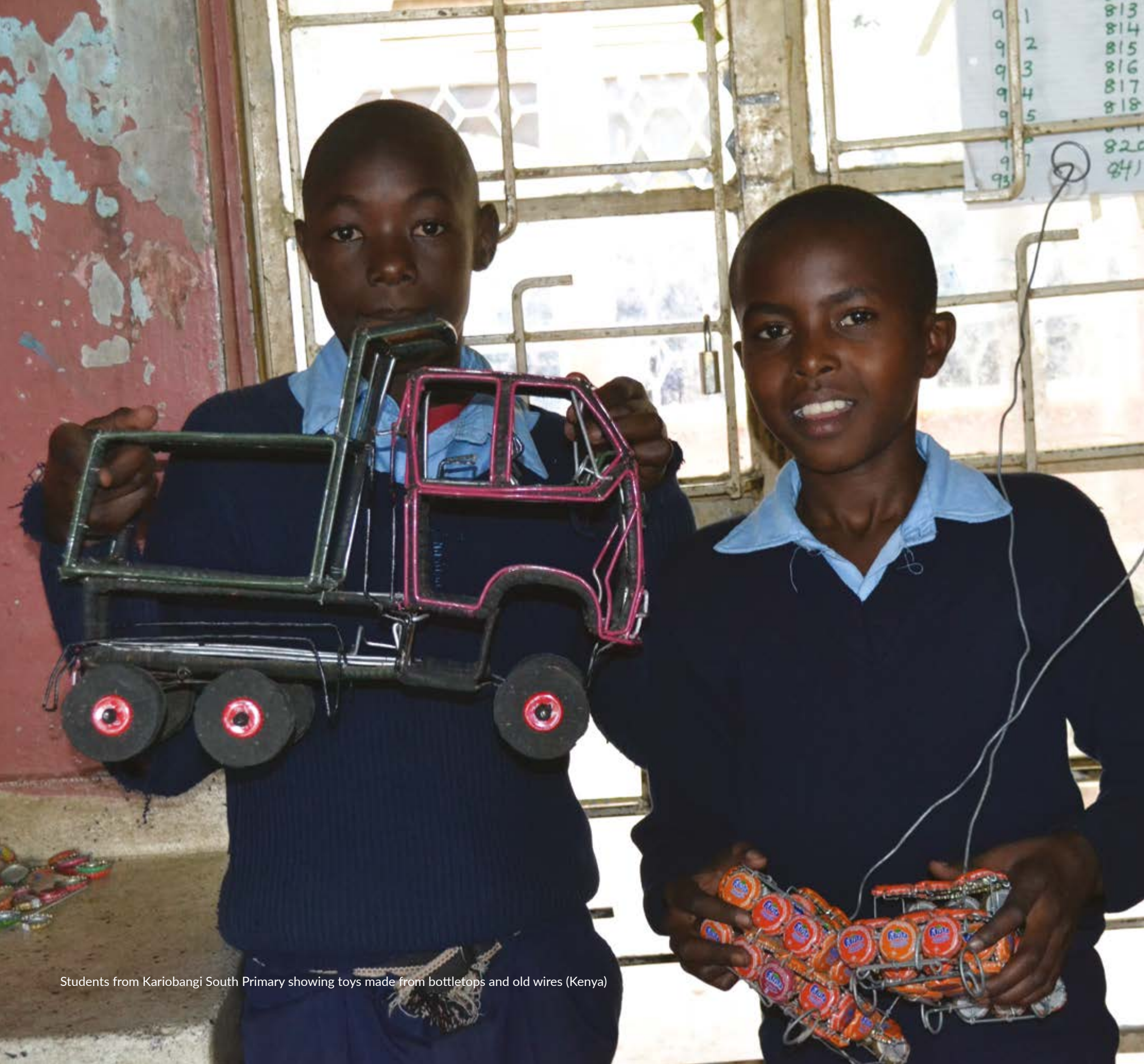




Changing Together

Eco-Schools 1994-2019





Students from Kariobangi South Primary showing toys made from bottle caps and old wires (Kenya)

Africa

Comoros, Ghana, Kenya, Madagascar, Mauritius, Morocco, South Africa, Tanzania, Uganda & Zanzibar





Comoros



Mouvement Associatif pour l'Education et l'Egalité de Chances (Maeecha)

National Operator: Nasser Ali Assoumani

Country size: 2,235 km²

Population: 758,000

Longest river: Tratinga river

National animal: The coelacanth fish

National flower: Ylang-ylang

Joined Eco-Schools in 2015

Number of Eco-Schools: 17

Highest mountain: Mount Karthala 2,361 m

Comoros is a group of four volcanic islands situated in the Mozambique Channel in the Western Indian Ocean, halfway between the east coast of the African continent and the northern extremity of Madagascar.

Three islands, Grande Comore (Ngazidja), Mohéli (Mwali) and Anjouan (Ndzuwani) have made up the independent Union of Comoros since 1975, while the fourth island, Mayotte (Maoré), falls under French administration. The four islands of the archipelago of Comoros are the resultant of an intense volcanic activity due to tectonic movements that began nearly 8 million years ago.

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STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

Comoros has a national environmental strategy, the Manifesto of Itsandra on the green economy, the Strategy for Accelerated Growth and Sustainable Development (SCA2D), implements Action on Climate Change, the Millennium Development Goals Programme, the alignment of the NAP/LD and its integration into political processes, the National Action Plan for Adaptation to Climate Change (NAPA), the country programming framework 2014-2019, etc. From the legal point of view, the country has ratified the Convention on Biological Diversity in 1994, the Protocols of Mapgena (2000) and Nagoya (2001), the Convention on Desertification and other legal instruments related to the protection of the natural heritage. The country has adopted a Framework Law on the environment, implementing texts on impact studies; a decree on the classification of protected species of fauna and flora and a Decree on the exploitation of quarries have been signed. However, these laws and strategies are necessary, since Comoros faces grave environmental problems which threaten biodiversity and pose serious risks for the Comorian people whose livelihoods largely depend on natural resources and ecosystem services.

K-12 Education

Although existing programmes may include environmental objectives, the fact remains that the programmes are not predominantly respected and the curricula do not facilitate the tasks required. The hope for a better change is based on a young age group that can carry a strong message for adults.

Professional Development

Another hope for change would be the setting up of a system of Environmental Education (EE) to professional staff which would allow everyone to gain the same level of information and knowledge for a common action to protect the planet. Teachers, from primary to university level, have a very important role to play.

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This is very recent on the geological time-scale; by way of comparison, Madagascar, which is a bigger and older island than Comoros, once belonged to the continental landmass between 70 and 120 million years ago.

By contrast, the youngest island of Comoros, Grande Comore (Ngazidja), formed a mere 10,000 years ago, is still being reshaped by the active volcano, Mount Karthala, reaching some 2,361 metres and being the highest in the islands.

The volcano also has the biggest crater of any volcano in the world. It last erupted in 2007.





THE STORY OF ECO-SCHOOLS

Eco-Schools Comoros came to be in 2015, as a result of the Indian Ocean Commission's EU funded Islands Project. This was a common project involving all Indian Ocean islands. In Comoros, the Ministry of Education was the main institution involved, but later on, the local authorities have become progressively involved. To start up the programme, the Ministry of Education identified a National Operator and organised information workshops. Sensitisation meetings were held in each island with educational, political and community actors. To date, 17 schools are enrolled in the programme. The future challenge is to gradually include all Comorian schools in the programme, as well as training teachers. In the near future, Maecha is striving towards bringing the programme into school textbooks.

KEY MILESTONES

An important phase for the programme was informing and presenting the programme to the various political and community actors. The educational authorities then decided to identify pilot schools distributed in the 3 islands of Comoros. Finally, the training of teachers in the schools chosen could begin.



“The Eco-Schools programme is an activity that requires patience and courage because of its particular character requiring involvement and personal changes. An attitude that is preliminary before considering to influence the change in others. It is work throughout life. We have made giant steps in our countries, but the path that remains before us is still very long. We must, therefore, multiply our efforts to achieve this. We are together!”

Nasser Assoumani, Maecha Director



NATIONAL OPERATOR - REFLECTIONS

One of the highlights of this programme has been teacher training. Adults who realise that they are ignorant of climate issues and their own environment. As a trainer, I did not expect that the questions would lead to such long discussions. The openness of the teachers and their commitment convinced me that we can act together, provided that the means are available.



Mouvement Associatif pour l'Education et l'Egalité de Chances (Maecha)
Route de la Corniche, Moroni



Ghana



Center for Sustainable Transformation

National Operator: Hilde Opoku

Tree planting at exchange visit to Trondheim in Norway, 2016

Country size: 239,460 km²

Population: 30.6 million

Highest mountain: Mount Afadja 885 m

National animal: Porcupine, also known as Kotoko

National tree: Baobab

Joined Eco-Schools in 2014

Number of Eco-Schools: 30

Longest river: Volta River 1,600 km

Volta flows into Ghana from the highlands of Burkina Faso. The river has three main parts, called the Black Volta, the White Volta, and the Red Volta.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

There is no stand-alone national legislation on Environmental Education (EE) or Education for Sustainable Development (ESD) in Ghana. However, the Environmental Protection Agency Act of 1994 (Act 490) established the Environmental Protection Agency of Ghana to, among other functions, “initiate and pursue formal and non-formal education programmes for the creation of public awareness of the environment and its importance to the economic and social life of the country”. As a result, there is an Environmental Education Department in the EPA, however, it is limited in terms of resources and capacity and the implementation has, therefore, not been sufficiently executed.



K-12 Education

Ghana includes EE in the formal education system through the Integrated Science curriculum for primary school (1-6), junior high school (1-3), senior high school (1-3). The national curricula are prepared by the Ministry of Education through the Ghana Education Service.

Professional Development

Professional development for EE is not widespread in Ghana. Environmental educators can undertake general environmental and natural resource management courses through higher education institutions.



Mrs Bley teaching students how to make products from paper waste



Working with paper waste

THE STORY OF ECO-SCHOOLS

In 2003, a cooperation between Byåsen Eco-School in Norway and Akosombo International School was initiated. About ten years later, Center for Sustainable Transformation became a member of FEE, and in July 2014, the Eco-Schools programme formally started and was implemented by the Opuku family. The same year, Akosombo International School became the first Green Flag awarded school in Ghana. From this school, the programme spread to other schools in the town Akosombo and later to other parts of the country. Even though the formal implementation did not occur until 2014, the methodology of the programme has been used in Ghana since 2010.

KEY MILESTONES

After many years of hard work, hoisting the first flag was an important milestone. Later, exchange visits between Eco-Schools in Norway and Ghana have been very exciting. Exhibiting the work of the organisation and Eco-Schools to the Minister of Finance in Ghana and the head of UN Environment have also been important milestones.

Center for Sustainable Transformation
P.O. Box AN 16641 Accra



"It seems like we are now better understanding the future".
Margaret Ayenor, Eco-Schools Coordinator, Akosombo



Working with paper waste



Working with paper waste

NATIONAL OPERATOR - REFLECTIONS

It has been hard to ensure consistency in our programme, given the lack of technology to communicate with the individual schools. Once we got the programme up and running, however, we saw fantastic progress in the students' development and understanding of complex environmental issues.

Kenya

Kenya Organization for Environmental Education (KOEI)

National Operator: David Wandabi



Country size: 582,646 km²

Population: 48.26 million

Highest mountain: Mt. Kenya 5,200 m

National animal: Lion

Joined Eco-Schools in 2003

Number of Eco-Schools: 600

Longest river: River Tana 800 km

Kenya's Tana River County takes its name from River Tana. The river is a lifeline to the Pokomo community, the major ethnic group in the county, and other neighbouring communities.

People often say that River Tana reminds them of the Nile in Egypt. The landscape in Tana River County is a mosaic of riparian forests, dry woodlands and savannah habitats within which there are eight sites that are considered to be sacred by the Pokomo community. These sites are called: Kimbu, Lalafitu, Mkomani/Maramba, Nkanu, Baguo, Bubwayo, Banatiro wetland and Lemu wetland. The sites have a cumulative area of about 12,000 ha. They hold great cultural and spiritual significance for the Pokomo community as they are believed to be the places where the spirits of their ancestors reside. Community members, particularly women, visit these sites to worship and pray.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

The Kenya Constitution 2010 prioritises sustainable development as a national goal. The Government of Kenya has, therefore, an obligation to lead all citizens towards attaining this goal and it is committed to promoting Education for Sustainable Development (ESD) as a key factor in enabling sustainable development and quality education by implementing the Rio Conventions, UNESCO Global Action Programme (GAP) and the 2030 Agenda for Sustainable Development.

The country endorsed and adopted Agenda 21 that emerged from the United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro in 1992 (UN, 1992). Chapter 36 of Agenda 21 elaborated the need for ESD. The Environmental Management and Coordination Act, Cap 387 is a framework law that provides for effective coordination and regulation of all actions that have a direct influence on the environment. Section 42 (4) of the Basic Education Act stipulates that 'the Cabinet Secretary of Education shall upon the advice of the National Education Board advise the government on the promotion of environmental protection and Education for Sustainable Development'.

In addition, Kenya's Vision 2030 document aspires to revitalise the country's economic growth through the harnessing of its natural resources. Education is identified as a key driver under the social pillar. The inspiration was to have an ESD policy developed and all education interventions reoriented to address ESD. The 2013-2018 National Education Sector Plan (NESP) provides a strategy for education and training to promote ESD with reference to the Global Action Programme. This led to the development of ESD Policy for the Education Sector in 2017. Broadly, the following achievements have been realised with regard to the status of ESD in Kenya:

- Stakeholders for sustainable development are increasingly taking up education, public awareness and training to advance sustainable development
- The Government has incorporated education strategies, tools and targets into national sustainable development strategies, climate change plans and related economic frameworks such as the Green Economy
- Partnerships, collaborations and networks, for example, Regional Centres of Expertise (RCEs) have been formed to enhance the implementation of ESD
- ESD facilitates interactive, learner-driven pedagogies that equip learners with knowledge, values and skills for sustainability
- Several teachers and education officials have been trained and a number of schools are practicing ESD

K-12 Education

Sessional Paper No. 4 of 2012 on Reforming Education and Training in Kenya envisages a curriculum that is competency-based to foster quality education in the country (Republic of Kenya, 2015a). Through this policy, the Ministry of Education is committed to promoting ESD as a key element to enable sustainable development and quality education. To this effect, Kenya is currently rolling out a new Competency-Based Curriculum for primary and secondary schools. The new curriculum has sections that deliberately show how ESD can be integrated into the curricula of all levels of education from preschool to tertiary and in all subjects as a pertinent and emerging issue.

Professional Development

Educators and trainers are powerful agents of change for implementing ESD (UNESCO, 2014). The education sector has increased financial support for capacity development activities and strengthened the Kenya Education Management Institute (KEMI), the agency for building capacities of education managers. The Centre for Mathematics, Science and Technology Education in Africa (CEMASTE) has been offering pedagogical leadership training to support teachers in implementing effective and innovative classroom practices. CEMASTE has also been sensitising education and quality assurance officers and County Education Directors on effective management of sustainable and institutionalised in-service education and training of teachers (INSET).

Development partners have continued to complement government efforts towards capacity enhancement of education managers. Regional Centres of Expertise (RCEs) in Kenya have provided useful platforms for capacity building in the sector. As networks of formal, non-formal and informal education organisations, RCEs are catalysing and supporting the reorientation of education and training systems in their regions. The education sector is represented in each of the eight Regional Centres of Expertise (RCEs) that are operating in Kenya.

**National plants:
Maize, Pyrethrum, Tea & Coffee**

THE STORY OF ECO-SCHOOLS

Eco-Schools Kenya was developed in tandem with global development agendas including the Millennium Development Goals, the Decade for Education for Sustainable Development (DESD), the Global Action Programme on ESD, the Sustainable Development Goals and Green Economy. The Kenya Organisation for Environmental Education (KOEE) has been implementing the programme since 2003, growing it from a pilot in 12 schools to over 1,000 primary and secondary schools.

The Eco-Schools programme was first piloted in Kenya between October 2003 and September 2005 in 12 schools. The pilot phase was funded by DANIDA and was managed by KOEE and the Danish Outdoor Council (DOC). Other partners included: Ministry of Education, Ministry of Environment, Kenya Forest Service, National Environment Management Authority, Kenya Institute of Curriculum Development, WWF, Japanese Embassy in Kenya, UNESCO, UN Environment, UNDP and World Agroforestry Centre. The programme was titled “Eco-Schools in Kenya: Promoting Environmental Action-based Learning in Primary and Secondary Schools as a Tool for Development”, and it was based on five key components of environmental action learning, namely environmental policy, cross-curriculum teaching and learning, micro-projects, school-community partnerships and networks. The main focus of the pilot phase was poverty alleviation with the focus themes being water, energy, health, agriculture, biodiversity and waste. Crosscutting themes including HIV/AIDS, entrepreneurship, and disaster preparedness and management were also addressed.

In 2010, the first Green Flag in Kenya was awarded to Goibei High School in Vihiga County.

NATIONAL OPERATOR - REFLECTIONS

The programme has been able to develop curriculum support materials to help teachers integrate ESD into the curriculum. The materials have been approved by the government to be used in all schools in Kenya. The programme was also presented at the UNESCO and DESD Conference in Japan in 2014 and recognised as a best practice in promoting the whole institutional approach and ESD in the education system.

Kenya Organization for Environmental Education (KOEE)
690 Glory Valley Road
Runda, Nairobi

KEY MILESTONES

Over the years, more than 600 schools have achieved the Green Flag award, over 10,000 teachers have been trained on the implementation of the Eco-Schools programme and ESD, over 100,000 students have been reached with information on Eco-Schools and action-based learning and more than 500 micro-projects addressing local sustainable development issues have been established in schools under the themes of sustainable agriculture, water, sanitation, hygiene, health, waste, energy, biodiversity, climate change.

In close cooperation with teachers and the key governmental institutions, the programme developed unique EE materials that comply with the curriculum requirements to treat the environment as a cross-curricular subject. Six environmental theme-packs for primary schools and six for secondary schools were developed and were widely acknowledged by relevant authorities in the Kenyan Educational sector as a best practice in mainstreaming ESD into the curriculum.

The Ministry of Environment and NEMA used the Eco-Schools programme as a best practice in environmental management and conservation in International Environmental conferences e.g. COP 7 at UN Environment Nairobi, October 2005. The programme was also used as a Regional Centre of Expertise (RCE) – Greater Nairobi flagship programme to implement ESD.

Through the programme, KOEE played a significant role in advocating for Environmental Education (EE) and mainstreaming ESD in the curriculum of schools, as well as in the integration of environmental concerns in national development educational action plans. The programme further enhanced policy support for promoting ESD across Kenya. This was evidenced by the inclusion of the Eco-Schools programme in Kenya’s ESD Implementation Strategy as a best practice to be emulated by other sectors which were launched by NEMA in 2008. Eco-Schools has also been quoted in the Kenya ESD Policy for Education Sector 2017 as an effective whole institution approach in mainstreaming sustainability into all aspects of the learning environment (ESD Policy for Education Sector 2017, p.5).

Some of the challenges the programme has faced include insufficient sustainable funding sources to meet the needs of the ever-growing demand of schools interested in the programme. Funding has shrunk in recent years with some partners withdrawing due to effects from the global recession. Poor ICT infrastructure among some disadvantaged rural schools slowing implementation of projects also imposes a challenge along with the high cost of project implementation, particularly of teaching resource material production.



"The Eco-Schools programme is about sharing knowledge, experiences and challenges and finding a common solution to a certain problem. We work with the students because our idea is to inculcate in them good values to conserve the environment and the best way is to do by learning. Goibei is known as the green school because of its forest in the school compound. We moved into rainwater harvesting in collaboration with the local community. In 2009, we embraced biogas technology. Through the programme, our school has been able to realise great savings."

Tom Barasa, Former Eco-Schools Patron, Goibei High School

"The Eco-Schools programme promotes Education for Sustainable Development. It focuses on the learners' understanding, attitudes and knowledge about their environment as well as skills. It comes down to appreciating what already exists."

Dr Ayub Macharia, Ministry of Environment and Forestry

"Eco-Schools was initiated as a programme to respond to sustainable development challenges, by building the capacity of schools and communities to respond adequately to the challenges. Eco-Schools became champions for Education for Sustainable Development by influencing positive attitudes and change of behaviour by entrenching strong value systems into the learners."

Dr. Dorcas Otieno, CEO, Kenya Organization for Environmental Education



Madagascar

Madagascar National Parks (MNP)

National Operator: Fanja Olga Randriamanantena



Country size: 587,047 km²

Population: 24 million

Longest river: Mangoky river 350 km

Highest mountain: Maromokotra 2,876 m

National animal: Lemur catta

Joined Eco-Schools in 2015

Number of Eco-Schools: 39



National tree: Baobab tree

Madagascar is home to six species of baobab, including the famous Baobab Amoureux – two *Adansonia za* trees which are twisted together. Legend has it that centuries ago, a young man and a young woman from two nearby villages fell in love and wanted to be together forever. However, this could not be because, as was tradition, both had already been assigned a partner and had to marry separately in their respective villages. Despite this, the couple continued to dream of having a common life and a child together. They secretly asked their god to help them and so the two baobabs were born and grew together across the centuries – together for eternity, as the couple always wished to be.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

In 2014, Madagascar established an Environmental Education for Sustainable Development Policy. In 2016, a national action plan used the policy document as a reference to cross-cutting activities for all stakeholders at the national level. In addition, there are also national tools and resources, such as information and communication about the National Strategy for Sustainable Development, a National Strategy to face Climate Change and Terrestrial Desertification, a Biodiversity Conservation National Strategy, a Code of Protected areas, etc.

At the moment, a national project called PCCCD Rio is being implemented by the government, in collaboration with stakeholders with the aim of building national capacity on how the country could respect its environmental obligations. Environmental Education (EE) for sustainable development is one of the five big components of this national project.

K-12 Education

In 2017, an education programme was established in which Education for Sustainable Development (ESD) is the core theme. Environmental topics are included in curricula with specific resources and tools produced and initiated by non-profit organisations related to e.g. climate change. Teachers use these materials in different subjects. Government partners have developed materials, resources and training for the integration and teaching of environmental learning through all curricula subjects. The Eco-Schools programme is considered a good tool that helps and reinforces the government programme by integrating ESD in Madagascar.

Professional Development

Professional development programmes in EE have been carried out mostly in subjects like sociology, forestry, agronomy, etc. at the university level. Some initiatives such as conferences, training for trainers and teachers and EE tool exhibitions are developed by non-profit organisations and research programmes. In Madagascar, there is no university offering a degree in EE at the graduate level. The Cultural and Environmental Education Center (CCEE), however, facilitates professional development programmes to non-university graduates through the subjects of environmental teaching, environmental project design and Environmental Education training.

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Students' capacity demonstration on renewable energy knowledge and technical capacity to students from Antananarivo French Secondary School, June 2019. The project aims to sensitise young people on protecting the environment by using renewable energy, a capacity building and partnership.

THE STORY OF ECO-SCHOOLS

Eco-Schools was developed through a collaboration of WWF and the Indian Ocean Commission EU funded Islands Project. The Eco-Schools programme in Madagascar started in 2015 when WWF invited stakeholders to a national meeting in order to share ideas on the Eco-Schools programme and create a national committee. Representatives from MNP, COM NAT UNESCO, the Ministry of Education, the Ministry of Environment and Forestry, ANEDD and WWF were present and all the organisations remain involved to date. Due to internal structural changes within WWF, Madagascar National Parks took over the role as National Operator in 2017.

KEY MILESTONES

In 2017, the Eco-Schools programme was promoted on a national level and members of the Eco-Schools national committee carried out a training-for-trainers and teachers on the Eco-Schools implementation in different parts of Madagascar. One year later, the number of Eco-Schools registrations increased to 37.

The big challenge is to sustain the Eco-Schools programme with limited resources.

NATIONAL OPERATOR - REFLECTIONS

In my experience as the National Operator, the highlight moment of the programme has been the exchange of experiences on renewable energy, traditional dance cultures and how to set up a plant nursery between students from Ranohira Highschool in Isalo National Park and students from Antananarivo French High School.



"Our schoolyard is always clean and filled with happy students."
**Jean Philbert Ramanantsialonina, Director, Collège d'Enseignement
Général (CEG), Alatsinainy Ambazaha**



Madagascar National Parks (MNP)
Lot AI 10C Ambatobe Antananarivo 103



“The TELMA Foundation is set up to respond effectively to the need for development and to help the big island in its challenges e.g. social and environmental issues. For this, the TELMA Foundation puts all its energy and know-how at the service of Malagasy associations and social partners who need help in carrying out their project. In this context, the Telma Foundation wishes to make a commitment to improving the education of children in Madagascar and in particular, environmental education. The Foundation wishes to give schools access to services, such as those provided by the Eco-Schools programme and other relevant initiatives.”

Jay Ralitera, TELMA Foundation

“Madagascar National Parks has a big challenge to preserve the national biodiversity of Madagascar in national parks and natural Reserves and continuously educate young people to become leaders on sustainable development and conservation ambassadors. I think that the Eco-Schools programme could help institutions accomplish their mission.”

Dr Mamy Rakotoarijaona, Madagascar National Parks General Director





Mauritius



Reef Conservation

National Operator: Sameer Kaudeer

Third Eco-schools Award Ceremony in Mauritius November 2017
Schools receiving their Green Flags

Country size: 2,040 km²

Population: 1.2 million

Longest river: Grand River South East 34 km

Highest mountain: Piton de Petite Rivière Noire 827 m

Joined Eco-Schools in 2015

Number of Eco-Schools: 139

National Animal: The Dodo bird

National plant: Trochetia Boutoniana

Trochetia Boutoniana (Boucle d'Oreille) was declared the national flower of Mauritius on the 12th of March 1992, when Mauritius achieved the status of Republic. The flower is named after the famous French botanist, Louis Bouton, it is endemic to Mauritius and is found in the wild only on Le Morne Mountain.

Thanks to the efforts of botanist Joseph Gueho seeds were successfully germinated and grown in cultivation for the first time in 1973.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

The Ministry of Social Security, National Solidarity, and Environment and Sustainable Development among its other responsibilities with respect to the environment is responsible for awareness-raising and sensitisation. Its role is to promote informal Environmental Education (EE) to change attitudes and behaviours of people for a greener, cleaner and more sustainable Mauritius.

Broad-based sensitisation programmes are developed for different target groups, namely: children, youth, women, senior citizens, trade unions, private sector, NGOs and the public in general, among others. Various communication tools are regularly adopted and information is disseminated through media, talks and exhibitions. Resource materials such as pamphlets, posters, roller banners, short clips/films and TV/radio spots are also developed. Each year, major international environmental events such as Earth Day on 22nd April, World Environment Day on 5th June and Clean up the world during the 3rd weekend of September are organised.

Various NGOs are involved in the implementation of EE programmes both regarding terrestrial and marine environments.

K-12 Education

Education in Mauritius is managed by the Ministry of Education and Human Resources, Tertiary Education and Scientific Research. The Ministry oversees the development and administration of state schools funded by the government, but it also has an advisory and supervisory role in respect to private schools. The government of Mauritius provides free education to its citizens from pre-primary to tertiary levels.

Based on 6 distinct pillars, the current reform in education is geared towards the holistic development of the learner throughout the education cycle. The compulsory nine years of basic education comprises of six years of primary schooling and three years of lower secondary education. The new curriculum frameworks (NCF) prepared by the Mauritius Institute of Education, make way for core and non-core learning areas through which the learners have the opportunities to acquire and develop skills that make them become lifelong learners.

In Mauritius, the secondary education system runs up to K13. Education for Sustainable Development (ESD) is infused into the curriculum through a subject called General Paper for students of K12 and K13. By the end of K13, students have been exposed to more than 80 hours of topics that are directly related to ESD.

The Tertiary Education Commission, falling under the Ministry of Education and Human Resources, Tertiary Education and Scientific

Research, has as an objective to promote, plan, develop and coordinate post-secondary education in Mauritius and to implement an overarching regulatory framework to achieve high international quality. It also has the responsibility to allocate government funds to the Tertiary Education Institutions under its purview and to ensure accountability and optimum use of resources.

Mauritius have both public and private universities in place, where various courses, diplomas, degrees and post-doc programmes are offered. Mauritius is becoming a regional platform for welcoming students from the African continent on their various campuses. More and more collaborations and partnerships are being developed between foreign universities and local ones.

Professional Development

The Mauritius Institute of Education (MIE) Teacher Education programmes offer modules on Environmental Education (EE) or Education for Sustainable Development (ESD), such as a full-time course called Teachers' Diploma Primary (pre-service) with the module, Environmental Education. The institute also addresses a range of concepts related to EE through non-award seminars (6-12 hrs) under this programme. For example, the bachelor in education (Primary) includes a part-time course in ESD and the bachelor in education (Secondary) includes a module in education for sustainability which can be attended either full or part-time. Another opportunity is a Postgraduate Certificate in Education course, which also includes a module in ESD and both public and private universities have masters in sustainable development.

It is noteworthy that MIE often organises other activities related to EE and ESD for their trainees on the MIE campus.

Reef Conservation

Morcellement Pereyescape, Le Flammant Branch Road, Pereybere



THE STORY OF ECO-SCHOOLS

The Eco-Schools programme was introduced by the Indian Ocean Commission (IOC) Islands project, funded by the European Union from 2015-2017, to support the integration of ESD, in line with UNESCO's Global Action Programme on ESD and the Sustainable Development Goals. The Eco-Schools programme was introduced regionally for Indian Ocean countries, whereby Madagascar, Comoros, Zanzibar, Seychelles and Mauritius have established a regional Eco-Schools network.

Eco-Schools Indian Ocean was officially launched in Mauritius on 16 April 2015, under the aegis of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research and IOC, in cooperation with the Mauritius National Eco-Schools Committee, a cross-disciplinary committee led by Aneeta Ghoorah, Director of Curriculum Development at the Ministry of Education. Reef Conservation joined the programme in May 2015 as National Operator to support its implementation in the Republic of Mauritius. A close partnership has been established with the Ministry of Education to provide follow-up visits and support to the selected pilot schools as they implement the Eco-Schools programme and also to carry out stakeholder information workshops for schools and educators.

Reef Conservation has been an Associate member of the Foundation for Environmental Education since September 2017 and the National Operator for Eco-Schools and YRE in the Republic of Mauritius.

KEY MILESTONES

After the end of the IOC Islands project, funding was a real issue during the beginning of 2018. However, through efforts in showcasing the results of the programme, Reef Conservation managed to find strong partners who are still involved today.

The rapid expansion of the programme from 28 pilot schools in 2015 to more than 130 schools in 2019 was quite a milestone. In 2017, the first Green Flags were awarded to schools after only two years of implementation. In 2019, the first Green Flags were awarded to schools in Rodrigues and the same year Vatel Mauritius joined the programme as the first tertiary education institution. There are, to date, 16 Green Flag awarded schools in Mauritius and Eco-Schools is recognised as the main ESD programme in primary and secondary schools. Another milestone has been the strong partnership which has been established with the Ministry of Education.

NATIONAL OPERATOR - REFLECTIONS

Eco-Schools provides the methodological tools for schools to evaluate their own challenges, assess risks and develop the solutions within a structure of ongoing improvement. The schools are guided to re-orientate existing curricula around sustainable development themes and develop practical projects which draw upon local knowledge and skills from their own communities as well as resources from national NGOs, and regional and international expert organisations.





1. Second Eco-schools Award Ceremony in Mauritius November 2017
Students of N. Saddul G.S best primary Eco-school in 2017

"It has been a golden opportunity to be part of the Eco-Schools programme and path for our girls to care for others rather than them self. Caring for the present and future generation in realising feasible and long term actions that would safeguard our environment and our planet have been our priorities. Having a Green Flag award is a great responsibility and at Loreto College Curepipe we say "together we can make a difference". So we will continue in our endeavour to promote sustainable practices among our young girls, our future mothers so as to give them a better world. Let's be The change."

Loreto College Curepipe Go Green team - Eco Committee

"The schools have gone through an in-depth reorientation process of both formal and informal structures around the main themes of sustainable development. Putting in place an Eco Committee, carrying out a review of environmental standards to identify their main challenges and developing an Eco-Code and an Action Plan aimed at tackling their challenges which are shared with the whole school. The Eco-Schools programme has brought tangible changes which can be seen clearly in the school grounds and in the local communities, as students are developing new local partnerships and activities which improve their neighbourhoods. Schools are also reporting improvements to the quality of learning itself as the Eco-Schools themes and projects bring curriculum subjects to life, and encourage a deeper connection and understanding with the learning taking place."

"We are privileged to have been involved in the Eco-Schools programme which has provided opportunities to bring fresh and dynamic initiatives to complement the traditional pedagogical approaches in schools."

Aneeta Ghoorah, Chairperson of the National Eco-Schools Committee Mauritius, Director Primary, Curriculum Development and Evaluation, Ministry of Education and Human Resources, Tertiary Education and Scientific Research

"There has been a great deal of work done previously on ESD in Mauritius coordinated by the Ministries of Education and Environment. The Eco-Schools programme has enabled schools to further coordinate and build upon these activities and gain external recognition through achieving the International Green Flag standard of the Foundation for Environmental Education."

Examples of school activities include projects for rainwater harvesting, soil stabilisation, food production, sanitation, and waste management amongst many others. The Eco-Schools programme is acting as a powerful force of change towards the implementation of sustainable development projects in schools. The most successful schools are those that have built strong partnerships between governmental institutions, NGOs and the private sector."

Kathy Young, Reef Conservation Managing Director



Morocco



Mohammed VI Foundation for Environmental Protection
National Operator: Kenza Khallafi

Country size: 446,550 km²

Population: 35.74 million

Longest river: Draa River 1,100 km

Highest mountain: Djebel Toubkal 4,167 m

National animal: Barbary lion

National plant/tree: Argania Spinosa

Joined Eco-Schools in 2006

Number of Eco-Schools: 2,172



Atlas Cedar

In 2016, UNESCO listed Atlas Cedar as a 'Biosphere Reserve', an area that includes terrestrial, marine and coastal ecosystems. Each reserve not only promotes biodiversity conservation solutions but is also considered as an observatory of climate change and a laboratory for sustainable development.

Middle Atlas Cedar is located in the Ifrane region and is a biosphere, a UNESCO World Heritage Site, and home of more than sixty primary schools enrolled in the Eco-Schools programme.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

The environmental programmes of the Government of Morocco include the National Municipal Solid Waste Management, National Sanitation and Wastewater Treatment, Collection and Disposal of Plastic Bags, Environmental Upgrading of Rural Schools, and Prevention of and Fight against Industrial Pollution.

The national legislation regarding Environmental Education (EE) in Morocco is a promulgation of a Framework Law on the National Charter of Environment and Sustainable Development, Article 17: to “reaffirm that environment preservation should be a permanent concern for all Moroccans.” It aims to introduce principles and guidelines that strengthen the legal protection of resources and ecosystems and defines the responsibilities and the commitments that all the concerned parties – state, regions, public, private enterprises, associations of the civil society and citizens - have to respect regarding the environment and sustainable development.

The Sustainable Development Goals (SDGs) will play a leading role in Morocco’s development policies in the next 15 years, and Morocco has honoured its commitments to the Millennium Development Goals (MDGs), achieving almost all of them. In 2013 and 2014, national consultations on the post-2015 perspectives were carried out at the initiative of the Ministry of Foreign affairs of Morocco in collaboration with UNDP and UNESCO. Morocco is also listed as a partner or lead entity in various partnership initiatives and voluntary commitments the Partnerships for the SDGs online platform.

The Mohammed VI Foundation for Environmental Protection was established in June 2001, at the initiative of His Majesty the King Mohammed VI. Her Royal Highness Princess Lalla Hasnaa has been entrusted with its Presidency. As committed leader in sustainable development and as a mother, Her Royal Highness Princess Lalla Hasnaa has promoted, for several decades, EE through a range of programmes related to coastal preservation, sustainable tourism, air quality and climate change awareness, restoration of historical parks and gardens, and the safeguarding of palm groves.

Since its creation, the Mohammed VI Foundation for Environmental Protection has aimed to build environmental awareness, starting with the younger generation to expand this awareness into the wider community. The added value of the Foundation is to go beyond bringing expertise and the right pedagogical tools, as important as these are, it is in mobilising and facilitating a network of resources and stakeholders linking together communities of action for the same purpose: implement the philosophy of the SDGs.

In June 2019, Her Royal Highness inaugurated the Hassan II International Center for Environmental Training, a new venue to

empower students, teachers, academics, civil society representatives, and economic actors from Morocco and the rest of Africa to fully commit to sustainable development.

K-12 Education

Training and vocational training programmes are adapted with the aim of introducing the principles and guidelines set out in the Framework Law on the National Charter of Environment and Sustainable Development and in particular creating specialised disciplines in the field of education and training on the environment and sustainable development. The culture of environmental protection and sustainable development must be an integral part of the knowledge, know-how courses provided under these systems and programmes.

Professional Development

Under the Presidency of Her Royal Highness Princess Lalla Hasnaa, President of the Mohammed VI foundation for Environmental Protection a convention establishing the basis of a strategic partnership between the Mohammed VI Foundation for Environmental Protection and UNESCO was signed at the UNESCO Headquarters in Paris on 5 April 2016. The agreement covers 2016-2021.

The Foundation is a key partner of the Global Action Programme and a member of the partner network N°3 on “building the capacity of educators and trainers”. The Foundation annually trains teachers, school directors, administration workers from the Ministry of Education of Morocco in cooperation with the Ministry itself, on developing the framework for the implementation of Eco-Schools within all educational institutions in Morocco. It supports the development of environmental awareness among learners and enables them to acquire knowledge and competencies that qualify them to improve their educational competencies.



THE STORY OF ECO-SCHOOLS

Attracted by the Eco-Schools' potential as well as the learning-by-doing and whole institutional approach, The Mohammed VI Foundation for Environmental Protection launched a large-scale pilot phase in 2006 in partnership with the Ministry of National Education, Vocational Training, Higher Education and Scientific Research, including 8,471 students in 17 elementary schools, teachers, local elected representatives, parents of students, school administration, and local associations.

The success of the programme implementation was due to the partnership with the Ministry of Education and the provision of local relays that are in charge of implementing the programme all over Morocco within 9 regions. In 2009, 9 Eco-Schools were awarded their first Green Flags in Morocco.

The Mohammed VI Foundation for Environmental protection has, since its creation in 2001, put young people at the centre of its concerns and has raised awareness of the importance of preserving natural resources, to support 21st-century citizens who are active. Through the Eco-Schools programme, the Foundation prepares future generations to take charge of preserving their living environment through gradual behavioural change. In order to achieve the implementation of Eco-Schools and the progressive integration of the programme in the primary schools, a partnership agreement was signed between the Mohammed VI Foundation for Environmental Protection and the Ministry of National Education, Vocational Training, Higher Education and Scientific Research.

KEY MILESTONES

In 2006, the Eco-Schools programme was launched in Morocco by the Mohammed VI Foundation for the Protection of the Environment in partnership with the Ministry of National Education, while in 2010-2013, the foundation rolled out the first phase of the progressive implementation of the Eco-Schools programme in Morocco in 675 primary schools in 16 regions. 81 schools joined the programme, out of which 79 schools were awarded Green Flags. In 2016, during the COP22 in Marrakech on 7-18 November 2016, HRH Princess Lalla Hasnaa visited the Eco-School Oum Al Fadl, accompanied by the Director-General of the UN Food and Agriculture Organization (FAO), José Graziano Da Silva. In the same year, under UNESCO Green Citizens, the foundation participated in the international exhibition of UNESCO on the project on the development and safeguarding of the palm grove of Marrakech. In 2017, the foundation proposed the launch of the Eco-Schools programme at the preschool level and introduced the age category 4-6. A year later, the foundation presented its flagship programmes for ESD, Eco-Schools for Preschools and Primary Schools and Young Reporters for the Environment for Colleges and High Schools.

Today, the Eco-Schools programme in Morocco has reached 12 academies and 82 provincial directorates and 2,172 registered schools, out of which 44.06% are rural and 55.94% are urban schools. In total, it reaches 20% of Moroccan schools nationally, with over 989,100 schoolchildren and 33,193 trained coordinators connected to the programme.

NATIONAL OPERATOR - REFLECTIONS

Morocco's hosting of COP22 demonstrated both its global leadership on the issue of climate change and its commitment to climate justice in Africa. The conference brought together leaders from around the world to work towards the implementation of the Paris Climate Change Agreement. During the COP22, multiple activities were organised with Eco-Schools: a recycling exhibition developed by students was installed on a bus converted for the occasion. Eco-Schools good practices were projected and the Foundation and the Regional Academy for Education and Training of Marrakech-Safi mobilised four facilitators to lead the exhibition and explain to students the techniques used to make the recycled objects. This exhibition was located at the entrance of Arsat Moulay Abdessalam throughout COP22 and over 1,500 pupils from Marrakech schools, accompanied by 138 supervisors, visited this exhibition. Also presented at Arsat Moulay Abdessalam was a six-metre tall dinosaur made from recycled materials by students from Iqraa Eco-Schools in Ben Ahmed-Settat. The giant installation was made of 15 kg of paper and 400 plastic bottles and received a label by the COP22 Steering Committee!





“My name is Malak and I’m in the 3rd grade at the primary school ‘Green Belt’ located in Rabat, the capital of Morocco. My school is aware of the importance of developing Education for Sustainable Development among students in terms of action and behavioural change. Therefore, we have enrolled in the Eco-schools programme. This involvement not only encouraged us to take care of our environmental issues within and around the school but also, changed our behaviour and our understanding of sustainable development issues from a global citizenship perspective.

The location of our school near the forest is strategic. We benefit from this situation by doing onsite visits to raise awareness about the importance of protecting our immediate environment. As an example, we collect dead leaves, branches, and twigs and re-use them in composting. We have worked enthusiastically on the axes of the Eco-Schools programme: learnt how to sort and re-use our waste, how to reduce our consumption of water and electricity through the installation of faucets and economic lamps, how we take care of plant diversity by creating green areas and irrigating them with a drip system, as well as animal diversity through geese breeding.

My school is aware that the Sustainable Development Goals are not achievable without inclusive quality education, integrating the right and duty, an education characterised by gender equity and equal opportunities. An education that brings the necessary skills and knowledge to students, for a permanent adaptation to rapid changes in our society.”

Malak, Grade 3 Student, Green Belt Eco-School, Rabat, 2018

“Our students have played an important role as agents of change, participating actively in discussions that affect their future, advocating for a transformation in their learning environments and bringing the messages of sustainability and global citizenship home to parents and communities.”

Kenza Khallafi, in charge of Environmental Education Programmes, Mohammed VI Foundation for Environmental Protection

Mohammed VI Foundation for The Protection of the Environment
km 3.2 Rte de Zaers Angle Ave Imam BP 5679, Rabat, Morocco



“The core objective of the Mohammed VI Foundation for Environmental Protection, which was set up by His Majesty King Mohammed VI in June 2001, and which I am honoured to chair, is to educate and sensitize citizens about the environment. Without this educational component, the Foundation’s mission would simply not be possible.

From day one, the younger generations have been the Foundation’s prime target. Working jointly with the Ministry of National Education, we introduced two environmental education programmes in Morocco, namely Eco-Schools and Young Reporters for the Environment.

In 2017, the Eco-Schools programme has been revamped through the introduction of a new theme specifically dedicated to climate change. Rather than receiving a diffuse type of education, schoolchildren are now gaining a deeper understanding of the impacts of global warming; they get involved and look for local solutions to cope with the phenomenon and seek to adapt to it. Gradually, their behaviour is changing.

Significantly, in an inspirational turn of events, the Eco-Schools located near solar and wind power plants have developed projects centred on renewable energy. In Ouarzazate, students developed a solar-powered domestic cooker; and in Tangiers, an educational wind turbine is being installed.”

Speech by Her Royal Highness Princess Lalla Hasnaa at the High-Level Session dedicated to Education Day, COP23, Bonn, 16 November 2017.



South Africa

Wildlife and Environment Society of South Africa (WESSA)
National Operator: Donovan Fullard / Cindy-Lee Cloete

Country size: 1.22 million km²

Population: 56.7 million

Longest river: Orange River 2,200 km

Highest mountain: Mafadi, part of the magnificent

Drakensberg Mountain range 3,450 m

Joined Eco-Schools in 2003

Number of Eco-Schools: 618

National tree: Yellowwood

National plant: King Protea

**National animal: Springbok, Galjoen
and Blue Crane**

South Africa's national symbols (animal, fish, bird, plant and tree) tell the story of the rich abundance of the country's natural and cultural diversity. The national rugby team is called the Springboks and the national cricket team is called the Proteas, after the national animal and plant respectively.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

The Constitution of the Republic of South Africa 1996 states the following about the environment in Section 24: Everyone has the right (a) to an environment that is not harmful to their health or well-being; and (b) to have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures that (i) prevent pollution and ecological degradation; (ii) promote conservation; and (iii) secure ecologically sustainable development and use of natural resources while promoting justifiable economic and social development (The Constitution of the Republic of South Africa, 1996).

The fifth chapter in the National Development Plan 2030 is on 'Ensuring Environmental Sustainability and an Equitable Transition to a Low-Carbon Economy'. In order to achieve high-quality Environmental Education (EE), one of the key outcomes stated is to create consumer awareness initiatives and sufficient recycling infrastructure (National Development Plan 2030: Our Future-make it work).

K-12 Education

The National Education Policy describes EE as a "vital element" for all educational levels and programmes with the purpose of creating "environmentally literate and active citizens" (DOE, 1995). Environmental justice is one of the principles of the National



Curriculum Statement and infuses the curriculum statements of all subject areas (DOE, 2003). Thus, EE moved into the formal school curriculum, not as a subject, but rather as a theme to be included across all subjects. This makes EE the responsibility of every teacher (Peden, M. Review of EE: some South African perspectives. Pretoria. 194pp, Journal of Education, no 39. 2006). Teachers are guided to achieve this by the fact that over 60% of the content of all the subjects are environmentally related. So even when teachers teach mathematics, the environment is always at the foundation of the learning of South African children.

There are many EE organisations that work in schools across the country at the NGO and government level and a lot of environmental days are celebrated with schools by NGOs, government departments and corporate entities.

Professional Development

Environmental Education Association of Southern Africa (EEASA) holds an annual EE conference, which WESSA regularly participates in as a professional development opportunity for staff. WESSA is a partner of the national Fundisa for Change programme which aims to upskill teachers to have the confidence and knowledge to engage with the environmental curriculum links. WESSA Schools team holds an annual strategic planning meeting with all staff across the country; this gathering is also used as an opportunity to strengthen areas of further development of staff.

THE STORY OF ECO-SCHOOLS

It is important to emphasise that the implementation of Eco-Schools in South Africa was always research-based. In 1999, Kim le Roux, who was the first person employed by WESSA to manage Eco-Schools, conducted a Masters research on “Getting environmentally organised with a School Environmental Policy Initiative (SEPI)” through Rhodes University. Prior to this, she had developed the ‘School Environment Policy’ concept and developed the first ‘Policy Pack’ for schools to complete. Each school developed and implemented a School Environment Policy and then reported against it at the end of each year. Following a research process, it was decided to develop Eco-Schools out of the ‘Policy’ work. This resulted in WESSA identifying the Eco-Schools programme as a solution. In 2002, Jim Taylor, the Director of EE for WESSA from 1992 till 2017, who had developed his PhD thesis to outline the most effective methods for developing EE processes for WESSA (Taylor, 2017) was invited by the South African Department of Environment Affairs to investigate FEE programmes, commencing with ‘Blue Flag’ and later focusing on Eco-Schools. WESSA continued to implement the Schools Environmental Policy Initiative between 1999 and 2003. There was a fundamental difference between WESSA and FEE around the criteria reference evaluation approach, but the FEE Committee accepted the change-based approach/curriculum which was the fundamental philosophical underpinning of the SEPI implementation in South Africa. The SEPI changed to the Eco-Schools programme in 2003. When Kim left WESSA, Bridget Ringdahl took over the implementation of Eco-Schools. Also a Lund Masters graduate, Bridget sustained the high standards of Eco-Schools. Under her leadership, the programme grew from 200 to 750 schools in an eight-year period.

The first study has since been followed up by further localised studies. 8 Masters studies, related to Eco-Schools, were conducted in various parts of South Africa and the SADC region at once, where low-cost, copy-right free (known as copy-left), adaptable resource materials to support Eco-Schools were developed and localised in various parts of South Africa. By affiliating the WESSA programmes to the Rhodes University Education faculty, a long-term research partnership developed and Prof O’Donoghue, along with Prof Sisitka, have always provided insightful research support and practical insights and inspiration for the programme.

Dr Timmermans completed her PhD thesis on the roles and best approaches to teacher capacity-building and has also played a major role in supporting the South African teacher capacity, building the programme “Fundisa for Change” along with Prof Sisitka. Kate Davies has done much applied-research in the best methods for supporting teacher capacity building. She undertook a Gold Fields capacity building course under Jim Taylor and adapted the School Environment Policy for Faith-Based applications. Many spiritual movements across South Africa now undertake faith-based environment management through their various congregations.

KEY MILESTONES

Some of the most important moments in the history of Eco-Schools in South Africa has been hosting the Eco-Schools NOM in 2016 as well as receiving the Award for Environmental Sustainability at the 2017 Education Week Awards and the Impumelelo Community Chest Social Innovations Thought Leader Award in 2018.

In 2007, the first fourteen International Green Flags were awarded, and four of the awarded schools, Kings School, Epworth Prep School for Girls, Anton van Wouw Primary School and Scottville Primary School progressed in their status each year. Another milestone was when the number of registered Eco-Schools peaked in 2013 and reached 1300 across South Africa.

The annual award system has seen many schools along the education pipeline – from early childhood development centres, primary and high schools - engaging creatively in activities like food production, recycling, biodiversity stewardship, wise water-and energy-use and many more. WESSA has witnessed many great innovations at schools as they become change agents in their local communities. In South Africa, the programme has also witnessed the impact on teacher development at both personal and professional levels with many teachers inspired to complete their master’s degree in EE. Anecdotal evidence suggests that learners’ involvement in the Eco-Schools programme stimulated their interest and the pursuance of studies and a career in the environmental sector.

Other achievements of the programme were the deliberate attempt to align the programme with UNESCO’s Sustainable Development Goals and in so doing creating awareness and contributing to a global policy framework. Although much research has emanated from the Eco-Schools programme, we would like to see more research and a stronger monitoring and evaluation focus on the impact of the programme on for example learner achievement being done. Eco-Schools South Africa has been recognised locally through various awards characterised by rigorous evaluation processes, which is indicative of our successful implementation.





“For the past 16 years, Kings School’s involvement in the Eco-Schools programme has infused our curriculum with a meaningful purpose for the wellbeing of our planet.”

Tanya Mitchell, Principal, Kings School

“After 25 years of democratic change, South Africa has progressed well in providing access to schooling but is still experiencing considerable challenges with quality education and numerous socio-economic and environmental issues. In this context, the Eco-Schools environmental management, certification, and sustainable development education programme managed in South Africa by WESSA, with support from partners has made a strong initial contribution to introduce and implement the programme in over 1300 schools since inception.

The strongest features of the programme are its holistic, participatory approach and that it combines learning and action, which makes it an ideal way for schools to embark on a meaningful path for improving the environment in both the school and local community, and to influence the lives of young people, school staff, families, local authorities and NGOs. The effect in most schools who have participated is whole-school development and improvement, which is the need in the majority of historically disadvantaged communities.

The work done so far suggests that the Eco-Schools programme has the potential to improve school performance in a rounded way. The whole school audit and planning framework encourages teachers to think about the year in advance, and tools like the Year of Special Days calendar assist with placing a particular environmental focus. However, care has to be taken in managing donors’ involvement in schools so as not to distract from the core teaching and learning business of the schools.

The evaluation and monitoring work done on the project so far indicates that schools benefit from participation in many ways. The strongest participants report dramatic improvements while the others, even those few that have dropped out, report learning gains. Given the South African reality to accelerate holistic school improvement and the opportunities created by the educational change in the context of the fourth industrial revolution, there are opportunities to grow the Eco-Schools programme and its effectiveness.”

Haroon Mahomed, Chief Director, Curriculum Management and Teacher Development, Western Cape Department of Education

“It is said that a small group of thoughtful, committed citizens can change the world and if I look at the enthusiasm of teachers and learners involved in the Eco-Schools programme in Limpopo, the foundation is being laid for just such a change.”

Theo van Rooyen, Capricorn Municipal District - funder since 2010

“In 2018, there were 34 schools who achieved their Diamond Decade award (10 years of continuous and award-winning service to the environment, the school and community) or above up to International Decade award (year 15). One of these schools, Shea ‘O’ Connor Combined school (Gold Decade) rehabilitated the wetland on the school ground within 3 years which became an outdoor teaching tool. Four students from Shea ‘O’ Connor studied Environmental degrees (BA, Honours and Masters) because of their involvement in the WESSA Eco-Schools programme. The students shared that it was because of their involvement in the Eco-School programme that they are now studying in Environmental Science and Management. The Eco-Schools programme ignited their interest and passion for the environment.”

Antonia Makhubela, Deputy Principal, Shea O’Connor Combined School



NATIONAL OPERATOR - REFLECTIONS

WESSA has been the proud implementer of the biggest global education for sustainable development and transformation programme in South Africa since 2003. The last 16 years have seen many changes in the national education system with many curriculum changes as well as in WESSA as we have moved from a strong conservation and membership organisation to one with a strong focus on our Schools and Education centres going forward. We have successfully contributed in assisting the national education department with whole school development, teacher training as well as enhancing 21st-century skills and competence within our learners, necessary as we prepare for the fourth industrial revolution globally. This exciting and amazing international programme has helped us to mobilise future-oriented action at a local level through the establishment of Eco Committees, the audit and implementation plans.

Our vision at WESSA is to reach every school and child in our vast country with its many challenges and we are far from that target of almost 25,500 schools in South Africa, but the commitment and vision is there from an implementing staff and executive management perspective as well as the support of the education department and our funders for which we are profoundly grateful.

Wildlife and Environment Society of South Africa (WESSA)
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PO Box 435, 2160 Ferndale

Tanzania

Tanzania Forest Conservation Group (TFCG)

National Operator: Elisa Pallangyo



Banana farming as one of the micro-projects run by eco-schools

Size: 947,300 km²

Population: 55.7 million

Longest river: Ruvuma river 800 km

Highest mountain: Kilimanjaro 5,895 m

National tree: African blackwood

Joined Eco-Schools in 2015

Number of Eco-Schools: 44

National animal: Giraffe

The story goes that the giraffe's neck became long because it could not appreciate the way it was made. He was dying from envy, seeing other animals like the zebra with such beautiful features.

One day, a rabbit advised him to seek miracles from the lioness Mama Simba who was very wise. Mama Simba then gave the giraffe an assignment, which was to pick a flower from the tallest tree in the jungle. He went and picked the flower from the tallest tree. Since that day, the giraffe's neck was long and it lived happily ever after.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

Environmental Education (EE) is recognised as an interdisciplinary issue in the national education policy document from 2014. The policy states that “at all levels of education students will obtain knowledge, skills and a culture of protecting the environment”. As a result of this policy, the government established the Education for Sustainable Development (ESD) strategy to integrate environmental and conservation education content at all grade levels. So far, it has been a success. However, there is now a need for networking and coalition formation to further enhance ESD nationally. Tanzania is now working on ESD with a strong adherence to rights-based principles, environmental protection, gender equality and the use of active-based learning to improve students’ competencies.

K-12 Education

EE is intended to be integrated into the curriculum as an interdisciplinary theme across all grade levels. TFCG has created a teacher resource manual for EE which has been approved by Tanzania Institute of Education to be used in all schools for leveraging EE. Teachers training in colleges are trained to develop competency-based lesson plans with an environmental message addressed in each lesson. The use of the students’ natural environment has been emphasised at all levels of education.

Professional Development

TFCG has trained 325 teachers in the Eco-Schools approach and ward-education officers and district staff. The government recognises the efforts which are made to improve teachers’ competencies as they relate to student-centred methodologies and EE in schools. The establishment of environmental clubs in schools and facilitating schools’ greening activities are also being developed.



Students in an Eco-Schools programme activity



Teacher training session

KEY MILESTONES

In the years the Eco-Schools programme has been running in Tanzania, academic performance has improved in the participating schools. Dropout rates have decreased and Eco-Schools micro-projects have improved the income of both schools and communities. This has resulted in a replication of the Eco-Schools approach.

THE STORY OF ECO-SCHOOLS

TFCG learnt about the Eco-Schools programme from the Danish Outdoor Council (DOC) in 2015 and commenced establishing the programme the same year. The Eco-Schools programme in Tanzania is funded by the government of Denmark but developed in cooperation with the Ministry of Education in Tanzania, several primary schools, district staff, ward-education officers and village leaders. In 2019, Digalama, Lusanga, Komtonga, Hembeti and Makuyu primary schools became the first schools to be awarded the Green Flag in Tanzania.



"I am so happy to have the programme in our school. I am inspired by the teaching and learning methodology because I have always been engaged and learning is now easy".

Eco-Schools Student

"The government is supporting the Eco-Schools programme and as it is a worthy approach in Tanzania, we would like to see the programme spreading to the whole country."

Robert Lwikoela, Environmental Education Coordinator

"The Eco-Schools programme has been engaging the young generation of Tanzania in action-oriented learning, which has resulted in a significant improvement of well-being in society."

Charles Meshack, Tanzania Forest Conservation Chief



Tanzania Forest Conservation Group (TFCG)
P.O Box 23410 Dar es Salaam

NATIONAL OPERATOR - REFLECTIONS

As a National Operator, I have seen excellent work done by the Eco-Schools programme in Tanzania. I have been so inspired by the Eco-Schools programme operations. The programme has motivated students, teachers, ministries, leaders and the Tanzanians at large. 44 schools and 4 colleges are implementing the Eco-Schools programme in Tanzania and more schools would like to join the programme after learning about the importance of it. This is due to the fact that the programme is so inspiring. I have been involved in ensuring the sustainability of the programme by supporting the member organisations in raising funds for programme implementation and maintenance of activities at the national level. The programme has ensured that training and quality service is provided to programme participants. The Eco-Schools programme has produced material that supports the implementation of the programme, as well as providing participants with guidance on how to meet FEE criteria. The integration of the programme nationally was done in cooperation with stakeholders, especially in developing the programme to complement national curricula. This has improved the quality of education. The programme facilitates the exchange of experiences and information between participants as well as the dissemination of the programme information to the public. Sincerely, the programme has brought so many positive changes to my country and the globe at large.



Establishing of Eco-Schools programme meetings in Tanzania



Uganda



Conservation Efforts for Community Development (CECOD)
National Operator: Robert Isingoma

Country size: 241,037 km²

Population: 44.4 million

Longest river: River Katonga 220 km in Uganda

Highest mountain: Mt. Rwenzori 5,109 m

National animal: Crested crane

Joined Eco-Schools in 2009

Number of Eco-Schools: 373



National tree: Fig tree

The fig tree (Omutuba in Luganda and Omutoma in Rumnyakore) is one of the national and traditional plants in Uganda. It is well known and associated with all traditional monarchs and healers in Uganda.

The tree is the main source of raw materials used in making barkcloth, which is one of the ancient fabrics that has survived wars, colonisation and global trade.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

Environmental Education (EE) in Uganda has been institutionalised at the national and local government levels. The National Environmental Management Policy (NEMP) includes support for EE at all levels of government. In 1995, Parliament approved the National Environment Statute which, among other things, created the National Environment Management Authority (NEMA) as the apex body to manage Uganda's environment. Over the years, NEMA has spearheaded the development and implementation of EE strategies in Uganda. However, EE in Uganda has not been comprehensive enough to support the development of sustainability values, principles and action competencies among citizens. There has been more awareness-raising than education for environmental sustainability.

K-12 Education

The Ministry of Education and Sports in Uganda has incorporated EE in the national curriculum for primary and secondary schools through the National Curriculum Development Centre (NCDC). NCDC has developed materials, resources and training for the integration and teaching of environmental issues. Despite the integration of EE in the curriculum, teaching and learning in class are largely academic and examination-oriented with less action-based learning to enhance practical skills, values and action competences among learners to address real-life environmental issues affecting their livelihood. As a result, the government, in partnership with key development partners, has supported the development and implementation of competence-based teaching and learning interventions in schools including validation of the National Education for Sustainable Development Policy draft in 2018 by the Ministry of Education and Sports, pending Cabinet approval.

Professional Development

Continuing Professional Development (CPD) programmes in EE have been carried out mainly by Kyambogo University and Teacher Training Colleges in partnership with development partner organisations in Uganda.

Conservation Efforts for Community Development (CECOD)

Plot 1305 Busibante Road Najjera 2
P.O.Box 26177 -Kampala

THE STORY OF ECO-SCHOOLS

The launch of Education for Sustainable Development (ESD) in 2005 initiated by Uganda National Commission for UNESCO (UNATCOM), kindled the introduction of the Eco-Schools approach to ESD in Uganda in 2006. The Eco-Schools programme in Uganda started as an Eco-Community School project developed by CECOD in partnership with the Danish Outdoor Council (DOC).

The project evolved into a fully-fledged Eco-Schools programme in 2009, as CECOD became a Full member of FEE and the first Green Flag was awarded to St. Kagwa Primary School. With the launch of the Global Action Programme (GAP) on ESD in 2014, CECOD signed a partnership MoU with UNATCOM in 2016 to jointly support the implementation of the National Action Plan (NAP) of Eco-Schools on ESD in Uganda 2017-2019.

KEY MILESTONES

In 2012, a bottom-up Eco-Schools Community Network was established at the local government level, which later developed into a National ESD Network for advocacy and replication of Eco-Schools best practices countrywide. In 2018, the CECOD-UNATCOM partnership on Eco-Schools and ESD in Uganda gave birth to the development of the National draft ESD policy, which was validated by the Ministry of Education and Sports and is now pending Cabinet approval.

The Eco-Pupils Parliament in primary school structures was developed as a platform for learners participating in decision-making processes by 6 district local governments; Mbarara, Bushenyi, Isingiro and Shema in 2012; Busia and Wakiso in 2018.

In 2019-2020, CECOD is working on the adaption of the Eco-Schools National Green Flag Award assessment-tool by the National Environment Management Authority (NEMA) into the National ESD Compliance Tool for the National Search of Sustainable Schools.

In 2008, CECOD received the European Union Civil Society Capacity Building Programme Best Practice Award and in 2012 the UNCCD Land for Life Award. In 2017, CECOD received government recognition as the best exhibitors of environmental sustainability actions through school education.



"I appreciate the impact the Eco-Schools programme has had in our school. Because of the programme, we can easily access water with the construction of the rainwater harvesting tank. This has greatly reduced the amount of time and energy used walking miles to fetch water. If I was a president, I would make sure that the whole of Uganda was green"
Asiimwe Davis, Student, St. Aloysius Primary School

"The Eco-Schools programme has proven to uphold the key pillars of Education for Sustainable Development at the school and community level, emphasising social transformation, environmental sustainability and economic development. Efforts should be made to roll out the Eco-Schools programme in all Ugandan schools."

Rosie Agoi, Secretary-General, Uganda National Commission for UNESCO

"The Eco-Schools approach has the capacity to unlock learners' potential to take action on issues affecting their quality of life through hands-on and engagement of duty bearers for quality service delivery."

Robert M. Isingoma, CECOD Director



NATIONAL OPERATOR - REFLECTIONS

The education system has continued to focus on theoretical assessment for academic grades at the primary school level and thus, teachers in schools participating in the programme find themselves focusing more on the end of term academic assessments to award grades than a continuous assessment of the learners' competences to enhance skills, values and sustainability principles. However, programme best practices were among the benchmarks that informed the drafting of the National ESD Policy.



Photo By Mr. Kalyesubula



Zanzibar (Tanzania)



Zayedesa

National Operator: Talib Kassim Abdi

Country size: 2,654 km²

Population: 1.3 million

Longest river: Mwera river 15 km

Highest mountain: Masingini 129 m

Joined Eco-Schools in 2015

Number of Eco-Schools: 30

National tree: Cloves tree and coconut tree

National animal: Red colobus monkey

Red colobus monkey is one of Africa's rarest primates, with approximately only 1,500 still existing.



STATUS OF ENVIRONMENTAL EDUCATION

National Legislation

The Zanzibar Environmental Policy of 2013 has been developed as a legal structure to address sustainable development challenges. This document introduces a national environmental response framework and strategies and addresses fundamental environmental issues which include environmental and climate change governance, terrestrial and marine resources and biodiversity, forest conservation, renewable and efficient energy, environmental pollution, waste management, integrated water resources management, development of environmental quality standards, environmental and social impact assessment, environmental information systems and awareness, climate change adaptation and mitigation.

The Zanzibar Climate Change Strategy, an act for the environmental management for the provisions relating to the conservation, protection, enforcement and management of the environment has been adapted in Zanzibar ACT NO. 3 of 2015. It responds to the negative effects resulting from the changes in our natural environment and guides towards building a climate-resilient green economy and society in Zanzibar.

K-12 Education

Environmental Education (EE) is taught in primary schools in science, geography and social science. In secondary schools, it is taught in geography, biology, civic studies, chemistry, and in higher education at both the bachelor's and master's level.

Professional Development

Professional development programmes in EE have been offered in university programmes in Zanzibar Universities (the University of Zanzibar, the State University of Zanzibar and Summet University). All three institutions are offering degrees in EE at the bachelor's level and master's level, including a Bachelor's Degree of Arts in Geography and Environmental Studies. Environmental Science is offered as teacher training and the Degree of Science in Environmental Health is offered for professional staff.

THE STORY OF ECO-SCHOOLS

Furthering the activities commissioned by the EU funded Islands project in the Indian Ocean States to involve and engage multi-stakeholder groups in the development and implementation of pilot projects focused on innovative funding mechanisms and/or sustainable development education initiatives, the introduction, development and implementation of a shared Eco-Schools programme for the Western Indian Ocean islands (Madagascar, Comoros, Mauritius, Seychelles and Zanzibar) started in 2011. The programme supported two of the three innovative pillars of the Islands project: regional cooperation and integration, and SIDS-SIDS knowledge exchange. Through Eco-Schools Indian Ocean, schools across the region were able to work together on the unique challenges facing Small Island Developing States (SIDS), take action in their schools and communities, and gain international support and awards.

In 2015, the Department of Environment selected Zanzibar Youth Education Environment Development Support Association (ZAYEDESAs) to be the coordinating mechanism to run the Eco-Schools programme in Zanzibar in collaboration with the Ministry of Education and Vocational Training (MoEVT). 30 schools were selected to be a part of the pilot phase, 9 in Pemba and 21 in Unguja, both private and public kindergartens, primary and secondary schools in all districts of Zanzibar. The Zanzibar National Eco-Schools Committee (ZNEsC) was formed specifically to ensure a more inclusive and effective implementation of the Eco-Schools programme and consisted of the Department of Environment, MoEVT, Zanzibar Association for Private Schools (ZAPS), relevant stakeholder representatives from NGOs and hotels interested in the environment, Government ministries, municipalities and journalists.

ZAYEDESAs is a non-profit organisation founded in 2001, working with thematic areas on the environment, health, entrepreneurship and community support. It has supported the Indian Ocean Commission Islands project and in particular, ZNEsC in implementing the Eco-Schools Indian Ocean programme in Zanzibar. On the 14 March 2019, the public Benbella Girls' Secondary School and the private Stone Town International School became the first two schools in Zanzibar to receive the Green Flag.



KEY MILESTONES

The launch of the Eco-Schools programme in Zanzibar, both on the island Unguja and Pemba, as well as hosting the 3rd Regional Meeting of Eco-Schools Indian Ocean from 29 September to 1 October 2016 in Stone Town were important parts of the history of the programme in the country. The meeting was organised in partnership with the Zanzibar National Eco-Schools Committee and funded by the European Union. Another important moment was the visit of Daniel Shaffer, FEE CEO, and Nikos Petrou, FEE Board Member and mentor for Zanzibar.





“The Eco-Schools programme is an inheritance we can leave for our children so we can protect and love our mother Earth and their future.”

Hon. Shadya A. Karume, Former First Lady of Zanzibar and ZAYEDESA Chairperson

“This is an opportunity for children in the entire region, sharing a common ocean and similar challenges to take collective action in their schools and communities.”

Hon. Riziki P. Juma, Minister of Education and Vocational Training

“It is an important milestone to sensitise students about the need to know about environmental issues. When they become adults they will become advocates for environmental protection and conservation.”

Said Shaaban Said, ZAYEDESA CEO

“The school has improved and the student behaviours have changed in a sustainable manner in terms of environmental protection and conservation.”

Jamilla Jaffer, Director, Stone Town International School



NATIONAL OPERATOR - REFLECTIONS

The schools in Zanzibar are not technologically advanced with e.g. computers or social media to communicate with other Eco-Schools. In addition, there is no recycling, but only reduction and reuse to support waste management. This poses a challenge when changing the mindset of community members and leaders to protect and conserve the surrounding environment. Therefore, the first Green Flag received attention from both Zanzibarian schools, the government and stakeholders on environmental protection, conservation and sustainability. Today, the government contributes with tools and materials such as gloves, shovels, wheelbarrows and trash bags on environment days for clean-ups in schools and communities. It also supports Zayedesa’s initiatives and different environmental campaigns on Uguja and Pemba islands. It provides technical support and expertise in conducting Eco-Schools assessments and reviews. The government plans is to incorporate the Eco-Schools programme and the support for environmental clubs in future national budgets.

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