

## APPROPRIATION NOTE

Agenda Item No.:

### COVER NOTE

<b>1. Title</b>	Eco-Schools in Africa – Promoting the right to quality education (Phase II) 2017-2020
<b>2. Partners</b>	Friluftsrådet / Danish Outdoor Council Conservation Effort for Community Development (CECOD), Uganda Tanzania Forest Conservation Group (TFCG)
<b>3. Amount</b>	10.500.000 DKK
<b>4. Duration</b>	01.04.2017-31.03.2020 (36 months)
<b>5. Previous grants</b>	<p><b>16-1786-RA-apr:</b> “Review cum Pre-Appraisal to prepare for a new programme phase”. Kr. 150.000.</p> <p><b>13-1393-PR-dec:</b> “Eco-Schools in Africa - Promoting the Right to Quality Education”. Kr. 16.977.000.</p> <p><b>104.N.506.b.4:</b> Eco-Schools Programme in Malawi, Uganda and Tanzania (brobevilling 2013). Kr 3.378.000</p> <p><b>104.N.506.b.3J:</b> Eco-Schools Programme Malawi: Promoting Education for Sustainable Development (ESD) in Malawian Primary Schools as a Tool for Sustainable Community Development (phase II, 2011-2013). Kr 5.101.100</p> <p><b>10-889-SP-dec:</b> “Promoting Education for Sustainable Development (ESD) in Tanzanian Primary Schools: A Tool for Sustainable Community Development”. Kr. 2.278.998.</p> <p><b>104.N.506.b.2:</b> Eco-School programme Uganda: Promoting Education for Sustainable Development (ESD) in Ugandan Primary Schools as a Tool for Sustainable Community Development (phase II, 2010-2013). Kr 9.970.500</p> <p><b>403.A.20-1-3-3:</b> Environmental NGOs in Belarus strengthened to play a considerable role in public awareness and democratic decision making processes promoting sustainable development at local, national and international levels (phase IV, 2012-2017)</p> <p><b>403.Belarus.1-10-10:</b> Environmental NGOs in Belarus strengthened to play a considerable role in public awareness and democratic decision making processes promoting sustainable development at local, national and international levels (phase III, 2010-2012)</p>
<b>6. Strategies and policy priorities</b>	Policy for Danish Support to Civil Society (The Civil Society Policy)
<b>7. Guidelines</b>	CISUs program guidelines.
<b>8. Danish National Budget account code</b>	06.33.01.12
<b>9. Desk officer</b>	Louise Lund Henneberg, HMC
<b>10. Reviewed by Financial Officer</b>	CISU controller
<b>11. Head of Department</b>	Stephan Schönemann
<b>12. Summary</b>	The Eco-Schools programme aims to raise learner’s awareness on sustainable development issues through classroom study as well as school and community action. The programme seeks to promote and infuse action based learning and student centred methods into primary education in Tanzania and Uganda and thereby improve the overall quality of primary education (improved retention and academic performance). The programme applies a bottom-up and right-based approach targeting schools, teachers and communities, while at the same time advocate for the integration/activation of ESD and action based learning in national curricular in Tanzania and Uganda. The second phase of the programme has its emphasis on the institutionalisation and replication of ESD, action based learning and student centred methods, involving key duty bearers and rights holders on the local as well as national level.

## 1. Introduction

The present development engagement document details the objectives and management arrangements for the development cooperation concerning *Eco-Schools in Africa – Promoting Right to Quality Education* (Phase II)/01.04.2017 – 31.03.2020 as agreed between the parties specified below. The development engagement document together with the documentation specified below constitutes the agreement between the parties.

Friluftsrådet/Danish Outdoor Council's (DOC) programme will be financed within the current CISU pool funding arrangement. The programme has been through a comprehensive process according to the CISU procedures for programme assessment. This includes a review of DOC's programme phase I, and an appraisal of the preliminary programme application. The final programme document has been desk appraised by two internal CISU Assessment Consultants. This assessment was based on a full programme document with supporting documents as well as the review and appraisal report. The CISU Assessment Committee recommends the programme for final approval by the Ministry of Foreign Affairs.

### Parties:

CISU and Friluftsrådet/Danish Outdoor Council

### Documentation:

- Eco-Schools in Africa – Promoting the Right to Quality Education (Phase II) – December 2016, Friluftsrådet. Programme document with annexes.
- Review cum pre-appraisal of the programme: Eco-Schools in Africa – Promoting the Right to Quality Education, Martin Enghoff, NORDECO, April 2016

## 2. Background

### National, thematic or regional context

The first phase of the “Eco-Schools in Africa” programme included partners in Uganda, Malawi and Tanzania, but due to a significantly reduced budget for the second phase will be downscaled to Uganda and Tanzania. The two neighboring East African countries of Tanzania and Uganda have similar educational systems at the primary and secondary level, building on the same education system that has its roots in the British colonial system. The two countries also have similar public governance structures at local and national level. While in Tanzania Swahili constitutes the main language in primary education, English is the main language in Uganda. Both countries cope with similar challenges in terms of education, and it is anticipated that this provide the programme with additional opportunities to introduce Eco-Schools approaches in the region. Furthermore, Tanzania and Uganda cope with similar ecological and environmental challenges, as both suffer from similar environmental degradation, related to unsustainable resource management and climate changes, which influence rainfall and drought. The programme document states that the “Ibrahim Index of African Governance” 2015 rankings of Tanzania and Uganda as 18 and 19 out of 54 countries indicate states with fairly good governance structures with possibilities for the citizens to participate in democratic decision making. However, the citizens are generally not yet empowered to engage effectively in demanding their rights and insisting that institutions meet their obligations.

A CIVICUS study documents that in Tanzania civil society is growing and developing and is performing fairly well, but not strongly. While the structure of civil society is assessed as over the halfway mark, Tanzania recorded low scores for levels of non-partisan political action and CSO membership. Levels of self-regulation and participation in umbrella CSOs are also ranked low. Other challenges identified include inadequate resources, CSOs being largely urban based, lack of democratic leadership, and political interference in civil society activities as well as a lack of skilled personnel in the sector. Strengths of the sector include the wide variety of CSOs covering a range of issues, promotion of joint advocacy efforts through umbrella organisations and political will from the government to recognise the activities of civil society.

Tanzania has however largely been able to escape conflict and instability. A multi-party system was introduced in 1992, but today the constitution is seen as a key constraint in developing a level playing field for political competition. Therefore, political parties, civil society and academics have consistently called for reforms of the constitutional and legal framework as a necessary condition to entrench democracy. The call was answered in 2011, when the Constitution Review Act was passed by parliament, and a Constitutional Review Commission established in 2012. A constitutional referendum was planned to be held in Tanzania on 30 April 2015. However, delays to voter registration led to it being postponed indefinitely.

In Uganda, the current president Yoweri Museveni has been in office since 1985, when the National Resistance Army rebels took over Kampala and seized power. Political parties in Uganda were restricted in their activities beginning in 1986, and only in 2005 a constitutional referendum canceled this nineteen-year ban on multi-party politics. In 2006, Museveni amended the country's constitution to remove the previous limit on the number of years a president can serve, but in 2016 Museveni was reelected as the president of the country.

Civil society - in particular NGOs - has played a watchdog role and has been essential in fostering political participation in a restricted political space since the 1980s. In recent years, the political environment for civil society voices and action has become less favorable. A Human Rights Watch report (2012) denounces harassment, intimidation and obstruction of civil society, particularly those that deal with controversial issues (such as democratization, governance, corruption, human rights/LGBTB rights and accountability), by the government and the impact it is having on civil society activism and voice.

The educational sectors in Uganda and Tanzania are, as in most African countries, still grappling to meet the obligations in relation to children's right to education. In both countries fairly ambitious education policy frameworks are in place, supported by mainstreamed education structures and administration. But reality in schools is different. Though net enrolment ratio reached 98% in 2010 in Tanzania, it dropped to 81% in 2013. In Uganda net enrolment ratio reached 94% in 2013, but both countries are struggling with high drop-out rates, as primary completion rates are only 55 % in Uganda and 74 % in Tanzania. Pupils from poor or rural households face higher risks of dropping out. Reasons for high dropout rates include late entry, poverty, and parents' lack of awareness of the importance of school, poor quality of teaching and scarcity of materials. Girls face particular challenges, e.g. early marriages, teenage pregnancy and sexual harassment.

The quality of education in both countries remains poor with high pupil-teacher ratios and schools lacking basic teaching and learning materials. School facilities are generally inadequate and insufficient, with shortages of desks, chairs, toilets and washing facilities. Other factors contributing to low learning achievements are insufficient number of professionally qualified teachers, inadequate teaching methods, high teacher absenteeism, late enrolment of children, and poor school management. In addition, the teaching and the learning that pupils acquire are disconnected from the world and the challenges they face after school and in adult life. In short, basic education often does not provide pupils with the necessary life skills. Improving the quality and relevance of education to meeting the countries' development needs will require integrating vocational training and entrepreneurship into the formal education systems. Environmental education (EE) forms part of the primary curriculum, but as most learning activities are theory based and practical demonstration activities are rare, there is a need for broadening of conventional EE practices to achieve a wider education for sustainable development, as reflected in the Eco-Schools approach, which offers opportunities to learn "for" the environment, i.e. changing human behaviour towards better use and management of the environment. The Eco-Schools methodology encompasses Seven Steps that any school can adopt. The process involves a wide range of stakeholders, but pupils play the central role. After a period of participation, an evaluation of the success of these initiatives and the methodology is undertaken. Successful Eco-Schools are awarded the Green Flag, an internationally acknowledged symbol for successful integration of Eco-Schools methodologies. The international Eco-Schools programme is an input to qualitative improvements of teaching. It focuses on student centred learning methods that enhance the students' understanding and action competencies related to sustainable use of natural resources.

### 3. Presentation of programme

#### **Lessons learned and results from previous interventions:**

##### **Lessons learned include:**

*Cooperation with local and national duty bearers and stakeholders:* the involvement of relevant duty bearers and stakeholders has been instrumental for the implementation of Eco-Schools activities in all partner countries. The establishment of demo schools in districts and intensified cooperation with teacher training colleges are some of the ideas developed during the first phase.

*Synergy and mutual learning between implementing partners:* The programmatic approach provides a unique opportunity to enhance mutual learning between implementing partners. A multilateral sharing of experiences and joint programming has replaced the typical North-South relationship. This synergy effect has accelerated learning between partners on topics such as community mobilisation, development of manuals and guidelines, advocacy strategies and working rights based.

*Sustainability of programme activities:* The programme has gained important experiences in regard to sustainability, especially as it in autumn 2016 was necessary to develop an exit strategy focusing on enhanced institutionalisation of Eco-Schools approaches at relevant government levels. Similarly, it will be important to formulate a comprehensive exit strategy for the remaining programmes in Tanzania and Uganda as part of the second phase. This must include school level – preparing schools to continue activities, such as student centred teaching and environmental micro-projects without external funding.

*Cooperation with FEE and dissemination of international experiences to schools in Denmark:* DOC has been a critical partner in the development of Eco-Schools programmes in the partner countries, building on its long-term experience with the Eco-Schools programme and as a founding member of the Foundation for Environmental Education (FEE). Both partners in Tanzania and Uganda are active members of FEE, which make it possible to extract essential knowledge and learning from FEE and vice versa from the programme towards FEE.

### **Results from the first phase include:**

#### **Component 1: Capacity Building of Local Partners and Stakeholders**

Component 1 targets the development of capacities of local partners and stakeholders to implement Eco-Schools methodologies at selected schools. Indicators of this component include dropout rates and academic performance, as a means of measuring successful integration of Eco-Schools methods, namely action based learning and student centred teaching methods. Results show that school drop-out rates are lower in Eco-Schools than in non-Eco-Schools, and that academic performance, including pupils' grades, pass rates and opportunities for further study (secondary education), is better in Eco-Schools than in non-Eco-Schools.

Data from Uganda, where the programme is implemented in 4 districts, include: figures on dropout were collected at 118 Eco-Schools and 112 non-Eco-Schools in the 4 districts. The average dropout rates in Eco-Schools were 3.7% (2014) and 3.9% (2015) compared to 4.6% (2014) and 5.2% (2015) in non-Eco-Schools. In 2015, a general increase in dropout has been generally recorded in Uganda. In spite of this, dropout rates in Eco-Schools were 19 - 25% lower than in non-Eco-Schools. In Tanzania, it is still too early to evaluate possible effects on dropout rates since programme implementation only began in October 2015 (20 schools).

#### **Component 2: Eco-Schools as Platforms for Action-Based Learning and Empowerment of Communities**

In Uganda, 200 primary schools are affiliated to the Eco-Schools programme. Assessment criteria for Green Flag award have been developed and an award institution established. By January 2016, 73,399 pupils in 200 schools have participated in school based environmental reviews, and been involved in Eco-Schools activities. Nearly all of the schools have established demo micro-projects, serving as a learning platform for pupils as well as the community. In terms of community participation, the programme has reached out to approx. 12,000 households.

In Malawi, 165 primary schools are affiliated to the Eco-Schools programme. By January 2016, 3,083 pupils have applied environmental actions at home. At community level, about 1,900 households have replicated micro-project methods demonstrated at Eco-Schools. Malawi has been hit by severe rainfalls/flooding and a long drought period during the implementation period. This has negatively affected some of the anticipated results.

In Tanzania, 20 primary schools in Mvomero district have been selected to be part of the programme. So far, the programme has established Eco-Schools committees at the schools and initiated the application of Eco-Schools methods, such as action-based learning and student centred methods in the schools. All 20 schools have submitted successful proposals for their micro-projects and are beginning to implement these. Surrounding communities are engaged in Eco-Schools activities, such as active supporting the school micro projects and involvement in Eco Schools committees.

#### **Component 3: Advocacy for Education**

In Uganda, Malawi and Tanzania the Eco-Schools programmes have established cooperation with relevant public duty bearers and stakeholders at national as well as local (district) levels.

In Malawi, relevant ministries have endorsed and expressed their support towards the Eco-Schools programme. At local level, the District Education Manager and the Primary Education Advisors have been key in the implementation of Eco-Schools activities and monitoring of outcomes at school level.

In Uganda, the programme has established alliances of CSOs in order to track budgets and advocate for quality education/budgeting. Furthermore, the Conservation Effort for Community Development (CECOD) has been part of the reference group providing input to Uganda's Education for Sustainable Development (ESD) policy, which will be adopted by the parliament. Close relationships have been established between CECOD and key educational institutions and duty bearers. This shall further be pursued and utilised for institutionalisation in the second phase.

In Tanzania, the inception phase has involved relevant public educational authorities at national and district levels. The district authorities are engaged in the programme through their education coordinators. National educational authorities are supportive of the programme and are interested in continuing the work of Eco-Schools in Tanzania in a second phase.

### **Follow-up on Capacity Assessment and assessment of Management Response:**

In March 2016, an external review of the first phase of the programme was undertaken. The review also included an appraisal of the proposed second phase. Overall, the review was very positive about the results achieved by the programme and a continuation was recommended. The review provided 11 recommendations, and a key recommendation focused on downscaling the number of programme countries from 3 to 2 due to budget reductions. More recommendations focused on strengthening sustainability by means of national scale up, institutionalisation and replication in such a way that exit and phase out from substantial direct support can be achieved. A detailed management response has been developed by DOC in May 2016 and updated autumn 2016. The main recommendations have been accepted by DOC and have informed the outline and adjustments of the second phase of the Eco-Schools programme. As phasing out of Malawi programme has had to take place earlier than anticipated, an exit strategy has been developed in autumn 2016 focusing on enhanced institutionalisation of Eco-Schools approaches at relevant government levels.

### **Partners in the programme:**

The programme partners are: DOC/Danish Outdoor Council, Conservation Effort for Community Development (CECOD), Uganda, and Tanzania Forest Conservation Group (TFCG).

**DOC** is an umbrella organization for more than 86 Danish organizations working with nature and outdoor recreation. In Denmark, DOC promotes and coordinates several environmental education programmes some of which are included in the international organization "Foundation for Environmental Education" (FEE). DOC was one of the driving forces in developing the Eco-Schools programme, which today together with the eco-label scheme Blue Flag are the most successful programmes of FEE. The Eco-Schools programme currently involves more than 49.000 schools in 64 countries worldwide.

**CECOD** was established in 1999 in Uganda and its mission is to preserve and protect the environment - and at the same time improve the livelihoods and create sustainable development in society. CECOD has more than 35 members that are all grassroots organizations. The organization works with several aspects of sustainability with special focus on improving living conditions of rural communities. Through the partnership with DOC, CECOD has built considerable capacity in environmental education (Eco-Schools), organization of local community groups and advocacy. CECOD and the Eco-Schools programme have received two international prizes, the most recent in 2012, i.e. "Land for Life Award".

**TFCG** was established in 1985 in Tanzania and 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 employs approx. 80 people and is the largest national, environmental organisation in Tanzania, providing 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 has also worked closely with the Environmental Education Coordinator in the MoEST to develop learning support materials and promote teacher training on environmental education. Since 2015, TFCG has been part of the Eco-Schools programme implementing Eco-Schools activities in the Mvomero District on the slopes of the South Nguru Mountains. Since 2015, the organisation has become an associated member of FEE and part of the global network of Eco-Schools.

### **Overall strategy (Intervention logic, Theory of Change or Rationale):**

The Eco-School programme aims to add value to the formal education system in Uganda and Tanzania, while at the same time building linkages between formal education and civil society. The programme builds on the general assumption that action-based learning and student centred teaching methods will enhance primary school students' academic performances, critical thinking and entrepreneurial skills, which have the potential to realise (self-)employment, improved livelihood and active citizenship. The establishment of pupils' parliaments at schools level contributes to building civic literacy skills. By involving parents and communities in local school governance and activities, the Eco-School programme empowers citizens to tackle environmental, climate and wider sustainability challenges, and make local communities capable and motivated to protect nature in their immediate neighbourhood and beyond. By establishing vital relationships with teachers colleges, and public institutions responsible for curriculum development the programme aims to replicate Eco-School approaches and methodologies. Networks with civil society and advocacy targeting duty bearers play an important part in the process of institutionalising the approach. Students, teachers, parents and community members, civil society organisations and governments and public duty bearers are viewed as stakeholders in the Eco-School approach. On this basis the Eco-School methodology takes place within the overall framework of the Sustainable Development Goals (SDGs), the United Nations Convention on the Rights of the Child (UNCRC) and the Danida Civil Society policy.

The programme consists of 3 components:

Component 1: Capacity building of duty bearers and stakeholders

Component 2: Eco-Schools as Platforms for Action Based Learning and Empowerment of Communities

Component 3: Advocacy for Quality Education & ESD

Component 1 includes the development of capacities of duty bearers, stakeholders and CSOs for promoting Eco-Schools methods, namely action-based and student centred learning, at public primary schools. Duty bearers at education authorities

(district level) are responsible for primary education and influence the way resources are distributed. They are instrumental to inspire and promote action-based learning and other Eco-Schools methods at school level. In the first phase, duty bearers, teachers and school inspectors have been key in promoting action-based learning methods and the active involvement of communities in the programme. The successful integration of new learning methods is a key factor that leads to improved academic results and reduced dropout at primary schools. Partner organisations will enhance their capacities in terms of applying rights-based methodologies that support equal access to quality education. In Tanzania, in response to feedback from the local government and Ministry of Education, the programme will directly address gender issues in primary education and link with other initiatives related to disaster preparedness with a particular focus on climate change-related natural disasters.

Component 2 aspires to promote the Eco-Schools approach via demo schools to other schools as well as to education authorities at the local and national level and to surrounding communities. Activities in this component are targeting the establishment of demo schools, providing examples for teachers, duty bearers as well as decision makers at the national level. Activities showcasing the Eco-Schools approach to CSOs shall further widen the engagement of civil society and a joint move for the promotion of its methodologies (supporting advocacy in component 3). The award of the Green Flag demonstrates the successful application of action-based and student centred teaching methods and the involvement of the community. Furthermore, activities involving community members in school activities (including school governance) are part of this component. The activities enhance ownership and replication of environmental protection measures at household level, leading to a sustainable development of involved communities and the development of active citizenship.

Component 3 includes activities for the establishment of CSO coalitions and the utilisation of already established cooperation with key stakeholders at the national as well local level. This shall improve the opportunity for integration of Eco-Schools methods in national policies with adequate budgeting. Successful advocacy activities are activities that accelerate replication and institutionalisation of methods. These include: dialogue with key duty bearers and government stakeholders on institutionalisation of action-based learning and ESD. Furthermore, sharing of learning outcomes of the teaching and pedagogical methods being promoted by the programme, documentation of results and lessons learned as well as formulation of recommendations for possible revisions of the existing curriculum, policies etc. Advocacy also includes networking, coalition building, competitions, school visits and videos in view of advocating for Eco-Schools best practices to be incorporated in on-going and future primary curricula review processes. In Uganda, good relationships have been created in the first phase of the programme, while in Tanzania relationships with key duty bearers are to be developed further. Advocacy activities and their success in terms of replication and institutionalisation are closely related to the activities of component 1 and 2 as these reinforce each other and basically build on a bottom-up approach that includes communities as well as learners at the local level. Consequently, institutionalisation and replication depend on the capacities developed at local schools, communities, local authorities and stakeholders.

A key delivery mechanism is the programme’s potential for synergy effects. Contributing to the same programme objectives provides good opportunities for mutual learning and exchange of experiences, informing adjustment and approaches – and provides a good opportunity for synergy. DOC implements Eco-Schools activities in Denmark and these experiences with action-based learning and student centred teaching methodologies will inform the work of its partners in Tanzania and Uganda. Tanzania and Uganda share similar educational systems and also similar challenges in terms of environmental degradation and climate change adaptation, which provides a good starting point departure for exchange of best practices between the partners.

**Programme objectives:**

<b>Programme objective</b>	The long-term development goal for the 2nd phase remains the same as for the first phase as the programme will continue to contribute to <i>promote active citizenship and improved livelihoods through education for sustainable development.</i>	
<b>Immediate objective 1</b>	Duty bearers and stakeholders have capacities and resources for the provision of quality education for active citizenship and sustainable development.	
	Indicator	Target
Outcome indicator 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	Uganda: <ul style="list-style-type: none"> <li>By March 2020, dropout rates in Eco Schools are below 2% (boys &amp; girls); and with retention rates above district average.</li> </ul> Tanzania: <ul style="list-style-type: none"> <li>By March 2020, drop-out rates in Eco Schools for girls and for boys do not exceed 25% and are lower than the District average.</li> </ul>

	same districts.	
Outcome indicator 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.	<p>Uganda:</p> <ul style="list-style-type: none"> <li>By March 2020, academic performances of participating schools have increased by 7 % (girls and boys) passing Standard VII and above district averages overall.</li> <li>By March 2020, 6.300 pupils in 450 pupils parliaments are actively engaged in addressing educational and environmental challenges at school and at home.</li> </ul> <p>Tanzania:</p> <ul style="list-style-type: none"> <li>By March 2020, academic performance of participating schools has increased with the percentage of girls and boys passing Standard VII exceeding 40% in all participating schools and the overall mean reaching 75%.</li> <li>By March 2020 pupils in 44 pupils' parliaments are engaged in addressing contextual educational, conservation and environmental challenges.</li> </ul>
Outcome indicator 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.	<p>Uganda:</p> <ul style="list-style-type: none"> <li>By March 2020, majority of teachers and learners in 300 Eco-Schools from Central &amp; Eastern Uganda, incl. 250 from Western region provide concrete examples of successful integration of learner centred teaching methodologies.</li> </ul> <p>Tanzania</p> <ul style="list-style-type: none"> <li>By March 2020, majority of teachers and learners in 65 Eco-Schools provide concrete examples of successful integration of student centred teaching methodologies.</li> </ul>
Outcome indicator 1.4	- By March 2020, increased capacity among partner organisations and key duty bearers to deliver ESD, IVAC and RBA.	<p>Uganda:</p> <ul style="list-style-type: none"> <li>By March 2020, CECOD is able to scale up and sustain a Eco-Schools Programme in Uganda in partnership with like minded CSOs under a established ESD network</li> <li>Central and Local governments (MoE, target district and sub-county governments) are effectively participating in programme implementation and supporting institutionalisation of ESD, IVAC and RBA</li> </ul> <p>Tanzania</p> <ul style="list-style-type: none"> <li>By March 2020, TFCG has the institutional capacity to implement and promote ESD, IVAC and RBA within and beyond the project area</li> </ul> <p>DOC:</p> <ul style="list-style-type: none"> <li>By 2020, DOC has successfully facilitated increased South-South learning between partners in Tanzania and Uganda, resulting in enhanced capacities, ownership and cooperation. Furthermore has cooperation</li> </ul>

		<p>and learning between FEE and DOC partners been improved.</p> <ul style="list-style-type: none"> <li>By 2020, Enhanced capacities and knowledge on the application of rights based methods, networking, fundraising and successful implementation of Eco Schools methods among DOC partners.</li> </ul>
<b>Immediate objective 2</b>	Eco-Schools programmes have been showcased and scaled-up as catalysts for active citizenship and sustainable development.	
Outcome indicator 2.1	<ul style="list-style-type: none"> <li>By March 2020, 80 % of participating schools have been awarded the Green Flag.</li> </ul>	<p>Uganda:</p> <ul style="list-style-type: none"> <li>By March 2020, 80% of Eco-Schools awarded with the Green Flag as an Eco-label of excellence are compelled to continually comply with ESD principals</li> </ul> <p>Tanzania:</p> <ul style="list-style-type: none"> <li>By March 2020, 80% of participating schools have been awarded the Green Flag.</li> </ul>
Outcome indicator 2.2	<ul style="list-style-type: none"> <li>By March 2020, the Eco-Schools methods have been showcased by demo schools to authorities, communities and CSOs.</li> </ul>	<p>Uganda:</p> <ul style="list-style-type: none"> <li>By March 2020, increased awareness of the Eco-Schools approach by non-Eco Schools, authorities, communities and CSOs at national and regional level</li> </ul> <p>Tanzania:</p> <ul style="list-style-type: none"> <li>By March 2020, the Eco-school methods have been showcased by demo schools to authorities, communities, CSOs and funding bodies.</li> </ul>
Outcome indicator 2.3	<ul style="list-style-type: none"> <li>By March 2020, communities replicate methods of environmental protection and sustainable development.</li> </ul>	<p>Uganda:</p> <ul style="list-style-type: none"> <li>By March 2020, 25 % increase of communities applying sustainable natural resource management techniques in 3 programme regions.</li> </ul> <p>Tanzania:</p> <ul style="list-style-type: none"> <li>By March 2020, there are examples of citizens actively implementing sustainable development initiatives in 44 communities.</li> </ul>
<b>Immediate objective 3</b>	ESD and action based learning approaches have been integrated in government policy tools and budgets.	
Outcome indicator 3.1	<ul style="list-style-type: none"> <li>By March 2020, governments acknowledge the relevance of ESD and rights principals as promoted by CSO coalitions.</li> </ul>	<p>Uganda:</p> <ul style="list-style-type: none"> <li>By March 2020, CSOs demand and promote the application of ESD and child rights principles towards relevant duty bearers</li> </ul> <p>Tanzania:</p> <ul style="list-style-type: none"> <li>By March 2020, established CSO coalitions promote ESD and rights principles in their constituencies</li> </ul>
Outcome indicator 3.2	<ul style="list-style-type: none"> <li>By March 2020, ESD approaches are integrated in government policies and tools and reflected in corresponding local and</li> </ul>	<p>Uganda:</p> <ul style="list-style-type: none"> <li>By March 2020, institutionalisation of ESD approaches by government and ESD priority areas are reflected in local and national budgets</li> </ul> <p>Tanzania</p>



	national budgets.	<ul style="list-style-type: none"> <li>By March 2020, ESD approaches are integrated in governmental policies and tools and reflected in corresponding local and national budgets.</li> </ul>
Outcome indicator 3.3	<ul style="list-style-type: none"> <li>By March 2020, local and national educational authorities promote and replicate action based learning among teachers and corresponding primary schools.</li> </ul>	<p>Uganda:</p> <ul style="list-style-type: none"> <li>By March 2020, government schools and PTCs in other regions initiate and /or apply ESD methods, action based learning and student centred learning.</li> </ul> <p>Tanzania:</p> <ul style="list-style-type: none"> <li>By March 2020, local and national educational authorities promote and replicate action based learning among teachers and corresponding primary schools.</li> </ul>

### Key assumptions related to the programme strategy (outcome level):

Immediate objective	KEY ASSUMPTION
Objective 1: Duty bearers and stakeholders have capacities and resources for the provision of quality education for active citizenship and sustainable development.	<p>A. Cooperation of primary schools to implement Eco School methods</p> <p>B. Political and socio- economic stability.</p>
Objective 2: Eco-Schools programmes have been showcased and scaled-up as catalysts for active citizenship and sustainable development.	Active cooperation of motivated non-Eco-Schools, authorities, CSOs, communities at the local as well as regional level.
Objective 3: ESD and action based learning approaches have been integrated in government policy tools and budgets.	Government, incl. educational authorities, are motivated and ready to engage in a dialogue on ESD institutionalization.

### Target groups:

The primary target group consists of:

- 170.000 primary school pupils of low-income families represent the most vulnerable group and are therefore the main rights holders and beneficiaries of the programme interventions.
- 3250 primary school teachers 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.
- 20.000 school community members, i.e. parents and other relatives of pupils, are together with their children main beneficiaries and to be regarded as both rights holders and duty bearers.

The secondary target group consists of:

- Government educational and environmental authorities and institutions (20) at district and national levels. The education institutions, advisors, extension officers etc. will benefit from the development and testing of ESD methods and processes.
- CSO coalitions (30) at national and regional level will be strengthened to advocate for the inclusion of Eco-Schools methods in national curricula and budgets.
- Selected CBOs (300 - 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 (80) and politicians (120) will benefit from a more conscious population able to engage in local government planning and decision making processes (number of duty bearers involved: 3.600)
- DOC and its partners will benefit from capacity building and skills training activities to be undertaken by the programme.

### Key Output indicators:

The programme seeks to deliver a total of 32 outputs, which are outlined in the Eco-Schools programme log frame. The following displays the indicators, organised under the 3 components and implementing countries.

### Key Output indicators:

<b>Immediate objective 1</b>	Duty bearers and stakeholders have capacities and resources for the provision of quality education for active citizenship and sustainable development.
<b>Eco Schools Programme in Uganda:</b> Output 1.1.	Change of attitude, application of the Eco-Schools methods and Sustainable Natural Resource Management (SNRM) among programme schools, neighboring communities and government duty bearers; together with increased demand for the Eco-Schools programme in Central and Eastern regions.
Output 1.2.	Increased cooperation, support from parents, school administrators and local duty bearers towards promotion of children's right to access quality education.
Output 1.3.	30 PTC Tutors trained in child centered ESD, IVAC, Rights Based (RB) teaching and learning methodologies
Output 1.4.	250 Teachers from 50 demo schools in 2 Eastern and Central regions trained in child centered ESD, IVAC, RB teaching and learning methodologies
Output 1.5.	50 demonstration Eco-Pupils parliaments established in 50 new schools in Central and Eastern regions introduced to SNRM and children's rights to quality education.
Output 1.6.	50 schools (30 schools in central and 20 in eastern region) out of 200 schools selected in Central and Eastern region supported.
Output 1.7.	Eco-School Teachers Manual re-produced and a Facilitators Guide on ESD, IVAC and RBA developed and distributed.
Output 1.8.	500 Teachers and 15 PTC Tutors refreshed in child centered ESD teaching and learning methodologies.
Output 1.9.	CECOD and likeminded NGOs under ESD Network Uganda trained in strategic management and partnerships development.
Output 1.10	Number of strategic meetings, dialogues and events on ESD involving local and central government.

<b>Eco Schools Programme in Tanzania:</b> Output 1.1.	Changes in awareness and demand for ESD, IVAC and RBA in primary and secondary schools in 4 districts.
Output 1.2.	Changes in levels of stakeholder support to address underlying causes of low pass rates
Output 1.3.	Number of schools in which school greening is generating multiple benefits.
Output 1.4.	Number of district and teacher training college staff trained in ESD and RBA.
Output 1.5.	44 pupil's parliaments established and address SNRM and education issues.
Output 1.6.	Number of training materials developed and distributed on ESD, IVAC and RBA and number of recipient schools.
Output 1.7.	At least 240 teachers trained in ESD, IVAC and RBA.
Output 1.8.	Number of TFCG projects integrating the eco-schools programme
Output 1.9.	Number of TFCG staff with the skills and experience to implement Eco-school's projects
Output 1.10	TFCG leadership in ESD in Tanzania

<b>DOC:</b> Output 1.1.	Established/enhanced south-south learning (system). Improved integration of Global South perspectives in the work of FEE
Output 1.2.	Number of workshops and seminars resulting in enhanced quality of reporting and application of RBA methodologies.

<b>Immediate objective 2</b>	Eco-Schools programmes have been showcased and scaled-up as catalysts for active citizenship and sustainable development.
<b>Eco Schools Programme in Uganda:</b> Output 2.1.	Number of schools implementing the programme following the international Seven Steps criteria and applying for the Green Flag.

Output 2.2.	80% of programme Schools awarded with a Green Flag in each region renew their Green flag status annually.
Output 2.3.	Level of cooperation and support towards programme implementation from central government line ministries and local authorities from targeted districts in Central and Eastern regions and sponsors.
Output 2.4.	Number of Community Owned Resources Persons (CORPs) from 3 regions trained in SNRM techniques as ToTs within partner NGOs; and number of ECOPAs replicating SNRM practices using the VSLA approach.

<u>Eco Schools Programme in Tanzania:</u> Output 2.1.	Number of schools applying for and securing green flag status.
Output 2.2.	Changes in awareness amongst ward councilors and local government staff in 3 districts and funding bodies (e.g. EAMCEF) on the Eco-school's approach.
Output 2.3.	Number of communities with at least 1 sustainable development initiative established independently of the project.

<b>Immediate objective 3</b>	ESD and action based learning approaches have been integrated in government policy tools and budgets.
<u>Eco Schools Programme in Uganda:</u> Output 3.1.	Number and quality of CSO engagements with central and local governments on ESD policy implementation.
Output 3.2.	A joint national ESD rights advocacy strategy developed and implemented.
Output 3.3.	National and Local government annual plans / budgets reflect ESD priority areas.
Output 3.4.	ESD Approaches integrated in 7 Primary Teacher Colleges (PTCs) (pre-service and in service continuous Professional Development).
Output 3.5.	ESD Eco-School education material acknowledged by government.

<u>Eco Schools Programme in Tanzania:</u> Output 3.1.	Number of events on ESD involving CSOs and government.
Output 3.2.	Changes and developments in national policy and policy instruments in favor of ESD, IVAC and RBA.
Output 3.3.	4 districts include funds for improvements in the quality of education, ESD and IVAC.

### Monitoring & Evaluation

A monitoring and evaluation manual has been developed and provides guidance for partners on how information on the different indicators can be retrieved and analysed. The manual is designed to measure indicators and to which extent the immediate objectives of the programme are met. The methods used include, establishment of a baseline, continued gathering and analysis of statistical data (sampling) as well as Most Significant Change stories. The manual defines the purpose of M&E in the following way:

- Management: monitoring of activities and achievement of results, and assessment of assumptions and risks, in order to be able to ensure quality and adjust the implementation of the programme, its strategies, activities, etc.
- Reporting: monitoring of the degree of achievement of programme results (quarterly), which will be reported to CISU on an annual basis.
- Learning: monitoring and analysis of specific results or processes from 'case studies' that either stands out by not working, or by creating several good results and thus may serve as 'best practice' for the development of new methods or approaches. This learning process also helps to ensure the quality of future interventions.

An external review is planned by the end of the 2nd year of implementation and is aimed at compiling learning and experiences for the formulation of a following phase. A case study analysing the general assumptions of the underlying Theory of Change of the programme is planned and will form the basis for possible adjustments of programme strategy and activities.

### Risk analysis and risk management:

The risk analysis emphasises that as the programme rests on a bottom-up approach, success at the school and community level is expected to impact on the teaching methodology used by the current educational system in Tanzania and Uganda. Most activities are not dependent on the direct support of government institutions and this makes the programme less

vulnerable to government interference. However, in the process of institutionalising and replicating the Eco-School approach at the national level, the programme is seeking close cooperation with local and national education authorities. This poses a potential risk as the operations of government institutions are beyond the control of the programme. Main risks envisaged are: shrinking space for civil society operation and engagement in Tanzania and Uganda; the programme being unable to obtain local support for micro-projects under the Green Flag Award Scheme; teachers are reluctant to apply student centred teaching methods and action based learning. The risks listed will be monitored, but the risks are not new, and in light of the programme entering into its second phase it is unlikely that the risks will constitute a challenge to implementation of the programme.

#### **Sustainability and phasing out:**

The reflections on programme sustainability include introduction of methods for quality education and teachers being able to apply these. Primary school students practice what they have learnt, both at school and at home. The communities replicate the activities, even at own cost, i.e. by mobilising their own resources, in some cases through savings and credit schemes. In addition to the above listed the Eco-School programme concept includes a number of sustainability elements, including pupils' parliaments, Green Flag Award Schemes and partners maintaining membership of the FEE. The recent external review has assessed the programme sustainability as high but it was also emphasised that long-term sustainability of the programme will depend on the extent to which Eco-Schools methods are replicated and institutionalised at national level in the programme countries. Therefore the second phase of the programme will focus on advocacy for quality education and institutionalisation of student centred teaching methods, action-based learning and integration of the Eco-School methods in the national curricula in Tanzania and Uganda. As Tanzania and Uganda are at different stages of implementation, the programme in Uganda has achieved a higher degree of sustainability than the programme in Tanzania. This will affect the exit strategy, as it is assumed that the programme will be phased out in Uganda by the end of the second phase. In terms of activities related to phasing out, focus is on capacity building of partners and stakeholders, as well as on institutionalizing the Eco-Schools approach at national level within government institutions.

## **4. Overview of management set-up at programme level**

#### **Overall organisation:**

The programme is a joint initiative by DOC and its partners in Tanzania and Uganda. A Programme Coordination Committee (PCC) is established consisting of representatives of the partners and DOC, who will meet physically and via Skype. The purpose of the PCC is to coordinate, monitor, review and adjust strategies, and be a forum for sharing experience and learning. The PCC aims to facilitate and explore synergies across countries and partners, which will both enhance regional efforts and the effects thereof, while facilitating the connection between the local activities, and the regional and international efforts.

Within each partner country, a Programme Advisory Committee (PAC) will be established to monitor and supervise programme implementation at country level. In continuation of previous phases, each PAC (previously named Project Steering Committee) will comprise approx. 10-15 representatives of key stakeholders and partners. The Committee shall hold a minimum of two yearly meetings. A part from providing advisory support for implementation, the PAC is also a forum for advocacy where the government representatives of key institutions are kept updated on programme progress. DOC will be overall responsible for coordination, monitoring and evaluation, and quality assurance of the programme implementation and for providing partners with technical assistance, in particular in regard to ESD/Eco-Schools methods, design of micro-projects, organizational development and advocacy. Partners in Tanzania and Uganda are responsible for the proper and timely implementation of programme activities and adaptation of strategies in collaboration with DOC. Bilateral cooperation agreements between DOC/IFCG and DOC/CECOD will further spell out the programme organisation and division of responsibilities.

#### **Financial Management:**

Accounts and audit will be conducted in compliance with CISU requirements. DOC is responsible for the submission of financial reporting to CISU. During programme implementation, all partners shall maintain a record of expenditure sufficient to allow accounts to be audited by a registered accountancy company, which will carry out annual financial and performance audit of the programme accounts according to international standards (IFAC/INTOSAI), CISU guidelines and the audit instruction given by DOC's auditor. Within each partner organization, the accounts duties will be segregated and handled by not less than two people using a formal accounts system.

Grant disbursements to partners will be based on quarterly installments on the basis of payment requests, reflecting bilateral agreements. The size of installments will be established on the basis of a quarterly financial report and cash budget prepared by the partners. The budget must show the cash requirements of the programme for the whole period of implementation. Cash requirements budgets must be reported to DOC on a quarterly basis. DOC will prepare cash requirement budgets for submission to CISU.

DOC monitoring visits to partners include a random check of financial routines and procedures. In the first phase, partners have been introduced to Mango Health Check. This guide will remain an important tool for organisational development in terms of financial management. DOC has formulated and adopted a Code of Conduct and anti-corruption strategy that guides DOC anti-corruption approach and activities.

## 5. The programme budget

<b>Budget overview:</b>	2017	2018	2019	2020	I alt	Pct.
1. Programme activities	2.096.067	2.794.756	2.794.756	698.689	8.384.269	80
2. Other activities	300.954	401.271	401.271	100.318	1.203.814	11
3. Administration and auditing	221.291	277.222	277.222	136.180	911.916	9
<b>Total programmebudget</b>	<b>2.618.312</b>	<b>3.473.250</b>	<b>3.473.250</b>	<b>935.187</b>	<b>10.499.999</b>	<b>100</b>
<b>1. Programme activities divided by:</b>						
<b>1.A Countries/regions:</b>						
Uganda	893.376	1.191.168	1.191.168	297.792	3.573.503	43
Tanzania	932.001	1.242.668	1.242.668	310.667	3.728.005	44
Global (activities relevant for all countries)	124.440	165.920	165.920	41.480	497.761	6
not planned (max 10% of program activities)	52.500	70.000	70.000	17.500	210.000	3
budget margin (max 5% of program activities)	93.750	125.000	125.000	31.250	375.000	4
<b>Programme activities by country/region</b>	<b>2.096.067</b>	<b>2.794.756</b>	<b>2.794.756</b>	<b>698.689</b>	<b>8.384.269</b>	<b>100</b>
<b>1.B thematic areas/sectors</b>						
Component 1	644.215	858.953	858.953	214.738	2.576.860	31
Component 2	573.702	764.936	764.936	191.234	2.294.808	27
Component 3	731.900	975.867	975.867	243.967	2.927.601	35
not planned (max 10% of program activities)	52.500	70.000	70.000	17.500	210.000	3
budget margin (max 5% of program activities)	93.750	125.000	125.000	31.250	375.000	4
<b>Programactivities by themes/sectors</b>	<b>2.096.067</b>	<b>2.794.756</b>	<b>2.794.756</b>	<b>698.689</b>	<b>8.384.269</b>	<b>100</b>
<b>2. other activities</b>						
Appraisals					0	
Supervision & monitoring	213.454	284.605	284.605	71.151	853.814	
Evaluation	50.000	66.667	66.667	16.667	200.000	
Information work in Denmark	37.500	50.000	50.000	12.500	150.000	
<b>I alt</b>	<b>300.954</b>	<b>401.271</b>	<b>401.271</b>	<b>100.318</b>	<b>1.203.814</b>	
<b>3. Administration and auditing</b>						
Auditing	50.000	50.000	50.000	75.000	225.000	
Danish administration (7%)	171.291	227.222	227.222	61.180	686.916	
<b>Total</b>	<b>221.291</b>	<b>277.222</b>	<b>277.222</b>	<b>136.180</b>	<b>911.916</b>	

Local currency		
Exchange rate at time of budgetting:	UGX 51.000	= 100 d.kr
	TZS 31.000	= 100 d.kr

## 6. Comments from Embassies (and response from applicant)

No comments have been received from embassies.

## 7. Overall assessment according to CISU programme guidelines

Assessment of the six criteria for the CSP incl. brief explanation of the assessment	Fulfilled	Partly fulfilled	Not fulfilled
1. Assessment of applicant's accumulated experiences and built capacity (tick appropriate box)	X		
Explanation of assessment: DOC is well placed as organisation to implement the programme. Emphasis is put on that DOC is the most important umbrella organisation in Denmark for working on nature and outdoor recreation. DOC has played a strong role in the development of the eco-school activities in Denmark – and in that sense the programme is conceived in tandem with DOC's work in Denmark. DOC was one of the driving forces in developing the Eco-Schools programme, which today is one of the most successful programmes of the Foundation for Environmental Education/FEE. DOC hosts FEE secretariat and its international coordination. DOC is assessed to have qualified staff dedicated to run the programme. Experiences gained during the implementation of the first phase and the Rev App have informed the design of the second programme phase. A monitoring and evaluation manual has been developed, stipulating roles and responsibilities and methods to be applied. DOC has developed a code of conduct and anti-corruption guideline. On this basis and considering DOC's capacity in regard to the Eco-School approach, the organisation is assessed to be well qualified and an important asset for the partners in the continued work with Eco-Schools programme.			
2. Assessment of programme partners: the Danish organisation, local partner organisations and cooperation between them (tick appropriate box)	X		
Explanation of assessment: Partner collaboration in the programme appears to be good and is supportive of programme implementation and functions well. It is noted that Malawi in line with the RevApp has been phased out due to budget reductions. The capacities of the partners are assessed to be good and adding value to the programme. The individual partners' contributions and areas of responsibility have been described and are relevant. The programme evolves around the local partners, who are responsible for implementation. The programme signals potential for partnership development, including how the partners and their relationship between them may evolve as a result of the activities carried out. The Rev App recommended that communication of learning among partners could be further developed. By emphasizing partner roles plus synergy and learning, this has been addressed in the design of the second programme phase. Overall, the partnership approach is in line with Danish Civil Society Policy. Summing up, criteria for assessing the cooperation between the programme partners are assessed as fulfilled.			
3. Assessment of target groups, relevant duty bearers and their relation to the programme (tick appropriate box)	X		
Explanation of assessment: The number of participants/target group members is relevant and adequate in view of the programmes scope and objectives. By developing a gender strategy, gender related issues would be considered in the planned second phase. The programme document reflects a strong ownership to the programme at local, district and increasingly national level. Local ownership to the programme by participating schools, including teachers, pupils, parents, seems significant. There is a high level of involvement of target group. Also district authorities (education) come across as being supportive of the programme, and relevant activities are seeing replication at community level. At national level ownership to the programme by authorities and other civil society actors appears to be increasing. Summing up, criteria for assessing the target groups and their relation to the programme are assessed as fulfilled.			
4. Assessment of the programme's strategy, coherence, relevance and expected outputs (tick appropriate box)	X		
Explanation of assessment: The programme focuses on empowering poor and vulnerable groups and improves their conditions. The intervention strengthens civil society mode of organisation. The programme approach builds on the international Eco-Schools concept, which focuses on student centred learning methods that enhance the students' understanding and action competencies related to sustainable use of natural resources. DOC has played a strong role in the development of the eco-school activities in Denmark – and in that sense the programme is conceived in tandem with DOC's work in Denmark. There is coherence and consistency between the programme components and the overall programme objectives. The strategy reflects coherence between objectives, expected outputs and the problems, which the programme intends to address. It directly addresses the fundamental problems of poor quality in education, the lack of learner-centred education, and the missing link to relevant life skills and to the surrounding environment and communities. RBA/rights are promoted in the programme and in this second more will be done on gender. Advocacy with focus on replication and scale up forms a key part. This signals a relevant balance between the programme's strategic deliveries, capacity building and advocacy. Local partners' capacities match the role they play in the programme. Plans for how to prepare and carry out programme monitoring and evaluation are relevant. The			

programme document includes an account of assumptions on which the programme is based, and of the risk factors, which might jeopardise its success. These are not assessed as being critical. Summing up, criteria for programme's strategy, coherence, relevance and expected outputs are assessed as fulfilled.			
5. Assessment of the programme's sustainability and long-term impact (tick appropriate box)	X		
<p>Explanation of assessment: Overall the programme is assessed to have a high degree of sustainability. When assessing the DOC management response the CISU Assessment Committee noted that no country specific plans for phase out had been developed though this was outlined in the original programme document (phase 1). On this basis the CISU Assessment Committee advised DOC to consider exit strategies carefully when designing the second phase of the programme. Programme document reflections on programme sustainability are comprehensive and well structured. Four key sustainability drivers are listed, including the following levels: partner, policy, stakeholder and duty bearer and school, teacher and learner level. In regard to the latter, this includes the introduction of methods for quality education and teachers being able to apply these. Primary school students practice what they have learnt, both at school and at home. The communities replicate the activities, even at own cost, i.e. by mobilising their own resources, in some cases through savings and credit schemes. In addition to the above listed the Eco-School programme concept includes a number of sustainability elements, including pupils' parliaments, Green Flag Award Schemes and partners maintaining membership of the FEE/Foundation for Environmental Education. In regard to activities related to phasing out, focus is on capacity building of partners and stakeholders, as well as on institutionalizing the Eco-Schools approach at national level within government institutions. The establishment of demo schools reflects a relatively inexpensive approach to replication, which means that the Eco-School method can be approached with relatively limited direct support and backup to new schools. A plan for phasing out the Uganda programme by end of the second programme phase is described. Summing up, the Eco-School methodology is a well-documented approach and the planned second phase of the programme with its focus on national institutionalisation of the eco-school concept reflects an adequate and realistic approach to sustainability and phasing out. Thus the case is being made that the programme is likely to lead to lasting improvements, which can be sustained after the programme period has expired, and which also are likely to spread to other target groups and partners.</p>			
6. Assessment of the programme's cost-effectiveness (tick appropriate box)	X		
<p>Explanation of assessment: The total budget for the planned programme is DKK 10,5 million with approx. 15% allocated to DOC man-hours. The relation between the outputs of the programme, incl. the number of schools involved and the high level of target group involvement, and the total budget seems realistic, also considering the local context. The cost-effectiveness is assessed as good - and it is expected to increase further with national scale up. The RevApp recommended maintaining the DOC man-hour input at the same numerical level as in the current programme, which led the CISU Assessment Committee to advice DOC that in a cost-effectiveness perspective DOC should to carefully consider and justify the man-hour allocation in order to make sure that it is limited to what is necessary for the programme. The Danish man-hour level is assessed as realistic, and summing up the overall criteria for cost-effectiveness is assessed as being full-filled.</p>			
<p>Conclusion: the programme application is approved</p> <p>DOC is well placed as organisation to implement the programme. Emphasis is put on that DOC is the most important umbrella organisation in Denmark for working on nature and outdoor recreation. DOC has played a strong role in the development of the eco-school activities in Denmark – and in that sense the programme is conceived in tandem with DOC's work in Denmark. DOC was one of the driving forces in developing the Eco-Schools programme, which today is one of the most successful programmes of the Foundation for Environmental Education/FEE. DOC hosts FEE secretariat and its international coordination. Experiences gained during the implementation of the first phase and the Rev App have informed the design of the second programme phase. On this basis and considering DOC's capacity in regard to the Eco-School approach, the organisation is assessed to be well qualified and an important asset for the partners in the continued work with Eco-Schools programme.</p> <p>Partner collaboration in the programme appears to be good and is supportive of programme implementation and functions well. It is noted that Malawi in line with the RevApp has been phased out due to budget reductions. The capacities of the partners are assessed to be good and adding value to the programme. The individual partners' contributions and areas of responsibility have been described and are relevant. The programme evolves around the local partners, who are responsible for implementation. The programme signals potential for partnership development, including how the partners and their relationship between them may evolve as a result of the activities carried out. Overall, the partnership approach is in line with Danish Civil Society Policy. Summing up, criteria for assessing the cooperation between the programme partners are assessed as fulfilled.</p> <p>The number of participants/target group members is relevant and adequate in view of the programmes scope and</p>			

objectives. By developing a gender strategy, gender related issues would be considered in the planned second phase. Local ownership to the programme by participating schools, including teachers, pupils, parents, seems significant. Also district authorities (education) come across as being supportive of the programme. At national level ownership to the programme by authorities and other civil society actors appears to be increasing. Summing up, criteria for assessing the target groups and their relation to the programme are assessed as fulfilled.

The programme focuses on empowering poor and vulnerable groups and improves their conditions. The intervention strengthens civil society mode of organisation. The programme approach builds on the international Eco-Schools concept, which focuses on student centred learning methods that enhance the students' understanding and action competencies related to sustainable use of natural resources. The strategy reflects coherence between objectives, expected outputs and the problems, which the programme intends to address. Advocacy with focus on replication and scale up forms a key part. There is a relevant balance between the programme's strategic deliveries, capacity building and advocacy. Local partners' capacities match the role they play in the programme. Plans for how to prepare and carry out programme monitoring and evaluation are relevant. Summing up, criteria for programme's strategy, coherence, relevance and expected outputs are assessed as fulfilled.

Overall the programme is assessed to have a high degree of sustainability. Programme document reflections on programme sustainability are comprehensive and well structured. Four key sustainability drivers are listed, including the following levels: partner, policy, stakeholder and duty bearer and school, teacher and learner level. The Eco-School programme concept includes a number of sustainability elements, including pupils' parliaments, Green Flag Award Schemes and partners maintaining membership of the FEE/Foundation for Environmental Education. In regard to activities related to phasing out, focus is on capacity building of partners and stakeholders, as well as on institutionalizing the Eco-Schools approach at national level within government institutions. A plan for phasing out the Uganda programme by end of the second programme phase is described. Summing up, the Eco-School methodology is a well-documented approach and the planned second phase of the programme with its focus on national institutionalisation of the eco-school concept reflects an adequate and realistic approach to sustainability and phasing out. Thus the case is being made that the programme is likely to lead to lasting improvements, which can be sustained after the programme period has expired, and which also are likely to spread to other target groups and partners.

The total budget for the planned programme is DKK 10,5 million with approx. 15% allocated to DOC man-hours. The relation between the outputs of the programme, incl. the number of schools involved and the high level of target group involvement, and the total budget seems realistic, also considering the local context. The cost-effectiveness is assessed as good - and it is expected to increase further with national scale up. The Danish man-hour level is assessed as realistic, and summing up the overall criteria for cost-effectiveness is assessed as being full-filled.