Eco-Schools in Africa

Promoting the Right to Quality Education & Sustainable Livelihood

- Phase III -

(2020 - 2023)



****

**September 2019**

**Content**

[1 Introduction and Summary 5](#_Toc19191726)

[1.1 Development of Programme Document 5](#_Toc19191727)

[2 Sector and Context of the Programme 6](#_Toc19191728)

[2.1 Quality Education and Education for Sustainable Development 6](#_Toc19191729)

[2.2 Eco-Schools: National and International Level 6](#_Toc19191730)

[2.3 Geographical Focus 7](#_Toc19191731)

[2.4 Context Tanzania 7](#_Toc19191732)

[2.4.1 Implementation Status 7](#_Toc19191733)

[2.4.2 Quality Education, ESD and Climate Resilience 8](#_Toc19191734)

[2.4.3 Civil Society and Public Participation 9](#_Toc19191735)

[2.5 Context Uganda 9](#_Toc19191736)

[2.5.1 Implementation Status 9](#_Toc19191737)

[2.5.2 Phasing out of Eco-Schools activities in Uganda 9](#_Toc19191738)

[2.5.3 Quality Education, ESD and Climate Resilience 10](#_Toc19191739)

[2.5.4 Civil Society and Public Participation 10](#_Toc19191740)

[2.6 Context Rwanda 11](#_Toc19191741)

[2.6.1 Brief Country Overview 11](#_Toc19191742)

[2.6.2 Quality Education, Education Strategies and Environmental Challenges 11](#_Toc19191743)

[2.6.3 Civil Society and Public Participation 12](#_Toc19191744)

[2.7 Status on Sustainable Development Goals 13](#_Toc19191745)

[3 Capacity, Partnership and Learning 13](#_Toc19191746)

[3.1 Danish Outdoor Council: Capacities, Human Resources, Experiences and Public Engagement 13](#_Toc19191747)

[3.1.1 Eco-Schools Management, Coordination and Quality Assurance 13](#_Toc19191748)

[3.1.2 Advocacy and Policy Influence 14](#_Toc19191749)

[3.2 Partner Choice, Strategy and Catalyst Features 14](#_Toc19191750)

[3.2.1 Tanzania Forest Conservation Group (TFCG) in Tanzania 14](#_Toc19191751)

[3.2.2 Conservation Efforts for Community Development (CECOD) in Uganda 15](#_Toc19191752)

[3.2.3 Albertine Rift Conservation Society (ARCOS) in Rwanda 16](#_Toc19191753)

[3.2.4 Synergy and Catalyst Features 17](#_Toc19191754)

[3.2.5 Strategic Partnerships 18](#_Toc19191755)

[3.3 Outcomes and Lessons Learned from Phase II 18](#_Toc19191756)

[3.3.1 Summary of Significant Results in Uganda and Tanzania 19](#_Toc19191757)

[3.3.2 Outcomes and Changes (Phase II, status December 2018) 19](#_Toc19191758)

[3.3.2.1 Component 1 19](#_Toc19191759)

[3.3.2.2 Component 2 21](#_Toc19191760)

[3.3.2.3 Component 3 23](#_Toc19191761)

[3.3.2.4 Popular Engagement and Development Education: A world in common 24](#_Toc19191762)

[3.3.3 Programme Review and Appraisal in 2019 25](#_Toc19191763)

[4 Programme Overview 25](#_Toc19191764)

[4.1 Programme Aim and Justification 25](#_Toc19191765)

[4.2 Eco-Schools and Human Rights Based Approach (HRBA) 26](#_Toc19191766)

[4.2.1 Eco-Schools Programme Components 26](#_Toc19191767)

[4.2.1.1 Popular Engagement: A world in common 27](#_Toc19191768)

[4.2.2 Brief Implementation Overview 27](#_Toc19191769)

[4.2.3 Intervention Logic and Theory of Change 27](#_Toc19191770)

[4.2.3.1 Exit and Sustainability Pathways for the Eco-Schools Programme in Uganda 29](#_Toc19191771)

[4.2.4 Gender and Education 30](#_Toc19191772)

[4.2.5 Sustainable Development Goals and Civil Society: The Eco-Schools Approach 31](#_Toc19191773)

[4.3 Key Outcomes and Country Indicators 32](#_Toc19191774)

[4.3.1 Outcome I: 32](#_Toc19191775)

[4.3.2 Outcome II: 32](#_Toc19191776)

[4.3.3 Outcome III: 33](#_Toc19191777)

[4.4 Advocacy Approach 33](#_Toc19191778)

[4.5 Target Groups 35](#_Toc19191779)

[4.6 Monitoring, Evaluation, Accountability and Learning 36](#_Toc19191780)

[4.6.1 **M**onitoring Change: Outcome Journal Reporting 36](#_Toc19191781)

[4.6.2 **E**valuate Change, Approaches and Benefits 37](#_Toc19191782)

[4.6.3 **A**ccountability 37](#_Toc19191783)

[4.6.4 **L**earning 37](#_Toc19191784)

[4.6.5 Baseline development 37](#_Toc19191785)

[4.7 Sustainability 37](#_Toc19191786)

[4.8 Programme Management 38](#_Toc19191787)

[5 Budget & Cost Effectiveness 39](#_Toc19191788)

[5.1 Finance Functions and Administration of Programme Funds 39](#_Toc19191789)

[5.2 Budget 39](#_Toc19191790)

**Annex List**

Annex 1: Programme Budget

Annex 2: Theory of Change (illustration)

Annex 3: Eco-Schools Results Framework

Annex 4: Partnership Strategy

Annex 5: Folkelig forankring - Friluftsrådet

Annex 6: DOC Strategy

Annex 7: Management Response on REV/APP 2019

Annex 8: Plan for co-funding

Annex 9: Contribution to SDGs (detailed)

Annex 10: DOC statutes

Annex 11: Forretningsorden 2019-2020

(board composition)

Annex 12: Financial manual

Annex 13: Review and appraisal report 2019

Annex 14: Best Practise Study Report 2017

Annex 15: ARCOS assessment report

Annex 16: PCC Terms of Reference

Annex 17: CISU status report 2018

Annex 18: Eco-Schools gender strategy

Annex 19: Eco-Schools MEAL plan

Annex 20: ToR Costed Case Study

Annex 21: Risk Management

Annex 22: Godkendt referat af bestyrelsesmøde

maj 2019 (board composition)

Annex 23: Timeline for implementation

Annex 24: ToC Pathways (illustration)

Annex 25: Eco-Schools M&E manual

**Abbreviations**

ARCOS Albertine Rift Conservation Society (Rwanda)

CECOD Conservation Efforts for Community Development (Uganda)

CCT Colleges and Coordination Centre Tutors (Uganda)

CISU Civil Society in Development

CSO Civil Society Organisations

DOC Danish Outdoor Council (Friluftsrådet)

EAMCEF The Eastern Arc Conservation Endowment Fund

ESD Education for Sustainable Development

EAC East African Community

FEE Foundation for Environmental Education

HRBA Human Rights Based Approach

IVAC Investigation, Vision, Action and Change

MEAL Monitoring, Evaluation, Accountability and Learning

MoES Ministry of Education and Science (Uganda)

MoEST Ministry of Education, Science and Technology (Tanzania)

PCC Programme Coordination Committee

REV/APP 2019 Review and Appraisal April 2019

SDG Sustainable Development Goals

SNRM Sustainable Natural Resource Management

TFCG Tanzania Forest Conservation Group

UNESCO The United Nations Educational, Scientific and Cultural Organization

UNEP The United Nations Environment Programme

# Introduction and Summary

The right to education is universal, inalienable, and enshrined in international law through several conventions. All people have the right to receive quality education, gain knowledge and skills that can lift them out of poverty and at the same time contribute to the social and democratic development of communities. The fact that the right to quality education is not recognized for many children in East Africa is the core rationale behind this programme.

The Eco-Schools[[1]](#footnote-1) approach translates the principles of Education for Sustainable Development (ESD) into practice by infusing environmental education, action-based learning and student-centred teaching methods into primary education in Tanzania, Uganda and Rwanda. The programme activities involve primarily students, parents, community leaders, local and national duty bearers, for enhancing the quality of education, promoting sustainable community development and advocating for children’s right to quality education. With the emphasis placed on a democratic and participatory approach, the programme encourages children and youth to take an active role in how their school can be run for the benefit of the environment, highlighting the importance of civic and democratic values and rights.

The first phase (2014-2017) was realised in Uganda, Malawi and Tanzania, while the second phase is being implemented in Uganda and Tanzania (2017-2019). The proposed third phase (2020-2023) aims to develop and consolidate the Eco-Schools activities in Tanzania, initiated in 2015, with currently 44 schools in 4 districts in the Morogoro and Iringa regions. After 14 years of Eco-Schools implementation in Uganda, reaching out to 450 schools, activities are planned to be phased out after the second year of the proposed programme phase. The high level of institutionalisation of Eco-Schools methods at district and national level, allows the gradual phase-out of programme activity financing in Uganda. While phasing out activities in Uganda, Eco-Schools activities in neighbouring Rwanda will be starting upgradually**.** The Ugandan partner, CECOD, will play an active role in supporting the establishment of the Rwandan programme with its profound expertise, gained from 14 years of implementation in Uganda. The programme aims therefore to facilitate the transfer of knowledge and experience gained in Uganda to Rwanda, actively utilising former investments in knowledge and capacities in a new programme country.

## Development of Programme Document

The programme builds on the experience and competences Danish Outdoor Council (DOC)and its partners have gained from the past two phases of Eco-Schools implementation in Uganda, Tanzania and Malawi (phased out in 2017). Furthermore, previous Eco-Schools interventions constitute a solid basis for the programme, which continuously strives for the development of new ideas and approaches. The present document has been developed based on:

* Active involvement of partner organizations from Uganda, Tanzania and Rwanda in formulating the concept paper and programme document.
* Recommendations of the external midterm review and programme appraisal (Jørgen Skytte Jensen, February/March 2019).[[2]](#footnote-2)
* Experience gained by partners and DOC through the implementation of the current phase.

The Programme Coordination Committee meeting in May 2019 (Uganda) provided the opportunity for all partners to share concrete ideas and plans for the third phase in the light of recommendations of the midterm review report. Partners and DOC jointly revised the results framework, discussed the Theory of Change, outputs, outcomes and Learning Questions that shall inform the MEAL system in the third phase of the programme. The basic structure of the Eco-Schools in Africa Programme will be maintained in the third phase. However, key recommendations from the review and appraisal 2019 (REV/APP 2019), to enhance monitoring, evaluation and learning and revising/simplifying the results framework have been followed in the present programme document. Overall, the strengthening of documentation of results and changes will be carried on in the third phase, continuing the path started with outcome mapping in the second phase.

# Sector and Context of the Programme

## Quality Education and Education for Sustainable Development

The third phase of the Eco-Schools programme remains with its main focus on quality education and ESD. The programme continues to infuse action-based learning and student-centred teaching methodologies at primary and secondary schools, while at the same time advocating for the institutionalisation and replication of the methods at key education authorities, involving duty bearers and stakeholders. “Equal access to a comprehensive learning environment that enables learners to gain essential life skills and action competences”[[3]](#footnote-3) will remain as a core change objective of the proposed third phase. The successful community approach, engaging community members in the education of their children, will be continued and extended by integrating activities related to climate resilience. These activities will support and strengthen the ability of the communities to tackle changing climate patterns and apply sustainable natural resource management, and thereby protecting their immediate environment.

## Eco-Schools: National and International Level

DOC and its current partners in Tanzania and Uganda are members of the Foundation for Environmental Education[[4]](#footnote-4) (FEE), which internationally hosts the Eco-Schools programme. The Eco-Schools programme is an international programme[[5]](#footnote-5) operating in 67 member countries, reaching out to 51.000 schools. In Denmark, DOC supports about 300 Eco-Schools. In Africa, Eco-Schools exist in nine countries across the continent. CSOs constitute the national operators and implementers. The African organisations cooperate under the umbrella of an African network, which is officially recognised by FEE. Here organisations exchange learning, address common agendas related to ESD and provide joint input to activities and directions of the international Eco-Schools programme. DOC has actively supported the development of the network and exchange, as it provides a platform for joint fundraising and regional advocacy on education and environmental matters, while strengthening the voice of African matters within FEE.

The international Eco-Schools programme is recognised by UNESCO[[6]](#footnote-6) and UNEP, and cooperation between national UNESCO chapters in Uganda and Tanzania has been instrumental in terms of advocating for the institutionalisation of Eco-Schools methods and ESD in national curricula. Finally, the DOC national Eco-Schools programme has integrated experiences gathered in Uganda and Tanzania into an education project for primary pupils in Denmark. The development engagement project, “A common world”, informs Danish primary students on the effects of climate change. Moreover, it provides the opportunity for Danish schools to twin with Ugandan and Tanzanian schools and engage in a peer to peer exchange on climate and environmental issues in East Africa and Denmark. This path of strengthening global citizenship will be continued and further developed in the third phase of the programme.

## Geographical Focus

The third phase of the programme will continue its geographical focus on East Africa, with Tanzania, Uganda (phasing out) and Rwanda (phasing in). The East African countries share similar political, environmental and educational challenges, which ensures a good basis for mutual learning and synergies. Tanzania, Uganda and Rwanda are neighbours and members of the East African Community (EAC). Uganda and Tanzania have similar educational systems at the primary and secondary level, building on the same three ‘circle’ system[[7]](#footnote-7) that has its roots in the British colonial system. While in Tanzania Swahili constitutes the main language in primary education, English is the main language in Uganda. The Rwandan education system includes 6 years of primary school (3 in English, 3 in Kinyarwanda), 3 years of junior secondary, 3 years of senior secondary and 4 years for receiving a bachelor. Basically, all three countries share the same approach to education. Moreover, they cope with similar challenges both in terms of education, low retention and completion, and environment, such as environmental degradation due to unsustainable resource management and climate changes influencing the change in rainfall and drought periods. With Rwanda switching from French to English in 2008, the three countries have English as their second main language in school and in public offices. This eases exchange of literature, Eco-Schools materials and overall communication and cooperation. Exchange of experience and learning between partners in Malawi, Tanzania and Uganda has had positive effects in terms of developing competences, capacities and fine tuning of activities. Concrete examples are the development of Eco-Schools manuals, curricular work, selection of schools and strategizing community involvement. By maintaining the main programme objectives of quality education and ESD, experience gained in Tanzania and Uganda will inform the start-up of Eco-Schools activities in Rwanda.

## Context Tanzania

### Implementation Status

Tanzania Forest Conservation Group (TFCG) joined the Eco-Schools programme in July 2015 and has since implemented Eco-Schools activities in 4 districts in Morogoro and Iringa regions. The programme has reached out to 44 schools, including eight secondary schools. In the course of 2019, 10 schools are expected to receive the Green Flag as a symbol of successful implementation of Eco-Schools activities. These will be the very first Eco-Schools in Tanzania to receive the Green Flag. TFCG has established a positive and fruitful cooperation with district education duty bearers as well as national education authorities. The latter approved the implementation of Eco-Schools activities and the use of Eco-Schools materials in Tanzanian primary schools. Monitoring and implementation of Eco-Schools activities are supported by the District Education Office and actively involve education coordinators and other key duty bearers. Eco-Schools are situated in districts close to the Eastern Arc Mountain forests, where TFCG implements conservation interventions. This approach facilitates synergies between TFCG Eco-Schools activities and other interventions, e.g. the ongoing Sustainable Charcoal Production and Management project. The third phase will consolidate and further develop the work in Tanzania, building a critical mass of Eco-Schools at community and district level that supports and informs evidence-based advocacy for quality education and institutionalisation of Eco-Schools methods. Furthermore, collaboration with key education CSOs, networks and UNSECO shall support institutionalisation and replication of methods in Tanzania.

### Quality Education, ESD and Climate Resilience

Despite reduced dropout rates in primary schools (from 26.1% in 1999 to 18.6% in 2010)[[8]](#footnote-8), only 64% of students complete their primary education (2012) [[9]](#footnote-9). Net enrolment improved to impressive 94% in 2014, but dropped again to 79% in 2017[[10]](#footnote-10). Only 56% of the primary graduates continue with a secondary education (53% girls and 59% boys)[[11]](#footnote-11). Enrolment, dropout and completion rates constitute key indicators for access to quality education. The Eco-Schools programme has proved to have a positive effect on dropout and enrolment[[12]](#footnote-12). The interventions enhance the quality of teaching by enabling teachers to use student-centred teaching methods and action-based learning. This includes activities outside the classroom involving micro-projects geared to sustainable natural resource management and conservation. These constitute a step stone to change didactics and pedagogics in the classroom and enhance students’ action competence. In Tanzania, on average 74 children share one classroom, while 30 students ”share one textbook”[[13]](#footnote-13). The decline in government funding from 20% (FY 2014/15) to 15% (FY 2017/18)[[14]](#footnote-14) of the national budget, reaffirms the critical situation of the education sector in Tanzania. The establishment of Eco-Schools committees brings parents, students and the community closer to the local school and its duty bearers, demanding for the betterment of education and gender equity on the local level. CSO coalitions advocate for adequate budgeting respectively on the national and local level. While TFCG has established good cooperation with District Education Officers and Ward Coordinators, collaboration on the national level with relevant education authorities is to be further developed in the third phase of the programme. Eco-Schools manuals for the primary level have been officially approved, while the approval of the secondary manual is expected to take place in 2019. The next phase of the programme will therefore continue to consolidate Eco-Schools efforts on district level, reaching out to more schools. And additionally intensifying and strengthening the work of institutionalisation and advocacy for quality education on the national level through cooperation with relevant authorities and stakeholders.

Firewood constitutes the main fuel for urban and rural dwellers in Tanzania. In addition, forests are turned into farmland satisfying nutritional needs for a growing population (2016 by 3%).This has led to one of the highest deforestation rates in East Africa (approx. 373,000 hectares per year) [[15]](#footnote-15). Supplementary grant activities[[16]](#footnote-16) targeting forest conservation through community action will be continued and intensified in the third phase of the programme and further developed to deal with conservation and climate resilience in Tanzania. The Eco-Schools ‘Seven Steps approach’ is expected to additionally activate and engage communities in climate resilience and conservation activities in their immediate environment. In Tanzania, the TFCG sustainable charcoal production project, targeting communities and including governance and conservation features, is expected to inform the implementation of the supplementary conservation and climate resilience activities.

### Civil Society and Public Participation

After the multiparty system was introduced in Tanzania in 1995, the country developed a vibrant civil society with a wide span of different CSOs. Tanzania had for a long time the reputation as a moderate, peaceful and democratic voice in East Africa. However, since the election of President Magufuli in 2015, civic space has undergone restriction and decline. As an example freedom of expression has been undermined by the “Electronic and Postal Communication Regulation 2018”, which puts a high fee (USD 930) on online publishing social media influencers and bloggers. TFCG has established a good dialogue with relevant ministries (education and environment) on the national level and cooperated successfully with districts authorities on the implementation and monitoring of activities. The establishment of Eco-Schools networks is anticipated to further strengthen civil society and public participation in education and environmental matters.

## Context Uganda

### Implementation Status

Eco-Schools activities have been implemented in Uganda since 2006. Since then, CECOD has grown from a local organisation in Southwest Uganda to a national CSO, successfully cooperating with public authorities on the local and national level. CECOD is now operating in 4 districts around Mbarara, and - since 2017 – in 3 districts in the Eastern and Central regions. Vibrant and active Eco-Schools and ESD networks have been established on district and national level, and about 400 schools have been reached in the past 14 years. CECOD has been the main driving force behind the approval of a national ESD policy in 2018 by the Ugandan Ministry of Education. The same year, the Minister of Education officially announced her support to Eco-Schools methods to be included in Ugandan primary education. A big step forward in terms of institutionalisation of Eco-Schools methods in the Ugandan education system. The work of CECOD has taken roots on the local and national level as well as internationally, the Ugandan programme has developed approaches and methods that have inspired and informed the Eco-Schools activities in Tanzania and Malawi (phased out in 2017).

### Phasing out of Eco-Schools activities in Uganda

After many years of implementation in Uganda, the Eco-Schools programme has reached a high level of governmental recognition, which is coupled with replication and institutionalisation on local and national level. Therefore, a gradual phase-out of programme activities in Uganda will take place in the third phase of the programme. Exit activities have already been initiated during the second phase in terms of staff capacity development (Danish Fellowship Course in 2018) and formulation of an exit strategy. An exit phase of two years (2020-2021) for school and community activities will be followed by a two-years period (2022-2023), where DOC will support the general operations of CECOD. Overall, there are three main reasons for phasing out activities in Uganda:

1. The programme has reached a high level of institutionalisation and replication and therefore a high degree of sustainability; latest the Ministry of Education publicly supported the integration of Eco-Schools methods in Ugandan primary schools. The Uganda programme has reached out to 400 schools and communities in three out of four regions of the country and established a vibrant Eco-Schools network – able to sustain achieved results.
2. CECOD has achieved solid organisational and technical capacities enabling it to attract funding from other donors. Its network and public recognition represent a valid indicator for this assumption and constitute an important asset for fundraising.
3. It is expected that the African Forum for Eco-Schools operators under FEE will be an additional platform for international cooperation and funding. DOC will continue its partnership with CECOD, and support the further development of the African Forum for Eco-Schools operators.

After programme activities have been phased out, CECOD will continue to participate in the Programme Coordination Committee (PCC) meetings and other relevant meetings and workshops of the Eco-Schools programme. This shall on one side provide support to CECOD as an organisation, while the Eco-Schools programme on the other will continue to benefit from CECODs expertise and insights. This approach has been practised with the former partners in Malawi, which continue to support about 50 Eco-Schools in Malawi and are part of the PCC.

### Quality Education, ESD and Climate Resilience

Generally, Uganda lags behind its East African neighbours in terms of quality education. According to a study by UWEZO on basic literacy and numeracy the best performing Ugandan district ranked 82 in the region while seven out of the bottom ten places were taken up by only Ugandan districts[[17]](#footnote-17). Net enrolment in primary schools were in 2013 at 90% (girls 92% and boys 89%), while completion (survival to the last primary grade) dropped down to 35% (boys and girls equally). About 58% (57% girls and 60% boys) continue with a secondary education after graduating from a primary school[[18]](#footnote-18). The Eco-Schools programme has contributed to improve both equal access, retention and quality education in the districts of operation. The established ‘Eco-Schools and ESD networks’ will continue to address education challenges on the local and national level, while established Eco-Schools in the three regions will continue to serve as demo-schools for other primary schools, and education authorities (local and national). The acknowledgement of duty bearers on district and national level contributes to the sustainability of the programme results and effects in Uganda. The programme will in its exit phase focus on strengthening the established Eco-Schools networks on district level and the CSO coalitions on the national level. The established ESD network will continue to advocate for the final adoption of the ESD policy in parliament, while CECOD and the CSO coalition will work towards the further institutionalisation of Eco-Schools methods, building on the support of the Minister of Education announced in 2018. Furthermore, the programme will infuse Eco-Schools didactics and approaches in Colleges and Coordinating Centre Tutors (CCT) in order for these key education units to adapt them in their training and teaching of future teachers.

In Uganda forest cover declined from 24% (2003) to 18% (2013) of national land cover[[19]](#footnote-19). Wetlands are the most threatened ecosystem, their coverage drastically reducing from 13% in 1995 to 8.6 % in 2016[[20]](#footnote-20).

In 2018, CECOD started to implement activities financed by the supplementary grant targeting community engagement in conservation and climate resilience. The programme will focus on community groups to replicate Sustainable Natural Resource Management (SNRM) and climate change adaptation activities. The introduction of forest management practices - initiated in the Karinju Natural Forest - will be consolidated and prepared for exit in the third phase.

### Civil Society and Public Participation

In Uganda civil society comprehends several hundred organisations formally registered. The organisations span over different sectors, including education, agriculture, and environment among others. However, manoeuvre room and civic space of participation is often compromised by the government, particularly in the area of advocacy and human rights. There exists a coordination mechanism under the Uganda National NGO Forum. This mechanism however has not provided the impetus desired in the area of ESD, which is the main avenue through which the Eco-Schools approach is implemented. Eco-Schools advocacy work in Uganda has led to the establishment of a National ESD Network which needs to be supported to fully coordinate CSOs in the ESD area. While public participation in government programmes is high, the citizens appear to have limited voice and say with respect to accountability and recalling leaders who fail to execute their mandate. The Eco-Schools programme will therefore continue the empowerment of citizens to hold their leaders accountable but also strengthen the existing ESD Networks to coordinate non state actors for optimal results.

## Context Rwanda

### Brief Country Overview

In the third phase Eco-Schools activities are planned to be gradually initiated in Rwanda, a country of 11.9 million people living on 26,338 km2 (Denmark: 5.5 million people on 43,094 km2), which makes Rwanda one of the most densely populated countries in Africa. It has experienced economic growth after joining the East African Community in 2009 as trade has more than doubled. Agriculture employs about 80% of the work force and contributes to 35% of GDP and 44% of export earnings[[21]](#footnote-21). While growth rates are at 7-8%, poverty is still at a rate of 39%[[22]](#footnote-22) (2014) and the Human Development Index ranks Rwanda among the 30 poorest countries in the world, and 40% of Rwanda’s national budget is financed by external resources (2016) [[23]](#footnote-23). A growing population coupled with inadequate management of natural resources constitute one of the major challenges of Rwanda – constituting the overall frame for the implementation of Eco-Schools activities. DOC has identified Albertine Rift Conservation Society (ARCOS) as the implementing partner for Eco-Schools activities in Rwanda. After a screening process in 2018, recommendations from the REV/APP 2019, DOC will formalise the partnership with ARCOS in the course of 2019. A few inception activities already planned for the last quarter of 2019.

### Quality Education, Education Strategies and Environmental Challenges

In Rwanda the education sector has experienced good progress in recent years, especially in terms of enrolment and attendance rates. While net enrolment rates in primary schools in 2017 (about 93%) are quite impressive, completion rates (surviving last grade primary) are rather disappointing (50% for boys and 63% for girls, average 57% in 2016). The figures are similar to those in Tanzania (64% average in 2012) and better compared to Uganda (35% average)[[24]](#footnote-24). The figures basically reflect improvement in terms of access to education, whereas the quality of education lags behind. Repetition, dropout and completion remain a challenge, emphasising a need to improve education standards. Looking at the primary to secondary school transition figures, about 82% (2016) of primary graduates continue to secondary education (88% boys and 78% girls). These figures are better compared to Tanzania 56% (2012) and Uganda 58% (2016). However, as Tanzanian figures are from 2012, they might have improved over the past 7 years.

The Education Sector Strategic Plan (2013-2018) highlights 10 outcomes which the country strives to achieve. The Eco-Schools programme aims to improve the quality of education, student’s skills and action competences, and thereby contributes to outcome 1, 3 and 4 of the strategic plan:

(1) Increased equitable access to 9 years of basic education for all children and expanding access to 12 years of basic education.

(3) Improved quality and learning outcomes across primary and secondary education.

(4) Qualified, suitable skilled and motivated teachers and trainers to meet the demands of expanding education access.

Eco-Schools are relevant for the Rwandan context, as the education sector faces similar challenges to those in Tanzania and Uganda. Besides supporting the strategic plan, the Eco-Schools community approach is relevant and applicable in Rwanda. ARCOS is part of the Joint Action Development Forum (JADF) at district level, where the organization collaborates with government, key stakeholders and other CSOs. This constitutes a good entry point for replication, sharing and common development of Eco-Schools methods and approaches in Rwanda. Furthermore, the organization has established relationships with key agencies and ministries (education and environment). Finally, ARCOS has an office in Kampala making collaboration and exchange with CECOD easy and practical. Rwanda is a ‘crowded’ country, where population growth and declining resources and poverty leads to over exploitation of natural resources. Land degradation, deforestation, wetland and biodiversity loss are the major environmental challenges that influence livelihood in Rwanda[[25]](#footnote-25). The Eco-Schools programme targets students, teachers and community members in order to protect their immediate environment and apply sustainable resource management and climate resilience methods. This makes the Eco-Schools very relevant in the current environmental context. ARCOS as a regional conservation organization is furthermore expected to contribute to and develop the conservation and climate features on the overall programme level.

### Civil Society and Public Participation

In the beginning of the 1990s, Rwanda has been traumatised by a civil war, which in 1994 culminated in a genocide, taking approx. 1 million Tutsi and moderate Hutu lives. After this human tragedy, nation building and democratization had a difficult point of departure. The picture drawn of today’s Rwanda is somewhat blurred and ambivalent. While the Ibrahim Index of African Governance (IIAG, 2017)[[26]](#footnote-26) is ranking Rwanda 9th among the best performing African countries in terms of governance, Freedom House labels the same country as being “not free”[[27]](#footnote-27) (2018, among 49 countries in the world) . This displays the diverse image of the current situation in terms of human rights, democracy and civic participation. On the top political level, president Paul Kagame has been in charge of the country ever since the war. In the 2017 election, president Paul Kagame was re-elected with 99% of votes. However, the election process has been criticized as a “one horse race”. At the same time Kagame is credited for successfully combating corruption and an overall impressive development record. However, looking at the IIAG index, the human rights situation has not changed, while participation and gender equality experienced improvement. CSOs are operating under the constitutionally guaranteed freedom of assembly. CSOs shall register on district and national level. It appears, however, that registration can be onerous, especially for human rights organisations.

The Eco-Schools programme aims to strengthen civic participation in the area of education and environmental protection in dialogue with relevant duty bearers and authorities. Furthermore, it aims to improve citizenship by targeting children in school. These activities will impel participation, citizenship and contribute to the nation building process in Rwanda.

## Status on Sustainable Development Goals

***Uganda*** was one of the first countries to develop its 2015/16–2019/20 national development plan in line with the SDGs. The government estimates that 76% of the SDG targets are reflected in the plan and adapted to the national context. The UN Country Team has supported the government to integrate the SDGs into sub-national development plans, in line with the national plan. ***Rwanda*** has built locally relevant indicators into their national development plans to track progress, and is now working to determine which of these indicators are (or are not) reflected in the SDGs[[28]](#footnote-28). The country also hosts The Sustainable Development Goals Centre for Africa[[29]](#footnote-29). ***Tanzania*** has mainstreamed SDGs by integrating them into the National Medium Term Planning Framework (the Five Year Development Plan 2016/17-2020/21). The Eco-Schools programme will align with the respective national SDG targets.

# Capacity, Partnership and Learning

## Danish Outdoor Council: Capacities, Human Resources, Experiences and Public Engagement

DOC is an umbrella organization for about 86 Danish organizations working with nature and outdoor recreation[[30]](#footnote-30). The organisation is democratically governed by a board (11 members), elected by the general assembly. DOC has a broad public anchorage since the major youth, sports and outdoor organisations in Denmark are active members (e.g. DUF (Dansk Ungdoms Fællesråd), Danish scout organisations, Sports Confederation of Denmark (DIF), Birdlife Denmark, and Danish Cyclists' Federation.). Today, DOC has 31 qualified staff members, working in the areas of sustainable nature planning, access to nature, outdoor and health, implementing programmes such as Blue Flag[[31]](#footnote-31), Eco-Schools and Green Flag for pre-schools. The REV/APP 2016 and 2019 emphasized DOC’s relevant capacities as an important environmental and outdoor CSO in Denmark. Its strategic position in the CSO landscape, its close affiliation with FEE and its coordination of the Danish Eco-Schools programme and organizational capacities constitute an important asset and value for the partnership with the Eco-Schools programmes in Tanzania, Uganda and henceforth Rwanda.

### Eco-Schools Management, Coordination and Quality Assurance

DOC was the main driving force behind the development of the international Eco-Schools programme, today, one of the most successful programmes of FEE. The Eco-Schools programme is coordinated by an experienced programme manager with reference to the DOC deputy director, who has been involved in the international Eco-Schools work since 2003. On the financial side, a controller and the chief of finances ensure the quality of financial management. Furthermore, quality assurance in relation to e.g. education didactics and pedagogy is provided by the national Eco-Schools coordinators.

### Advocacy and Policy Influence

DOC has solid experience with advocacy and policy influence. For many years the organisation has advocated for citizens’ right to access to nature and recreation in a sustainable manner. Its close cooperation with Danish municipalities has resulted in creating an appreciated sphere of dialogue between main stakeholders and duty bearers in the areas of recreation, nature conservation, environmental education, outdoor activities and environmental sustainability. These are essential experiences that are utilised in relation to Eco-Schools advocacy strategies. Furthermore, DOC is actively involved in public hearings and implements advocacy activities within its networks and with member organisations. These analytical experiences will also in the future play an important role in the cooperation with its partners in East Africa.

## Partner Choice, Strategy and Catalyst Features

The DOC Partnership Strategy[[32]](#footnote-32) builds on three pillars: (1) strategic development of capacities and organisational competences through cooperation, (2) capitalization of complementing capacities of partners, and (3) mutual learning between partners consequently increase ownership, continuity and quality in efforts. Strategically, DOC envisions a partner portfolio that manoeuvres on the local, national and international level opening for the opportunity for South-South learning, international engagement and joint advocacy. Building on these general criteria, DOC partners with Tanzania Forest Conservation Group (TFCG) in Tanzania, Conservation Efforts for Community Development (CECOD) in Uganda and Albertine Rift Conservation Society (ARCOS) in Rwanda. The implementing partners have been assessed, and in the case of CECOD and TFCG, have been successful in the implementation of Eco-Schools activities in their countries. CECOD and TFCG have developed a successful approach on the national and international level, involving main key stakeholders and duty bearers. Point of departure for the three organisations is a common results framework to which all country programmes contribute to in terms of country specific outputs and targets. The three main outcomes allow and propel successful utilisation of best practices, experiences and joint advocacy across Tanzania, Uganda and Rwanda. The programme envisions an approach that builds on complementary synergies and mutual learning, aiming for catalyst effects of change. This topic will be further elaborated after the introduction of the three partner organisations.

### Tanzania Forest Conservation Group (TFCG) in Tanzania

TFCG was established in 1985 under The Societies (Application for Registration) Rules, 1954. In 2007, TFCG was issued with a Certificate of Compliance Number 1760 under the Non-Governmental Organisations Act of 2002 in Tanzania. Its mission is to conserve and restore the biodiversity of globally important forests in Tanzania for the benefit of the present and future generations. TFCG is the largest national, environmental organisation in Tanzania. TFCG currently provides direct support in 14 districts to 160 villages around 180,000 ha of high biodiversity forest. At the national level, TFCG carries out various communication and advocacy campaigns. TFCG works closely with the Ministry of Natural Resources and Tourism. Over the last decade, TFCG has also worked closely with the Environmental Education Coordinator in the Ministry of Education, Science and Technology (MoEST) to develop learning support materials and promote teacher training on environmental education. TFCG employs approx. 80 people, including field staff. Its main donors include the European Union, Swiss Agency for Development and Cooperation and the African Rainforest Conservancy.

Since 2015, TFCG implements Eco-Schools activities in four districts in Tanzania (Morogoro and Iringa region). Though TFCG is mainly focused on conservation, the organisation has profound capacities in environmental education through an experienced senior education officer, with many years of experience in environmental education. His assistant is an educated teacher, holding a bachelor in education. In the third phase, TFCG will constitute the back-bone of the programme as activities in Uganda are gradually *phased out*, and activities in Rwanda are *phased in* by a newly identified partner (second half of the programme period). Since TFCG entered the programme the organisation has continuously developed its competences and capacities in terms of Eco-Schools implementation and advocacy. TFCG continues to be an important partner in the programme, as the organisation possesses significant capacities in relation to forest conservation, community work and Eco-Schools implementation. Its knowledge in conservation and community work (including micro-finance) will be important to further enhance the ability of partners to develop comprehensive climate resilience and conservation activities. TFCG, together with CECOD, constitute the two active FEE members of the programme.

*Main competences that TFCG brings to the Eco-Schools programme:*

* Competences and experiences to consolidate a comprehensive climate resilience and conservation approach, informing community approaches within the Eco-Schools programme.
* Experiences in linking Eco-Schools activities to community and conservation interventions.
* Best practices in development of micro-finance set-ups on community level, including governance systems.
* Research competences in the field of forest conservation and participatory forest management.
* International and national network with like-minded organisations in the field of conservation.
* Member of FEE (since 2015).

TFCG works in partnership with other CSOs, government and academic institutions. TFCG is strategically well positioned in the Tanzanian CSO landscape to promote ESD. Having many years of experience with implementing larger conservation projects, TFCG constitutes a resourceful and important partner for the Eco-Schools programme in the third phase.

### Conservation Efforts for Community Development (CECOD) in Uganda

CECOD was established in Uganda in 1999 and was issued with a registration certificate Reg. No. 3390, S. No. 5914/3707 in 2001 by the National NGO Board under Ministry of Internal Affairs. CECOD certification was ratified in 2002, 2005, 2009 and 2015 as a national NGO mandated to operate countrywide.

Its mission is to preserve and protect the environment - and at the same time improve the livelihoods and create a sustainable society. CECOD has developed profound capacities in terms of education and has successfully designed and developed the educational part of the programme. In 2012, CECOD received the *Land for Life Award[[33]](#footnote-33)* for its Eco-Schools work in Uganda. The organisation has more than 35 members that are grassroots organizations. Since its entry in the Eco-Schools activities in 2006, CECOD has been growing from being a local organisation in Southwest Uganda to a national NGO, influencing the formulation of a Ugandan ESD policy and the official adoption of Eco-Schools methods by the Ministry of Education. CECOD has been an important strategic partner to the programme, instrumental for the start-up of Eco-Schools activities in Malawi (2008) and Tanzania (2015) and the overall development of the programme during the past 14 years. CECOD is actively involved in the start-up of Eco-Schools activities in Rwanda, transferring knowledge on community mobilisation, teacher training and local and national advocacy to ARCOS in Rwanda.

*Main competences that CECOD brings to the Eco-Schools programme:*

* Extensive and profound experience in Eco-Schools activity development and implementation.
* Experience in successful establishment and nurturing of Eco-Schools networks on district and national level.
* Experience in cooperation with national key stakeholders and duty bearers and development of evidence-based advocacy strategies.
* Competences in successful community mobilisation on environmental, education and conservation topics.

CECOD will constitute an important resource of knowledge and ‘know-how’, for the successful implementation of Eco-Schools activities, including the development of advocacy strategies and collaboration with local and national duty bearers on ESD topics.

### Albertine Rift Conservation Society (ARCOS) in Rwanda

In order to extent the Eco-Schools work to Rwanda, DOC commissioned an organisational assessment of ARCOS in Rwanda. The assessment report[[34]](#footnote-34) from Ibrahim N. Kimani (January 2019) convinced DOC that ARCOS is in the ”core business of Eco-Schools” and in possession of the demanded organisational capacities to successfully implement Eco-Schools activities in Rwanda. ARCOS is a registered international organisation with additional offices in Uganda and Burundi (currently closed for security reasons). According to its mission statement ARCOS strives “To enhance biodiversity conservation and sustainable management of natural resources through the promotion of collaborative conservation action for nature and people”. The assessment qualifies ARCOS as being an appropriate Eco-Schools partner based on the following:

* ARCOS is in the core business of Eco-Schools activities in conservation and not in quality education improvement.
* ARCOS has a good reputation in key conservation government entities, line ministries, non-governmental conservation organisations that are home to Eco-Schools activities.
* ARCOS can competently undertake Eco-Schools activities in conservation matters, while investing in capacity building to integrate quality education in its Eco-Schools activities.
* ARCOS would need to revise and integrate in its current strategy, the Eco-Schools activities along with its holistic BEST approach of promoting livelihoods in its conservation work.

The programme review and appraisal (commissioned by CISU) basically confirms the assessment conclusions made by Kimani, adding the recommendation to support ARCOS localisation processes in Rwanda. ARCOS has acknowledged the need for enhancing its capacities in relation to education and will employ an education officer with longstanding experience in education. This shall ensure the development of needed capacities and competences, and enhancing the cooperation with the Ministry of Education and other educational authorities. DOC will provide technical support on bilateral level to ARCOS with special emphasis on building educational capacities and support for the organisational localisation of ARCOS as a national CSO in Rwanda. The board of ARCOS adopted the below resolutions, which emphasise its determination to work with Eco-Schools and ESD strategically and to register the organisation as a national CSO in Rwanda. Activities in Rwanda are expected to strengthen local civil society structures in terms of ESD and quality education. CECOD, as already mentioned, will play a key role assisting ARCOS in designing

and initiating Eco-Schools activities in Rwanda.

***Resolution 3:*** *ACKNOWLEDGING the development of Environmental Education Programme, the board resolved to have an updated strategic plan including the Environmental Education Programme.*

***Resolution 6:*** *UNDERSTANDING the importance to register ARCOS in Rwanda as a National NGO; the board resolved that ARCOS can be registered in Rwanda. The Board also endorsed the option to explore establishing ARCOS in other countries. The board resolved also that the legal matters related to governance structures should be reflected in the constitution and be put at the attention of the board for the review and approval.*

*Main competences that ARCOS brings to the Eco-Schools programme:*

* Profound experience in conservation and community work (Natural Village Approach) and collaboration with CBOs, strengthening Rwandan civil society.
* Competences and experience in cooperating with key Eco-Schools duty bearers on district and national level, among them the Ministry of Education and Environment.
* International and regional organisation with competences and contact to major environmental agencies, organisations and potential donors.

The Eco-Schools programme will benefit from these key assets in terms of refining programme activities, joint advocacy and fundraising. It is expected that ARCOS will be a FEE member as the national operator for Eco-Schools in Rwanda.

### Synergy and Catalyst Features

The DOC partner strategy seeks to utilize the complementing experiences of the different partners in Rwanda, Uganda and Tanzania. The countries share similar political, social and economic conditions, which makes it easy to learn from each other and utilize experiences. The partner portfolio includes organisations like CECOD with a long history of Eco-Schools implementation, TFCG with a shorter time of implementation and ARCOS, an organisation that is new to the programme. The third phase shall ensure continuity and Eco-Schools competences with TFCG and CECOD, informing comprehensive implementation with a new partner in Rwanda. The gathered know-how, competences and best practices gained in 14 years of successful implementation in Uganda will play a key role in the extension of the programme to Rwanda. South-South cooperation between partners continue to be at the core of the programme and shall utilize the synergies between partners, countries and ways of implementation.

***Areas of synergy and cooperation:***

* Community mobilisation and micro-project establishment
* School selection and Green Flag award criteria
* Evidence-based advocacy and strategy development
* Identification of key duty bearers and stakeholders involved in activities and target for advocacy
* Production of Eco-Schools materials (guidelines and manuals)
* Establishment of comprehensive Monitoring, Evaluation, Accountability and Learning (MEAL) system, following Outcome Mapping.

***Avenues of synergy utilisation:***

* ***The Programme Coordination Committee (PCC)[[35]](#footnote-35)*** constitute the main hub and institution for learning and transfer of knowledge between implementing partners and DOC, while at the same time it provides the space for adjusting and developing strategies of the overall programme. It is furthermore the place where partners and DOC discuss the content of the programme and its status of implementation. Finally, the PCC provides the opportunity to initiate joint advocacy activities, fundraising (sharing of opportunities) and coordinated input to the work of FEE. Examples are the establishment of the African Forum for Eco-Schools implementers under FEE, regional cooperation with UNESCO in East Africa and establishment of a regional ESD network (currently at the idea level).
* ***Joint workshops and training,*** often in combination with a PCC meeting, allow partners to learn together within a given topic. In the current phase a workshop on the new MEAL system[[36]](#footnote-36), provided partners and DOC with the opportunity to discuss and decide which methods are to be employed and will make sense in an Eco-Schools set-up. Technical questions which concern all partners and DOC are deliberated jointly, which ensures that knowledge and experience in one country is transferred to the other. This helps to build the base for an informed way of implementation and strategy development that bears ownership among implementing partners.
* ***Peer monitoring and learning visits.*** In 2018 the programme changed from traditional monitoring by DOC to a monitoring and learning approach that includes a peer organisation in East Africa to participate in the monitoring. This ensures learning between the visiting and host partner. To visit an Eco-School in another East African country has proved to be an effective way of learning, inspiring each other and a way of enhancing the programme.
* ***Exchange of key strategies and annual reporting.*** In the previous two phases of implementation key documents have been shared among implementing partners for inspiration and feedback. This has been useful, especially for the newly integrated partners.

### Strategic Partnerships

DOC will support TFCG, CECOD and ARCOS to establish partnerships with INGOs, NGOs, private companies, technology centres and other relevant actors, in order to enhance the income generating part of the programme. Following the REV/APP 2019 recommendation of Jørgen Skytte, partners will look for opportunities to further develop micro-projects at school and community level for enhanced income via partnerships with appropriate organisations and businesses. In the previous phases micro-projects have generated income, which has supported the local school. With support of DOC partners will explore opportunities to enhance marketing and development of their products, in order to increase income. It is however important that these partnerships add value to the programmes core goals, i.e. promoting quality education and education for sustainable development.

The second approach to strategic partnerships includes alliances with universities and other knowledge centres informing the programme with latest ESD research and employment of appropriate evidence-based advocacy in each of the countries.

## Outcomes and Lessons Learned from Phase II

The results presented in this section provide the status of the programme by December 2018[[37]](#footnote-37).

### Summary of Significant Results in Uganda and Tanzania

***Uganda:*** In phase II the programme has established 50 demonstration schools and supported 125 schools for entering the Eco-Schools programme. About 450 Parents Teachers Association representatives have been trained in school governance. Furthermore, the programme has reached out to 3 Primary Teachers Colleges (15 tutors trained). All in all, 200 teachers have been trained in Eco-Schools teaching methods. In terms of institutionalization 10 CSOs have been mobilized to engage with local and central government in order to advocate for Eco-Schools methods. In 2018, the Minister of Education & Sport visited the Eco-Schools programme and endorsed its importance for quality education, while the ESD policy has been endorsed by the ministry (awaiting final approval by the cabinet and parliament). The programme reached out to a total of 325 schools (125 added in phase II), with approximately 140.000 pupils and 105.000 parents and community members.

***Tanzania:*** In phase the programme has developed a manual for secondary schools, which is close to ministerial approval. 44 schools implement Eco-Schools activities, including 44 pupils’ parliaments and micro-projects. Ward councilors in the districts are aware of the programme. So far, out of 44 schools 10 met the Green Flag criteria and will be awarded the flag in the course of 2019. Communities have been empowered to mobilize resources, two applications were send to the Eastern Arc Endowment Fund. Ward Education Coordinators are actively involved in the monitoring and establishment of Eco-Schools in the four districts and the District Education Officers are supporting the implementation of the programme in their districts. The programme reached out to a total of 44 schools, with approximately 22.460 pupils and 51.000 parents and community members.

*Results of the Supplementary Grant*

In April 2018, CISU approved a supplementary grant to the programme. In Uganda, CECOD has piloted conservation activities in 10 schools and communities close to Forest Karinju in South West Uganda. Activities include the establishment of a Community Forest Committee as well as a needs assessment and cooperation with local authorities to develop a local “Collaborative Forest Management Plan”. The management plan has been developed (draft version). It envisages effective revenue collection in relation to forest and sustainable use of the forest. Once the plan is approved and revenues are collected, the established committee is anticipated to gain support from the authorities and develop and implement climate smart interventions. The work will continue in 2019, and TFCG will start similar activities in Tanzania. These activities are complimentary the Eco-Schools approach as these add a conservation and climate resilience dimension to the programme, integrating an overall approach to comprehensive conservation driven by local communities, utilizing the established Eco-Schools networks and groups. The activities will be an integrated part of the third phase of the programme under component 2.

### Outcomes and Changes (Phase II, status December 2018)

The below section provides an overview of the status of 10 programme indicators (outcomes), and the respective changes and key learnings, as of December 2018.

#### Component 1

**Component 1:** Duty bearers and stakeholders have capacities and resources for the provision of quality education for active citizenship and sustainable development.

***TOC:*** *The* ***first major change*** *the programme aims to realise is equal access to a comprehensive learning environment that enables students to gain essential life skills and action competences through critical reflection, problem solving and action-based learning. Active and entrepreneurial primary school graduates are able and ‘equipped’ to improve their livelihood and be active citizens.*

| **Programme Indicator (Outcomes)** | **Major changes** | **Key programme learning & challenges** |
| --- | --- | --- |
| 1.1 By March 2020, dropout rates in primary schools following the Eco-Schools approach have decreased and retention rates are higher than in non-Eco-Schools of the same districts.  1.2 By March 2020, academic performance, civic literacy and environmental action competences are better among learners in Eco-Schools compared to non-Eco-Schools of the same districts.  1.3 By March 2020, the majority of teachers and learners at Eco-Schools provide concrete examples of successful integration of student-centred teaching methodologies. | The 2017[[38]](#footnote-38) statistical research indicates that Eco-Schools have reduced their dropout rates and that students have enhanced their academic performance. The application of action-based learning methods and student-centred teaching has shown great effect on these parameters. Outcome reporting highlights the following major changes in relation to dropout and academic performance:  ***In Uganda***, 150 teachers in the 3 new districts have received training on action-based learning, 17 out of 20 interviewed teachers (85%) reported actual application of action-based learning methods (IVAC) and outdoor teaching in their schools after the training. Furthermore 10 schools exhibited action-based learning and Eco-Schools methods to key education duty bearers as an effective way of improving the quality of education. Pupils from 10 Eco-Schools reported that the way of teaching changed as they were allowed to ask questions, participate in discussions, actively engage teachers and fellow pupils in class activities. After the Eco-Schools parliament has been established, pupils become more confident to voice concerns and take action in relation to quality education and environmental challenges they experience either at home or at the school. Teachers reported that pupils are more actively participating in the usual classes, not afraid voicing questions and comments.  **In Tanzania**, 12 District Education Officers (DEO) visited 8 Eco-Schools and observed the application of action-based learning and Eco-Schools methods. Generally, DEOs in the four districts support the application of action-based learning and Eco-Schools methods and emphasise the importance of their application to teachers. The application by teachers is furthermore assessed and followed up by the district education authorities. After teachers have been exposed to the Eco-Schools methods of teaching and learning through training, study visits and dialogue, they have been inspired to voluntarily advocate for student-centred and action-based learning among their colleagues. Teachers have informed the community about the benefits of the learning features of the programme.  *School example from Tanzania:* According to teachers at Lusanga Primary School (Mvomero District) absenteeism rates have dropped after the introduction of action-based learning and student-centred teaching methods. Teachers recognised that pupils enjoy the new way of learning. This observation has also been confirmed by parents at a meeting with the community. | Students’ parliaments constitute a conducive platform for strengthening students’ free speech. A spill over effect from parliamentarian session /action-based learning to ordinary classroom lessons is observed and supports critical thinking and self-confidence among pupils. This constitutes one of the core effects of the programme.  It has been observed that traditional and religious norms challenge free speech of children at home and in their communities. Parents are at times not used to - and do not approve - children addressing them (or other adults) freely in public. It is therefore important to strengthen advocacy for children’s rights and engage the community (religious /key opinion leaders) in deliberations on involving children in discussions and hearing their voice at home and in public.  The transfer of teachers to none Eco-Schools was identified as a challenge during the first phase. Some of the transferred teachers start Eco-Schools activities at the schools they have been transferred to. Trained teachers are furthermore obliged to transfer their knowledge to their colleagues after their return, so that other teachers are enabled to take over. Teacher-WhatsApp groups have been identified as a small but important feature that maintains contact between teachers who have been trained and are active ‘Eco-Schools implementers’.  Parents’ and community awareness on the importance of quality education resulted in active support of students by parents. A good indicator in Tanzania is that 70% of students at Eco-Schools receive lunch and girls’ education is discussed on community level *(Outcome Journal report September 2019).* |
| 1.4 By March 2020, increased capacity among partner organisations and key duty bearers to deliver ESD, IVAC and RBA | In ***Uganda***, joint ESD progress monitoring with National Coordination Committee (gov. body) and UNATCOM[[39]](#footnote-39) adds sustainability and ownership to the programme on the local/national level. Furthermore, a partnership with National Forest Authority has been established. In ***Tanzania***, the programme staff is conversant with running the programme. Other staff members of TFCG have been introduced to ESD, IVAC[[40]](#footnote-40) and HRBA.  ***DOC partners*** have developed capacities in applying Outcome Mapping (OM) as a monitoring tool. Furthermore, South-South learning has been enhanced by the participation of the peer organisation in monitoring visits from DOC. Two PCC meetings provided the opportunity of a joint workshop and strategizing the next phase. | Monitoring of action competences/ practical skills are not captures by teachers’ assessment procedures. The Eco-Schools programme shall in future develop assessment methods that also capture competence based education. A planned workshop in November 2019 will involve key stakeholders and start the development of criteria.  The developed OM approach has been difficult for partners to apply in relation to the phase II results framework. A simplified and more outcome focused framework, including learning questions shall support the consolidation of outcome focused monitoring and enhance documentation of change in the third phase. |

#### Component 2

***Component 2:*** Eco-Schools programmes have been showcased and scaled up as catalysts for active citizenship and sustainable development.

***TOC:*** *The* ***second major change*** *the programme aims to realise is to enable communities and parents to support their local school actively, by involving themselves in school governance and demanding quality education for their children from key duty bearers and decision-makers. Furthermore, the programme seeks to change the way communities treat their immediate environment by replicating SNRM and environmental protection measures at their homes.*

| **Programme Indicator / Outcomes** | **Major changes** | **Key programme learning & challenges** |
| --- | --- | --- |
| 2.1 By March 2020, 80% of participating schools have been awarded the Green Flag. | In ***Uganda***, Green Flag assessment and award for the new schools is planned for 2019. In ***Tanzania,*** Green Flag assessment and award for the new schools is planned for February 2019. 10 schools are anticipated to be awarded the Flag - the first Green Flags awards in Tanzania. | The Green Flag assessment criteria and award mechanism in Tanzania have been inspired by the Ugandan programme. This will also inspire the award mechanism and criteria in Rwanda. |
| 2.2 By March 2020, the Eco-Schools methods have been showcased by demo schools to authorities, communities and CSOs. | In both countries local education authorities have been actively involved in the establishment of Eco-Schools and participate in progress monitoring ***(see also component 1)***. This has led to active support of implementation and monitoring in both Tanzania and Uganda. Additionally, in ***Tanzania*** ward councillors support the programme actively as they start to address educational matters in their communities, including mobilization of parents to obtain school meals as a means of increasing performance and reducing dropout.  ***In Uganda,*** Eco-Schools committees have shown to be an effective tool to engage parents and communities in their local school. Parents contribute at least 30% of the total project investment either in kind or in cash. The Eco-Schools approach has put parents at the centre of decision-making in school governance and improves sustainability of programme outcomes.  ***In Tanzania,*** parents are active in Eco-Schools committees. 1/3 of Eco-Schools committee members are parents and they are actively engaged during planning and decision-making at schools. This has enhanced the awareness and ownership of the programme among parents. Teachers from the 44 programme schools have reported that parents’ involvement is key for the recorded progress at their school. | Parents who take up leadership positions in Eco-Schools committees actively support the establishment of micro-projects. Acknowledgement of the value of the project for the quality of education and income generation is important for ownership and community support and sustainability. A similar strategy will be developed for Rwanda and refined for Tanzania.  Parents Teachers Associations are often revitalised once Eco-Schools activities have started. Parents gain knowledge of school governance and engage local leaders in Eco-Schools activities. Hereby local leaders gain ownership and become allies by engaging higher authorities in matters related to education. This is primarily a lesson learned from Uganda, but a similar strategy/approach is to be adopted in Tanzania and Rwanda. |
| 2.3 By March 2020, communities replicate methods of environmental protection and sustainable development. | ***In Uganda,*** parents and Eco-Schools affiliated communities in South West Uganda replicate climate smart agriculture practices and SNRM at household level. Eco-Schools Communities at 10 pilot schools promoting Eco-Schools integration with *Learning About Forest (LEAF)[[41]](#footnote-41)* around Kalinzu Natural Forest, have in consultations with their local municipality officials developed a Forest Management Plan.  In ***Tanzania***, proposals for environmental activities have been submitted to a conservation fund (EAMCEF[[42]](#footnote-42)). Community members especially from Mvomero who had been exposed to the ESD approaches have applied the acquired knowledge in improving their production and are sustainably conserving their natural resources. The community members have acknowledged the importance of the knowledge gained from the programme. | SNRM methods have been replicated by involved households, where parents take active part in micro-projects at school level. The micro-projects that generated income at the school level (e.g. organic manure) have been copied at home and thereby spread among other community members. It appears to be important that the project has generated income and conveys sustainability/ conservation features. |

#### Component 3

***Component 3:*** ESD and action-based learning approaches have been integrated in government policy tools and budgets.

***TOC:*** *The* ***third major change*** *aims for the institutionalisation and replication of Eco-Schools methods, striving for ESD, action-based learning and student-centred teaching methods at local and national level. Furthermore, is civil society empowerment regarded as a pre-requisite for equal participation of citizens in local and national development processes. An empowered and vibrant civil society on local and national level is assumed to demand for the delivery of quality education and adequate budgeting.*

| **Programme Indicator / Outcomes** | **Major Changes** | **Key programme learning & challenges** |
| --- | --- | --- |
| 3.1 By March 2020, governments acknowledge the relevance of ESD and rights principals as promoted by CSO coalitions. | In ***Uganda***, 10 CSO partners in collaboration with district Eco-Schools networks are mobilised to engage local and national duty bearers in the institutionalisation of Eco-School methods (action-based learning and student centred teaching). Key partners (allies) within line government institutions are jointly identified by the established coalition and meetings are initiated.  A national advocacy strategy has been launched by CSOs.  In ***Tanzania***, CSO collaboration has not yet been established. In 2019, TFCG plans to join the Tanzania Education Network, as a platform for introducing the Eco-Schools approach and methods to important education CSOs in Tanzania. So far cooperation has taken place with MJUMITA (Community Forest Conservation Network in Tanzania). | CSO networks have shown to be an important vehicle for advocacy in Uganda. In the third phase of the programme The Tanzanian programme shall utilise the approach and learning in their cooperation with other CSOs. |
| 3.2 By March 2020, ESD approaches are institutionalised by government, local and national authorities and reflected in corresponding local and national budgets. | In ***Uganda***, MoES has approved the National ESD policy, which accommodates Eco-Schools methods. The policy awaits approval by the Cabinet and Parliament.  In ***Tanzania***, the national education policy supports the ESD. However, the government ESD policy is not yet finalised. | CSO collaboration with likeminded organisations and with relevant UNSECO departments was instrumental in relation to formulating/tabling the Ugandan ESD policy and receiving support from the Minister of Education for including Eco-Schools methods in primary curriculum. These communication channels opened the door to key duty bearers in Uganda.  The programme in Tanzania will therefore assess/further develop its national advocacy strategy for institutionalisation in the next phase, taking advantage from the experience made in Uganda in relation to CSO coalitions and cooperation with the UNESCO chapter in Uganda. Finally, it is assumed that the Rwandan partner will utilise its established relationship with key ministries, agency and authorities to promote the Eco-Schools methods in Rwanda. |
| 3.3 By March 2020, local and national educational authorities promote and replicate action-based learning among teachers and corresponding primary schools. | In ***Uganda***, 4 Primary Teachers Colleges have integrated ESD approaches and action-based learning in their training of new teachers. The Eco-Schools /ESD materials are still under review at the National Curriculum Centre and MoES.  In ***Tanzania***, Mvomero district has allocated about USD 5,000 for ESD and improvements of the quality of education. On the national level Tanzania Institute of Education (TIE), President's Office, Regional Administration and Local Government (PO, RALG), MoEST support the Eco-Schools programme. Especially, TIE has acknowledged the quality of the primary Eco-Schools manual and pushed for the secondary manual to be ready soon. The MoEST has participated in the implementation of activities (including training), advocates for the application of best practices and distributes programme information. Finally, MoEST advocates for the programme approach to be replicated in other parts of the country. | It has become evident that early involvement of local and national duty bearers in programme planning is key for institutionalisation and replication of Eco-Schools methods. In Uganda as well as in Tanzania, local education officers supported the implementation, participated in trainings and are ‘part and parcel’ of monitoring and application of Eco-Schools methods. This approach will also be applied in Rwanda. |

#### Popular Engagement and Development Education: A world in common

In the first phase of the programme, DOC developed educational material for Danish primary schools (5th and 6th grade). The material is based on climate challenges in Uganda and can be used in relation to 5 different subjects: Danish, English, History, Home Economics and Natural Sciences. The material has been updated in 2019, including information and worksheets about the SDGs in general and in particular goal no. 13: take action to combat climate change and its impacts. The updated material will be presented to Danish Eco-Schools, through the Danish Eco-Schools programme, and to Danish schools in general as part of the campaign “Verdenstimen”[[43]](#footnote-43). Furthermore, the programme has initiated the twinning of Danish and Ugandan/Tanzanian schools. So far 6 Danish schools have been identified and first contacts have taken place for 4 schools in Denmark and 4 in Uganda and Tanzania:

|  |  |
| --- | --- |
| **Denmark** | **Uganda/Tanzania** |
| Lindehøjskolen, Herlev | St. Kagwa Primary School (Uganda) |
| Aale Hjortsvang Børneby, Tørring | Queen of Peace Primary School (Uganda) |
| Østervangsskolen, Roskilde | Digalama Primary School (Tanzania) |
| Firkløverskolen, Lejre | Msimba Mikumi Primary School (Tanzania) |

### Programme Review and Appraisal in 2019

Early 2019, CISU commissioned a second external review and appraisal (Rev/App) of the Eco-Schools programme. The report mainly recommends to reduce the number of outcomes in the results framework, enhance monitoring, evaluation and learning and develop verifiable gender indicators. These recommendations have been actively addressed in this programme document. A more detailed response on the REV/APP 2019 recommendations can be found in the management response[[44]](#footnote-44).

# Programme Overview

## Programme Aim and Justification

The Eco-Schools programme seeks to enhance the quality of education by employing action-based learning and student-centred teaching methods at primary and secondary schools in Tanzania, Uganda and Rwanda. Generally, the programme aims to contribute to pupils’ development of critical thinking and active citizenship, while at the same time develop entrepreneurial skills, enhancing employment and self-employment in the three countries. Finally, the Eco-Schools programme aims to introduce methods for stainable livelihood, climate resilience and environmental protection.

The Eco-Schools strategy employed during the first two phases has shown positive effects in terms of improved academic performances and action competences among students[[45]](#footnote-45). The involvement of key duty bearers, authorities and local/national education decision-makers has carried fruit in Uganda and Tanzania. The development of CSO coalitions and cooperation with UNESCO have been instrumental in Uganda and results begin to surface in Tanzania. The bottom-up approach, starting with activities at schools, involving students, teachers, communities and duty bearers at local level, builds a critical mass of experiences that is utilised on the national level for advocacy. Experiences have shown that the strategic approach impels replication of Eco-Schools methods at non-target schools and institutionalisation at national level. All in all, the strategic approach will be continued in the third phase, augmented by activities to enhance climate resilience (supplementary grant activities started in 2018), utilising the established education and community infrastructure of the Eco-Schools programme.

## Eco-Schools and Human Rights Based Approach (HRBA)

The Eco-Schools programme builds on a Human Rights Based Approach with a special focus on the Convention on the Rights of the Child. The programme aims to contribute to the right of education and the special attention and care that children shall enjoy. The programme aims:

* Firstly, to improve **participation** of communities, partners and key stakeholders in decision-making related to education.
* Secondly, to enhance **accountability** in the area of education by activating and improving school governance, propelled by active participation of parents in PTAs and other relevant educational governance structures. Community members shall be empowered to understand and influence school governance and hold relevant educational duty bearers accountable.
* Thirdly, to promote **non-discrimination**, by advocating for access to quality education for all, including vulnerable groups. At this juncture, access for girls to quality education is an important feature of the programme. While inclusive education (access to education for children with disabilities) is not a direct focus area, the programme supports inclusive education by networking with relevant CSOs and authorities.
* Fourthly, the programme aims to make education budgets and decisions **transparent** to communities, teachers and other stakeholders. Hereby the programme aims to make information accessible, which in turn shall inform community action and advocacy.

### Eco-Schools Programme Components

The Eco-Schools programme is composed of three components that will contribute to the overall goal: ***“To promote active citizenship and improved livelihood through education for sustainable development”*,** supported by two overall indicators: ***(1) Students exercise their skills for critical thinking and active practice of their citizenship,******(2) Students use their new entrepreneurial skills to realise employment, self-employment improving their livelihood****.* Three programme outcomes are outlined in the *results framework* and constitute the overall frame of the programme components.

*Component 1: Duty bearers and stakeholders have capacities and resources for the provision of quality education for active citizenship and sustainable development:*

This component focuses on students’ education. It includes the development of capacities and competences among teachers and other key duty bearers to apply action-based learning and student-centred teaching methods, in order to strengthen students’ action competences and awareness of democratic values and principles. Furthermore, this component features capacity development of the partner organisations in terms of Eco-Schools activity implementation. The third phase also includes exit outputs for the Ugandan programme as well as phasing in outputs in Rwanda.

* Main activities are: capacity development and training of teachers and educational duty bearers, key stakeholders and partners. Furthermore, this component includes global activities such as Programme Coordination Committee meetings, mutual learning, exchange, joint workshops and development and engagement in the African Forum of Eco-Schools operators.

*Component 2: Established**Eco-Schools have been showcased and scaled up as catalysts for active citizenship and sustainable development:*

This component features the practice of Eco-Schools methods and the active involvement and empowerment of parents and communities. Furthermore, schools have embraced Eco-Schools methods and receive the Green Flag as recognition of being a successful Eco-School. The component aims to impel ownership of results and the approach among community members, parents, key duty bearers and stakeholders. This is assumed to result in enhanced school governance, dialogue between citizenry and duty bearers and the replication of SNRM and climate resilience methods at household level. This includes the continuation and development of the conservation activities financed by the supplementary grant in second phase and integration in the work in Rwanda[[46]](#footnote-46).

* Main activities are: the establishment of micro-projects and Eco-Schools committees (Eco-Schools / award of Green Flag) and activities concerning climate resilience, forest management and conservation, involving parents, children and other stakeholders.

*Component 3: Civil society advocates for quality education and ESD:*

The component features the advocacy outcome of the programme. It aims to establish CSO coalitions that on local and national level engage duty bearers in dialogue on quality education and ESD, resulting in increased institutionalisation of ESD approaches and Eco-Schools learning methods. Specific exit outputs are formulated for the Ugandan programme, targeting the final approval of the ESD policy and sustainability of the established networks and coalitions in Uganda. The outputs for phasing in are to be established together with the Rwandan partner.

* Main activities are geared to advocacy, including awareness creation, dialogue meetings with key duty bearers and strengthening of CSO coalitions for Eco-Schools advocacy and lobbying.

#### Popular Engagement: A world in common

The programme will continue to enhance the educational material developed for Danish primary schools on climate change and its effects on life in East Africa and Denmark. The material shall be up-dated with information on Rwanda, the new programme country. Furthermore, DOC will continue to support the twinning of Eco-Schools in Denmark and the programme countries.

### Brief Implementation Overview

In the third phase of the programme, activities in Tanzania will be further developed and more schools added. In Uganda, activities will be phased out after two years, while in the last two years (2022 and 2023) the programme will support the consolidation and sustainability of Eco-Schools results in Uganda. In 2020 and 2021, inception activities will take place in Rwanda. These include the development of capacities, establishment of cooperation with key duty bearers and development of schools and community activities. In 2022 and 2023 the Rwanda programme is expected to fully implement Eco-Schools activities in 35 schools. Annex 23 the timeline provides a graphical overview of the implementation in the three countries.

### Intervention Logic and Theory of Change

The third phase of the programme continues to build on the Theory of Change developed in the first two phases. The programme aims to add value to the formal education system in Uganda, Tanzania and Rwanda, while at the same time building linkages between formal education and civil society. The following *outcomes* with their respective change pathways will guide the third phase. The learning questions[[47]](#footnote-47) are part of the progress reporting and MEAL system[[48]](#footnote-48).

**Outcome I:** Students develop action competences and civic literacy, through action-based learning and student-centred teaching methods in Eco-Schools improving their academic performance and life skills for a more sustainable lifestyle and livelihood.

* *Pathway I:*Key duty bearers embrace action-based learning and student-centred teaching methods, so that teachers apply these methods, so that students enjoy quality education and develop action competences in the classroom.
* *Pathway II:* Students have access to action-based learning methods, so that they gain life and entrepreneurial skills and self-confidence, so that they can take upon income generating occupations which improve income and livelihood.
* *Pathway III****:***Students learn and practice democratic processes in school, so that they value democratic decision-making and citizens’ rights, so that they influence decisions that impact their livelihood, well-being and democratic development of their country.

*Learning Questions for Outcome I:*

1. What potential opportunities do teachers have for using action-based learning methods in their lessons? (What are the hindrances?)
2. What are the most significant behavioural changes experienced among students since action-based learning has been introduced in the school?
3. In which way have local duty bearers changed their behaviour towards supporting local education in their district?

*Assumptions:* Education duty bearers support and monitor teachers’ application of action-based learning and student-centred teaching methods. Students’ academic performance is improved by the new learning methods, while involved parents and community members turn the schools into a communal learning hub. Reduced dropout and improved academic performance emphasise the significance of quality education for their children.

*Annex 24, page 1, provides an illustration of the pathways, assumptions and learning questions.*

**Outcome II:** Parents and communities actively support their local school, by involving themselves in school governance and demanding quality education from key duty bearers and decision-makers, and replicate SNRM methods to protect their environment.

* *Pathway I:*Parents, community members and leaders support school activities and engage themselves in school governance, so that they gain knowledge on educational challenges, so that they advocate for quality education, good governance and adequate resources for the education of their children.
* *Pathway II****:*** Communitymembers learn about environmental and climate related challenges in their community, so that they draw action plans, so that they jointly take appropriate actions to address these challenges.

*Learning Questions for Outcome II:*

1. What motivates/discourages parents and community members to be engaged in Eco-Schools and wider school governance activities?
2. What drives parents and communities to replicate SNRM and climate resilience measures at home? What could be added as encouragement?

*Assumptions*: Schools are willing and motivated to embrace Eco-Schools methods and eager to receive the Green Flag as a sign of educational excellence. Parents are willing to actively participate in school governance and acknowledge the significance of quality education (especially for girls). Community members and leaders support micro-projects, motivated to replicate SNRM and demand quality education for their children.

*Annex 24, page 2, provides an illustration of the pathways, assumptions and learning questions.*

**Outcome III:** An empowered civil society demands quality education, the institutionalization and replication of Eco-Schools methods, striving for ESD, action-based learning and student-centred teaching methods at local and national level.

* *Pathway I:*CSO coalitions and CSOs are organised, so that they are recognised by duty bearers and relevant education authorities, so that they can enter into dialogue on the integration of action-based learning and student-centred teaching in the official curriculum, so that active use of these methods enhances the quality of education in the classroom.
* *Pathway II:*CSO have gained knowledge on topics and issues related to quality education, so that they actively demand for quality education at local and national education authorities, so that adequate budgeting and resource allocation improve the quality of education.

*Learning Questions for Outcome III:*

1. What supports the endorsement of Eco-Schools methods on government level (sufficient advocacy strategy)?
2. What can be learned from the individual school specific processes, where schools/ communities are successful in their interaction with government authorities, e.g. in relation to increased resource mobilisation?
3. What is supporting effective advocacy from CSO networks/organisations towards the government, authorities and institutions?

*Assumptions:* Empowered and vibrant CSOs and networks on local and national level, engage key duty bearers and citizenry in dialogue on delivery of quality education. CSOs, networks and communities are able to access and track budgets, while demanding for adequate education budgeting. Authorities acknowledge the relevance of Eco-Schools approaches for enhancing the quality of education and endorse Eco-Schools practices and learning materials for the use in primary and secondary schools.

*Annex 24, page 3, provides an illustration of the pathways, assumptions and learning questions.*

#### Exit and Sustainability Pathways for the Eco-Schools Programme in Uganda

The third phase aims to sustain results achieved by the Ugandan Eco-Schools programme after activity funding has ended in 2021. In order to achieve this goal, the programme will within the exit phase (2020-2021) empower CECOD to access and attract new funding and partnerships which support the Eco-Schools work in Uganda. On the overall level three pathways for the exit have been developed.

* *Pathway I*: CECOD has consolidated the capacity of the existing Eco-Schools networks (local and national level), so that active Eco-Schools can be nurtured and supported through the network.
* *Pathway II*: CECOD is continuing its advocacy work towards the Ministry of Education, teachers’ colleges and other relevant authorities, so that Eco-Schools methods are officially part of the Ugandan primary education, so that teachers and schools start and continue to use action-based learning and student-centred methods, so that the quality of education continue to be improved, so that more students develop action competences and civic skills.
* *Pathway III*: CECOD has gained substantial capacities in fundraising and organisational development, so that it has developed a comprehensive organisational strategy, so that it is able to successfully access new funding, so that it sustains organisational operation and Eco-Schools activities after DOC funding has ended.

*Assumption:* The established Eco-Schools network is an active network, that continues to support Eco-Schools activities. Furthermore, the fruitful cooperation between CECOD, UNESCO (UNATCOM) and main duty bearers will continue and lead to the institutionalisation of Eco-Schools methods in Uganda. Finally, it is assumed that CECOD due to its capacities, competences and reputation in Uganda and beyond will attract new funding opportunities in the course of the proposed third phase.

***Operationalisation and main activities***

CECOD will in 2020 and 2021, consolidate the work with 150 schools and cooperation with central education duty bearers and teachers’ colleges in the 3 central districts in central and eastern region. Furthermore, six Eco-Schools networks (district) shall be strengthened with exit related activities that enable them to continue activities after DOC funding has been come to an end. CECOD has developed first ideas to establish cooperation with universities and other stakeholders for starting a platform for learning and dissemination of ESD approaches. The approach also includes the use of volunteers, mostly University graduates or students, that empower communities to address climate and environmental challenges and connect children and students via outdoor activities with nature. On the organisational level CECOD will participate in PCC meetings and workshops after exit activities have be concluded in 2021. An overall organisational development plan shall inform about future organisational needs and capacity development initiatives. A detailed plan will be further developed in the remaining period of the second phase and in the inception phase (beginning of third phase). Finally, the programme will support the development of capacities in terms of financial sustainability and continue to advocate for the final adoption of the ESD policy by the parliament and ESD related budgeting.

### Gender and Education

In 2018, DOC and its partners have developed strategic directions and positions for working with gender perspectives in the Eco-Schools and educational context[[49]](#footnote-49). Overall, the Eco-Schools programme aims to contribute to equal access to quality education by developing competences among communities, teachers and authorities to voice and address gender inequalities hindering girls’ access to education. The programme has identified three domains of intervention: *school & community*, *household & family* and *authority & duty bearer*. Within each of these domains the strategy document has identified gender related hindrances for accessing equality education.

***Gender indicators and monitoring***

The REV/APP 2019 recommends “the development of verifiable indicators and means of documenting women’s and girls’ empowerment”. In order to enhance the ability to document girls’ and women’s empowerment, the programme will develop verifiable indicators at outcome level via its *Outcome Mapping* approach (gender progress markers) and additionally collect sex-disaggregated data on indicator and output level.

*At Outcome level*the programmes in Tanzania, Uganda and Rwanda will develop progress markers (indicators) that are part of their *Outcome Journal*, documenting the empowerment of girls, in terms of active participation in school lessons, gained self-confidence and active participation in students’ parliaments and school micro-projects (outcome 1)[[50]](#footnote-50). In addition, the attitude of teachers, parents and communities towards girls’ education and empowerment shall be monitored and documented. The Outcome Mapping approach is geared to look at the behavioural changes that happen among key agents (boundary partners). Furthermore, progress markers shall gauge and monitor women’s participation in Eco-Schools committees, PTAs and community activities (outcome 2), advocating for equal access to quality education for boys and girls.

*At the outcome indicator and output level*all reporting/documentation shall take place sex disaggregated, documenting the participation of women and men, girls and boys in activities and how they have benefitted from the Eco-Schools programme in terms of access to quality education. Gender sensitive monitoring shall inform programme implementation and the way gender challenges are approached by programme interventions. Additionally, sex-disaggregated statistical data on dropout and academic performance (output level) shall inform the programme as to the extent to which it contributes to overcome gender barriers to education.

The above outlined approach shall ensure the collection of essential gender data and information, that will inform best practices, shared at partner meetings (PCC) and workshops.

### Sustainable Development Goals and Civil Society: The Eco-Schools Approach

The Eco-Schools programme aims to strengthen civil society on the local, national and international level. The approach builds on SDG 17: *strengthen the means of implementation and revitalize the global partnership for sustainable development*. It seeks to build capacities that support quality education and goals of sustainable development[[51]](#footnote-51). Strategically, the programme seeks to establish local, national and regional networks strengthening capacities and action competences of civil society in relation to quality education/ESD (SDG 4 / 4.7), sustainable consumption, production and efficient use of resources (SDG 12 /12.2 /12.8), combat climate change (SDG 13.1 /13.3) and protection of forests, reverse land degradation and biodiversity loss (SDG 15). Overall, the programme seeks to enhance sustainable livelihood and reduce poverty by leaving “no one behind” (SDG1).

On the local level Eco-Schools committees (school level) and Eco-Schools networks (district level) organise communities in addressing educational and environmental challenges at their school, community and immediate environment. Furthermore, the Eco-Schools committees initiate and establish micro-projects at their local school and replicated at their homes. The committees constitute active units organising and drive support to their local school, turning it into a communal learning hub and take part in school governance structures (PTA). On the national level, the programme envisions CSO networks in the three countries that advocate together with key stakeholders for the institutionalisation of Eco-Schools and ESD approaches. Nurturing a fruitful dialogue with relevant authorities and duty bearers. Furthermore, the Eco-Schools committees will be enabled to track budgets and initiate a dialogue with local education duty bearers. In the second phase the idea of establishing a regional ESD network has been developed and will be pursued. It will take advantage of ARCOS’ regional network in East Africa and CECOD’s cooperation with the Ugandan UNSECO chapter. In Rwanda, ARCOS will apply the same approach on the local and national level as TFCG and CECOD in Tanzania and Uganda. ARCOS has the comparative advantage of being an active and recognised partner in the government coordinated Joint Action Development Forum (JADF), which on district level brings together CSOs, private business and other local stakeholders to discuss development topics. The Eco-Schools committees and networks are assumed to find a platform to discuss ESD, education and environment topics at a government forum that includes all relevant stakeholders and duty bearers.

## Key Outcomes and Country Indicators

The below section outlines the three outcomes the programmes aims to achieve, including indicators and targets for Tanzania, Uganda and Rwanda. Please find the results framework, with indicator targets in annex 3.

### Outcome I:

Students develop action competences and civic literacy, through action-based learning and student-centred teaching methods in Eco-Schools improving their academic performance and life skills for a more sustainable lifestyle and livelihood.

* *Outcome Indicator Tanzania*

By 2023, 80 % of students in 150 Eco-Schools are actively involved in micro-project management, pupils’ parliaments and replication of SNRM activities in school and at home, while 600 teachers report that students are more actively participating in lessons, gained action competences and self-confidence.

* *Outcome Indicator Uganda (exit phase)*

By 2021, 25 % of 52,500 Eco-Schools students in 150 Eco-Schoolsare actively involved in micro-project management and replicate SNRM activities at home. 10 % of students are active in pupils’ parliaments, while 150 teachers report that students are more actively participating in lessons, gain action competences and self-confidence.

* *Outcome Indicator Rwanda (phasing-in)*

By 2023, the Eco-Schools approach has been adopted by 35 schools in 4 districts and students are actively involved in micro-project management, pupils’ parliaments and replication of SNRM activities at their school and at home. Teachers recognise more confident and active learners in their classroom.

### Outcome II:

Parents and communities actively support their local school, by involving themselves in school governance and demanding quality education from key duty bearers and decision-makers, and replicate SNRM methods to protect their environment.

* *Outcome Indicator Tanzania*

By 2023, 72,000 parents and community members from the area of 150 Eco-Schools actively take part in school governance, demand quality education and 50 % of them replicate SNRM methods at their homes.

* *Outcome Indicator Uganda (exit phase)*

By 2021, 4,500 parents and community members from the area of 150 (phase II) Eco-Schools actively take part in school governance, demand quality education and 35% of them replicate SNRM methods at their homes, while 6 established district networks are empowered to continue after programme funding ends.

* *Outcome Indicator Rwanda (phasing in)*

By 2023, 17,500 parents and community members from 35 school areas have been introduced to the Eco-Schools approach, established Eco-Schools committees and started to engage in school governance and begin to replicate SNRM methods at home.

### Outcome III[[52]](#footnote-52):

An empowered civil society demands quality education, the institutionalization and replication of Eco-Schools methods, striving for ESD, action-based learning and student-centred teaching methods at local and national level.

* *Outcome Indicator Tanzania*

By 2023, CSOs and alliances advocate for the institutionalisation of action-based learning methods, track education budgets and advocate for adequate budgeting on local and national level.

* *Outcome Indicator Uganda (exit phase)*

By 2021, Uganda has adopted the ESD policy and institutionalised Eco-Schools approaches, while CSOs advocate for adequate budgeting on local and national level.

* *Outcome Indicator Rwanda (phasing in)*

By 2023, dialogue on Eco-Schools approaches and methods with key Eco-Schools committees, education actors and relevant duty bearers has been established.

## Advocacy Approach

Generally, the advocacy approach developed in the second phase will be continued in the third phase. It builds on a bottom-up approach - via the establishment of Eco-Schools and involvement of key local duty bearers. By introducing the Eco-School concept to head teachers, teachers and local education coordinators and officers (District Education Officers) at district level, the concept has been acknowledged and endorsed by key government entities. The establishment of CSO networks and cooperation with UNESCO opened the door to the Ministry of Education in Uganda – approving the ESD policy in the Cabinet and paving the way for public support of Eco-Schools methods by the Minister of Education.

The involvement of key duty bearers at local as well as national level has therefore shown good results in Uganda and begins to show results in Tanzania. In Rwanda a similar advocacy approach will be applied, naturally taking into consideration the differences that exist between the education governance systems of the three countries. It will be important to identify the key duty bearers on the local and national level with whom the programme shall establish a dialogue and engage in the programme activities. The Ugandan experience is country specific and not universally replicable. However, experience and best practises of advocacy will inform the Tanzanian and Rwandan strategy. In the second phase the programmes in Uganda and Tanzania have developed advocacy strategies, which will be updated in light of the achieved results and changes in context. In the beginning of 2020, the Eco-Schools programme in Rwanda will develop its own strategy adapted to the educational context of Rwanda.

*Evidence-based advocacy*

Collected data on academic performance and dropout and the best study report from 2017 are important for evidence-based advocacy towards key duty bearers for obtaining support and engagement on the district and national level. Additionally, shall a costed case study, which looks at the cost of establishing an Eco School vis-a-vis the benefits and outcomes, support replication and the support from government and key education duty bearers[[53]](#footnote-53). The good results in terms of academic performance, community support and reduced dropout have had significantly impact on the official support of authorities, duty bearers, institutions and politicians. Data and Eco-Schools successes shall be used as good cases and best practices for receiving official support for the start-up in Rwanda.

*The Eco-Schools advocacy takes place on the following levels and includes the following stakeholders:*

* *Local education coordinators and officers* at district level take active part in monitoring and implementation of Eco-Schools activities, learning about and respectively supporting the Eco-Schools methods. They share these experiences in regional and national forums.
* *Teachers’ Training colleges* conduct in-service training on Eco-Schools methods for teachers. This constitutes an important advocacy feature for the local institutionalisation of Eco-Schools approaches. This advocacy method has proved to be important for developing the interest and support of key education authorities, responsible for teachers’ training on the local level.
* *Ministry of Education and Ministry of Environment* for institutionalisation of Eco-Schools approaches (action-based learning and student-centred teaching methods) in Tanzania, Uganda and Rwanda. The engagement of key ministerial staff, including support of the national UNESCO chapters, constitutes an important step for institutionalisation. However, it takes time and needs to be supported by the collaboration with relevant agencies (see next bullet).
* *Relevant agencies, authorities and institutions*, such as national environment management authorities (e.g. NEMA in Uganda), education boards (e.g. Rwanda Education Board), technical institutes and curriculum authorities are important for the development and official endorsement of Eco-Schools guidelines, manuals and for curricular inclusion. The programmes in Uganda, Tanzania and Rwanda will seek involvement and dialogue with these agencies from the very beginning in order to ensure support and initiate a dialogue on quality education and the contribution of Eco-Schools methods to existing education policies, especially in terms of competence-based curricula in the three countries.
* *UNESCO chapters* in the respective countries for supporting the dialogue with relevant ministries, institutions and authorities. Furthermore, the third phase will explore to which extent UNESCO can support joint advocacy in the East African region.
* *FEE* has members in 67 countries worldwide (9 in Africa), and provides an international platform for discussing specific African ESD topics. The established African Forum for Eco-Schools Operators under FEE, constitutes a good platform for creating awareness and joint fundraising for the Eco-Schools work in East Africa.

The PCC meetings constitute the very forum for exchanging best advocacy practices and approaches for partners and DOC. It is also the place where joint advocacy directions can be discussed and laid out.

## Target Groups

The target groups include a wide range of rights holders and duty bearers that will benefit from the programme. The primary target groupconsists of:

* 120,000 [[54]](#footnote-54) school students (girls and boys) from low income families. They represent the most vulnerable group and are therefore the main rights holders and beneficiaries of the programme interventions. They face low-quality education in their local schools, and lack skills related to environmental protection, citizenship and active participation in decision-making.

Girls’ equal access to quality education and participation in decision-making constitutes a challenge in all three programme countries. The programme will analyse the specific gender related barriers to education and decision-making and tackle these by initiating activities that support girls’ education and access to decision making.

* 925[[55]](#footnote-55) school teachers. They are the main duty bearers while at the same time being beneficiaries as they benefit from capacity building, provision of materials and skills training activities to be undertaken by the programme. Teachers lack sufficient knowledge and skills on action-based learning and student-centred teaching methods that transfer important skills and builds self-esteem among students. Furthermore, teachers should support girls’ education and deploy measures and activities to keep girls in school.
* 94,000 [[56]](#footnote-56) school community members, i.e. parents and other relatives of students. Together with their children they are main beneficiaries and considered as both rights holders and duty bearers. Parents and communities are often not involved in the education of their children and do not support their children, especially girls, in their education. The programme aims for equal participation of men and women in community activities, promoting equal participation in household level decision-making and educational opportunities for girls.

In Uganda, the programme will phase out, therefore activities will be focused on institutionalisation, replication and sustaining results.

In Tanzania, the programme is expected to consolidate the existing activities at school level in the 4 districts of the Morogoro Region. At the same time, it is expected that the focus on replication and institutionalisation will be intensified.

In Rwanda, the inception shall pilot activities at a number of schools and commence the establishment of relations with key duty bearers and education authorities.

*The secondary target group consists of:*

* Government educational and environmental authorities and institutions at district and national level. The educational institutions, advisors, extension officers etc. will benefit from the development and testing of ESD methods and processes.
* CSO coalitions at national and regional level will be strengthened to advocate for the inclusion of Eco-Schools methods in national curricula and budgets.
* Selected CBOs (e.g. women’s groups and parents’ associations) will benefit from the school-community micro-project cooperation and other activities to be facilitated by the programme.
* Local government institutions and politicians will benefit from a more conscious population able to engage in local government planning and decision-making processes.
* DOC and its partners will benefit from capacity building and skills training activities to be undertaken by the programme.

Beside the above-mentioned categories of direct beneficiaries, the programme will have a tertiary and indirect group of beneficiaries, which includes national level CSOs working on environment and education as well as a range of government authorities and institutions who will benefit from improved inputs from NGOs to policymaking processes. In Denmark, tertiary beneficiaries include teachers and students who are affiliated with the Danish Eco-Schools programme and make use of the education material developed in relation to the public engagement project “A world in common”.

## Monitoring, Evaluation, Accountability and Learning

The Monitoring, Evaluation, Accountability and Learning (MEAL) approach for the Eco-Schools programme departs from a mixed-methods approach, including a results framework (log frame approach), statistical analysis of dropout and academic performance and *Outcome Mapping*. In November 2017 (second phase), the Eco-Schools Monitoring and Evaluation Manual[[57]](#footnote-57) was revised. It is planned to update the approach in the beginning of the third phase in order to take into account the changes in the results framework. A draft MEAL plan has been developed and is attached in annex 19. The plan will be finalised in the inception phase once the baseline data are available. In order to monitor and mitigate risk and assumptions a management approach has been developed in annex 21.

### **M**onitoring Change: Outcome Journal Reporting

The Outcome Journal will constitute the major tool for monitoring the change taking place at schools, among teachers and students, communities and parents, local and national authorities. In the inception period progress markers, that also gauge changes related to gender and girls’ education, will be formulated. In addition, key boundary partners will be identified and inform the programme on behavioural changes among these key actors. Outcome journal reporting will take place biannual and partner organisations will in the inception period, based on established country baselines, develop a monitoring schedule that outlines the number and timing of interviews, analysis of questionnaires etc.

### **E**valuate Change, Approaches and Benefits

A costed case study (4-5 schools) is planned for the programmes in Uganda and Tanzania, looking at the cost of establishing an Eco-School vis-a-vis its benefits for education and ESD[[58]](#footnote-58). The first case study is planned to take place in 2019 as part of the second phase. This will be followed up by a research on relevant educational and ESD topics. The programme would like to explore the possibility to use master students to look into the effects of action-based learning on entrepreneurial skills, self-confidence and critical thinking in an Eco-Schools context. A tracer study that tracks and interviews former Eco-Schools students in Uganda is one approach that can be utilised and shall be explored. This aims to provide information on the two indicators of the overall development goal[[59]](#footnote-59), which otherwise are not part of the monitoring tasks. Furthermore, the programme will conduct statistical analysis twice during the programme phase (year two and year four). The last analysis in the second phase will cover year 2017 and 2018 and will inform the baselines.

### **A**ccountability

The programme has developed a results framework with country level outputs. Following the annual programme implementation plan, partners will on quarterly basis submit technical reports that inform about the actual status of implementation. These reports together with financial reports of the same period constitute the basis for DOC to gauge progress in implementation and effective utilisation of funding. On an annual basis partners will report on programme targets and output achievement.

### **L**earning

Learning across partners and countries will be based on the learning questions formulated in relation to the three outcomes[[60]](#footnote-60). Joint monitoring visits (involving another East African partner) will provide answers to these questions as well as other questions that might appear and evident during implementation. This approach aims to strengthen learning between the implementing partners and inform the development of the programme. Furthermore, the comprehensive outcome journal reporting will contribute with “answers” to the learning questions. Finally, the PCC will continue to be the place where learning and documentation of results will be discussed and shared. The learning questions will constitute the very focal point for learning and exchange. Please be referred to section *3.2.4 Synergy and Catalyst Features* for further information on joint learning and synergy within the Eco-Schools programme.

### Baseline development

Partners in Tanzania, Rwanda and Uganda, will develop baselines in the inception phase. The data will be used and linked to the documentation of results and changes and be integrated in the formats for the output reporting (accountability) as well as the Outcome Journal. DOC and partners will jointly develop the format and scope of the baseline.

## Sustainability

Experiences from the first two phases have revealed a considerable sustainability effect. Eco-Schools activities have been replicated in adjacent communities, which constitutes a multiplier effect of the programme activities. The long-term sustainability within the education sector will depend on the extent to which Eco-Schools methods are replicated and institutionalised at national level. Consequently, the third phase will continue to focus on advocacy for quality education and institutionalisation of student-centred teaching methods, action-based learning and ESD within national curricula in Tanzania, Uganda and Rwanda. This goes hand in hand with the partner organisations’ ability to host the activities in a post-programme period. In this respect, membership of and strong attachment to FEE is expected to strengthen sustainability of programme activities in both Tanzania, Uganda and Rwanda. As programmes are at different stages of implementation sustainability effects will be different in Tanzania, Uganda and Rwanda. The latter is new to the programme. As activities in Uganda will be phased out during the third phase, the emphasis will be on strengthening already established Eco-Schools networks and preparing schools for phasing out. Furthermore, it will be important to continue the work of Eco-Schools institutionalisation at local and national level. For detailed information on planned exit activities kindly be referred to section *4.2.3.1 Exit and Sustainability Pathways for the Eco-Schools Programme in Uganda.*

A costed case study at well-established Eco-Schools in Tanzania and Uganda in the second phase shall identify best practices for income generating activities, replicable at other schools. Moreover, it is expected that the costed case study reveal approaches to strengthen sustainability at school and community level. The application of new skills, methods and knowledge from well-established and run Eco-Schools shall inform and enhance income generating projects at communities and school. Finally, will the programme explore opportunities for strategic partnerships with other INGOS and private companies in order to enhance marketing and development of micro-project products.

## Programme Management

*DOC:*The Eco-Schools programme is a joint initiative by DOC and its partners in Tanzania, Uganda and Rwanda. DOC is solely responsible to CISU for the proper implementation and reporting on the programme, and shall therefore ensure that the implementing partners apply relevant guidelines and procedures. DOC will be overall responsible for:

* coordination, monitoring and evaluation, and quality assurance of the programme implementation
* providing partners with technical assistance, primarily within the following themes: organizational development, ESD/Eco-Schools methods, design of micro-projects, advocacy, MEAL, strategy development/adjustment and human rights based approaches
* approval of any major changes in the planned activities or in the budget
* information activities in Denmark
* coordinating cross-cutting activities such as exchange of experience, learning, knowledge sharing and advocacy.

*Partners in Tanzania, Uganda and Rwanda***:** At the country level, the partner organizations are responsible for the proper and timely implementation of programme activities and adaptation of strategies in collaboration with DOC. The partners are responsible for recruiting programme personnel and for supervising and monitoring implementation of all activities on the ground including reporting and financial accountability. The partners shall inform DOC in the event of necessary changes in the activities, or envisaged delay in the progress of the activities, or in case of any essential changes in the conditions of implementation. Moreover, the partners shall inform DOC without delay about any suspected irregularities in connection with the implementation of the programme. Bilateral cooperation agreements between DOC/TFCG, DOC/CECOD and DOC/ARCOS will further spell out the programme organization and division of responsibilities.

*Programme Coordination Committee:*An important aspect of the programme structure is the close collaboration between partners across organizations and countries. In this regard, a Programme Coordination Committee (PCC) is established consisting of representatives of the partners and DOC, who will meet physically and via online conferences. The PCC will:

* overall coordinate the programme strategy and activities
* monitor the overall status/progress and achieved results at programme level, including participation in the preparation and implementation of reviews and evaluations
* discuss, adapt and develop strategies of the programme
* prioritize and plan for regional and international advocacy
* be a forum for sharing experience and learning.

Thus, the PCC shall allow exploitation of synergies across countries and partners, which will both enhance regional work and the effects thereof, while facilitating the connection between the local activities, and the regional and international activities[[61]](#footnote-61). Within each partner country, a Programme Advisory Committee (PAC) will be established to monitor and supervise programme implementation at country level.

# Budget & Cost Effectiveness

The efficiency and effectiveness of the Eco-Schools programme is measured in terms of number of schools, including communities, district authorities etc., reached out to. The REV/APP 2019[[62]](#footnote-62) emphasises that the effective advocacy work in **Uganda** (ESD policy Cabinet approval) resulted in a high efficiency of the programme as methods have been adopted by authorities and reach out beyond the programme primary target group. This being the case in Uganda, it is expected that the programme in **Tanzania** in the third phase increases effectiveness as well. After four years of implementation the programme in Tanzania aims to increase the number of schools from 44 to 150 during the third phase. Established collaboration with local and national duty bearers is expected to result in a higher degree of institutionalisation and replication in the four districts and on the national level, thereby increasing the cost effectiveness of the Tanzanian programme. In **Rwanda**, ARCOS will make use of its network and established relationships with national authorities. However, cost effectiveness in Rwanda will be considerably lower than in Tanzania and Uganda as the programme is in its first phase. Besides Eco-Schools start-up activities in 50 schools, investment in capacity and material development and the establishment of relationships with relevant duty bearers will constitute the core activities in Rwanda. Eco-Schools experiences gained in Uganda and Tanzania will inform the work in Rwanda and contribute to an effective start of the programme.

## Finance Functions and Administration of Programme Funds

The REV/APP 2019 emphasised that “the financial and administrative systems and procedures are assessed to be adequate and in compliance with CISU rules and guidelines”[[63]](#footnote-63). The financial monitoring and technical guidance of the Eco-Schools programme is supported by the DOC financial department as the programme is an integral part of the secretariat in Denmark. It follows the financial quality assurance as outlined in the DOC financial manual[[64]](#footnote-64). Partners submit quarterly financial reports, which are controlled and monitored by the DOC financial department together with the programme coordinator. Annual financial monitoring on partner level (random checks) ensures the adequate and effective use of programme funds.

## Budget

The below table outlines the proposed programme budget frame of the third phase of the Eco-Schools programme. DOC does not wish to exceed the budget ceiling of 4.5 million kroner per year (18 million kroner in total), in case the programme receives a positive scoring result by the grant committee.



1. The international framework of Eco-Schools was developed as a response to the needs identified at the United Nations Conference on Environment and Development in 1992. Today a network of 67 national operators are gathered under the Foundation for Environmental Education (http://www.fee.global/). Eco-Schools follow a seven step change process. See the steps here: http://www.ecoschools.global/seven-steps/. [↑](#footnote-ref-1)
2. The REV/APP 2019 report is attached in annex 13. [↑](#footnote-ref-2)
3. First major change of the Theory of Change, Phase II [↑](#footnote-ref-3)
4. http://www.fee.global/ [↑](#footnote-ref-4)
5. http://www.ecoschools.global/ [↑](#footnote-ref-5)
6. https://en.unesco.org/greencitizens/stories/eco-schools-programme [↑](#footnote-ref-6)
7. 7 years of primary education, 4 years of secondary education (O-level) and 2 years of high school (A-level). [↑](#footnote-ref-7)
8. EFA Global Monitoring Report 2013, Statistical Tables – long version, UNESCO. [↑](#footnote-ref-8)
9. http://uis.unesco.org/country/TZ [↑](#footnote-ref-9)
10. https://data.worldbank.org/indicator/SE.PRM.NENR?locations=TZ [↑](#footnote-ref-10)
11. http://uis.unesco.org/country/TZ [↑](#footnote-ref-11)
12. See Best Practice Study Report, 2017 in annex 14 [↑](#footnote-ref-12)
13. Are our children Learning – Literacy and numeracy in Tanzania, 2014, UWEZO/TWAWEZA, p. 5 [↑](#footnote-ref-13)
14. Education Budget Brief 2018 Tanzania, UNICEF [↑](#footnote-ref-14)
15. https://news.mongabay.com/2016/10/despite-conservation-efforts-tanzanias-forests-still-under-pressure/ [↑](#footnote-ref-15)
16. Granted by CISU in 2018 [↑](#footnote-ref-16)
17. UWEZO 2015: Top district in East Africa for learning outcomes is Mbeya Urban in Tanzania, but overall Kenya outperforms Tanzania and Uganda. Press release 13 May 2015. Also UWEZO Uganda Press Release, 1 June 2016. [↑](#footnote-ref-17)
18. Figures are taken from UNESCOs literacy and education statistics: http://uis.unesco.org/country/ug [↑](#footnote-ref-18)
19. Republic of Uganda 2015, National Development Plan II, 2016-2020. [↑](#footnote-ref-19)
20. National Environment Management Authority (NEMA), Environment Report 2016/2017 (https://www.nema.go.ug/projects/national-state-environment-report-201617) [↑](#footnote-ref-20)
21. Environment and climate change policy brief- Rwanda, (2013), SIDA (http://sidaenvironmenthelpdesk.se/wordpress3/wp-content/uploads/2013/05/Final-Rwanda-Environment-and-climate-change-policy-final-draft-20130522.pdf ) [↑](#footnote-ref-21)
22. The World Bank in Rwanda, Overview (updated May 2018, http://www.worldbank.org/en/country/rwanda/overview ) [↑](#footnote-ref-22)
23. Ruanda (2016), Dr. Julia Viebach, (Bundeszentrale für politische Bildung), (http://www.bpb.de/internationales/weltweit/innerstaatliche-konflikte/54803/ruanda) [↑](#footnote-ref-23)
24. Figures are taken from UNESCOs literacy and education statistics: http://uis.unesco.org/country/rw

    [↑](#footnote-ref-24)
25. Environment and climate change policy brief- Rwanda, (2013), SIDA, page 3 [↑](#footnote-ref-25)
26. The Ibrahim Index of African Governance is a tool that measures and monitors governance performance in African countries measuring “Safety and Rule of Law”, “Participation & Human Rights”, “Sustainable Economic Opportunity” and “Human Development” (report at: http://s.mo.ibrahim.foundation/u/2017/11/21165610/2017-IIAG-Report.pdf?\_ga=2.253668937.1942901850.1517602704-502629705.1517602704) [↑](#footnote-ref-26)
27. Report available at: https://freedomhouse.org/report/freedom-world/2018/rwanda [↑](#footnote-ref-27)
28. https://www.aiddata.org/blog/linking-the-sdgs-with-national-development-planning-for-better-coordination [↑](#footnote-ref-28)
29. https://sdgcafrica.org/ [↑](#footnote-ref-29)
30. A Danida capacity assessment as a potential framework organisation in January 2013, concluded that DOC has the necessary capacities to handle larger programmes under a Danida framework agreement. Today, DOC manages a re-granting pool for Danish outdoor projects of annual approx. 30 million Danish kroner funded by the Danish Lottery fond. [↑](#footnote-ref-30)
31. Blue Flag is an eco-label awarded to beaches, marinas, and sustainable boating tourism operators under FEE. In order to qualify for the Blue Flag, a series of stringent environmental, educational, safety, and accessibility criteria must be met and maintained. [↑](#footnote-ref-31)
32. For details please be referred to annex 4. [↑](#footnote-ref-32)
33. https://www.unccd.int/2012-land-life-award-winners [↑](#footnote-ref-33)
34. For details kindly be referred to the report in annex 15. [↑](#footnote-ref-34)
35. PCC Terms of Reference in annex 16. [↑](#footnote-ref-35)
36. A workshop on competence-based learning is planned for November 2019. [↑](#footnote-ref-36)
37. See detailed results in the 2017/18 CISU status report in annex 17. [↑](#footnote-ref-37)
38. The programme has prepared data collection and analysis to take place in 2019, covering 2017 and 2018. After the last analysis in 2017, the collection of additional data has been advised. Data on teacher/pupil ratio and PTA activity among other will be included in the data set. This constitutes quite an investment in research and therefore only done once at the end of the phase. [↑](#footnote-ref-38)
39. Uganda National Commission for UNESCO. [↑](#footnote-ref-39)
40. Investigation, Vision, Action and Change (IVAC) is a didactical approach for action-based learning. [↑](#footnote-ref-40)
41. LEAF is an education programme promoted by FEE: https://www.fee.global/leaf [↑](#footnote-ref-41)
42. The Eastern Arc Conservation Endowment Fund: http://www.easternarc.or.tz/ [↑](#footnote-ref-42)
43. See the education material on their website here: https://verdenstimen.dk/materiale/en-verden-til-faelles/ [↑](#footnote-ref-43)
44. Annex 7 [↑](#footnote-ref-44)
45. See also Best Practice Report in annex 14 for further details. [↑](#footnote-ref-45)
46. The activities of the supplementary grant in the second phase aimed to engage communities in conservation activities complementing the activities that take place at the schools, taking Eco-Schools activities beyond the school compound. Activities started in Uganda in 2018 and were followed by Tanzania in 2019. In the third phase these activities are an integral part of component 2. For details see also *results of the supplementary grants* on page 18. [↑](#footnote-ref-46)
47. The learning questions will be under implementation further refined and new ones might be added. [↑](#footnote-ref-47)
48. For details see the Eco-Schools MEAL plan in annex 19. [↑](#footnote-ref-48)
49. Eco-Schools Programme & Gender Equality – Strategic Directions and Positions is attached in annex 18. [↑](#footnote-ref-49)
50. See section 3 in the MEAL plan in annex 19. [↑](#footnote-ref-50)
51. For detailed contribution of the programme to the Sustainable Development Goals see annex 9. [↑](#footnote-ref-51)
52. Due to the sensitive political and societal situation in Rwanda in terms of cooperation between CSOs and duty bearers/authorities, the outcome III of the Rwandan programme will be formulated slightly differently. In order to have the opportunity to develop a fruitful cooperation between civil society and duty bearers the wording of the outcome is expected to be: *Empowered communities and networks are in dialogue with key education duty bearers on quality education, inspiring ESD, action-based learning and student-centred teaching methods at local and national leve*l. The final formulation will however be agreed on in the inception phase. [↑](#footnote-ref-52)
53. The costed case study, recommended by the REV/APP 2019, is planned to take place in the 4th quarter of 2019. [↑](#footnote-ref-53)
54. TRAGETS Phase III: Tanzania: 48,000 in 150 schools; Uganda: 52,000 in 150 schools; Rwanda: approx. 20,000 students in 35 schools. The figures include students at secondary schools in Tanzania and Rwanda (secondary and primary schools are sharing one compound in Rwanda).

    In Uganda the programme has established 450 Eco-Schools since its start in 2016 and reaches out to approx. 292.000 students, the involved district Eco-School networks continue to support these schools also in this phase. [↑](#footnote-ref-54)
55. TRAGETS Phase III: Tanzania: 600 teachers in 150 schools; Uganda: 150 teachers in 150 schools. Rwanda: 175 teachers in 35 schools.

    In Uganda the established Eco-School networks reaches out to 450 schools with 8,100 teachers [↑](#footnote-ref-55)
56. TRAGETS Phase III: Tanzania: 72,000 community members; Uganda: 4,500 community members; Rwanda 17,500 community members.

    In Uganda established Eco-School networks reach out to 450 schools with attached communities, since its start in 2006, the programmes estimates that it has reached out to approx. 675,000 community members until today. [↑](#footnote-ref-56)
57. Please find the manual in Annex 25. [↑](#footnote-ref-57)
58. Please find the ToR for the costed case study in annex 20. [↑](#footnote-ref-58)
59. Indicator 1: Students exercise their skills for critical thinking and active practice of their citizenship. Indicator 2: Students use their new entrepreneurial skills to realise employment, self-employment improving their livelihood. [↑](#footnote-ref-59)
60. The questions are outlined in section 4.2.2 Intervention Logic and Theory of Change. [↑](#footnote-ref-60)
61. See also section 3.2.4 for the synergy and catalyst features [↑](#footnote-ref-61)
62. REV/APP report 2019, Jørgen Skytte Jensen, page 18 (annex 13) [↑](#footnote-ref-62)
63. Ibid, page 17. [↑](#footnote-ref-63)
64. See financial manual in annex 12. [↑](#footnote-ref-64)