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| Danish organisation | Seniorer uden Grænser |
| Title of the intervention | Smart approaches for Environmental Management (SEM) |
| Partner name(s) | YLEC – Youth Leading Environmental Change |
| Amount applied for | 993768 |
| Country(ies) | Uganda |
| Period (18of months) | 1.7.2022-30.6.2023 |

1. **Objective and relevance (the world around us)**
* What is the main purpose with the intervention, including challenges that need to be addressed?

The main purpose of the intervention is to enhance long term transformation of Teso region’s environment for a green economy by grooming and nurturing primary school pupils in environmentalism. The project aims to promote green economy through grooming and nurturing primary school pupils in Soroti city in principles of sustainable development. In order to do this, the intervention is aiming to *pilot* in five primary schools in which school staff and community members work together to take on the responsibility of pointing young ones in the right direction.

The conceptual foundation of the green economy recognises the importance of intertwining economic development and environmental management[[1]](#footnote-1). “It is a dynamic process of economic transformation in the direction of low-carbon development, increasing resource efficiency and well-being of the population by usage of technologies and innovations that create new jobs while reducing environmental risks in the long term[[2]](#footnote-2)”. It therefore lays firm grounds for a sustainable and more stable growth in the future. By grooming and nurturing pupils in these principles, preparation is made for advocacy and implementation of green economy principles. The project also introduces a concept of School and Community Environmental Committees (SCECs) who will be trained and tasked with the role of instilling principles of a green economy in the society’s primary school.

The project has been developed with the assistance of local leaders and school administrators from Soroti city. During the leaders’ awareness seminars for the Clean Environment Initiative Project (CEIP) 2 that took place in November 2020, leaders from the district, city, secondary schools, divisions and sub-counties suggested that a project targeting primary schools should be developed. Herein lay the birth of the project idea. Their reasons for the project included utilisation of the land available to primary schools which could provide suitable grounds to planting tree woodlots. By planting more woodlots, they added, the city and district would have green spaces that would reduce the effects of erosion within the city, evapotranspiration rates and increase in soil humidity and general land productivity within Soroti and beyond.

It introduces a concept of School and Community Environmental Committees (SCECs) who will be trained and tasked with the role of instilling principles of sustainable development in the society’s primary school young ones. The SCECs are composed by school staff, parents and community members ( see p. 20 ). They will be put down at meetings at the schools and gender equality will be a leading principle

The project addresses the challenges of a degraded environment that has been part of the reason for changing climatic patterns within Soroti district, at the national, regional and global scope. Uganda as a country has a high dropout rate owing to several reason including food insecurity, parental negligence, child labour and many others. With many pupils stopping education at primary level, sometimes before finishing their Primary Leaving Exams (PLE), Soroti district and the country stands at a risk of undoing resilience measures to climate change that have been taking place in the district and country over time. This is because, studies have shown that many school dropouts have taken to tree cutting and wetland encroachment through brick laying to find a living hence increasing the rate of deforestation. Once livelihoods are built at an early age based on environmental degradation, changing those habits is usually expected to be problematic especially in cases where employment competitiveness is guaranteed to be low. With a background of environmental sustainability instilled in them at an early age, the project aims to create lasting impacts in which environmental education is engrained in the foundational steps of school going children.

The project believes the role of sowing green economy seeds should not be left to schools. This is because pupils may relate environmentalism to schools and not back in their communities. The project therefore proposes to make committees comprised of both school staff and community members to take the lead in student grooming. Additionally, the project proposes to work with parents during visitations, in Parents Teachers Association (PTA) meetings, Music Dance and Drama (MDD) as well as sports to pass on awareness to them so as to nurture environmentalism in their pupils.

This is expected to be impactful. To maximise effect, local leaders come in. The project aims to target local leaders facilitate certification of the tree planting ordinance and to advocate for waste sorting within the newly formed city.

The partners’ work within secondary schools from the Clean Environment Initiative Project (CEIP) 1 and 2 has led them to identify with learning institutions as favourable grounds to promote environmental management. In the CEIP projects, school staff and communities continue to show interest in being skilled for promotion of green economy concepts. The partners have identified a need for continuous monitoring of nursery beds, promotion of waste sorting and food security as ecologically sound mechanisms for the new Soroti city status. There has also been overwhelming requests by leaders at all levels within CEIP 2 to target primary schools because of the available land for woodlot growth. This has rendered this application imminent.

Important learnings from the CEIP 1 and so far from the CEIP 2 are, that younger students are more receptive to the practical training and that the success rate and the dissemination of the project to the surrounding communities increases the more the communities and the local leaders are involved in the implementation.

YLEC and SwB Denmark are the only NGOs implementing this type of project in the Soroti district.

* Describe the context of the intervention:
	+ Describe the conditions that apply in the area where the intervention will take place, and which are expected to influence the intervention (e.g. social, economic or political conditions, or other projects or activities in the area that can supplement the intervention).

Youth Leading Environmental Change (YLEC) Uganda together with Seniors without Borders already implement projects in the Teso region, Soroti district. Analysis within the region based on feed back from local leaders, other Civil Society Organisations (CSOs), local communities and environmental observation has revealed that climate change, poor waste management and food insecurity are notable issues of concern when it comes to the environment in the city and district.

The variety of hazards including floods, crop and animal epidemics, severe storms, land conflict, pest infection, environmental degradation, pest infestation, drought and food insecurity. Disasters experienced in Teso sub-region have been increasing in frequency and severity in recent years. (UNDP, 2021).

In the recent years, Soroti has become prone to intermittent rain patterns that have been characterized by long dry spells. This is the most noticeable effect of climate change in the area which has culminated into massive decline in food reserves as agriculture is becoming less productive. The socio-cultural behaviours of the communities in Teso have changed due to these impacts, taking an example of the shift from pastoralist way of living to subsistence agriculture, the communities have gradually been trying to adapt to these climatic changes, however, with utmost difficulty.

In response to the above effects, efforts to increase tree planting have been undertaken by a number of organisations including YLEC, other CSOs and government authorities. For example, the National Forestry Authority has upscaled its mandate to locally distribute tree seedlings to organised groups. Soroti district local government has supplemented the endeavours by drafting an ordinance calling for every household to plant at least 15 trees. Irrespective of these, the state of tree growth in Soroti is still worrying. More people are increasingly looking to trees to provide wood fuel for cooking. Schools drive in truckloads of wood almost every fortnight for preparation of food. Trees are continuously cut for brick laying, the ratio of seeds planted in nursery beds to seedling transplanted from nursery beds is still low and when transplanted, many young trees are destroyed by grazing animals. This is worsened by long dry spells and malicious acts in which people’s woodlots are burned. Enduring efforts are indeed required to ensure that tree growth reaches a sustainable level.

In 2020, Soroti was among the 9 municipalities that were granted a city status. With all the good that this has, it is expected to increase the number of people within the new city owing to infrastructural development. And with the influx of people comes the question of waste management and recycling. Before turning into a city, the municipality was already facing waste management challenges; with piles of waste being collected around markets and in the suburbs. The city has two waste management plants, one at Aminit that produces biodegradable waste and another one at Akisin that recycles plastic waste. But waste collection is only starting to be institutionalised at one of the divisions (Eastern Division) out of the three divisions in the city. The trucks collecting waste are also under poor mechanical conditions and awareness towards waste management is quite low within.

Just like elsewhere in the world, Soroti city and district were affected by the COVID-19 pandemic. Since most of the people are daily income earners, during the pandemic, they have found it difficult to provide basic needs for their households especially food. A preliminary survey carried out by the project team in June 2020 on 45 respondents in Soroti indicated that 99% of them were suffering from some form of food insecurity as a result of the disease. 73% were experiencing severe food insecurity while 20% of them were experiencing moderate food insecurity. According a local non-government organisation, Community Integrated Development Initiative (CIDI), within primary schools, many pupils opt to leave school early due to the inability to find something to eat. An assessment carried out in 17 primary schools within Soroti earlier this year by YLEC Uganda indicates that 70% of the schools had an aspect of environmental education incorporated within social studies and science subjects, but only 30% of the 17 schools have environmental clubs to undertake environmental practices. This means that whereas these pupils get some basic information on the environment, a big percentage actually have no practical skills to manage the environment.

At the beginning of this year, the country was engaged in a democratic election of all elective posts in the country at all levels. This has created a new change in leadership across the country and Soroti not being an exception. The change of leaders for a given political office means that new ideas and working relations have to be adapted, something which the project partners will seek to exploit. .

The partners have hence incorporated the contextual aspects of climate change, economic and political conditions in Soroti mentioned above to formulate of the strategies for the intervention.

* + Describe whether the intervention takes place in a stable or fragile context. If the intervention takes place in a fragile context, you can find inspiration on CISUs website about [nexus](http://www.cisu.dk/nexus).

Nexus is not relevant in this context

Fragility is characterised by the Organisation of Economic Co-operation and Development (OECD) as the “combination of exposure to risk and insufficient coping capacity of state, systems and/or communities to manage, absorb or mitigate those risks.” There are 57 countries also known as contexts that are categorised as being fragile by the OECD and Uganda is one of them. This indicates that the intervention will take place in fragile context. Below is an explanation of the different dimensions of fragility in Uganda and how Soroti city where the project is expected to be implemented compares.

**Economic fragility.** Uganda is rated at high fragility economically owing to high dependence on aid, poor performance in the education sector, high food insecurity, high dependence on natural resources, high social economic vulnerability and high number of high who are unemployed, not educated and trained. However, Uganda performs moderately well when it comes to GDP per capita growth, general government gross debt, regulatory quality and ratio of women to men participating in the labour force.

According to the Uganda’s most recent census, Soroti city (by then municipality) does indeed experience economic fragility with only 56.8 percent of people between 18 and 30 employed, 5.2 percent of people 20 years and above having attained education above “A” level and only 1.2 percent of households with 5kim or more to the nearest secondary school.

**Environmental fragility**. Uganda is rated severely fragile in the environmental realm. Reasons for this include poor performance in the indicators of food insecurity, environmental performance, socio-economic vulnerability, government effectiveness, prevalence of infectious disease, urbanisation and strength of civil society. In the area of interest, a lot of these hold true. As indicated early, YLEC’s did prove through a survey that the most respondents within Soroti city were food insecure. Within the district, the Uganda Bureau of Statistics (UBOS) in 2014 reports that only 40.5 percent of the households in the district properly dispose off solid waste. In addition to this, there is a high level of tree cutting for fuel and construction. Climate change also comes into play with the district facing flood during dry seasons and very hot droughts during the dry seasons.

**Political fragility.** In the political dimension, Uganda’s fragility is rated low. It performs around moderate and well when it comes to legislative constraints and executive power, judicial constraints and executive power, regional governance independence and share of women in parliament indicators. Despite this, the country also scores poorly when it comes to perception of corruption, clientelism, physical integrity, government effectiveness, voice accountability and political stability. Indeed, this a general picture and can be said to apply to both Soroti district and city.

**Security fragility.** Here Uganda is ranked as experiencing moderate fragility. It performs generally well when it comes to rule of law, formal alliances, control over territory and battle-related deaths from armed conflict indicators. On the other hand, the country needs to improve of the following indicators; violent crimes, risk of conflict, presence of police officers, presence of armed security officers and impact of terrorism.

**Societal fragility.** Unlike political and security fragility that are doing relatively well, societal fragility is rated high. The indicator responsible for the poor performance are; voice and accountability, urbanisation, uprooted people, strength of civil society, horizontal inequality and gender inequality. However, the country does somewhat well when it comes Gini coefficient and access to justice indicators.

Indeed, according to UBOS, there are more illiterate girls than boy in both Soroti district and city, 12.6 percent of girls between 10 and 19 years have been married before, only 12.6 percent of the population between 18 and 30 years has access to internet and only 34.6 percent households have household constructed using permanent wall materials.

* Describe how this intervention will strengthen civil society organising to advance social justice (realisation of people’s rights, reducing inequality and fighting poverty, participation in decision-making processes, equal access to resources, and just institutions).

Having a strong NGO community with a clear mandate to engage civil society can help countries to promote human based rights, shape development policies and partnerships and oversee their implementation. YLEC and SwB have had a working relationship in Uganda since 2015. While working together, both organisations have reached thousands of people through seminars, workshops, trainings, radio talk shows and community awareness. Through regular online communication by the two organisations on different platforms such as WhatsApp, slack app and zoom meetings, their working relationship is expected to grow stronger. The project team will widen their expertise working within different contexts giving them an opportunity to apply that elsewhere. SwBs will get more knowledge about the problems which influence the daily lives of the pupils in Uganda. This will lead to more innovative ideas, new interventions and new insights.

During the project launch and indeed during advocacy seminars, civil society organisation working within the environmental field will sought to share their views with the project implementers. It is expected that they will share experiences and challenges they have faced while implementing their own projects. These elements will be incorporated within the project design were applicable and others put into consideration for future interventions.

Local leaders establish the linkage between the government and the civil society organisations. They are expected give recommendations such as legal advice the project implementers not only in the environment sector but also in the education sector. The leaders will support civil society organisations to access more diverse sources by giving them the necessary back up and information required for such undertakings. Having gotten the project, YLEC Uganda will qualify to be invited for local leadership meetings such as annual budget reviews and CSO council meetings. In these meeting, a platform will be provided for to build CSO growth and collaboration. Additionally, such platforms will build grounds for advocacy of people’s rights, reduction in inequality, equal access to resources and justice.

* What climate- and environmental conditions do the partnership and/or the intervention need to respond to? And how have the partners responded to it? This could be in relation to the conditions of the target groups, the number of flights or the activities of the intervention, and how these affect the environment or climate in the area.

The project is looking at three environmental aspects. That is tree planting, waste management and food security. These have been selected in response to environmental issues identified by school administrators and local leaders.

The partners’ approach to addressing these issues will involve the following strategy. Tree planting will involve construction and management of nursery bed by the SCECs with the help of pupils in environmental clubs. A tree nursery management mobile application will be developed for monitoring of the SCECs and school’s nursery beds. The intervention will also involve planting of woodlots in the land provided by the primary school administration. Most primary schools have big land areas at their disposal and yet there is little it is used for. The intervention presents a big opportunity to utilise the land for woodlot growing.

This is aimed at increasing the green cover in Soroti city and Teso sub-region Additionally, the communities will embrace the economic value of tree planting as a future investment and a sustainable way of resource utilization.

Waste management will involve passing on skills for sorting and using waste as a resource to the SCECs who will be tasked with passing it on to the pupils. The health and well being of the community members depends on a clean environment. Management of this waste will ensure that communities only generate the amount of waste it can handle through sorting, recycling and reusing, and only dispose of that whose value cannot be salvaged.

Food security will involve training the SCECs in making kitchen gardens. Each member in the SCEC will be tasked with the role of ensuring that they have their own kitchen garden. Additionally, each SCEC will have to ensure that their respective schools have a kitchen garden for pupils in environmental clubs and others to learn practically.

In CEIP, the project partners identified a challenge of watering seedlings and nursery beds when students leave school for holidays. Since primary school staff live closer to schools, the SCECs will select the members from the groups that will be responsible for watering the trees and protecting the trees when the pupils are away. These will work hand in hand with school support staff mandated by the schools for this task.

Climate change continues to be an issue in the world and as such the partners like before are following principles set to reduce the role they play in the menace. Prior projects implemented by SwB involved a number of flights. This project has been designed to limit flights by SwB representatives to a minimum of one monitoring visit and one final review visit. Instead, the Danish project team will monitor the project through monthly online meetings in which they will be updated on the ongoings of the project. This has been proven during the surge of the COVID-19 pandemic period with the ongoing CEIP 2 project, where the project was approved for implementation during a time when flights were not permitted into the country. One year down the road, the project is progressing with an adaptation of online monitoring and constant update through monthly zoom meetings. Similarly, this strategy will be emulated in this intervention thereby reducing the carbon footprint by the Danish partners.

1. The partnership/collaborators (our starting point)
* **Describe the experiences, capacities and resources of participant partners (including the Danish organisation) as well as other actors (e.g. their experiences with the subject matter concerned, knowledge of the context in which the intervention will take place, networks and relationships).**

**The local organisation.**

**Youth Leading Environmental Change (YLEC) – Uganda**

Youth Leading Environment Change (YLEC) - Uganda is a youth centered environment organization based in Uganda that aims at combating the youth in environment protection and sustainability. YLEC started as an environmental youth engagement workshop series developed collaboratively by a group of researchers, representatives of environmental organizations and young environmental leaders in Bangladesh, Canada, Germany, India, Uganda, and the United States. Following the completion of a youth leading environment change program in 2012, the youths in Uganda held regular meetings to practice and foster environment change.

Out of these meetings, the youths registered YLEC in 2017 as a CBO. associate (company limited by guarantee). This meant that the company was to fulfill the desires of members as its vision and mission states. YLEC Uganda’s vision is to be the leading green organization in Africa engaging the youth in tackling environmental degradation and promoting environmental sustainability and the mission is to involve the youth from diverse fields in solving environmental problems geared towards environmental sustainability by doing research, imparting knowledge and capacity building in the society. Like any other organization, members also agreed on the operation principals of working collaboratively in a professional way with integrity and innovativeness with the focus area being;

* Waste management
* Food security
* Clean energy
* Climate change
* Environment art and IT

The organization is headed by the Chief Executive Officer, Mr. Lukyamuzi Allan, a Master’s degree holder in Business Administration, guided by Prof. Frank Mugagga, Head of Geography, Geoinformatics and Climatic Sciences at Makerere University and serving as head of the Board of Directors for YLEC. YLEC also has over 10 staff and volunteers who are very experienced in environmental protection with maximum capacity to pass on the knowledge and skills.

YLEC in partnership with JEEP have worked together on other projects including the Environmental Awareness Project (EAP) from 2015-2019 and the Knowledge Advocacy and Learning (KAL) project in 2015.

During the EAP project, YLEC was able to train youth in the Mount Elgon and Karamoja Regions in sustainable energy efficient technologies through construction of domestic energy saving stoves, food security measures of backyard gardening and tree planting skills. After the EAP project, over 4000 people were impacted by the project

In the year 2018-2019, YLEC implemented a pilot project CEIP 1, we were able to reach over 3000 people in Soroti district where we trained 280 students in 7 secondary schools in tree planting, energy saving stove construction and proper waste management. These were trainers of trainees who trained other students and community members in whatever they had learned. The results from the pilot were positive thus giving birth to the much wider CEIP 2 project which is covering 20 secondary schools in Soroti district and city. YLEC has also worked with an activist group called Makerere University Climate Action Network (MUCAN) in the past.

YLEC aims to work in partnership with relevant stakeholders to achieve the following objectives:

* To develop and package information in line with the economic and social structures of the target communities, especially women and youth, with focus on reducing communal and individual vulnerability to environmental degradation.
* To build capacity of communities to use energy sources sustainably.
* To engage Youth and women as the major drivers and stakeholders in the practical development of viable and sustainable food security strategies tailored towards their social, economic and physical structures.
* To address unseen environmental issues by using GIS, data base development. By this YLEC makes data analysis and app environmental smart application development to solve environmental problems.
* To promote environmental innovations and advancement of existing technologies through collaborative research with professionals, environmental organizations and other institutions. This will entail data collections and data analysis.
* To establish an iterative network between communities and our operatives.

With the experience gained from working with different categories of communities, ranging from out of school youths, school children, women’s groups and local leaders of Soroti and Teso Sub-region, there is much self belief that primary school communities will equally be accommodative of our initiatives.

The implementing staff, see p.10

**International Partner**

Senior without Boarders (SwB)-Denmark has had an experience working in Eastern Uganda over the years. SwB has been working with YLEC for over 5 years now, first when YLEC was under the mentorship of JEEP and now when YLEC is the leading implementer of the CEIP-2 project in Soroti. It has been at the fore front of monitoring the projects on behalf of CISU.

SwB is implementing several environmental projects in Africa: Guinea, Kenya, Tanzania, Zimbabwe and Uganda. Besides the projects with YLEC, SwB is implementing two CISU funded environmental projects in Uganda and several projects funded by private companies and funds

SwB has put down an experienced project group for this project:

Poul Kroijer, environmentalist, CISU projects: EAP, SEAS, BidiBidi, CEIP 1 and 2

Kjeld Holmboe, environmentalist, CISU projects: EAP, SEAS, CEIP 1 and 2

Lone Jacobsen: educationalist, CISU projects: EAP, SEAS, BidiBidi

Else Jensen: environmentalist, CISU projects: BidiBidi,

Torben Jensen: Environmental engineer, CISU project : SEAS, CEIP 2

Its main role is mainly supervisory and monitoring and financial control of project funds.

* **Describe any previous acquaintance or cooperation between the partners, and how these experiences have fed constructively into the development of the proposed intervention.**

SwB and YLEC are currently implementing a Clean Environment Initiative Project, phase 2 in Soroti, where 20 secondary schools across Soroti are participating. The project is funded by CISU where YLEC is responsible for planning, budgeting, implementation and reporting of the activities while SwB-Uganda is responsible for local monitoring of the project. SwB-Denmark on the other hand is responsible for the overall project monitoring on behalf of CISU. The project is run on a budget of 2,374,622DKK.

The two organisations worked together in the EAP ( Environmental Awareness Project ). Funded by CISU. The CEO has been in Denmark for an environmental seminar in 2019. The two organisations are planning a plastic recycling income generation project inspired by ReclameAfrica and an environmental project in the area populated by the IK people.

This application is developed by YLEC and SwB after several calls from the local leaders especially during the follow-up, monitoring and leader’s awareness seminars that YLEC and SwB have conducted during the implementation of the CEIP projects.

Concerning the proposed project, YLEC members have participated in all phases of the preparation of this application. This also includes capturing the views of the local leaders and community members during pre-visits and occasional workshops during the implementation of CEIP projects. They have done a preliminary baseline survey within the project area. They have held consultative meetings with school representatives within the project area. They have coordinated activities and ensured consultations with the other project partners.

Prof. Frank Mugagga, Makarere University, has been consulted on the several activities including project design and capacity building for several community-based development projects, and such experience has been instrumental in the success of the previous YLEC projects and thus for the proposed project.

Through its activities in the Eastern region of Uganda, SwB has gained thorough knowledge and considerable expertise in tree planting and waste management. With the experience in skills training, awareness and advocacy work, YLEC will undertake similar initiatives in collaboration with local authorities to ensure success of the project.

With a good partnership established by the YLECs and SwBs, the project will bring a comprehensive and inclusive participation in solving the environmental problems identified in Soroti as a whole.

* **Describe the contributions, roles and responsibilities of the partners and other actors. Justify substantial payroll costs, and if payroll costs are included for the Danish organisation, describe the tasks and why Danish personnel are best positioned to undertake these tasks.**

YLEC Uganda will provide the staff that will directly be part of the project implementation, planning and budgeting. The success of activity implementation is partly reliant on their motivation through inclusion in the pay roll so as to cater for individual wellbeing and also on the facilitation of the services rendered towards the execution of the project activities. The project staff include the Project Overseers, the Project manager, the project assistant and two project officers. All these are expected to be YLEC staff with qualifications and experience to carry out such activities.

Mr. Denis Ikanza holds a Bachelors degree in Environmental sciences, He has worked with YLEC since its inception acquiring skills in project planning , waste management, renewable energy technologies, tree planting and additional courses and skills in project management, He took part in implementing EAP as a field support staff and on CEIP2 project as a field officier and shall be a project manager.

Ms. Annet Nakazi holds a Bachelors degree in Environmental management, During her study, she took keen interest in accounting and has practiced in the field for 7 years, she has worked on the CEIP 1 and still working on the CEIP2 projects as a project accountant. She is intended to be aproject Accountant.

Ms. Shalifa Migamba holds a Bachelors degree of Arts in social sciences, During her study she had a lot of interest in environmental management and has practiced it for now 3 years, she is working on the CEIP2 project as aproject staff and in charge of media and social marketing of the organisation but also always works on CEIP2 fiels activities, she is intended to be a field officer.

Mr. Emmanuel Muyingo holds a Bachelors degree in Environmental management with proffessional trainings in project planning and management, he has been involved in community development activities for example mobilisations, sensitization and trainings in many project like EAP, CEIP1 and on the CEIP2 project he is a support staff, he is intended to be a field officer.

Ms. Hazra Okem hold a master’s degree in Petroeluem, Energy Economics and Finance and bachelors degree in Natural Resource Economics (First Class (Hons)). Over the past 10 years, Ms. Okem has served in various organisations as a programme/project manager and has amassed a wealth of experience in project strategy, design and implementation and Monitoring, Evaluation and Learning(MEL). Consequently, Ms. Okem will serve as the MEL officer in this project and leverage on the existing team expertise to successfully track the progress of the intended outcomes, facilitate learning and advance the project goal.

Mr. Richard Tusabe holds a bachelor’s degree in environmental management, he has under taken additional courses in project management as well as rural appraisal and community action. He has over 7 years experience in environmental projects and shall be responsible for reporting project work and activities to the SwB Denmark.

The SwB will be in charge of accountability to CISU. The responsibilities will involve reporting to CISU on financial matters in the project as well as technical related information including periodic and status reports.

As for the activities, the SwB will participate in the planning and review meeting. They will also conduct the project monitoring activities. Project monitoring on the ground by SwB specifically, will be done once during the one monitoring visit During the exercise in which a representative from SwB will work with the monitoring and evaluation officer on the project to find out how impactful the project will have been including recommendations for a scallable project.

* **Describe how the intervention will contribute to developing the relationship and collaboration between the partners.**

Formally, the two organisations will sign an Agreement of Cooperation that will establish a relationship between them. By upholding to the promises laid in the contract, the two organisations will establish a working relationship tied by a contract.

YLEC Uganda and SwB will hold monthly meetings. In these meeting YLEC will update SwB on the development of the project. Through these meetings the two partners will continue to develop their relationship. During a monitoring visit by the SwB representatives, the two organisations will carry out joint monitoring in which their relationships and collaboration will grow further.

The project is designed in form of a pilot in which lessons learnt will be incorporated in a follow-up project that will target more schools and ensure broader impact. As the two organisations are working towards that end, the relationship and collaboration between the two will grow further.

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* **Describe how the intervention will contribute to strengthening the partners’ relations to other actors, e.g. authorities, other local, national, and international organisations, networks, alliances, private companies or other financial support.**

The idea behind the intervention has been a backing from the local leaders imploring YLEC to reach out to Primary Schools as a way of extending services to a wider Soroti community. This intervention also stems from the inspiration of local organizations for example CIDI, which has had some environmental interventions with the same target group, thereby having a more diverse and lasting impact to project beneficiaries.

YLEC and SwB’s relationship and influence within the project schools will grow. In these schools the different stakeholders including administrators, school staff and pupils will either directly or indirectly be reached by the partners and as will leave a lasting impact and relationship therein.

The MOUs signed with the district and city leadership indicates a more solid partnership that YLEC has created over time with the local leaders and partners (schools) since its inception of work in Soroti. This will be strengthened by attending meeting at the city and district as the project advances.

The local partner also expects to encourage the use and adoption of the nursery bed mobile application to other organisations working with nursery beds. The organisations that will use the application will only have to pay maintenance fee to promote sustainability of the application. This will act as another building block in which the strengthen relationships with other organisations including the consultant that will develop the application.

YLEC has also taken the initiative to involve government agencies like the National Forestry Authority (NFA). The National Forest Authority is the body of the Ugandan central government that is responsible for managing the country's Central Forest Reserves. It was created as a semi-autonomous corporation through the National Forestry and Tree Planting Act of 2003 to replace the prior Forestry Department. Through consultations with the District NFA branch, there is an opportunity which allows communities to access indigenous tree seedlings from their respective tree nurseries, which YLEC intends to explore through the intervention.

1. Target groups, objectives, strategy, and expected results (our intervention)
* Describe the composition of the target groups: specify approximate number of people in primary (the persons who will participate in the activities of the intervention) and secondary (persons who will be affected by the activities of the intervention without having participated in them) target groups disaggregated by e.g., gender, social groups or other relevant factors.
1. **Primary target group**
2. **School Environmental Committees (SCECs).** This the main target group. It will comprise of 1 school administrator, 4 teaching staff, 2 none teaching staff, 4 parents from the Parents Teachers Association (PTA), 3 community members who are farmers and 1 community leader making a total of 15 member. The group will be comprised of at least 7 female members. They will be taken through training in two sets of skills. The first set of skill will be team cohesion skills which will include group dynamics, entrepreneurship and village savings and loans associations (VSLA). The entrepreneurship and VSLA components will enable the SCECs to work as a group with financial benefits increasing their cohesiveness.The second set of skills will be environmental skills which will include tree planting, waste management and food security. The SCECs will be formed per school. They will be tasked with passing on environmental skills to pupils in the schools. They will supervise MDD competitions as well as sports events both based on environmental themes. After training in group dynamics, the SCECs will determine their leadership structure and roles. Two of the members of the SCECs will be expected to be patrons of the school’s environmental club. The SCECs will meet every two weeks to share knowledge, implement activities together and groom pupils in environmental skills taught to them. Total 75
3. **Pupils in Environmental clubs.** This target group will be comprised of at least 40 pupils from different classes in the school. At least 20 of these are expected to be female pupils. They will be trained by the SCECs in environmental activities. Together with the SCECs, they will plant trees in the woodlots, take care of tree nursery bed and kitchen garden as well as ensure that waste is sorted at school. The environmental club pupils will also exhibit their environmental work during the schools’ visitation days with guidance from the SCECs. Total 200
4. **School administrators.** Five schools will be targeted. In these five schools four school administrators will be reached for environmental awareness. The four administrators include a member of the Board of Directors, the Headteacher, a representative from the PTA and the Director of Studies. School administrators will be targeted in order to get top management buy in into the project, to formulate school regulations based on environmental principles and fix project activities within the school’s program. Total 20
5. **Parents and guardians.** For forty students in environmental clubs, each will be asked to invite one of their parents or a guardian for an environmental awareness seminar in which they will be tasked with nurturing their children in environmentalism. The parents/guardians are targeted to support pupils in practicing environmental activities during holidays. Total 320
6. **Local leaders.** The project is to be implemented in the city. As such leaders at the city, divisions and cells will be called upon to attend the project’s launch and leaders’ awareness seminars. 10 will come from the city and 15 from the two division and 15 from 5 cells(villages). This will make a total of 40 leaders targeted. Leaders are targeted to render services for facilitating certification of the tree planting ordinance by the district and for advocating for waste sorting. Total 100
7. **Secondary target group**
	1. **Pupils (other than those in environmental clubs).** These pupils will be reached indirectly through MDD and sports events. They will also be encouraged to participate in sorting of waste within the schools by SEC staff members and environmental club pupils. The total number of this secondary target group will base on number of students per school. Around 5000
	2. **Pupil’s parents and guardians (other than those in the primary target group)**. These will be targeted through MDD events and sports day events. They will inspired to nurture environmentalism in their children by seeing what pupils in environmental club will have done. Around 10.000
	3. **Other staff members in the targeted schools.** These are expected to be reached through members of the SCECs who will fill them in on the ongoing activities of the project. The SCECs will make awareness to them during the staff meeting. Around 250
	4. **Household members for primary the target groups**. The total number of primary targets are coming from unique households (pupils and their parents/guardians come from the same households so they are counted once) is 335. On average every household in Soroti has 8 family members. It is foreseen that environmental information will reach the other household members comprising of a total of Around 2.680 people.
* Describe how the target groups will participate in- and benefit from the intervention.

The primary and secondary target groups will benefit from the intervention in the following ways:

* The **SCECs** will be provided with tree and vegetable seedling for planting within their schools and home gardens. Their capacity will be developed by giving them environmental skills of tree planting, waste management and food security. In the team cohesion skills, they will attain skills in entrepreneurship and VSLA which can be capitalised to grow their income. And each SCEC will be provided with one mobile device for collection of data using the nursery bed management application.
* The **environmental club pupils** will attain environmental skills in tree planting, waste management and food security. By understanding both theoretical and practical elements of these skills, the pupil will have attained skills that could be utilised for employment later in life.
* S**chool administrators**. The primary schools to be selected for the project have vast amounts of land available. When left bare this land poses a risk of attracting squatters. The project through the work of SCECs and environmental club pupils will plant trees on this land obliterating them of the problem. Additionally, the schools will be provided with facilitated activities for co-curricular activities in which pupil will be engaged. Schools will also be provided with waste shades and bins in order when implementing waste management training.
* **Parents.** One of the roles for parents is grow responsible and productive children. The project will ease this role by ensuring that their pupils are groomed into environmental conscious young people willing to play a part addressing society’s problems for the benefit of others.
* **Local leaders and NFA representatives.** CSOs help with doing the work that is meant to be done by local government. By carrying out this project, reaching schools and ensuring that more trees are planted, waste is properly managed and food security is increased, the work of local leaders in made easier. The local leaders will therefore benefit by reaping benefits from a more environmentally responsible citizenry. NFA representatives will be targeted to lobby them to provide seedlings for planting in schools’ woodlots. In return they will find organised groups to provide seedings.
* Describe how the target groups and relevant actors have been involved in the development of the intervention as well as the partners’ legitimacy to act as champions of the target groups’ cause.

Having gotten the recommendation from the leaders, YLEC Uganda undertook a survey to find out if primary schools had the willingness to participate in the project. The survey involved 17 schools in the city. All schools reached agreed that a project of that nature would be welcome within their schools. The partners asked which activities would be idea for the pupils and staff to learn. Tree planting was recommended the most. The school administrators also supported the utilisation of available land for woodlot growing. From the survey, half of the 17 schools mentioned having at least 1 acre for woodlot establishment. The second activity that was recommended was waste management and the other one was food security. This way the project partners formulated the project incorporating ideas from the target group.

From our previous and ongoing initiatives of CEIP, we have learnt that local council leaders play a very vital role in influencing the actions of community members since they are part of the cells/ villages that the community members come from. They influence the implementation of the local bi-laws that the intervention is going to advocate for when it comes to addressing some of the challenges that are human related, for instance, the protection of young tree seedlings from grazing animals, promoting waste sorting and making kitchen gardens.

It should be noted that there are still elements of the project that have developed based on insights by the partners. During the Pre-visits exercise just after the project commences, more consultations will take place. After these consultations, some changes could still be made to the project to align the project’s objectives with the desires of the target group.

* Describe the strategy of the intervention – how and with what methods will the intervention be implemented so that it leads to the objectives, including how the intervention balances between the elements of the Development Triangle.

The project bases its strategy on grooming and nurturing pupils into an environmental mindset. In addition to this, it targets leaders both within schools and local leadership to advocate for certification of the tree planting ordinance and waste sorting.

The concepts of grooming and nurturing are handled separately. Grooming is to train or prepare someone for a particular purpose or activity. To nurture on the other hand is to help or encourage the development of aspect. In the project the role of grooming pupils is going to be done by the SCECs. In order to do this, the SCECs will be trained in cohesive and environmental skills. The cohesive skills will be trained first. These include group dynamics training, entrepreneurship and VSLA training. The reason these were chosen first is to promote team building. After the cohesive skills are attained by the SCECs, the environmental skills will also be passed on. The environmental skills will be trained to the SCECs with a goal of passing them on the environmental club pupils and practising them within the school environment. The environmental skills will include tree planting involving nursery bed establishment and management as well as woodlot growing. The other environmental skills will be waste management and kitchen gardening The SCECs will work with pupils in environmental clubs when implementing environmental skills. Enforcement of the SEC-pupil engagement will often require regular visits by the project officers. In order to promote monitoring of tree seedling in the nursery beds, the project will develop a nursery bed mobile application (APP) to be used by the SCECs for data collection and analysis. In the app, the SECs will be able to fill in data every two days on the nursery of seedlings that have grown, and which seedlings have failed. Other information collected will include the number of times the nursery bed is watered and the different responsibilities.

The SCECs having attained entrepreneurial and environmental skills will be encouraged to save the earning from their efforts in VSLAs. All members of the SCECs are member of the VSLA groups. Additionally, since majority of the members in the SCECs are employed, the VSLAs will enable them to increase their savings. The VSLAs have the advantage of increasing the SCEC members’ cohesiveness as well as investing in perfecting their environmental skills. The VSLA concept is a methodology used in all SwB environmental projects in Uganda.

The role of nurturing will be done by the parents or guardians of pupils in environmental clubs. For these parents, awareness will be carried to ensure that they understand the role their pupils are paying towards a green economy. The activities involved when sensitising the parent will include awareness seminars, music, dance and drama (MDD) and sports. The sports event will not only involve pupils but parents and guardians too. This will have an added advantage on not only reaching those parents or guardians whose pupils are in environmental clubs but other pupils’ parents and guardians too.

The school administrators will put in place mechanisms to ease and promote the work done by the SECs and the pupils. In this they will allocate time for practice of environmental activities, encourage participation of the MDD and sport events, invite parent for visitation and communicate exhibition of the environmental pupils’ work. They will also be encouraged to put in place environmental legislation preventing such as burning use of polyethene at the school canteen. In order to get them to put this in practice, a project launch and two awareness seminars will be organised to make awareness to them. They will also be signing a memorandum of understanding with the project partners to commit to agreed pledges.

Local leaders will take part in the project launch, two awareness seminars and the stakeholders’ evaluation. Following experiences three advocacy points will be promoted during engagement with leaders. These being protection of young tree seedling, waste sorting for increased benefits and encouraging kitchen garden within community households.

**The development triangle**

The development triangle illustrates the project’s relationship between strategic deliverable, organisation capacity and advocacy. The project’s ***strategic deliverables*** include trainings or the SCECs in environmental and team cohesion skills by the local partners and experts. Local partners will the SCECs in environmental skills, group dynamics and entrepreneurship under team cohesive skills. Experts will train the SCECs in VSLA principles and functionality. Others will train pupils in incorporation of environmental aspects in MDD and sports. During the trainings in tree nursery bed establishment and food security, the SCECs will be provided with farm inputs to ease implementation of the corresponding environmental activities. During waste management trainings, in order to appreciate the importance of waste sorting, waste bins and shades will be provided to schools.

***Organisation capacity building.*** Under this the local partner will attain training in environmental skills, group dynamics and VSLA principles and functionality. This is expected to improve the local partner’s capacity to carry out pass on similar skills under different contexts. In addition to this, by working in the primary schools, the local partner’s exposure, experience and skills will improve. This will also provide breading grounds for growth and collaboration with other stakeholders working within the same target groups.

***Advocacy.*** The project’s advocacy efforts are going to be geared towards making awareness to ease passing of the tree planting ordinance by the minister of local government and movement building towards waste sorting in the city.

The tree planting ordinance involves ensuring that every household in the district plants 15 trees within their households. The ordinance was developed by Soroti district with the assistance of and local NGO – Community Integrated Development Initiative (CIDI) under the Sustainable Environment and Agro Solution s (SEAS). The ordinance passed through different stages of development including appointment of a law committee, problem identification, examination of existing laws and identification of gaps, consultations, defining, introduction of the bill to the district council, publication and dissemination of the draft bill and debating the bill. It is currently under the auditor general’s office where it has been for more than a year. In relation to this ordinance, the project will make awareness at the district and in the auditor general’s office to source solutions for certification of the bill by the ministry of local government. If passed within or during the project time frame, the project will make awareness among the primary target group to promote a buy-in into adoption of the bill in which the primary target group will become ambassadors of the elements of the bill.

Waste collection within the city is low. Well as this is a problem, it presents an opportunity in that as legislation towards waste collection is starting for example at the Eastern division, Soroti city residents can be introduced to waste sorting at the same time. Through engagement and awareness, the project will aim to reach school and local leaders to advocate for waste sorting and passing on the message that waste has entrepreneurial benefits to allow for residents in their vicinity to exploit those opportunities. Specifically, the project will target the school administrators, city, division and cell leaders within the city.

Altogether, the strategic deliverable within schools will promote good working relations with school administrators and the local partner. The strategic deliverables are also expected to impress local leaders during their monitoring exercises and provide favourable grounds adopting advocacy points passed on to the leaders by the local partners.

* Describe the objectives, activities, expected results and indicators (or similar ways of formulating criteria of success) of the intervention.

**Main objective**

The main objective of the intervention is to enhance long term transformation of Teso region’s environment for a green economy by grooming and nurturing primary school pupils in environmentalism

**Specific objectives**

1. SCECs have attained environmental skills of tree planting, nursery bed establishment and management; waste management and food security. They have also attained team cohesive skills of group dynamic, entrepreneurship and VSLAs. They are grooming environmental club pupil in environmental skills.
2. Primary school pupils have been nurtured in environmentalism through a series of practical programmes involving MDD, sports and SCEC field activities.
3. The Auditor General’s office and Soroti district leaders advocate for passing on the tree planting ordinance by the ministry of local government. School administrators, city, division, and cell leaders are advocating for waste sorting within the city.

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| **Objective 1:** SECs have attained environmental skills of tree planting, nursery bed establishment and management; waste management and food security. They have also attained team cohesive skills of group dynamic, entrepreneurship and VSLAs. They are grooming environmental club pupil in environmental skills. |
| **Activity** | **Output/ Success criteria** | **Outcome** |
| 1. Pre-visits
 | * All target primary target groups have understood the project’s goal and objectives.
 | * SCECs have formed strong CBOs working sustainably and promoting environmentalism among primary schools in the district.
 |
| 1. Initial planning and review
 | * Suggestions from the target group and project team have been incorporated in project deliverables and budget.
 |
| 1. Capacity training of the project team
 | * All project staff and support staff are well vast with skills to be passed on to the SCECs
 |
| 1. Nursery bed android mobile application development
 | * An android mobile application for nursery bed management has been developed, tested and documented.
 |
| 1. Training of 5 SCECs in Group dynamics
 | * All SCECs have the ability to resolve conflicts within their groups amicably.
* All SCECs produce monthly work plans with apportioned responsibilities per member in the group.
 |
| 1. Training of 5 SCECs in entrepreneurship skills
 | * At least 10 out of 15 SCEC members per group are earning out of environmental skills taught to them.
 |
| 1. Training of 5 SCECs in VSLA principles and functionality
 | * At least 12 out of 15 SCEC members per group are actively saving and borrowing money from their VSLAs.
 |
| 1. Training of 5 SCECs in tree nursery establishment.
 | * At least 2000 seedlings transplanted from every school’s nursery bed.
* At least 30 pupils per school have attained tree nursery bed establishment skills from the SCECs.
 |
| 1. Training SCECs in the use of the nursery bed management android mobile application
 | * All SCECs are using the nursery bed management android mobile application to upload data on their nursery bed weekly.
 |
| 1. Training of SCECs in Wood lot establishment
 | * At least 1000 tree have been planted in every school’s woodlot.
 |
| 1. Training of SCECs in waste management
 | * 70% of the waste collected per project shool is sorted.
 |
| 1. Training of SCECs in food security
 | * At least 70% of the SCECs members are practicing kitchen gardening following the training in food security.
* At least 30 pupils have attained kitchen gardening skills by the SCECs
 |
| 1. Monitoring and evaluation exercise on SCECs by the Project overseer and CEO YLEC Uganda
 | * 1 general report on the adoption of skills by the SECs and passing on the skills to EC pupils.
 |
| 1. Follow-ups on the SECs and EC pupils on trainings undertaken
 | * 1 M&E report on each activity undertaken
 |
| **Objective 2:** Primary school pupils have been nurtured in environmentalism through a series of practical programmes involving MDD, sports and SEC field activities. |
| **Activity** | **Output/ Success criteria** | **Outcome** |
| 1. Baseline data collection on the level of knowledge on environmental issues by environmental club pupils
 | * Assessment of EC pupil’s understanding of tree planting, waste management and food security.
 | * EC pupils inspire other pupils within schools to become environmental stewards.
 |
| 1. Production and dispensing IEC material to schools on waste management and tree planting
 | * 75% of EC pupils in the school sorting waste.
* 75% of EC pupils in the school that have picked interest in tree planting.
 |
| 1. Awareness to environmental club pupils’ parents or guardians on project activities.
 | * At least 80% of EC pupils are practising project environmental activities back home with support of their parents and/or gudians.
 |
| 1. Preparation for the environmental music, dance and drama (MDD) for pupils
 | * 12-day rehearsals involving MDD and tree planting, nursery bed management and establishment themes have taken place in preparation for the MDD day event
 |
| 1. MDD activity involving pupils aimed at making awareness on tree planting, nursery bed establishment and management.
 | * At least 60% of EC pupils per school have participated in a MDD event linked to tree planting and nursery beds
 |
| 1. Preparation for the sports day pupils-parents’ activity
 | * 12-day rehearsals involving sports and waste management themes have taken place in preparation for the sports day event
 |
| 1. Sports day activity involving pupils and parents aimed at making waste management awareness
 | * At least 60% of EC pupils per school have participated in a sports event linked to waste management
 |
| 1. Field visits for SCECs and environmental club pupils
 | * All SCECs draw plans to promote environmental management among pupils beyond project life
 |
| 1. Follow-up on EC pupil's parents or guardians
 | * M&E report from the follow-up exercise
 |
| **Objective 3:** The Auditor General’s office and Soroti district leaders advocate for passing o the tree planting ordinance by the ministry of local government. School administrators, city, division, and cell leaders are advocating for waste sorting within the city. |
| **Activity** | **Output/ Success criteria** | **Outcome** |
| 1. Project launch
 | * All leaders are well vast with the project
 | * Increased tree planting within Soroti district and waste sorting as a result of passing the tree planting ordinance and advocacy for waste sorting by local leaders.
 |
| 1. Awareness to the auditor general and district leaders on the tree planting ordinance.
 | * A way forward is set by the leaders to have the tree planting ordinance passed.
 |
| 1. Awareness and advocacy targeting SECs, school administrator and local leaders.
 | * MOUs have been signed between the school administrators and project partners stating the school administrators’ willingness to promote the project’ objectives within their schools.
* Leaders come up with action points on how to promote waste sorting in the city.
 |
| 1. Monitoring and evaluation exercise on leaders by the Project overseer and CEO YLEC Uganda
 | * Monitoring report produced and shared with all project stakeholders.
 |
| 1. Follow-up on leaders by the Project team
 | * Follow-up report produced and shared with all project stakeholders.
 |
| 1. Final review
 | * End of project report produced and shared with all project stakeholders.
 |
| 1. Stakeholders’ evaluation meeting
 | * Project sustainability plans are agreed upon by all members present.
 |

* Describe how the intervention contributes to establishing sustainable and lasting improvements for poor, marginalised and vulnerable target groups and strengthening the partners’ capacities after the intervention period.
	+ The pupils in the various targeted schools and the SCECs will have gained experience in the practically sustainable environmental management approaches and will continue to be champions of change to ensure continuity and sustainability. The skills learnt will not only be used within schools but back home together with other household members promoting alleviation of poverty once capitalised on.
	+ The environmental clubs will continue to get pupils to join them through the work of the present pupils in the club. With the guidance of environmental club patrons, the skills taught to the SCECs will continue to be passed on even after the project.
	+ The secondary target group which is the communities where students come from and other students within the schools will be influenced through visual appeal to notice the advantages associated with the environmental initiatives. These visual such as talking compounds and environmental art within classes will continue to be influential among other pupils.
	+ With capacity development done for the SCECs, skills are acquired to continue training future pupils in environmental practices.
	+ The SCECs will continue to use the mobile application at a very subsidised price to allow or maintenance and payment of hosting fees ensuring that they can make more money out of the nursery. Through the application, they will also be able to get information on tree planting and agriculture.
	+ The SCECs by receiving group dynamic trainings and VSLA training will continue to work as groups with a mandate of grooming pupils in environmental management.
	+ Having entrepreneurship training by the SCECs coupled with environmental skills, the SECs are expected to utilise the skills to find alternative livelihoods linked to project activities. This will keep them involved in the groups and the projects.
	+ The success in implementation of this project will also inspire the project partners to utilise the lessons learnt and increase the projects’ reach to other primary schools within Soroti district.

The project will inspire support of local leaders including district, city, division and sub-county leaders, school administrators and parents to continue promoting environmentalism among pupils in school and in their communities.

* Describe possible conditions (risks) that can hinder or delay fulfilment of the objectives and what possible solutions are available to mitigate these risks.

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| RISKS | POSSIBLE SOLUTIONS |
| Disaster such as prolonged drought that normally occurs in the Teso sub-region | Use watering cans provided to water the plants during the dry season. |
| Trees planted will be destroyed by termites, animals, pests and diseases and illegal logging | Use of organic pesticides, Encourage policies on protection of seedlings, put barriers around the seedlings to stop animals from destroying them. |
| Low support from some leaders at local and district levels | Make continuous engagements and consultations with the leaders |
| COVID-19 which may affect the school programs | Be flexible and liaise with school leaders to idea dates for project activities. |
| Some pupils in the club may move to other schools | More pupils will be enrolled in the environment clubs to ensure sustainability |

* Describe the plans to monitor, collect and use experiences along the way and at the end of the intervention.

The project’s monitoring and evaluation activities will be internal. Accountability to the donor will be the responsibility of the Danish partners in co-operation with the YLEC Uganda. A baseline study will be carried out at the beginning of the project. The local partner will provide monthly financial reports to the northern partner. They will also provide activity, annual and end of project reports. The project team will hold monthly online meetings in which the implementing partners will update their counterparts in Denmark on the project progress. The SwB will also monitor the project through their local representative from SwB Uganda. The project will also involve two visits by an SwB representative. One visit will come in the middle of the project in which a SwB representative will undertake monitoring. In the other trip the representative will carry out a final review alongside the projects M&E officer.

As part of monitoring and evaluation, follow-ups will be conducted. These will inform the project partner the extent to which the proposed intervention is meeting the project objectives and leading to the desired outcomes. The follow-up will be undertaken on all primary group targets and will explore both quantitative data collections in the form of interviews and discussions as well as qualitative data collection techniques.

The project overseer and CEO YLEC Uganda will also take two monitoring visits to the project area. They will make general reports on the SCEC’s adoption of skills taught, their role in grooming pupils in the same skills as well as the progress of the tree planting ordinance and implementation of action points towards waste sorting by the leaders.

1. Intervention-related information work in Denmark

**NOTE: reply only if the intervention includes information work in Denmark.**

The development and the outcome of the project can be followed by continuous presentations on the SwB homepage, FB and SuGUpdate. The project group will participate in seminars on environmental challenges. Target groups will be NGOs in Uganda and Denmark. The purpose is to disseminate the outcomes and the methodology of the project.

 No extra funds needed

1. Supplementary financing
	* Not relevant

**6. List of Abbreviations**

CBO – Community Based Organisations

CEIP - Clean Environmental Project

CIDI – Community Integrated Initiative Project

CISU – Civil Society in Development

CSO – Civil Society Organisation

EAP – Environmental Awareness Project

MDD - Music, Dance and Drama

MOU – Memorandum of Understanding

MUCAN – Makerere University University Climate Action Network

NFA – National Forestry Authority

NGO – Non Government Organisation

OECD – Organisation of Economic Co-operation and Development

PLE - Primary Leaving Exams

PTA – Parents Teachers Associations

SCECs - School and Community Environmental Committees

SEAS – Sustainable Environment Agro Solutions

SwB – Seniors without Borders

UBOS – Uganda Bureau of Statistics

UNDP – United Nations Development Programme

YLEC – Youth Leading Environmental Change

1. Lucien Georgeson, Mark Maslin and Martyn Poesinouw, *The global green economy: a review of concepts, definitions, measurement methodologies and their interactions* (Geography and Environment, 2017), 3. [↑](#footnote-ref-1)
2. Inesa Mikhno, Viktor Koval, Galyna Shvets, Oksana Garmatiuk and Rina Tamosiuniene, *Green economy in sustainable development and improvement of ressource efficiency* (Central European Business Review, 2021), 101. [↑](#footnote-ref-2)