



ARC Report to the Africa Biodiversity Collaborative Group

Task H.4. Faith and Conservation

Progress report on activities November 2014 to March 2015

Collaborating Organisations:

Alliance of Religions and Conservation (ARC)
the Jane Goodall Institute (JGI)



This report is made possible by the generous support of the American people through the United States Agency for International Development (USAID) under the terms of Cooperative Agreement No. RLA-A-00-07-00043-00. The contents are the responsibility of the Africa Biodiversity Collaborative Group (ABCG). Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of USAID or the United States Government. This publication was produced by **the Jane Goodall Institute and Alliance of Religions and Conservation** on behalf of ABCG.



AFRICA BIODIVERSITY COLLABORATIVE GROUP

1. Background

Responding to requests from our faith partners, ARC developed the first teacher's toolkit to integrate faith values into environmental education for sub-Saharan Africa. The *Faith-Based Education for Sustainable Development Teacher's Toolkit* was launched in Kenya in 2013 and taken to Tanzania (September 2013) and Uganda (March 2014) in workshops attended by educationalists, teachers, government representatives and faith leaders.

These workshops were organised with the Jane Goodall Institute (JGI) with support from ABCG. JGI had an environmental education programme in Tanzania that included the development of resource materials for use in classrooms in Islamic schools (madrassas); it also runs an extra-curricular Roots & Shoots programme for youth. Since then, ARC and JGI have been working with curriculum experts to adapt the Toolkit for Uganda. In November 2014, the Toolkit was showcased as an example of best practice (one of 25 out of a possible 900) at UNESCO's World Conference on ESD in Japan; it was also accredited as an approved text by the Kenya Institute of Curriculum Development.

Following these developments, ABCG agreed to support ARC, JGI and ARC's partner A Rocha Uganda in undertaking further curriculum work, alongside a project to pilot the ESD Toolkit in Uganda, Kampala, in eight Christian and Muslim schools. This would include a training workshop and pilot eco projects developed in the eight schools using the Toolkit, with a focus on water, WASH, energy and waste.

The activities were carried out with the support of the Uganda Faiths Network on Environment Action (UFNEA). This report highlights the activities implemented, lessons learnt and challenges.

2. Progress report

2.i. Pilot ESD in Uganda

1. Identification of eight pilot faith-based schools

Eight faith-based schools were identified to participate in the programme. These were:

Nateete Muslim Primary School	Kawuku Parents Primary School
Full Gospel Primary School Nsambya	Treasured Kids Primary School
Mpererwe Church of Uganda Primary School	Queen of Peace Primary School
Munyonyo Church of Uganda Primary School	Namungoona Orthodox Primary

2. Training workshop



The workshop was held on 30th March 2015 at Namirembe Guesthouse in Kampala. The eight participating schools were represented by 14 teachers and five faith leaders,

and the total number of participants at the workshop was 32. Staff from JGI Uganda and A Rocha Uganda led the training. The workshop programme comprised of presentations, group work and exhibitions to fulfill workshop objectives. It included:

- Introduction to Education for Sustainable development (ESD)
- The *Faith-based Education for Sustainable Development Teacher's Toolkit*
- The eco schools strategy
- Teaching methodologies
- Experiences & best practices for ESD implementation
- Mainstreaming faith-based values into the curriculum
- Lesson planning
- School eco/micro projects

Through guided discussion, teachers developed lessons on selected themes in the ESD teacher's toolkit and then demonstrated through role play presentations how faith values and ESD principles can be integrated into the curriculum using the Toolkit.

Participants were taken through the challenges that hinder effective implementation of ESD including: lack of awareness and understanding of the sustainability problem, confusion over the implementation method, lack of knowledge about sustainable development and fitting ESD within the broader national curriculum.

3. Pilot eco projects in the schools

The eight school representatives were given time to report to the school authorities about the workshop. Follow up was done and each school chose one eco-project under the guidance of A Rocha Uganda, with eco-projects to be started and worked on throughout term 1.

4. Support

A Rocha Kenya and JGI have provided regular ongoing support to the eight schools. However, a number of challenges were encountered, including;

- Limited time for implementation: The project started late and as a result we had trouble with religious protocols to get the schools on board and getting eco-projects underway.
- It was hard for most schools to send more than one teacher to attend the Faith-based ESD workshop because most schools are already understaffed and sending more than one teacher would incapacitate the school's programmes.

5. Evaluation

With funding from another funding source, Barasa Wafula of the Kenyan Organisation for Environmental Education (KOEE), our partner in Kenya which initiated the Toolkit, will be travelling to Uganda to evaluate the project and eco-school activities at the end of May 2015.

2.ii. Curriculum development in Uganda

In 2014, the Faith-based ESD teacher's toolkit was reviewed by a curriculum expert recommended by the National Curriculum Development Centre (NCDC). A positive report was received and recommendations made by the curriculum expert and changes have since been made to the toolkit.

Under the leadership of JGI Uganda, work has been continuing to ensure the recommendations of

the curriculum expert are fully implemented by aligning the Toolkit more closely to the Uganda Primary School Curriculum. All the necessary changes and edits have been made while typesetting, formatting and final editing is ongoing.

In April 2015, the revised Toolkit was reviewed by the NCDC, and a very positive report made. In total the Toolkit received a 78% mark out of 100%. The evaluator said: "The breadth or content coverage or material is aligned to our primary curriculum especially with themes of agriculture that relate to society, economy and the local environment. The toolkit is tailored on appreciating such values using religion which I believe given our firm roots with various religions in the country, it will enhance learning effectively. The content is appropriate to the target group and its original as it depicts examples from our local environment."

The Toolkit received high marks for conformity to the Ugandan curriculum, content, level of language, illustrations, presentation and design. Where the evaluator had criticisms, they mainly related to use of Kenya-specific examples and the Hindu element of the Toolkit; it was recommended that this be replaced by Baha'i as more relevant to Uganda.

Future steps: Approval is needed from the Quality Assurance Committee of NCDC. The Education Officer JGI Uganda, Umar Tumwine, has already met with the NCDC Environmental Education Coordinator, Pross Mulyowa, to discuss approval of the Faith-based ESD toolkit for its use by teachers in Uganda.

It was agreed that the curriculum expert presents the review report to the Quality Assurance Committee for discussion before any approval can be done. The curriculum expert is making all efforts to meet the committee but a meeting is yet to be scheduled by NCDC.

2.iii. Curriculum development in Kenya

ARC's partner in Kenya, KOEE, which initiated the Toolkit, is now completing a trainer-of-trainers guide to take faith-based ESD into informal education. This will expand potential for use of the Toolkit by faiths in youth groups, Sunday schools and madrassas.

3. Conclusion

A great deal of work to adapt the Toolkit for use in Uganda has successfully taken the ESD Toolkit to a very positive stage in its development in Uganda and we are very optimistic of obtaining NCDC approval. The teacher training workshop was very successful and initial reports of the pilot projects are positive. This project has also strengthened and deepened relationships between faith-based organisations and conservation organisations, enabling them work together to achieve shared goals in environmental conservation. However, time constraints on the part of both teachers/schools and the NCDC present some challenges and more work is still needed to consolidate the gains made thus far.

Meanwhile, ongoing work in Kenya to develop a trainer-of-trainers guide will strengthen the use of the resource by faith groups.



Mary Bellekom

ARC Education Programme Manager
May 15, 2015

With thanks to:



AFRICA BIODIVERSITY COLLABORATIVE GROUP
