

# APRIL 2023 NEWSLETTER

## **Editor Welcome:**

As spring begins to show signs of blooming and we look forward to longer, sunnier days ahead, the time is also ripe for a look back at some of the achievements, activities and experiences of MEGies from across the network over the past half a year.

The Winter Semester is over, and the newest cohort, the MEG 18s, have so far been able to experience limited pandemic-based disruption to their studies with COVID-19 restrictions minimal. We remain cautiously optimistic that the situation will continue to improve, and that future generations of MEG will be able to experience life on the program safely, healthily and without restriction.

However things proceed, we are grateful to the faculty for its continued efforts to ensure our health and safety while providing the best quality education possible, and are confident that the spirit of MEG will continue to rise above any challenges the future throws.

It's been as busy a time as ever for the MEG net-work. In this context, I am deeply grateful to all those who found the time to submit content for the newsletter despite the hectic schedules. As my first newsletter as editor, and it has been a pleasure for me to read them, and I am delighted to be able to share the joy.

That said, I'll hand over to the voices of the MEG network.



**University of Freiburg  
Faculty of Environment  
and Natural Resources**

**Program Director: Prof.  
Michael Pregernig**

**Program Management:  
Ms. Esther Muschelknautz  
Ms. Seirra Römmermann**

**Edited by Ella Grimwade**

**79085 Freiburg I.Br.  
Germany**

**[www.meg.uni-freiburg.de](http://www.meg.uni-freiburg.de)**



# Contents

---

<b>Decolonizing Climate Change: a new MEG module</b>	<b>p.3</b>	<b>MEG alumni stories</b>	<b>p.16</b>
		- Catherine Irura	p.16
		- Milicent Omala	p.19
		- Sarah Akwei- Marfo	p.21
<b>Network News</b>	<b>p.5</b>	<b>A year in Freiburg (Photo Essay)</b>	<b>p.23</b>
<b>MEG Meet-Up</b>	<b>p.7</b>		
<b>A serious game</b>	<b>p.13</b>	<b>Thank you</b>	<b>p.26</b>

---



# Decolonising Climate Change: A New MEG Module

## Text by Zarmina Khan and Kirstin Herbst

The reason many of us learn and research at our faculty is a deep concern for sustainability issues and a desire to contribute to efforts seeking change for the better in this complex field. However, many of us in the MSc Environmental Governance (MEG) programme felt that a crucial dimension of sustainability issues had not yet receive due attention: the interlinkage of colonialism and climate change. This year, the new elective module “Decolonizing Climate Change” (DCC) aimed to fill this gap.

Over the three weeks we were able to look at alternative histories and perceptions on climate change. Through engaging with various intersectional perspectives, we were able to begin understanding the multiple interlocking systems of colonial oppression with social and environmental inequities. This included being honest with ourselves about the many ways in which colonial pasts and presents continue to shape our societies, relationships and even us as individuals. Here, we (two students from the course) hope to share our novel experiences and learnings.

Ever since coming to Germany, I (Zarmina) was eager to learn about the other side of the debate - how people from the Global North looked at colonialism - and to understand their engagement with related issues. The DCC module provided this opportunity by facilitating an open atmosphere that helped me learn from my peers and engage with difficult topics.



*Picture 1: The students and lecturer of the DCC module worked together to create an informal, respectful and safe space for sharing experiences*

I thoroughly appreciated the knowledge which other classmates shared and enjoyed the added enthusiasm with which they got their points across. The course really empowered me to confront my own feelings and understand my position as a brown woman coming from the Global South studying in a white society.



I (Kirstin), personally felt like many of the insights of the course touched me on a deep emotional level. At the same time, I saw my own privilege as a white German person thrown into sharp focus. I was exposed to emotionally-charged topics in a classroom setting after choosing to do so, whereas many of my classmates have frequently been forced to confront them through experiences racial discrimination in daily life. The pain I was spared through my positionality in the world showed me how much more (emotional) work many of my classmates must do while they move through the same spaces as me.

We also shared many experiences. We both felt that in this course, as compared to others, prioritised learning on a deep level from our peers and their “diverse backgrounds”. The structure and social environment of the module was highly conducive to building trust, sharing experiences honestly. We both leave the course feeling inspired and motivated to do better and act on what we learned.

We greatly appreciated Robert John, firstly for offering the course, and secondly for taking on the role of a “facilitator” rather than “lecturer”, which provided a more profound learning experience. Not only were we given the opportunity to co-create the course, but

we also co-directed our learning environment, from the structure of the sessions to the way we wrote our assignments in the end.



**Picture 2: Professor Robert John (left) with the DCC module students**

We believe that the DCC module was quite an eye opener for most of the students. Change takes time and the module itself was a good starting point to have open discussions about topics like racism, which frequently go unnoticed on a daily basis.

We sincerely hope that things will get better in future and that we will create an equitable world where everyone is treated by virtue of being human. This is a small contribution from our end to keep the momentum going.....

Readers can find more information on the DCC module on the program website [here](#).



# Network News:

## MEG Mentoring Program 2022

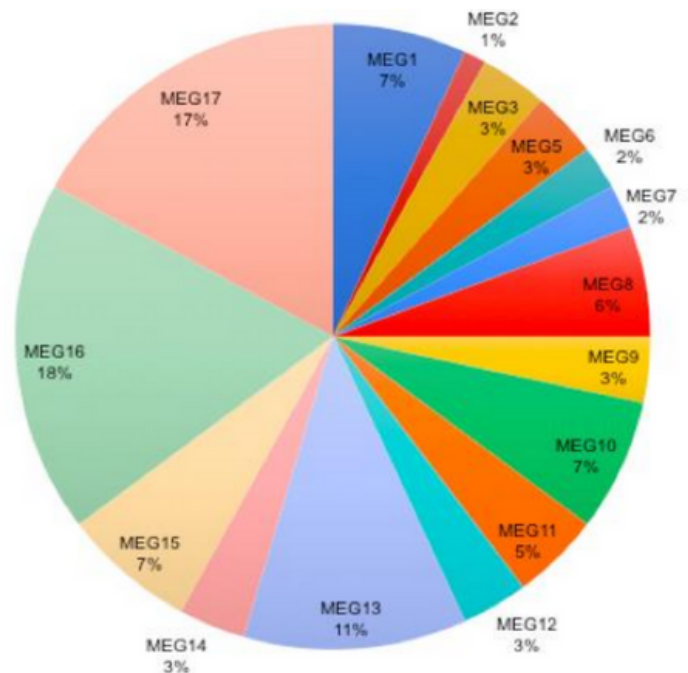
### Text by The MEG Mentoring Working Group: Braoin (MEG16) and Sofie (MEG 14)

The mentoring program is a new initiative, launched this year, to spark intergenerational dialogue across the MEG network. In spring, 88 mentors and mentees, representing 16 MEG generations, signed up to participate in the program. The diagram below shows the representation across MEG generations in percent.

Mentors and mentees were matched using an algorithm that took four selected factors into consideration. In this way, commonalities along (1) professional field of engagement, (2) work-related interests, (3) languages, and (4) EU/non-EU nationality determined the best possible matches.

An evaluation sent out in August indicated that approximately 64 mentors and mentees ended up getting in touch. These interactions happened primarily online (86%), even though 14% were able to meet in person.

In the exchanges, one of the most common topics was “career advice”, while “insights into hematic work field” and “networking and getting references” were also present.



**Diagram 1: Representation across MEG generations in %.**

More context about the individual experiences were given with statements like the following, which helped gain insights into individual exchange processes:

*"It took a while to arrange our first meeting, but my mentor was very helpful and super nice. I think it was less of an exchange for them, since they were much further along in their career, but they gave me some really nice food for thought, some that I definitely would not have come up with on my own."*



The working group is grateful for both the formal and informal feedback provided by MEGs about their exchange experience.

Another round of match making will take place in spring 2023. Based on the support so far, it seems like there is a broad interest amongst the meg generations. The evaluation also points to, how the program can be improved further.

The working group is looking for meggies interested to join the initiative, so feel free to reach out if you want to contribute to the intergenerational dialogues.

You can contact us at [megmentoringprogram@gmail.com](mailto:megmentoringprogram@gmail.com)



*Picture 3: Some of the faces behind the MEG Mentoring Program. From left to right: Sofie (MEG 14), Braoin (MEG16), Lora (MEG12).*



# Intergenerational Meet-Up in Freiburg

"A microcosm of the best in the world"

**Text: Elizabeth (MEG18), Lukas (MEG17), Yourui (MEG16), Sofie (MEG14), Rafaella (MEG13)**  
**Pictures: Adam Oliver (MEG15)**

On Saturday, 11 February, Herderbau was unusually busy. Students, alumni, and staff gathered for an afternoon program in each other's company. Due to the COVID pandemic, similar events had not taken place in the past years. Socialising and meeting people, however, came naturally. The 90 participants, representing 11 generations and faculty staff, filled Room 100 with conversations that sparked memories and reflections about past and present "MEGgie" matters.



*Picture 4: The program included ice breakers and mingling activities.*

On Saturday, 11 February, Herderbau was unusually busy. Students, alumni, and staff

gathered for an afternoon program in each other's company. Due to the COVID pandemic, similar events had not taken place in the past years. Socialising and meeting people, however, came naturally. The 90 participants, representing 11 generations and faculty staff, filled Room 100 with conversations that sparked memories and reflections about past and present "MEGgie" matters.



*Picture 5: Here MEGgies are getting to know each other.*

Different activities throughout the afternoon served our community by presenting current initiatives and facilitating a space for new encounters, exchange and inspiration. After Yourui and Lukas had shared some welcoming words, Sofie presented the structure of the informal MEG Network, which was followed by Zarmina and Vincent's input about the Decolonizing MEG Initiative. Shortly thereafter, Rafaella ensured a heartening atmosphere with ice breakers and





mingling activities, where people were able to get to know each other.

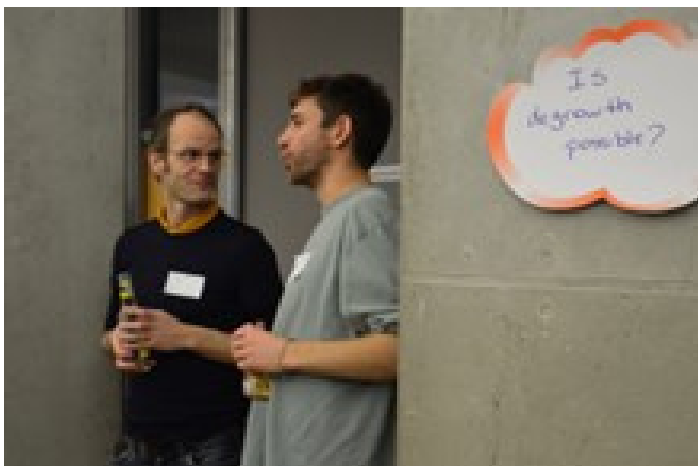


*Picture 6: Faculty staff laughing in room 100.*



*Picture 8: Group photo of the participants.*

We asked representatives from different MEG generations to share their experience to hear more about their reasons for showing up and take part in our community. Whether you were there or not, these statements will transport you to the experience.



*Picture 7: A conversation in Room 100.*

As the official agenda came to an end the conversations found new ground at a restaurant around the corner. Some say the event even continued at Aguila and beyond...



*Picture 9: Another conversation in Room 100.*

*"I attended the program to understand life after completing the MEG program and also to take feedback/advice from previous generations on future job prospects. I had a very good time especially because of the*





*open floor arrangement - the freedom to talk to anybody was very beneficial! Many alumni shared their personal contact details and were open for future communication. I really enjoyed the meet-up altogether!" - MEG18*



**Picture 10: MEGgies talking at a table during mingling.**

*"It was fun. I had fun. Everyone had fun." - Sarah MEG 17*

*"The MEG Meetup was a brilliant opportunity to engage with the MEG community, celebrate diversity, and forge new friendships. I particularly enjoyed the icebreaker activities, which created moments for sharing stories and enjoying each other's company." - Ken, MEG17*



**Picture 11: MEG16s listening to input.**

*"I had a wonderful time at the MEG get-together! It was fantastic to see so many MEGies from various generations and to hear about their lives since graduation.*

*The organizers did a great job choosing a venue that was comfortable and well-suited to the event. It was the perfect setting for catching up with old friends and making new ones.*

*The event was a great success thanks to the thoughtful planning by the organizers. I'm already looking forward to the next get-together!" - Zarmina, MEG17*





**Picture 12: Three MEGs smiling to camera**

*"As am finishing the program right now I wanted to attend the event to see a bit what other Meggies were doing, what type of jobs they had, etc. I was also looking forward to just meeting new people and making new connections.*

*The event was super fun and I got to meet a few Meggies both from previous generations and the current generation. It was great to catch up with the people I hadn't seen in a long time, as well as get to know new people.*

*I really enjoyed the ice breakers, which is something I don't usually like. But I felt like the ones at the event made us move around and talk to others, without being awkward."*  
- Isabella, MEG16



**Picture 12: Two MEG16s and a MEG17 smiling to the camera.**

*"I was curious to meet old and new Meggies as well as seeing all the familiar faces! I had great chats with people and learned about people's post-meg lives. I was also really excited to talk to current MEGs and hear about their experience and how they are changing the programme for the better. :)"* - Daniel, MEG12



**Picture 13: Four MEGs smiling to the camera. In the back you see other people mingling.**





*“The MEG community offers great perspectives and insights towards global events, it’s always good to hear the different takes of each cohort.”- Federico, MEG12*



**Picture 14:** Four MEGs posing for the camera in front of a window.

*“I decided to attend the MEG Meetup so I could look backward and look forward. Backward to the days of wonder and discovery, of new places and friends, and of intense learning and broadening knowledge. And forward to the days when that knowledge, those perspectives, friends and peers, contribute to a more sustainable, and fair planet.” - Anthony, MEG13*



**Picture 15:** Two MEG12s listening closely to the moderators.

*“Sometimes the classroom/cohort is mistakenly seen as a microcosm of the world, especially when focused on the world’s injustices. Perhaps this is an inevitability based on the difficulties of the topics discussed (this time colonialism). I think we all intuitively understand, and at some point explicitly realise, that what makes us so special is not the diversity of the group in and of itself, but the fact that the warmest, kindest, brightest, and most creative applicants are selected. Therefore the classroom is not a microcosm of the world on average. It is instead a microcosm of the best in the world and many of the wonderful facets we each bring.*

*It is the quality of the students character with an overlay of diversity that makes*





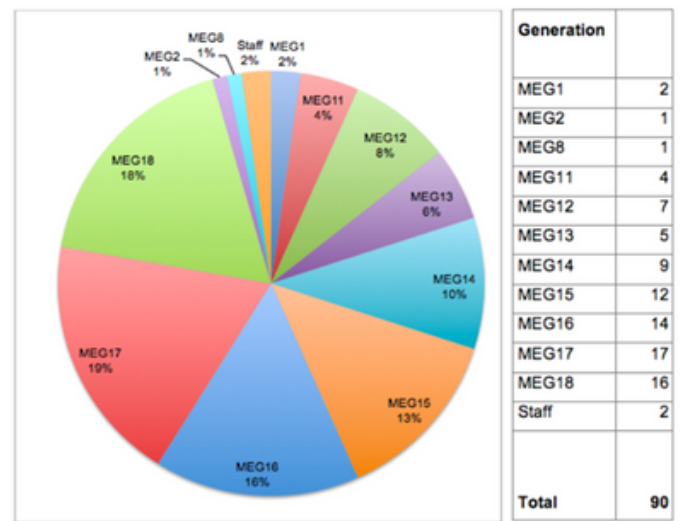
*MEGs so special. I can't help but always want to be a part of that and that is why I like to reconnect as often as I can. They say 'show me your friends, and I will tell you your future'. Nothing makes me more confident in all the MEGs futures than being able to say 'these are our friends.'* - Patrick, MEG12

*eyes how MEG has continuously grown and attracts talents from an expanded geographical, disciplinary and demographical scope! To me, MEG is still difficult to be comprehended and described, but indeed it does "Shape. Complex. Futures. in its' own unique invisible way."* - Gao Ya, MEG1



**Picture 16:** Alumni from MEG1 listening to an input.

*"Being a graduate of the MEG1, I benefited tremendously from the personal growth, knowledge built-up and career development opportunities that the MEG Program provided to me. Now in the midway of my career, there is the inner voice of wanting to do something in return to the MEG program, therefore, I attended the MEG MeetUp. It was very enjoyable to be at the recent MEG Meet Up in Herderbau and to see with my own*



**Figure 1** This circle chart shows the MEG generations (%) present at the meetup. The numeric values are listed in the table on the right side.



# A Serious Game:

## Meg 17 students participate in developing a new learning tool

### Content provided by Dr Mélanie Feurer

In the recent Forests and Rural Development module, the Meg 17 students were given the opportunity to participate in, and contribute to the development of, a novel didactic tool.

One of the module lecturers, Dr Mélanie Feurer, together with 3 colleagues from the Chair of Silviculture, presented the class with a Serious Game they are currently developing based on real case study experiences of rural Peruvian villages. Serious Games, such as the one shared in the lesson, intend to provide a simulation of complex realities, using practical engagement, imagination, and entertainment in order to enable a greater depth of learning regarding the issues they represent.

The MEG students were first presented with an overview of the situations that face many villagers living in the forest frontiers of the Peruvian Amazon in order to better contextualise the forthcoming activities. This context included highlighting the ecological significance of the region,

globally, nationally and locally, as well as the livelihoods and vulnerability of rural populations and their dependency on both agriculture and forest resources.



**Picture 4: MEG17 class is introduced to the Peruvian Amazon context in which the game is set**

With the scene set, the students were then split into tables of 5, each table hosting its own “village board” with 5 smallholder farms. Each table was headed by one of the game developers who explained the rules of the game, oversaw the allocation of resources, and took on the mantle of storyteller, role-player and executor of key features of the game. Each player then took on the role of a local villager. They were allocated a farm with four land parcels and multiple options for managing the land, each resulting in differing economic and





environmental outcomes. The task for each player was to sustainably maintain a livelihood while balancing food production, cash income, and ecosystem services.



**Picture 5: MEG students are allocate the land and resources at the start of the game**

Over the course of a morning, players attempted to try and maximize their social, environmental and economic assets in the face of unpredictable “events” affecting the legal, natural, economic, infrastructural and social circumstances of the game.



**Picture 2: Another game table actively playing a round of the game**

In the middle of the game, the players had the chance to develop solutions together with a fictive NGO that arrived in the villages.



**Picture 7: Students debate whether and how to cooperate with the game's fictional NGO**

At the end of the morning, after completing approximately 12 rounds (years) of the game, the class reconvened in order to feedback their experiences and learnings from the game, as well as suggest how it could be further developed.

A few key points that the students expressed include:

- Having felt a great sense of stress and lack of security when taking on the role of a local smallholder and villager, with one student commenting that “there was never a point where you could relax, you were always preparing for the next problem”





- That interventions by NGOs had the potential for significantly improving the welfare of individuals and communities, but this depended very much on the agency of the local people with regard to shaping the relationship and support, and that this role in the game could be further expanded
- That cash crops, such as coffee, had a powerful impact on the wellbeing of communities, but their impact was complex and could be a source of economic security or perpetuate cycles of poverty depending on external factors
- Recognition of the powerful impact of external factors and events (such as “floods” and legal changes” outside of the players control affected their ability to remain active in the game for better and worse
- That collaboration between players could have a powerful impact on improving all players well-being, and that aspect this could be further expanded in the game’s future development

- That everyone had come away with a greater understanding and empathy towards the lived experiences of people living in forest frontiers of the Peruvian amazon

The game will go through further rounds of participatory development in different student courses and has also been presented at an academic conference earlier in the year.



**Picture 8: MEG 17 students at the end of game play**

For the MEG 17s, participating in the game’s development helped not only in enabling a greater understanding of the complex lived realities of forest frontier communities, but also an understanding of how novel learning methodologies are developed and the role they can play in knowledge sharing.



# MEG Alumni Stories

## Tales from our MEG graduates

### Content by: Catherine Irura, Milicent Omala, and Sarah Akwei-Marfo

DAAD is an integral part of MEG, having provided the programme with funding as a [development-related postgraduate course \(EPOS\)](#) since 2007. DAAD also enables us to award [7 scholarships](#) per year for students from [DAC countries](#) with minimum 2 years of work experience, and has provided an avenue for many of our brilliant students to come to Freiburg to study. A total of around 40 Master programmes are part of EPOS, all of which must re-apply every 7 years for an extension. As part of our latest application's preparation, we reached out to our EPOS-alumni for testimonials and have been delighted by the response. The full range will shortly be available in the [alumni section of the MEG-website](#), but until then here is a sneak preview from 3 of our former students.

### A MEG Story: by Catherine Irura (MEG 9)

My name is Catherine Irura and I am a MEG 9 alumni. I was a recipient of the DAAD scholarship for students pursuing postgraduate courses of relevance to developing countries. I joined MEG in 2013 as a Bachelor of Law graduate admitted to the bar in Kenya, with internship experiences

in human rights and environmental law. MEG has had a tremendous impact in my career and the skills and exposure from MEG have been very relevant to my day-to-day work and sector-level responsibilities.



*Picture 9: Catherine Irura, MEG 9, DAAD Scholarship recipient*

The multi-disciplinary nature of MEG, which is one of its key strengths, has given me leverage in my career. There is a





certain versatility and skill set that equips students for problem-solving at different levels, that are good for project management. Employers are keen on hiring staff with multiple skill sets, and MEG has a good balance of both technical skills and soft skills, and the benefit of learning in a multi-cultural environment.

The interest and enthusiasm of our professors in our learning journey was apparent and it had an impact in how we showed up in class. I felt like my professors were passionate about their work and teaching us, and at a personal level I felt like they were invested in my success and personal growth. This was evident not only by their concern for students to focus on our studies, but also encouraging us to have a vision of meaningful work after MEG. The internship program we had, enabled me to work at the IUCN environmental Law Centre and live in the city of Bonn. This work experience was important since my masters thesis topic was related to international water law and governance, and it opened future career opportunities for me.

During MEG we had tutors and learning assistants to support us with challenging group assignments and monitor our progress with our learning journey. There was a continuous learning culture/ influence and

work ethic that I picked up from MEG, that has sustained me in my career, and helped me to continue diversifying my skills.

During MEG we had opportunities to visit CIM, GIZ, DEG/KfW offices, and various workshops I attended and enrolled with the CIM returning professional program. After graduating from MEG, I joined SOWITEC Kenya as a Project Manager/ Compliance Officer, immediately after MEG, through the CIM returning professionals program.



**Picture 10: MEG 9 excursion to Geneva**

As a Project Manager, Compliance Officer and Advocate, I led land securing for MW scale wind and solar projects, in different communities, with different local governance structures. I now have 7 years' experience developing renewable energy (wind, solar and green hydrogen) projects in Kenya, Zambia and Zimbabwe, that will





ultimately facilitate access to clean energy, enabling these markets to achieve low-carbon development while enhancing their energy security. I currently serve as the Managing Director of SOWITEC Kenya Limited.

The lessons from MEG on different governance models, environmental policy analysis and environmental conflict resolution have been quite instrumental in my day-to-day work. I still remember the ‘windy farm case’ we had in our environmental conflict resolution module – as it became a reality when securing land especially for wind projects. I also obtained GIS skills from one of our mandatory electives in MEG, which was quite challenging given my legal background. I however, later found myself using google earth to map important features my projects and learning how to collect data using a Garmin during field work. My work also entails doing environmental social governance due diligence and compliance monitoring for Kenya, Zambia and Zimbabwe.

The lessons we learned in MEG on mapping stakeholders positions, interests and needs, multi-level governance, policy narratives have been important in my line of work. There has been a distinct difference in my approach in negotiating transactions with and owners and investors, interacting with governmental/non-governmental

stakeholders, beyond the knowledge that I have as a legal practitioner. The outcomes have been different and learning how to manage key stakeholder relationships came up frequently in the case study examples we had. It’s helped me a lot with the managerial and sector level roles that I currently hold.

There were lessons we had in the environmental law module on the different types of regulatory governance regulation, and self-regulation, co-regulation, and we looked at forest governance as a framework for environmental law making. It’s really shaped my thinking and approach with respect to the energy sector reforms we need in Kenya. Kenya is taking active steps to become a major hub and destination of choice for investment in green hydrogen projects, particularly green fertiliser and green fuels pilot projects, given the immense potential for use of renewables, in green hydrogen production. I serve as the Green Hydrogen sub sector board lead at the Kenya Private Sector Alliance (KEPSA).

The Green Hydrogen subsector brings together private sector players to work together with policy makers to create an enabling environment for green hydrogen investments. We are currently working with





German development partners (GIZ/KfW/DEG), the EU Technical Assistance Facility and the Ministry of Energy and other governmental stakeholders to develop a Green Hydrogen Strategy and Roadmap for Kenya.

I also registered the Electricity Sector Association of Kenya (ESAK), where I currently serve as Secretary. ESAK is a business member organization that brings private sector stakeholders to encourage sustainable development of the electricity sector through collaboration, advocacy and data driven solutions. We conduct collaborative advocacy to influence decision makers at a national level to address the main barriers in the Kenyan market i.e. gaps and practices in the legal regulatory and institutional framework. We are also lobbying for supporting market reflective frameworks for energy investments/projects.

I am very grateful for having been part of MEG 9, and for the DAAD scholarship that enabled me to get the opportunity to pursue MEG. The knowledge, skills and experience gained through MEG set me up for a rewarding career and leadership in the energy sector. The resources offered by the EPOS-program will continue to be instrumental to enrich learning experiences

for MEG students, and the transformative outcomes MEG has in raising leaders who can ‘shape complex futures’.

## **My MEG Experience: by Milicent Omala (MEG 10)**

Having been born and raised in Kenya, my worldview before joining the MEG programme was mainly Kenya-centred. I had gone through the Kenyan education system and graduated from the University with a Bachelor’s Degree in Environmental Studies and Community Development and secured a job in Kenya. It had never occurred to me that I could live and work outside Kenya. After about three years of working, I began to have a strong feeling for a change but I wasn’t quite sure whether the change I needed was in a new a job or further studies. When I consulted my former lecturer, he advised me to apply for a scholarship and further my Studies. I did my internet search and came across the MEG Programme, just in time when applications were being accepted! I applied, was shortlisted, interviewed and accepted into the MEG programme. What was fascinating for me during that whole process was the efficiency and the responsiveness by the MEG and the DAAD teams. I got all the information I needed ahead of time and whenever I needed





assistance or any form of clarification, it was provided. This gave me a great sense of assurance of the support I would receive during my stay in Germany. Even though it was going to be my first time leaving my home country, my mind was settled.

different parts of the world. This experience enlarged my world view and ignited the urge to expand my horizons. For my internship during the summer break, I travelled to Nepal and worked with GIZ for three months, an experience that I cherish to this day.



**Picture 11: Milicent Omala, former MEG student and Daad scholarship recipient**

Towards the end of my Master programme, MEG and DAAD, yet again provided me an opportunity to apply for an internship with the United Nations under the Carlo-Schmid-Programme. When I looked at the terms of reference that the United Nations World Food Programme (Ghana Country office) had shared in their request for an intern, they matched the roles I had played at GIZ-Nepal to a large extent. I applied for it and I was offered the opportunity to work with WFP-Ghana for a period of six months. When I completed the six months, the WFP management did not let me go. I was offered a new contract and grew and worked in the organisation for five years until December 2021 when I resigned to take up a PhD position in Kenya, funded through a scholarship.

I am currently pursuing my PhD with a specific focus on climate finance in Kenya and I believe that all my previous experiences not only counted in setting me apart in the application and interview processes but also add up to what I bring to

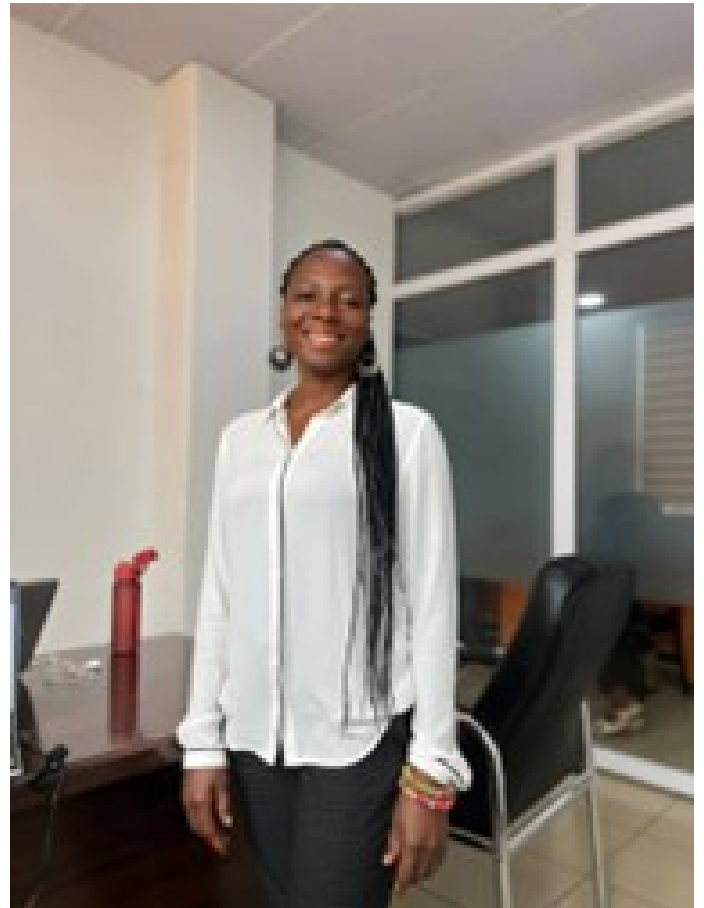




the team. I am now contributing to research that will have an impact on Kenya's climate finance landscape while I engage and exchange with counterparts in different parts of the world through the networks I developed during MEG, DAAD alumni seminars and work. Thanks to MEG, now I get to experience the world as a global village.

## **Life Before, During and After MEG: By Sarah Akwei-Marfo (MEG 12)**

Being part of the MEG programme under the DAAD scholarship was a life changing experience for me. Before MEG I worked in with an Oil Marketing Company, station in a rural area in Ghana. My life there brought me to the harsh reality of youth unemployment, particularly in rural areas and its effects on the quality of life of young men and women. I could only dream of getting the opportunity to make impact in the lives of unemployed young people particularly in Ghana, but studying MEG and being part of the DAAD family made my dream come true. I did not only gain knowledge and academic excellence but also networking, and opportunities for my voice and work to actually make impact. MEG sharpened my teamwork skills. Talk about building



*Picture 12: Sarah Akwei-Marfo, former MEG student and Daad scholarship recipient*

confidence for public speaking, innovation and creativity and MEG is number 1. These are but a few of the things I loved about the programme.

Through the DAAD Carlo Schmid programme, I had the opportunity to support the work of the Global Initiative on Decent Jobs for Youth at the International Labour





Organisation after my MEG degree. This offered me platforms to participate in events, [conferences](#) and workshops geared towards promoting dialogue among different stakeholders on how best to boost decent work for youth in Africa. All made possible by being a MEG student.



*Picture 12: Sarah Akwei-Marfo, former MEG student and Daad scholarship recipient in her home country of Ghana*

I am back to my home country, Ghana, to share knowledge and expertise gained through MEG. I currently work with a cocoa sourcing company in Ghana doing what I love best, creating job opportunities for young

people. My work focuses on creating alternative business opportunities and strengthening access to finance for cocoa farmer cooperatives which directly and indirectly benefits young people in numerous ways, particularly in the rural areas. Thus, improving the working conditions of young people in Ghana.

Thank you DAAD and thank you MEG for welcoming me into your family.



# Photo Essay

## A Year In Freiburg

### Photos by Scud Tang (MEG 17)

There are many reasons why students choose to study MEG in Freiburg, from a desire to make an active change in the world to a passion for sustainability or desire to take an international approach to learning. Whether it was high on

your priority list or an unexpected bonus, the beauty of Freiburg as a place to live and learn is certainly one of the highlights MEG students experience. Here, just over a year's worth of photo's document the various faces of Freiburg through the seasons.



Autumn in Freiburg: Term begins, leaves change, nights draw in, amazing sunsets.

Top left, view from the Schlossberg, October 2021; top right, view from Kastaniengarten Beer Garden, November 2021; bottom right Freiburg city vineyard, October 2022.







Freiburg in winter: Short days, long nights, hot drinks wine, snow hikes and snowball fights.

Top left, view from Langenbach-Trubelsbach Nature preserve, December 2022; top right, view from Kappler Stollen, February 2022; Bottom left and right, view from Schauinsland December 2022







Freiburg spring into summer: Bright new dawns, fresh green growth. longer days spent outside as things come back alive.

Top left, sun sets from Handel student residence, February 2022, top right, view over Sea Park, April 2022; bottom left, view over Vauban vineyards, May 2022; bottom right, view over the Munster, June 2022







*Cover images taken by Scud Tang (MEG 17)*

## **A note from the Editor - Until next time**

With the MEG network fresh from its reunion, and a summer of great work and collaborations ahead, there is a lot to look forward to in the coming months.

It has been a fantastic experience to work with MEGs from different generations while putting this newsletter together, and to hear from the unique voices of students within the MEG network.

I wish you a fantastic rest of 2023 and cannot wait to hear what the MEG network gets up to over the coming months. Remember to take photos, keep notes, and keep an eye out for the next call for submissions, we will want to hear all about what you get up to. Until then, Auf Wiedersehen.

**Albert-Ludwigs-  
Universität Faculty of  
Environment and Natural  
Resources**

**Program Director: Prof.  
Michael Pregernig**

**Program Management:  
Ms. Esther Muschelknautz  
Ms. Seirra Römmermann**

**Edited by Ella Grimwade**

**79085 Freiburg I.Br.  
Germany**

**[www-meg.uni-freiburg.de](http://www-meg.uni-freiburg.de)**