PROJECT TITLE: Environmental Education  
COUNTRY: Ghana  
LOCATION: Sunyani  
PROJECT DURATION: 2006-2011  
PROJECT STATUS: Ongoing  
FUNDER: Canadian International Development Agency  
PARTNERS: Sunyani Polytechnic  
Faculty of Forest Resource Technology (FFRT)  
COLLEGE: Malaspina University-College  
ACCC CONTACT: Marie-Josée Fortin, CCPP Manager  
ACCC VALUE OF SERVICES: $400,000  
CCI VALUE OF SERVICES: $138,250  

DESCRIPTION OF THE PROJECT:  
The project Environmental Education aims to reduce poverty among urban and rural people in Ghana’s Sunyani District by supporting the Ghana’s Poverty Reduction Strategy (GPRS) with courses and community-based extension activities focused on environmental education. It will assist Sunyani Polytechnic and the Faculty of Forest Resource Technology (FFRT) to improve positive impacts on communities and households through extension activity and integration of core curriculum in relevant programs with regards to reducing wildfire and plastic waste, and strengthening HIV/AIDS awareness. GPRS 1 identified tertiary institutions as key stakeholders whose capacities need to be developed to assist in the development process, especially in environmental education and community development. Tertiary institutions in Sunyani are well positioned to take a leadership role in knowledge transfer to local communities but are constrained due to (i) lack of expertise and training in some aspects related to the identified environmental issues and (ii) lack of understanding of and experience with community consultative processes. This project will utilize principles of community development and knowledge transfer applied in ways most effective to the Ghanaian context and with significant involvement of women in rural communities.

Purpose of the project  
To assist Sunyani Polytechnic and FFRT to improve positive impacts on communities and households through extension activity and integration of core curriculum in relevant programs with regards to reducing wildfire and plastic waste, and strengthening HIV/AIDS awareness.

Goal of the project  
To reduce poverty among urban and rural people in Ghana’s Sunyani District by supporting the Ghana’s Poverty Reduction Strategy (GPRS) with courses and community based extension activities focused on environmental education.

DESCRIPTION OF SERVICES PROVIDED:  
Sunyani Polytechnic has 4500 students and 160 staff and offers periods of academic study combined with periods of industrial attachments to give students hands-on experience in their study areas. FFRT is an independent faculty within Kwame Nkrumah University of Science and Technology (KNUST) offering programs in land reclamation and rehabilitation; wood processing technology; social forestry; and ecotourism and forest recreation.

DESCRIPTION OF RESULTS:  
Outputs  
1. Individual  
   - Increased capacity of students, faculty, and administrators to work effectively with households and communities on key social and environmental issues.  
   - Faculty able to develop relevant curricula and learning resources for community change, utilizing active learning approaches and appropriate delivery models.  
     → Training via the CIDA Promoting Gender Equity on-line course provided to administrators (2 DCO, 2 CCI), faculty (8 DCO, 8 CCI), and students (20 DCO, 20 CCI)
• Practical skills gained through students’ experiential learning with direct faculty involvement.
  → 6 DCO faculty and 6 DCO students versed in basic website design and establishing and facilitating on-line learning communities
• Canadian faculty and students with an increased awareness of Ghanaian development issues.
• Students, faculty and administrators have enhanced capabilities and skills for good governance through accountability and responsibility practices, and strong relationships with communities, other public sector and private sector agencies and organizations.

2. Institutional
• Appropriate and effective knowledge sharing between communities and tertiary institutions (knowledge transfer).
  → DCO and CCI students (40) skilled in knowledge transfer applications
• Tertiary institutions have an effective and viable extension model that can be replicated with other social or environmental issues.
  → 4 DCO administrators competent in planning, implementing, and evaluating a strategy to mitigate gendered barriers to tertiary education
• Tertiary institutions have a strategy to mitigate gendered barriers within the sector.

3. Community
• Furthering of meaningful extension work strengthening the DCOs as valuable resources in the Sunyani District.
• Enhances awareness of multiple considerations with gender equality and concrete steps taken to enhance the lives of women in tertiary education and civil society.

Outcomes
• Farmers have more usable land and have more income/food security potential.
• Farmers and households with better access to health and environment education to reduce poverty.
• Students have improved access to health information for healthy decision-making and acting in role modeling situations with young children and other youth.
  → Participation in litter control measures in 8 communities
  → Increase (from baseline) of HIV testing within student population (Y5)
  → One additional theme started in partnership with an NGOs or private sector (Y5)
  → Fire volunteers trained in 8 communities

Impacts
• Increased household incomes in some areas (less wildfire and plastic waste).
• Integration of curriculum in K-12 on the three themes.
• Strengthened linkages between private sector (incl. NGOs) and institutions leading to less replication of activities and more strategies for economic diversification in communities.
• Improved environments and biodiversity.
  → Net reduction in loss of land for agriculture due to wildfire or plastic waste
  → Net income increased in minimum of 8 communities