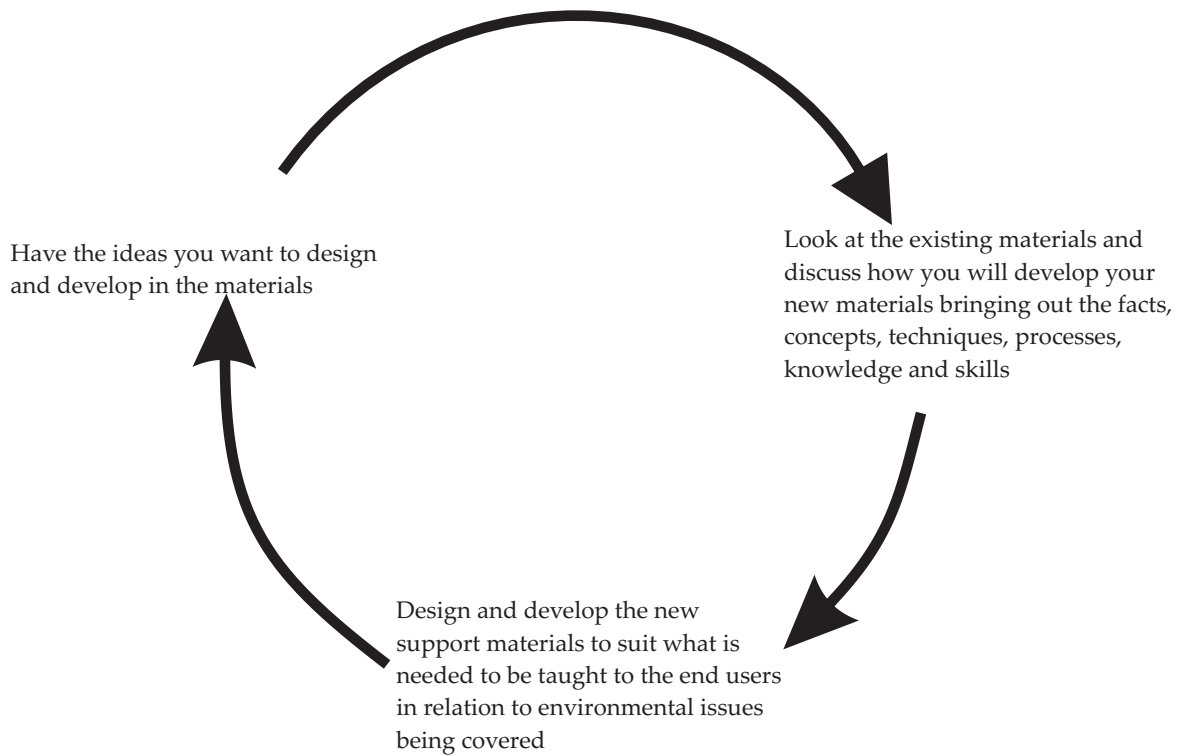
Using an idea to open up new possibilities

A very common example of drawing on existing materials environmental education is the design, development and adaptation of other materials from existing materials to suit the needs of different learners and contexts. A good example of drawing on existing materials from the SADC Regional Environmental Education Programme is the development and adaptation of the ShareNet's *Year of Special Days* booklet to suit the needs of different learners and contexts. The booklet was initially developed in 1977 in South Africa and has been adapted in many countries including Kenya and Tanzania in East Africa. It has been used as a starting point and the existing information has enabled materials developers to open up different possibilities. The adaptation of the *Year of the Special Days* booklet across countries demonstrates the importance of having concepts facts and knowledge for intended materials as a starting point. Use of existing information can enable material developers to open up different possibilities.

Evaluating materials for re-development

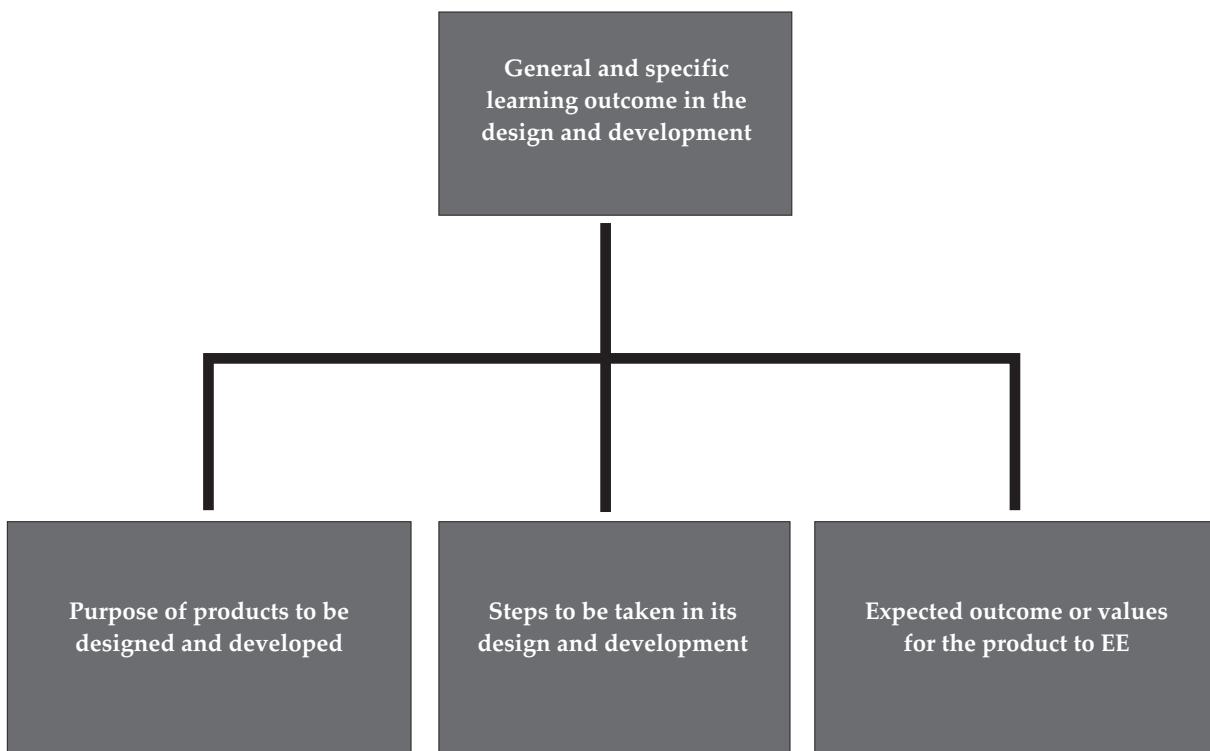
Making decisions about the adaptation of materials for different contexts usually requires careful evaluation. An important dimension of this is the checking of all the sources of information. It is also important to update outdated information and to provide more contextually relevant information. The importance of deadlines, task distribution, and research use of the materials editorial and some unexpected problems associated with the initiative to adapt a set of materials should be taken care of collectively by the team involved in the adaptation of these materials. Below is a model for evaluating existing materials with the aim of re-development.

Cyclic support process of materials design and development



Designing and Developing EE&A materials: Some examples

This chapter looks at some ideas for developing different types of learning materials. The ideas that inform this chapter were mainly discussed during the regional workshop on basic EE & A materials development workshop for practitioners within the Nile River Basin (see the introductory part of this source book). It also demonstrates how the purpose of EE&A materials influence their design by looking at different types of materials produced for different purposes. The figure below provides some examples of ideas one may need to consider when designing and developing learning/teaching materials as discussed during the NTEAP regional workshop.



This chapter looks at the processes of developing posters, flyers, Pamphlets, T-shirts, Banners, stickers and Badges.

1. Posters

Posters are usually for quick pass-by reading. They therefore need to attract and grab attention through their message and their design. However, they can also be used for in-depth discussions on an issue in a learning situation such as classroom, seminar or workshop. Developing posters involves planning, design and layout, printing and distribution.

Planning your poster

The more you plan a poster, the more effective it is likely to be. Your planning should include budgeting; clarifying the aim; design and layout; printing and distribution.

A budget for your poster

Remember to consider all the things that go into poster-making, and work out how much it will cost. Your ideas for your poster should be focussed on what the developers will need, depending on what poster-making method and what kind of distribution one chooses:

- People's time and their poster-making creativity
- Money for stationery, reproduction and printing
- Paper
- paints, rulers, pencils, scissors, kokis (for handmade posters)
- Graphic, photograph, cartoon, drawing
- Whatever you need to put your posters up. For example, cardboard and glue to stick posters on, and string to tie them up if you are going to tie them around trees, lampposts, fence poles, fences
- Silk-screening equipment
- Poster reproduction and printing costs

The aim of your poster

Be clear about your aim.

To help you sharpen your media message awareness, look around at other posters and decide what each one's aim is. If you can't work out the aim, then the poster is weak.

Points to consider when developing the aims of the posters:

- What do you want people to think, feel, know or do after they have read your poster?
- Is it for quick passer-by reading, or is it for places where people stay for a while, like community centres, clinics, libraries, and schools?
- Do you intend to use other media alongside the poster? Like pamphlets, for example, or a radio programme?

The audience for your poster

Be clear about your audience. Remember that posters are public, and many different people will see them. Whose attention do you mostly want?

Where they will be displayed.

- Picture where your posters will be displayed. Be clear about the different locations where you will display your posters, and what resources you will need both people and equipment to make sure the posters are displayed.
- Decide how many posters you are going to make based on where you plan to display them. Consult your media budget to see what you can afford.

What is your main message?

Get the people who are going to work on the poster together and discuss what the possible messages you want to get across are. Then choose the most important. If you have more than one main message, you will have to consider making two posters. You need to end up with one powerful main message. For example, “join the campaign against water quality degradation”. You can offer pamphlets that give more information on the day of the campaign march.


Your message must be clear, easy to understand, and easy to remember. People often pass by posters quickly, so you have to be good at this. Test it out before you print thousands.

Your message could be a slogan, like “The Nile water is the source of our life”.

- Your poster should evoke a response. Someone should read it, and ask someone else “have you seen the poster for campaign against the Nile water quality degradation...” Or “let's join the campaign march against the degradation of the quality of the Nile waters...”
- Your message could be a question, followed by a suggestion. For example, - “Do you want to take clean water and stay healthy?” followed by the contact details.
- Your main message should be in the biggest letters on the poster, so that it stands out above all the other information.
- It would help if your main message were supported by a visual message such as a photograph of a couple of children in a procession.
- Whatever the purpose, posters should generally contain very simple, clear information about an event, or an organisation, or an issue.
- Make sure you write your organisation's name and contact details on your poster (unless you are operating in very hostile conditions and want to remain anonymous).
- Sometimes posters can advertise pamphlets. Like at a clinic for example, you may have a poster that tells you where you can get a pamphlet on a health issue.

Design and layout of posters

- People usually see posters from a distance. It could be at a bus stop, on a wall, on street poles, on a shop window. So posters must always be clear, bold and easy to read.
- Before designing your poster, have a look at examples of other posters. Look at the ones you think are weak as well as the strong ones. We learn from both. Use libraries, magazines, and any place you can get hold of books that have examples of posters. This process can help stimulate ideas.
- Decide what size paper to use for your poster. The bigger your paper, the bolder your design can be.
- Have a brainstorming session in your organisation about the design.
- Make your message stand out.
- If well-designed, a poster can be a very effective way of providing information or raising an issue.
- If your poster is cluttered, it will be difficult to read and uninteresting. It will cause irritation rather than interest.
- A poster is not a big pamphlet. It should not have many words on it.
- There are different ways of illustrating your poster, including:

- 
- (a) Photographs
 - (b) Drawings
 - (c) Cartoons
 - (d) Silhouettes
 - (e) Borders
 - (f) Patterns
 - (g) Colour shapes

- Use different colours, then use colours that contrast, so that your message stands out. The more colours you use, the more expensive it will be.
- Come up with a few rough designs on paper. Play around with them. Cut out headings and pictures and move them around. Use colour wax crayons, felt tipped pens or colour crayons to help you to work out how it will look. Try to work out how your poster will look from a distance, and then choose the design you think is the most effective.
- Decide whether you want to put a logo onto the poster. If it is a joint poster, you may need to include all the organisations' logos. But keep them fairly small and preferably at the bottom of the poster.
- Many posters are made for quick pass-by reading to provide information about an event, like a civic organisation's annual general meeting. The information or message must be written or display type so that it can be seen from far away.
- It is worth using a better quality paper for the posters if they are to last for a long time.
- Higher quality paper costs more but will usually last longer. What you choose is informed by the aim and available budget.

Printing posters

- If you are getting your posters printed by commercial printers then you need to give very clear instructions about what you want. You should write these down so that both you and the printers keep copies.
- Make sure the printer knows when you need your posters and agrees to meet your deadline. Try to have planned ahead enough so that there is no last minute rush. Try to get your posters done a few days before you actually need them. This will reduce stress and enhance creativity.

Distribution of posters

Each organization has its own ways of getting their materials distributed. To be effective you need to plan the most strategic points for your poster to be displayed. You need to think about:

- Where will they be most visible?
- How are you going to put them up? Do you need glue, cardboard backing, string, sticky stuff, drawing pins, and tape?
- Who is going to put them up? If you are going to go on a blitz in your area putting up posters, you may need teams of volunteers. You will need to organise this in advance, and have a coordinator.
- To distribute your posters, you may decide to:

- (a) Use existing networks
- (b) Use events
- (c) Get volunteers to stick up posters
- (d) Send out some posters by post

Deadlines for your posters

Try not to leave your poster production to the last minute. Carefully thought-out posters are more likely to achieve their objective. If you rush a job without careful attention, you could end up making mistakes.

Plan backwards from the date your poster is due. And then work out how long each step will take. This will help you know when to start your poster production.

Include in your schedule:

- Distribution
- Printing
- Checking
- Design and layout
- Finalising content and design
- Piloting
- Creative brainstorming
- Planning

2. T-shirts

Printed T-shirts are a great way to get messages out, and to promote your organisation and what it stands for. Often they go well together with posters and banners giving an identity to your event, issue, or your organisation. You can decide whether to print T-shirts in-house or to outsource the printing.

Why print T-shirts?

- To promote your organisation.
- To raise awareness about an issue. For example, "Every 1 minute the quality of water lowers in the Nile basin"
- To commemorate key days, people, or events. For example, World Wetlands Days, Clean up the World Day, World Environment Day.
- To express support for a struggle such as, "We support the NBI's demand for an end to habitat loss/Wetland loss/Biodiversity loss."
- To make a statement such as; "my friend with AIDS is still my friend".

Costs and printing T shirts

- Obviously you will need to have a budget for your T-shirt production. It is important to locate it within your organisation's media strategy.
- Linked to your budget will be a decision as to whether you are selling your T-shirts. To get to your price, work out the cost of producing each one.

- T-shirt printing can be expensive, so ask around your networks and shop around for the best prices for the best value T-shirts.
- Check the quality of the T-shirt carefully and make sure you know that printing on it will work well.
- Work out what sizes you need, and see samples to check how they look.
- Find out about the different methods of printing on T-shirts considering durability and costs.
- As an organisation not-for-profit you can ask for a discounted price.

Design of T-shirts

- The message should be simple and bold.
- It can be illustrated but do not allow it to be cluttered.
- You should be able to read the writing or identify the illustration or symbol from a distance.
- Play with colours to make your message stand out. You can play with different T-shirt colours, and different ink colours.
- Whatever your T-shirt says will be strengthened if the person who is wearing it can explain more about your message.
- For adults, do not make the design wider than about 26cm across the chest or 28cm across the back. Obviously this would be less for children's sizes. Do not make the design so long that half the slogan disappears if the T-shirt is tucked in.
- It usually works well to have an illustration on the front, and a slogan on the back. Otherwise it can look as if a person has put the T-shirt on back-to-front.
- Try not to use all capital letters they are harder to read.
- Make a design or slogan that people will want to wear because it is so effective and attractive.

3. Pamphlets

Pamphlets have played an important role through the years in civil society organisations by raising issues, providing information and promoting action. Pamphlets can be produced fairly cheaply and are generally easy to distribute. If written and designed effectively they can be very powerful media to produce. Ideally, a pamphlet is a fairly small publication one piece of paper folded and contains more information than a poster would. It is easy to carry around and to pass on.

Planning a pamphlet

Your organisation has decided to produce a pamphlet. It may be part of your organisation's planned media strategy. Or maybe responding to an issue.

Questions to consider when planning to develop a pamphlet:

- Why do we need a pamphlet? Is a pamphlet the best type of material for this?
- Are we complementing it with any other material?
- Who is our target group for this pamphlet?
- What is our main aim with this pamphlet?
- What do we want our target group to think, feel, know or do after they have read our pamphlet?

- What is our main message?
- By when does our pamphlet need to be ready?
- How much work is involved in producing this pamphlet?
- Can we meet the deadline?
- What skills do we need in order to produce this pamphlet?
- Do we have the necessary skills?
- If we need help, what kind of help do we need?
- How much will this pamphlet cost? (Cost everything, including number of copies to be printed, colour, reproduction).
- Did we budget for the pamphlet? If no, how can we raise the money? Or how can we reduce the costs?
- How will we distribute our pamphlets?

Writing a pamphlet

Step one

Answer all the questions in the above section '**Questions to consider when planning to develop a pamphlet.**' before you start working on a pamphlet.

Step two

Use the thinking tools i.e. free writing and mind map tools. These tools help you to reap ideas in an unhindered and uncensored way. Mind maps work very well for thinking on your own and also for working collectively. After you have done a mind map on your pamphlet topic, prioritize your content so that your pamphlet will be focused. Don't try to do too many things in one pamphlet.

Step three

Now that you have an idea of your pamphlet's content, analyze your readers. It is vital that you follow the Steps in doing an audience analysis. Work out what research you need to do for your pamphlet. There may be a little or a lot, depending on what your pamphlet is all about and your own knowledge level.

Step four

Do research if you need to. You may think you do not need to do any research, but after doing your audience analysis you may find that you do. Research can be quick and easy like finding out how many members your organization has. Or it could be more time-consuming, like reading a research report that has figures on the impact of loss of biodiversity.

Step five

Start writing your first draft. Just write as it comes to you. You could think of this as a wild draft. Do not worry about spelling or grammar at this stage. It is just important to get down ideas. Once you have finished your wild draft, take a break from it so that your ideas can brew a bit.

Step six

Then work on an outline of your pamphlet's structure. Come up with your main heading and subheadings. These should be short and interesting making sure that they tell the reader what to expect. Write another, fuller draft.

Step seven

Get a draft to a point where you can get some feedback on it. Once you get feedback you can start rewriting, strengthening and shaping your pamphlet into a final draft. Once you feel satisfied that your pamphlet will interest your readers, has the right focus and content, and is written in an appropriate, engaging style, then you are ready to edit.

Editing a pamphlet

When editing your pamphlet, it is advisable that you put yourself in your readers' shoes. This will help you to edit for appropriate language, style and tone. If you are writing for teenagers, about some contemporary issue, for example, you would probably use teenager slang a bit, have a trendy conversational style and maybe a "buddy-to-buddy" kind of tone. Remember to edit so that you have a pamphlet that:

- Has a clear message and objective that is set out right at the beginning. Readers do not like to search for this.
- Is written in everyday simple and straightforward language lots of jargon puts people off.
- Is engaging and interesting.
- Tells a story.
- Talks to readers as equals, not as people who are "less than" you.
- Is short and to the point.
- Has a logical flow.
- Has the main point of each paragraph at the top of the paragraph.
- Is absolutely accurate.
- Has had the spelling and grammar checked.
- Has the right number of words to fit into your design.

Your pamphlet's design and layout

Make sure you design a pamphlet that:

- Is attractive and easy to read.
- Uses headings and subheadings to break up the text.
- Uses illustrations, like photographs, drawings, and cartoons to complement your content focus.
- Is clear. If you need to provide statistics in a graph or table make sure they are easy to understand and refer to them in the text if necessary.
- Flows logically. There are different ways to fold your paper when you produce a pamphlet make sure your reader will easily be able to navigate the different sections.
- Has your organisation's logo on it, and its full name and contact details written on it.

Distributing your pamphlet

You would have thought about distribution when you first planned your pamphlet. Think about:

Who is the pamphlet aimed at?

How many people?

When is the most appropriate time period for distribution?

Where is the most appropriate place to distribute pamphlets to them?

What is the most appropriate method to hand out pamphlets to them?

Who will do the distribution?

Are there any financial costs? If yes, what are they?

Budgeting for your pamphlet

When you budget for your pamphlet, think about costs for every part of the production process. You will need to work out if you are going to produce the pamphlet in-house or whether there is anything you are going to outsource. Printing, including reproduction, is what most organizations outsource. Work out at what point it becomes cheaper to print than to photocopy. Think about what goes into producing a pamphlet and see if you have to pay for any of the steps, including:

- Writing
- Research
- Editing
- Proof-reading
- Illustrations, like photographs or drawings
- Design and layout (how many pages, colours, complexity of the job)
- Print reproduction (how many colours, photographs)
- Printing (numbers, quality of paper, size of paper, colours)
- Distribution

Is your pamphlet effective?

We recommend that you always evaluate the material you produce as part of your organization's effective media production learning. Evaluate your pamphlet against your original objectives, and with the intended audience. You can do this fairly informally, or you could set up a focus group or two. You can evaluate the content, design and layout and distribution.

4. Banners

General points

- A banner-making activity can be an organisation-building event.
- You have to be clear about what key message you want to send. And who you are sending it to.
- Once you have decided on your message, try it out with different people to see whether it works.

Making banners

You can outsource your banner to a printer but you will lose out on how a banner-making event can help build your organisation. If you do outsource your banner, be clear about what you want it to look like, what fabric you want to use.

How will it hang?

Before you start your banner, work out where and how you will hang it. You may want to sew loops onto your banner. Then you can thread rope or string through and hang it. That way you will give it a longer life, and it can be nicer than just tying rope around a corner and scrunching it up. Sew on your loops before you paint.

- Consider the weather, is it likely to rain, be windy, etc. If your banner flaps around wildly no one will see it properly. Will you tie it to a tree, to poles? Do you need string on all its corners? Do you need to reinforce the corners in some way, like with reinforced fabric or metal? How much rope or string do you need?
- Will people carry it? Do you need wooden poles on each side for this? Do you need to sew any seams or pockets at the top on the banner for this? Remember even if people will be carrying a banner on a march, you may want to hang it somewhere at the end of the march, or display it permanently. Make sure you have a plan for how it will hang in the long-term.
- We do not advise you to use sticky stuff to put a banner on a wall. Usually it is not strong enough and the banner falls down. This can cause great disappointment. It can also spoil both banner and wall.

Resources for banner making

Here is a list of the range of resources needed for different kinds of banner making.

Once you have decided which method to use, you will need to make your own list from this, as well as other things you have thought about:

- People with time and energy to make a banner
- Cloth for the banner
- Scissors
- Banner hanging resources e.g. fabric, needles (or sewing machine) and thread to sew loops, rope or string to hang the banner with
- Newspaper or newsprint to put under the banner
- Paint and Brushes
- Small, flattish containers to decant paint into
- Container to wash brushes in soap and water to wash brushes
- A banner design on paper that is the same proportional size that you have chosen for your fabric
- Overhead projector and design on an overhead transparency (if you choose that method)
- Tape to stick the banner on the wall for the overhead projector method
- Refreshments and music (optional!)

The fabric for banner making

- Choose the size of your banner carefully. How visible do you want it to be? What is your long-term plan for the banner? Do you know the size of the space it will have to fit?
- Choose colour carefully. For effectiveness, use contrasting colours for your fabric and for your paint. Black writing on yellow background, for example, stands out very effectively.
- You can use unbleached calico. It is cheap and it works well for banners. Use a high cotton content fabric. Nylons do not work well with painting because they often stretch.
- Work out the size carefully. You may have to sew pieces together if you want a very big banner.

The paint for banner making

- Use water-based paint only. Oil-based paint will not work.
- Some water-based paints are called PVA or PVA acrylic.
- You can choose white paint and mix in colours. Or you can choose the colour paint that you want.
- You will have to discuss the quantity of paint that you need with a salesperson in a paint shop, or with someone who knows about these things. Remember to ask for a not-for-profit organisation discount.
- You can also check with members in your organisation whether anyone has some spare paint (but it must be water-based paint) that they can donate. Or if there is someone with some banner-making expertise.

The brushes for banner making

- You need to have narrow, flat and stiff brushes for painting the design, and for detailed work. Big brushes are good for painting very big areas.
- After using your brushes wash them with soap and water. Rinse them. Some people keep their shape. You just rinse it off next time you use it. Store your brushes with the tips pointing up.

Plan ahead and avoid mess

Try and keep everything highly organized when you are working on your banner. An accidental kicking over of a pot of paint could spoil everything.

- If your banner work is going to take a couple of days, then try to organise a venue where you can just leave the banner out for that whole time, and where you can close the entrance. Things get spoiled when you have to move a banner that is still wet.
- Pour paint into small flattish containers for each person to work with.
- If your paint is too thick, dilute it with a little water. This will make it easier for you to control into your shapes.
- Paint light colours first, then when you paint the dark colours, you can tidy up rough untidy bits.
- Keep your water container for cleaning brushes well away from the banner.
- Put some protection under your cloth before you start painting. It is quite likely that paint will go through the cloth and you don't want to mess the surface you are working on. If you use newspaper, be careful as it can stick. Plastic works such as plastic sheeting or garbage bags work well.
- Remember to wash brushes thoroughly after using them. They can last a long time if you do.

Methods for banner making

Your organization will probably have used its own methods for making its banners for events and campaigns. It is amazing how you discover the hidden artistic talent amongst your members and staff when you have to produce something like a banner! We focus here on painted banners but you can make beautiful banners by using cloth designs sewn or glued onto cloth. You can also make silkscreen banners.

Cloth on cloth banners

AIDS activists, and family and friends affected by HIV/AIDS have made very powerful AIDS quilts as a way of remembering those who have died of AIDS and as a way of raising awareness. Organizations have arranged for these kinds of quilts to be exhibited in different countries. Such as in Chile - when thousands of people "disappeared" ; during political uprisings in Kenya, women sewed small quilts that told stories about what was going on. You can make beautiful banners by using cloth shapes on your backing cloth. You can either stick or sew them on. Sewing on usually lasts longer and can look wonderful. You can do a lot of different things with them. Stuck-on ones can start peeling off, and as the glue gets older, may start to stain the cloth.

If you are going to cut out shapes and letters for your banner, then choose your cloth colours carefully so you achieve the appearance you want.

Some tips with cloth banners:

- Use cloth that will not fray easily ;
- Use glue that is good for cloth ;
- Plan your colours carefully; and
- Set aside enough time to do this it can be very time-consuming especially the sewing method.

Design and do - the grid method

Step One

With this method, you would create your banner design first on a large piece of paper that is a smaller proportional shape to your fabric. First divide your paper up into a grid, for example in blocks of 2cm squares. Then draw your design over the light pencil marks. Use a pencil so that you can rub out. Once you are happy with the design you can use colour crayons or felt-tipped pens to play with the colours you want to use. This will give you a model version of your banner.

Step Two

Then, also using pencil, and working lightly, mark out the same grid using a colour chalk a similar colour to the cloth, or very lightly in pencil. This will help with your accuracy and drawing to scale in copying your banner design from paper to cloth. You could also use a colour thread and sew it in to show your grid, if you want. You would need to pull the thread out later.

Step Three

Copy your design onto your cloth.

Step Four

Let the painting begin! But to avoid problems, the banner making team should discuss how they are going to work. For example, which colour are you painting first, (start with lighter colours) will you start painting from the top to the bottom, or from side to side. Agree on things like that to help make the process smooth. Obviously you may change your plan along the way if you need to.

Step Five

Let the banner have plenty of time to dry. If you fold it wet, it will get spoilt.

Step Six

Hang the banner in a clearly visible, most strategic spot. Take a photo of it (if you can), and enjoy seeing your collective handiwork!

The overhead projector method

This is one of the most effective banner making methods, and it is quicker than the “design and do” method. You will need an overhead projector for it, and an overhead transparency. If your organization does not have one, perhaps you can borrow from an education institution, local government, or any other organisation.

Step One

Sew the hems and/or loops you need to before you start the banner.

Draw your banner design on a piece of paper to the same proportion as your piece of banner fabric. The best is to draw it in black pen on white paper. Your paper should not be bigger than the size of an overhead transparency (which is around A4 size). This is because you are going to copy it onto an overhead transparency.

Once you have drawn your design in black, put your piece of overhead transparency over your design and copy it, or Photostat it directly on to a burn-on transparency.

If you decide you want to Photostat your design straight onto the transparency, then you must first find out whether the Photostat machine can take burn-on transparencies. If you do not use a burn-on transparency, an ordinary transparency will melt as you put it through the Photostat machine, and this will cause a costly breakdown.

Step Two

Tape your banner cloth firmly to the wall. Set up your overhead projector and transparency on it so that it shines accurately onto your cloth. Tape the transparency to the overhead projector glass so that it does not move while you work.

Your design will be projected onto the cloth. Your team can go up to the cloth and start tracing the outlines of your design on the cloth, using pencils. If you are using a drawing of something, then be extra careful about being accurate. Trace around the drawing as if you are tracing a map. After you have done the tracing, stand back and see if it all looks right.

Do a final check that all words are spelt correctly! If it is quite a complicated design, then draw small pencil crosses to indicate where it must be painted in. This is important especially if there are quite a few people working on the banner. Also, do not move the cloth until your tracing work is complete. It can be very hard to match up positions after it has been moved.

Step Three

Before you start painting, put some plastic sheeting or newspaper behind the banner on the floor so it does not get spoiled. Plastic is better than newspaper, which can stick. Remember after painting to give it enough time to dry properly before you move it.

If you use paint that is too thin it can run and spoil the banner. Paint that is too thick can crack. With this method you can make very effective banners especially using graphics and drawings. It is simple and quick and very exciting to watch your banner design grow before your eyes.

Tips on how to draw on a banner

Sewing a thick, painted banner is a big job. Do the entire sewing first, and then do the drawing and painting. It also helps you to be sure what size of fabric you have to paint on.

Straight lines

If you want to draw a straight line over a large area without using a ruler then follow these steps:

Two people hold a piece of thin string that you have covered in chalk along the place that you want the long straight line. They must hold the string very tight. Another person then slaps the string against the cloth. This should leave you with a chalk line where you want your line to be. You can dust it off later.

For accuracy

You can use thick black felt tipped pens to do the finer, detailed outlines, and for narrow lines and neatening. They are much easier to handle than paint brushes.

Circles

If you want a good clear circle, then hammer a nail in the centre of the circle. Naturally, do this onto a surface that will not get spoiled by the nail. Tie a piece of string to the nail, and tie a pencil to the other end of the string at a distance to where you want the outside of the circle to be. You can now draw the circle, keeping the string tight as you move the pencil round in a circle. The knot at the nail should be able to move freely round the nail. The knot on the pencil should be taped on to stop it from moving.

Stickers

Stickers can be very effective means of passing messages across a wide audience.

As in the other materials, shop around for the best prices. Be able to clearly explain the purpose of your stickers when you talk with printers, so that you get good advice. Ask the same questions to printers so that you can compare answers effectively.

Sticker size

Experiment with your sticker size. Make up a mock-up sticker and try it out. The size is linked to how far away you want people to be able to see or read it.

Paper quality for stickers

Decide how long you want stickers to last. This is linked to your objective in producing them. If it is for a rally where you are going to hand out stickers to lots of people to wear on their clothes for one day, then you can choose quite a cheap sticker paper.

But if you want people to put stickers on cars or other vehicles that will be exposed to all kinds of weather, then you need to go for a weatherproof sticker because you want them to last for a long time. In this form, they will cost more.

Design for stickers

Effective stickers require creativity. Play around with shapes and colours, with words and slogans. It has to be effective and catchy. Your message must be clear. Bear your audience in mind. Ask, "What will work for them?" rather than what works for you. Often activists have a more radical perspective than the people that they are trying to win over. So think strategically about how you can do this.

With stickers, if you are using words, you can't go for around four or five words. We suggest you have a creative meeting and use the mind map method to generate ideas. This way, you will reap the power of collective thought, and you will also be able to sound off ideas amongst more people. Try to come up with a sticker that people want to have, and will be proud to wear or display.

Uses for stickers

If you want your stickers to last for a long time and for them to be seen everywhere, try to think of uses that people have for stickers. One idea is to produce stickers of the right size for people to use for motor vehicle licences. Your organization could perhaps negotiate with the relevant government department to hand them out when people buy their licences. If you are a non-profit organization doing valuable work you may be able to persuade them. If you work in a hostile environment, try to think of other ways that people could use stickers in their lives.

Remember that children love stickers, so you could try to develop your message from a child's perspective. Most of the issues our organizations deal with affect children in their own specific way. Most materials focus on adults, but children are exposed to it and can read it too from a young age. Perhaps for the beginning of the school year when children need name tags for schoolbooks, you could design some with a message from your organization? For this case, it can be derived from one of the Nile basin issues. Most of all be creative with stickers do lots of brainstorming and you will be delighted with the powerful and innovative ideas you come up with. Think unconventionally!

Badges

Badges are important. People wear them to show where they stand on an issue. Under hostile or repressive conditions it can be very brave to do this. Effective badges promote curiosity and discussion, and so meet the important objective of creating interest as well as identity.

An example of the importance of badges

The red AIDS ribbon is an example of how important badges can be. Because it is a symbol, it is a non-verbal badge. People wear these badges to show they reject the stigma attached to HIV

and AIDS. They wear them to show that they care about people with HIV and AIDS. In some parts of the world, people have worn them at risk of being stigmatized, hurt or even killed.

At one stage all the presenters on South Africa's public service television stations wore AIDS symbol badges to show viewers that they think of and care about people who are suffering from AIDS. There has been a lot of innovation with this symbol.

There are fairly cheap red ribbons made into the AIDS symbol shape and attached with a small safety pin. There are metal badges, pottery badges, and badges made of beads, such as those commonly used for the AIDS campaign across Africa. All kinds of badges have emerged in the struggle for raising awareness around HIV and AIDS. Organizations can do the same with any issue they are involved in, such as the Nile basin threats/issues. It just takes some creativity. Badges can be made and sold as income-generating activities for unemployed people.

Something to think about with badges

- Because badges are small, you have to be economical with words, or use a symbol as large as you can.
- Your message must be clear, unless you want to provoke curiosity. It can be funny and thought provoking.
- Try to work with contrasting colours so that your symbol or message stands out.
- If you are using a symbol, it has to be clear and recognisable.
- Think about whether your organisation could organise a badge-making workshop as an organisational building activity as well as to get your message out.
- As mentioned earlier, there are many different ways of making badges. Find out if you can hire or buy a badge-making machine and buy the badge components too.
- Whatever method you choose, experiment first to see whether your badge design is effective and whether it is strong. Do this before producing hundreds of badges that end up breaking easily.

If you are outsourcing badge-making

Know what kind of badge you want made. For example, metal, beaded, plastic whatever you have seen and want.

Make decisions about what quality badge you want. The better the quality, the more expensive it will be. But you might weigh this up with how long you want people's badges to last and be worn.

Work out your numbers carefully by planning who you are going to give (or sell) them to, how distribution will work, and whether there will be long-term demand for them.

If you sell badges at a mass meeting, conference or game you are likely to have quite a lot of demand, as people like to wear badges on these occasions.

E-mail as media of communication

E-mail, or electronic mail, is a very quick way of getting messages out both near and far. It is a very exciting medium to work with because you can spread messages almost instantaneously, and get responses quickly from people all over the world. It is a mobilizing tool, and has been

used as such to get people to participate in protest marches, for example, and also to sign petitions.

But e-mail only works for people who have access to computers that are linked to the Internet. It can cause a divide in an organization if some members do not have access. Remember to accommodate all members' communication method needs so that you do not make people feel inadequate or excluded.

Some tips on e-mail

- Keep messages short, simple and clear.
- Unfortunately, people these days have little time for reading, and reading on a computer screen can make people even more impatient than reading in print so you have to get your message across clearly and quickly.
- Unless absolutely necessary, try not to send people bulky e-mail files, especially with photographs and other graphics, as these take a long time to download.
- Be clear about what you hope people will do (if anything) after reading your e-mail.
- Give people clear instructions and guidance, and a contact e-mail and telephone/fax address if they need to get hold of you.
- Use e-mail very consciously, as it is a very public and flexible form of media.
- E-mails are unlike printed material. The content can get changed, and forwarded to other people.
- E-mails can get forwarded to people you had not intended them to go to, so make sure you bear this in mind.
- Use an appropriate language, style and tone sometimes people adopt a very casual way of writing that does not always suit the wide, public, easy-to-change nature of e-mail.

Short messaging system (SMS)

Increasingly in countries where cellular phones (also known as mobile phones) are used, activists are taking advantage of what this technology offers through text messages. Text messages sent through cellular phones can be used to:

- Mobilise
- Organise
- Inform
- Get people to act on an issue
- Unite people around a cause, event, and issue.

Newsletter

A newsletter is your organisation's voice; It is an important way of keeping people interested in your work and keeping them informed about it. The news letter keeps your activities alive in people's minds; It is an important communication tool with your members and other stakeholders. A newsletter need not be too expensive to produce, depending on whom you want to reach and what their computer resources are, you can produce an electronic version and send it out via e-mail or your Web site, if you have one or you could print it, or do both.

If your organisation does not have much money, you can use the news letter to find creative ways of getting news out about your organisation. You might, for example, produce as many copies as you can afford and then stick them up in public places where you have members. As a non-profit making organisation, remember to explore what volunteer help you can get in different parts of the process. Try to ask for reduced rates for things like paper and printing.

Planning a newsletter

If you want to produce a newsletter it is important to answer these questions:

- Do our members need a newsletter? If yes, what kind of news would interest them?
- What do we want to achieve with this newsletter?
- Have we budgeted for both people and financial resources to produce a newsletter? If yes, how much will it cost?
- Do we have the people and resources to produce the newsletter?
- What skills do we have and what skills might we need to develop and produce an effective newsletter?
- Who is our target readership and other less mainstream reader groups?
- What image of our organisation do we want to promote?
- How often do we want it to come out, is it periodical or on a regular basis whether (Monthly or yearly), so that readers can look forward to it and know when to expect it.
- How will we assess whether we are achieving our expectations with our newsletter?
- How should we go about our newsletter annual planning?

Media committee

In any organisation, it is best if a newsletter (or media) committee takes on the responsibility for the planning, producing, packaging and distribution of a newsletter. This does not mean that the committee will do all the work, they can delegate. Media committees can be very exciting and creative places for volunteers. It is by its nature very exciting when you create ,sensational effective news in your media. It even becomes more exciting, creative and challenging if you have a media committee that is made up of people who:

- Enjoy working with media and understand its powerful role in society;
- Are interested in and committed to producing their newsletter
- Either have or want to develop media skills;
- Are reliable and dependable; and
- Understand all that goes into producing media, from ideas, budgets, writing, design and layout, development, printing, packaging, distribution and evaluation.

The media committee would make sure that newsletter planning takes place, and that plans are put into action.

Focus for your newsletter

Your main outcome with producing a newsletter should be that it makes your organisation stronger. How can this be achieved?

By:

- being vibrant and interesting in its coverage of your organisation's issues
- keep people involved.
- keeping your members informed about what is going on in their organisation.
- informing members (and other readers) what events are coming up.
- writing about issues that affect their members in one way or another and doing this in an educational way.
- being transparent about what is going on in your organisation. Readers will feel there is good, honest and open communication between your organisation and them. You are likely to build loyalty and stronger democratic participation in your organisation.

Your newsletter's readership

Many organisations face the problem of having very diverse audience when they produce newsletter media. Different audience groups have different needs, it is almost impossible to meet the needs of all of them. It is always important to realise among the different groups of people you want to read your newsletter: Which grouping do you want most to appeal to and inform? You can work out by having a brainstorming session and coming up with a list of most potential groups you see as your readers.

Work out your target readership

If the list reflects a very broad readership, you may have to work out who the most important readers are for your newsletter and therefore whose needs you mainly want to meet, in other words who you will mainly write for. This will be your target readership and this will influence your newsletter's content, design, development and layout, and how you will decide to distribute so that you can be sure your target readership receives the newsletters. Then you work out, in descending order, whose needs you want to meet next, and so on.

Your Newsletter's Content

Mind maps are a brilliant tool to use in planning each issues of your newsletter and also in thinking through launching a newsletter. You should have a ready ear to listen to your readers' comments after all, it is for them not yourselves, that you are producing it.

Your newsletter's main purpose should be to keep people up-to-date with what is going on in the organisation. This is especially important if your organisation is very big and has different branches, and operates regionally, nationally or internationally. Your newsletter can also play an important role in offering ideas, information and opinions about issues of concern to your organisation's mission. This will help keep your members stimulated and interested in their organization.

Validity and authenticity of ideas, facts, content and processes

The more you want to include in your newsletter, the more pages it will take up and the more work it will involve. So it is important to make decisions based on your resources. This should take on board both people and financial resources.

You will need a proper budget for this. It is important to take make sure that all information is valid and authentic in respect of what is given as ideas, facts, concepts, content and process included in your newsletter. Therefore for you to keep on checks and balances in the production of your newsletter you will need an editorial board or evaluation and research department to carryout the quality control tasks and the following should comprise your newsletter.

News creation and gathering

Have a discussion in your organization about what kind of news you would want to cover, that would attract and interest readers. News required will be news that:

- gets people talking.
- an event that will impact on readers' lives in some way.
- Something your readers do not already know and that is important to them.
- Is about what famous people have done or said looking at prominent community or famous people whom your readers are interested in.
- is extraordinary that ordinary people have achieved.
- has something that has been discovered and is important that readers know about.
- which has just happened.
- Has events, things people have said, scandals, surprises that will interest your readers.

Bear this in mind when you brainstorm the content for your news stories and keep asking on how you can make sure you produce a newsletter that readers will find interesting and valuable.

Ideas for news-gathering

Be creative when you brainstorm where and from whom to gather news. Make use of books and teaching materials for journalists so that you can learn more about writing newsletter articles and journalism. Talk with journalists or better even get a sympathetic journalist to help with ideas for your newsletter.

Editing a newsletter

Edit for effectiveness. Here are some basic tips for editing:

- When you have finished writing your story, stop being a writer and become an editor. Look at your story through your readers' eyes. How can you reshape the story to make it more interesting and powerful?
- Keep your stories short and sweet.
- Make sure your main message (aim) is clear.
- Make sure your main message is right at the start of your story.
- Make sure it is written in a language, style and tone that is appropriate for your readers.
- Make sure it has a logical and sequential flow.
- Make sure you have checked it for content accuracy. If you give inaccurate information, your readers won't trust you easily again.
- Check spellings and grammar.
- If you are going to translate your newsletters into other languages, make sure the translations are thoroughly checked for accuracy, appropriate language style and tone.
- keep your consistency.

Designing and laying-out your newsletter

With a newsletter it is important that:

It has a look that clearly identifies it with your organisation.

It should have your logo.

It should have a name.

It should be easy to read, and attractive.

The content for your newsletter

The content of your newsletter should:

- Try to find interesting and different ways of presenting information.
- Plan ahead; so that your newsletters do not all sound the same.
- Be creative and innovative.
- Look out for other organisation's newsletters and see what you think works well that you could apply to yours.
- Try to find out from readers what they really enjoy or would like more of.

Writing for a Newsletter

Writing effectively is a skill that everyone can develop. A lot has to do with techniques that you can learn about and use. Look out for writing courses that will help develop writing and journalistic skill, think of having an in-house workshop specifically for writing for your newsletter. There are many books about strengthening writing skills. Keep an eye out for good ones, and try to get your organization to budget for writing resources.

When writing your newsletter look at the following:

- AAA= audience, angle, aim. This is fundamental in writing effectively. It means:
- Keep your target readership or **audience** in mind at all times. You are writing for them, not for you.
- Have a clear **angle** for every story in your newsletter. Unfocused stories are generally boring and readers switch off.
- Have a clear **aim** for each piece in your newsletter. What do you want people to know, think, feel or do once they have read your piece?
- **keep it simple, straightforward and short (KISSS).**
- Brainstorm your articles before you start writing.
- You can brainstorm in a collective manner in this way you reap the power of collective thinking. You will probably write these main kinds of stories: **news, features, editorials, opinion pieces and profiles.**
- Most stories, especially news stories, need to include the 5Ws and 1H. They are:
 - (i) **Who** was involved?
 - (ii) **What** happened?
 - (iii) **Where** did it happen?
 - (iv) **When** did it happen?
 - (v) **Why** did it happen?
 - (vi) **How** did it happen?
- Start your articles with the main angle, so readers don't have to wade through the article to find out why it was written.
- Write an interesting introduction that will hook your reader into reading the whole piece.

- Write a powerful conclusion not one that retells the whole story. Maybe it can ask a question, pose a challenge, or look to the future.
- Remember that people are interested in people the human-interest side of a story is usually what grabs a reader.
- The shorter the article the better. Cut out parts of the article, which do not help to achieve its aim.
- You may need to do a bit of research, even if it is to do with something simple, like how many people attended an event. You can liven up a story by using quotes. Quotes should carry strong messages and be short. Remember to use the correct spelling of the names of people that you quote.
- Get feedback on early drafts of your story. Once you have strengthened your story, then you need to edit it.

Distributing your Newsletter

Most people with experience in civil society organizations can tell a story or two about newsletters produced that eventually got used to prop up a wobbly table, or piles of them used as stools. This happens because those producing the media either did not implement their distribution plan, or they did not have one in the first Place. In times of talking about sustainable development, we all want to preserve earth's resources. There are many different ways to distribute your newsletters. Have regular discussions in your organization about whether you are using the most effective ways. Volunteers, for example, can be very valuable in distribution. Have a distribution plan in as much as you plan the content of your newsletter, you must have a plan for distribution. You would have printed a certain number of copies to fit with your distribution plan. You must establish:

- Who needs to receive the newsletter?
- How best can we reach them?
- What is the quickest way you can use to reach them?
- What is the cheapest way you can use?
- What way will keep you most in touch with your members and with other people?
- Who might want to join your organisation and finally?
- Who will do the distribution?

Ways to distribute your Newsletter

Each organisation will know the best way for them to distribute their newsletter. Here are some ideas:

When you don't have many resources, produce enough copies as "wall newsletters" to stick up in public places. You may also:

- Drop off door-to-door
- Post
- Distribute at events
- Distribute through committee members
- Distribute through other organisations in your network
- E-mail

However, when you decide to distribute you can use a variety of methods, but make sure that you have included distribution costs in your budget.

Volunteers for distribution

If your distribution method includes volunteers, make sure this is properly planned, coordinated and followed up. Using volunteers for something practical work like distributing newsletters can help to build your organization. It also brings visibility to your community. People can stop and ask volunteers about the newsletter and you can promote your organization's work this way, so it is important to prepare your volunteers.

Budgeting for your Newsletter

This is a broad list of items that your organization will probably need to budget for (either time or money) in producing a newsletter:

- Meetings
- Co-ordination
- Telephone calls, faxes
- Writing
- Editing
- Proof-reading
- Illustrations
- Design and layout
- Reproduction
- Printing
- Distribution

How effective is your Newsletter?


The most effective newsletter producers are those that listen to their readers, and respond positively to reader's needs. Effective newsletter producers evaluate each issue afterwards through constructive criticism.

Once your newsletter has come out quite a few times, you need to find out from your readers whether it is effective. You set out certain expected outcomes with your newsletter. Ask readers some questions, based on these expected outcomes to find out whether you are meeting them, also find out other things that readers are thinking. You can do evaluations by:

- One-on-one interviews of a sample of your readers
- Focus group discussions
- A readership survey or in a plenary discussions

The kind of newsletter evaluation you do will depend on who your target audience is, and what your people and financial resources are. The important thing is to make sure that you do evaluate your newsletter fairly regularly. Suggestively you can ask readers questions that cover such things like:

- What articles did the readers find most interesting and useful?
- What readers like?
- What readers would like less of?
- What new inclusions readers would like to see included in your newsletter?
- Do readers need your newsletter to be written in other languages?

- 
- Do they feel the newsletter is written in an accessible, interesting, motivating and user friendly way?
 - Do readers like the newsletter's tone. In other words does it talk to them as equals?

Materials Development: A Case of ECO-Schools in Kenya

The Eco-Schools Nyanza Programme in Kenya was initiated by Kenya Organisation of Environmental Education (KOEE) in partnership with the Danish Outdoor Council with support from DANIDA as a strategy towards sustainable development.

A project advisory committee, composed of representatives from: UNEP, World Agro-forestry Center (ICRAF), Ministry of Agriculture, Kenya Institute of Education, National Environment Management Authority and the Schools Inspectorate was set. The committee recommended a baseline survey which was carried out from September 2003 for a period of three months. It was aimed at collecting relevant basic information that was used to identify 12 demonstration/pilot schools in four districts (Kisumu, Nyando, Migori and Siaya). The selection of the demonstration schools was based on ecological factors, educational performance, poverty levels and other environmentally related problems. Poverty was an overriding factor from the results obtained.

The ECO-schools programme is being coordinated at the international level by the Foundation for Environmental Education (FEE). It applies five key components of Environmental Action Learning (EAL), namely; school environmental policy, cross curriculum teaching and learning, micro-projects, schools-community partnerships and networking.

2. In perspective

The current inadequacy of relevant learning support materials for effective environmental education (EE)/Education for Sustainable Development (ESD) in Kenya is critical. Therefore to address the deficiency of environmental education materials, the Kenya Organization for Environmental Education (KOEE) recognises that appropriate learning support materials are key to the Eco-Schools Programme.

The Eco-Schools Programme realises the importance of support materials for learning in the formal and informal sector. KOEE is taking lead in developing resource materials to enhance Education for Sustainable development (ESD) in Kenya.

The materials are being developed in the form of an Eco-Schools Starter pack, Theme packs, posters, Teacher's ESD curriculum manual, and a Teachers' training module.

The Starter pack has been developed first as an introductory material of the Eco-Schools Programme in Kenya.

Theme packs are on basis of several issues the micro-projects are addressing in schools i.e. Health, Biodiversity, Energy, Water, Agriculture and Waste. Other crosscutting issues of entrepreneurship, disaster preparedness, and Poverty are also an important part of the materials.

3. The Approach

Having thoroughly considered the different approaches to materials development, KOEE opted for the participant/teacher centered approach (Participatory Action Research)

a. Strengths

- Seeks to respect the needs of the schools and calls for flexible and responsive planning processes.
- Is expected to empower teachers and all participating stakeholders on material development processes
- This clearly reflects a shift from the traditional expert-centered approaches, which focus on the Research-Develop-Disseminate-Adopt (RDDA) model. (Several heads are better than one as they can see from various perspectives).

b. Starting point (Why the materials)

Each session will have an activity pack (handouts, exercises, task assignments, group works), which will give participants first-hand experiences on the issue being tackled.

- There is a perceived dire need for EE/ESD materials in the country.

4. The Participatory Material Development Process

(a) Consultative Forums/Workshops

The content of the materials is derived from all the activities of the pilot Eco-Schools process i.e. school visits, micro-projects, and training sessions, and workshops. The steps followed were as follows:

Pre-Preparation Material Development Workshop

This was organised and participated jointly by KOEE and KIE to set all the required preparations for the actual workshop on material development. The two set guidelines and the processes for the workshop. KIE ensured the guidelines as per the Kenyan education policy and curriculum were followed. KOEE provided guidance to ensure that environmental issues were well articulated at all levels.

Actual August 2004 Materials Development Workshop

This was organized by KOEE in Kisumu(Lake side city) with a view of setting the process going and involving relevant stakeholders in the process. The key objectives of this Eco-Schools materials development workshop were to;

- (i) Enlighten participants on how to enhance Education for sustainable development through the use of effective and relevant materials.
- (ii) Equip participants with skills and knowledge on how to develop resource materials that

- promote active learning.
- (iii) Support investigative activities.
- (iv) Encourage environmental action taking for change.

All the stakeholders participated. The key stakeholders are also members of the Project Advisory Committee (PAC) of the Eco-Schools, Kenya Programme. All had important roles to play in the various activities. They include World Agro-Forest Center (ICRAF), NEMA, KIE, Ministry of Education (Inspectorate), Teachers.

During the workshop, participants were provided with various materials including an Environmental Education Guide developed by KOEE, based on the current curriculum, as well as an ESD principle matrix and sustainable development skills matrix, to aid them in developing draft theme packs and posters. The material developed by the teachers during the workshop were a basis for the material developed for the Eco Schools Programme. Teachers also took time to develop school environmental policies and lesson plans in accordance to the themes given to them during their group work, incorporating both Education for Sustainable Development as well as environmental action learning methodologies.

Post Workshop on Material Development (KIE/KOEE)

KOEE and KIE reviewed the material drafts to ensure that all the issues were integrated. Specifically KIE assisted the editing of the materials while KOEE took lead in the development of the content and its relevance. The materials were drawn to suit the targeted levels. The two teams concentrated on the editorial work of the draft materials developed during the August workshop. The two teams gave the materials a professional eye-view. KIE ensured curriculum standards and ESD/EE standards were represented by KOEE.

Material Development Workshop 11(Forth-coming)

This is forum that will bring all the stakeholders on board. They will be expected to review and polish the draft scripts before being launched. This will be a final stakeholders consultative workshop to ensure that all concerns have been captured.

(a) Sharing Leadership

Giving everybody the opportunity to lead the project and identify the needs of the group. In this case the teachers represent their schools interest, KIE represents the curriculum and material standards interests. The Inspectorate of Schools represents the Education Policy interests and quality assurance. KOEE as lead agency in environmental education represents the EE interests and also govern the material development process. The other Key partners like NEMA, Ministry of Agriculture represent and ensure that their interest are well covered in the relevant packs.

(b) Collaborative Authorship

Entails a group of people working and writing a resource together. One partner becomes an editor or lead writer who puts together all the bits and pieces to come up with the final document. In this case KOEE is the writer and her partners are KIE & teachers.

(c) **Working with others**

The most important idea in the participatory process is to work WITH other people (teachers, students, community, audience BUT NOT FOR THEM as we develop materials. This promotes capacity building of the participants due to information sharing, ownership of the materials. It also ensures high quality of the materials and acceptability by all stakeholders.

5. **Material type and users**

(a) **Starter Pack**

Purpose: The purpose of the starter pack is to introduce the whole concept of 'Eco-Schools'.

Title: **Eco-Schools Kenya Starter Pack**

Target group: General Public

Contents:

It contains booklets/brochures with the following headings/titles; The Eco-Schools Programme at a glance, Becoming an Eco-School, carrying out school environmental audit, Developing a School Environmental Policy, How to start and implement a micro-project, School-Community cooperation, Networking (Local and International), Your Year- Planner/School Calendar, Your Workbook/Eco-Schools- Criteria, Success and Best stories from the Pilot Eco-Schools, EMCA-Simplified version for Schools, State of Environment (SOE) Report (2003) for Schools, Promotional Poster, Videotape- The Pilot Eco-Schools Programme- Kenya, Audiotape-The Eco-Schools Voice.

(b) **Theme Packs**

Purpose: The theme packs serve as the learner's resource

Target: Students

Contents:

Six theme packs will be developed to cover Water, Waste, Energy, Agriculture, Biodiversity, and Health.

The general outline; Preface, Enviro-Facts, Subject matter, Theme Audits, Developing and Implementing Integrated School Policies on the themes, Monitoring and Evaluation of the Policies, Networking and Information Dissemination, Students Voice/Corner, Glossary, List of References, Resource List and Resource Organisations.

(c) **Posters**

Target: Students/General Public

Purpose: Education/Advocacy

Two sets of posters will be produced; one set will be for promotional/advocacy purposes and the other for Educational purposes to aid the teaching and learning processes in school.

(d) Teachers Guide

Purpose: To guide the teachers on how to effectively integrate/infuse environmental issues and ESD concepts into school curriculum

Target: Teachers

Title: Fundamentals of EE for Schools (Primary and Secondary); Teacher's ESD Manual.

(E) Training Module

Purpose: Teacher trainers/trainers of trainers

Target: Training teachers on the Eco-school Approach to EAL and ESD

The chapter will cover; Environmental issues and problems, environmental action learning methodologies, curriculum and material development, Eco-schools approach to EAL, developing a school environmental policy, global and national policies on environment and ESD

6. In context

The envisaged learner support materials are expected to:

- Reflect good qualities of communication and draw on appropriate educational ideas;
- Engage learners in action-oriented environmental learning activities and problem solving;
- Propose diverse environmental action learning (EAL) methods/approaches;
- Be easy to use;
- Be appropriate to the levels of learners;
- Be flexible for use at both micro-projects sites and the classroom;
- Be relevant to current environmental issues in the light of the millennium thematic areas;
- Most important to enable learners to explore values that promote sustainable development.

7. Lessons learnt from Participatory Materials Development Process

- Material development is a tedious exercise that requires careful planning and concentration;
- It is time consuming;
- Needs to accommodate divergent views and get to a common consensus;
- Material development is an expensive venture;
- Education policy need to be considered from start for the materials to be eventually adapted;
- It is flexible and comfortably accommodates views from all stakeholders;
- Produced materials are accepted and owned;
- The process produces rich materials because of the different entry points involved.

RECOMMENDATIONS AND WAY FORWARD

- The workshop proposed for similar trainings to be mounted at national levels on material development whereby the trained personnel can transfer the knowledge and skills acquired. This will allow domestication of the training to country needs.
- Drawing from the participants group works, activities and discussions, below was a proposed strategy towards the conservation of Nile River Basin resources

Nile Basin Initiative Strategy

Preamble:

The Environmental Education and Awareness Programme of the Nile Transboundary Environmental Action Project (NTEAP) is to plan and facilitate EE & A activities and to exchange knowledge and lessons learned from the Nile Basin experiences.

Vision (Shared Vision):

“To achieve sustainable socio-economic development through the equitable utilisation of, and benefit from the common Nile Basin Water Resources”

This can be done through the following suggested programmes and activities:

Programme Activities

A Training and Capacity

1. Stimulate competence development
2. **Development** for personnel in the education system within the Nile River Basin
3. Promote continuing education for professionals in sustainability
4. Introduce and develop management systems for sustainable development in educational institutions
5. Stimulate competence development for personnel in the education system
6. Curriculum development for ESD courses
7. Continue and strengthen the learner attachment programmes

B Networking and Partnership

1. Support cooperation between educators, researchers and practioners to promote knowledge in SD and skills in EE/ESD
2. Promote regional cooperation to improve and support the implementation of sustainability and related professional knowledge and skills
3. Support and extend existing regional networks for ESD in the use of common resources wherever possible
4. Promote the use of media in the Nile region to inform about and debate issues for SD to reach the general public
5. Stimulate international linkages regarding research and development of ESD, and support and initiate networks for experience sharing and joint activities at all levels

6. Conflict resolution programmes
7. Establish link information centers

3 **Policy Development and implementation within th Nile Basin**

1. Establish EE/ESD policy committee TORs
2. Hold stakeholder workshops on drafting and adoption of policy
3. Lobby for curriculum change to incorporate EE/ESD at all level
4. Hold campaigns on NBI environmental issues

4 **Material Development**

1. Stimulate the production of printed materials, internet-based material on EE/ESD learning institutions and communities
2. Stimulate methodological, pedagogic and didactic material to support EE/ESD in learning institutions and communities
3. Create an ICT system to give easy access to information and resources on EE/ESD
4. Produce school books, films and other teaching materials for educators on EE/ESD
5. Develop and adopt policy frameworks for EE/ESD

5 **Awareness Raising and**

1. Develop materials for public awareness **Public Education** raising and education
2. Organise campaigns, symposia, workshops and seminars
3. Develop media programmes on EE/ESD
4. Promote and document cultural values of EE/ESD

6 **Research, Monitoring and**

1. Initiate and promote research and **Evaluation** development on contents for EE/ESD
2. Stimulate the dissemination of the results of research and issues concerning sustainable development with priority for research that brings together the different dimensions of SD, as well as focuses on issues of local development
3. Stimulate the development of management systems for SD in educational institutions
4. Develop an environmental data base
5. Develop monitoring tools and train the users
6. Develop an understanding of particular aspects of EE/ESD programmes in the region
7. Research findings to be used in decision making, reviewing

Organising a Materials Development Workshop/Seminar

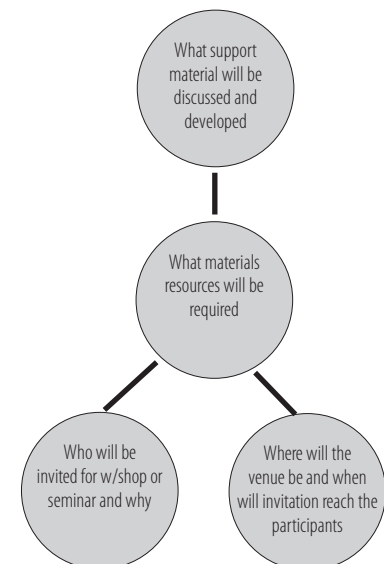
This chapter provides some kind of checklist of what may be considered when organising a materials development workshop. These are just suggestions which workshop organisers can draw on. However, it is expected that organisers will use their own creativity and initiatives in organising such workshops and will rely on the prevailing situation and circumstances in their local context.

In developing environmental educational and awareness materials it is important to consider the following:

Workshop Content

Under the content you need to consider the following:

- Theme or topic
- When they will be covered.
- How they will be covered.
- What materials will be needed to cover these.
- Where participants can visit if necessary.
- Who will deliver what and at what time.



Materials Resources

Under material resources you will need to look at the following:

- What materials will be needed to come up with the required product?
- Where they will be found?
- What will be the cost to buy them?
- How are they going to be used in the workshop?
- Where will the funds come from for the purchase of these materials?

Recourse persons/facilitators

- Who will be the facilitators?
- When should they be informed about the workshop?
- How will they be accommodated?
- What will be the cost for hiring or lodging them?
- What other resources will they need to work effectively?
- What methods would you want them to use in the workshop?

Workshop methodology

- What general and specific outcomes will guide your workshop?
- What exposition methods will be used?
- Why are they important?
- Who will facilitate what and when?
- What material resources will be needed?
- Where will they be needed in the workshop proceedings?
- How will they inform the participants or involve them in their activities?

Workshop programme

- When will the planning meeting of the workshop take place and where?
- Who will be involved in the meeting and why?
- What will be required in the beginning of the workshop?
- How will workshop participants be communicated to?
- What materials will be required?
- What timeframe will involve the participants in the workshop?
- Where will the venue be?
- When does the workshop begin and end?
- When will the workshop have comfort breaks(tea/Lunch breaks)?
- What will be the hourly and daily activities for the programme?

Workshop venue

- Where will the venue be?
- Why is it more convenient for the workshop?
- What are the in-house and outdoor arrangements for the activities to take place in a most effective manner?
- Who will receive the participants and what materials will be provided in advance to them on arrival?

Coordinators' roles and responsibilities

- The coordinator will arrange for the facilitators on time,
- Arrange for planning meetings for all involved,
- Contact and book for the venue,
- Prepare all material resources both required, financial, human, time, workshop resource materials, plant and infrastructure,
- Contact all participants on time informing them of the venue, purpose of the workshop general expected outcome or aim. of the workshop and what is expected from them,
- Facilitate all resource required timely and appropriately,

Sample Activity Plan

Workshop Activities Plan

- Information sharing and activity action plans will cover day 1

- Training on material development will cover day2 and day3

1 st day	2 nd day	3 rd day
Outline workshop objectives Presentation on Nile Basin threats (Participants) (consultant) Plenary discussions (Consultant)	Basics of material development process video, brochure ESD and EAL concepts (consultant)	Material Development; Case study of Eco-schools in Kenya on posters, (consultant)
Visit to Resource Centre (Lead expert)	Types of materials and their use (e.g media features, calendars) (consultant)	Introductory practical work on computer based flyers, brochures, electronic materials posters, banners (Graphic Designer)
Action plan development indicating activities and actors (consultant)	Current trends in EE (consultant) (consultant)	Presentation of resources produced by groups
		Way forward/follow-up activities (consultant)
Group activity: Identify transboundary EE activities and identify cooperative regional activities for partnership	Group activity Develop guidelines to effective material development, types of material they use	Group activity Hands on material development (ideas & drafts)

Sample Programme

Regional Environmental Education and Awareness Workshop NTEAP

Day 1:

Arrival of participants to Khartoum, Sudan.

Time	Activity
As per Flight Schedule	Arrival and registration

DAY 2:

Session 1: Introduction to NBI-NTEAP

Objective: Participants to gain an understanding of the NBI and NTEAP

Chair:

Rapporteur:

Time	Activity
08:30	Welcoming remarks
08:40	Introduction of participants
09:00	Overview of workshop programme
09:20	Introduction to NBI and NTEAP
09:40	Micro grants and environmental education
10:00	Public awareness on water quality issues
10:30	Clarifications of the three papers
11:00	Monitoring and evaluating impacts of EE&A activities
11:20	Why transboundary EE&A activities?
11:40	Identification of main transboundary EE&A activities (Ref. ESD and EAL/Eco-School Strategies)
12:30	Clarifications of the papers presented
14:00	Formation of groups

Session 2: Development of transboundary cooperative activities

Objectives: Identify transboundary activities and implementation strategy

Rapporteur: Each group to select a rapporteur

Time	Activity
14:30	Groupwork
16:00	
16:30	Group presentations and discussions
17:30	House keeping issues

DAY 3

Session 3: Introduction to EE&A materials Development
Objectives: Participants to gain knowledge and procedure of material development
Chair:
Rapporteur:

Time	Activity
08:30	Recap
08:40	Experiences from participants
09:00	Basics on promotional material development. Why the materials? What are the issues? Who is the target group? Approaches and policies in material development.
11:00	ESD and EAL concepts in EE & A material development
12:00	Group formations
14:00	Preparing to develop EE & A materials (selecting the types of materials, developing the ideas, getting the materials and making preliminary drafts of each)
15:00	Groups display their work and share their experiences of this process

THIS SETS STAGE FOR “HANDS- ON” MATERIAL DEVELOPMENT FOR DAY 3

DAY 4

Session 4: Materials development: case studies on Eco-schools in Kenya
Objectives: Participants to gain knowledge and procedure of material development

Time	Activity
08:30	Recap
08:40	Eco-schools, Kenya case on material development process
11:00	Material development continues
14:00	Display of groups' draft materials produced
14:20	Groups to lead participants into a rapid critical evaluation on their product materials
15:00	Recommendations/way forward
15:30	Workshop evaluation/house keeping
17:00	Official closing remarks

Objectives of the Training

- Develop transboundary partnerships and networks for EE&A practitioner within the Nile Basin
- Exchange local and national experiences on planning, implementation and evaluating EE & A activities
- Develop plans for transboundary cooperative activities

- Build regional capacity on the development of effective EE &A materials

Workshop outputs

- Trainer of trainers equipped with skills on EE campaign material development
- Draft materials on EE campaign
- Workshop proceedings
- Training module
- Partnership and network developed for EE & A practitioners within the Nile River Basin

Workshop participants:

The training is aimed at training trainers who will, in turn organise to train others on the ground i.e. teacher trainers (TAC-tutors), representatives of higher learning institutions, education officers, representatives of environmental NGOs and CSOs, Policy makers in EE, Environmental journalists in the Nile Basin region/ countries: i.e. Burundi, D.R. Congo, Ethiopia, Kenya, Rwanda, Sudan, Tanzania, Uganda and Egypt.

General Workshop Outline:

Duration: 11 days (four days; -pre-workshop preparation, three days-; Actual workshop facilitation and Four days; -Reporting)

Pre-workshop preparations

- Develop contacts with Project Management Unit on preparations
- Contact participants, assign presentation topics, materials and possible equipment to bring
- Identify workshop venue; equipped EE Resource Center
- Identify equipment required for the workshop (computers, scanners, stationery & digital camera)
- Prepare participants on house keeping matters.

Workshop themes

Themes are the Nile Basin- wild environmental threats i.e. land degradation, water quality, disaster & remediation, loss of biodiversity, habitat & wetlands

Training materials

The training materials should be varied including: handouts, exercises, task assignments, and group terms of references. As far as possible low-cost, easy to use, improvised tools, technologies and skills will be used as illustrations.

Workshop facilitation

- The training workshop should be highly interactive and participatory through field excursion, group discussions, plenary questions and answer sessions
- Each session should bring out the NBI issues and indicate how they can be intervened and effectively communicated to the public, schools and higher learning institutions.
- Each session will have an activity pack (handouts, exercises, task assignments, group works), which will give participants first-hand experiences on the issue being tackled.

Acronyms & Abbreviations

CBOs	- Community Based Organisations
CSOs	- Civil Society Organisations
ESD	- Education for Sustainable Development
EAL	- Environmental Action Learning
EE&A	- Environmental Education Awareness
EMCA	- Environmental Management and Coordination Act
ICRAF	- WORLD Agro-forestry Centre
KIE	- Kenya Institute of Education
KOEE	- Kenya Organisation for Environmental Education
NBI	- Nile Basin Initiative
NGO	- Non Governmental Organisation
NEMA	- National Environmental Action Plan
NTEAP	- Nile Transboundary Environmental Action Plan
TAC-Tutors	- Teacher Advisory Center Tutors
ToT	- Trainer of Trainers
PMU	- Project Management Unit
SVI	- Shared Vision Initiative

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