

DARWIN INITIATIVE FOR THE SURVIVAL OF SPECIES: APPLICATION FOR GRANT FOR ROUND 9 COMPETITION

1 Name and address of organisation

Living Earth Foundation, 4 Great James Street, London, WC1N 3DB

1 Principals in project

Details	Project leader	Other UK personnel (if working more than 50% on project)	Main project partner or coordinator in host country
Surname	Callaghan		Motuba
Forename(s)	Christopher		Tamajong
Post held	Programme Manager		Programme Coordinator
Institution (if different to the above)			Living Earth Cameroon
Department			
Telephone			
Fax			
Email			

Please provide a one page CV for each of these named individuals.

1 Project title (not exceeding 10 words)

CAMEROON ENVIRONMENTAL EDUCATION SUPPORT PRORAMME II (CEESP II)

1 Abstract of study (in no more than 750 characters)

CEESP II was designed to build on the successes of a pilot project carried out between 1997 and 1999 and aims to produce further locally appropriate environmental teaching resources for primary and secondary schools in 5 provinces in Cameroon; to develop and deliver pre- and in-service teacher training in environmental education; to work with relevant government ministries to build capacity among their staff to ensure sustainability of the project outcomes; and to develop and deliver a series of environmental radio programmes, for farmers and government extension workers to help them better manage the natural resource base and make wise and sustainable environmental decisions which assist to conserve biodiversity in forest, mountain, coastal marine and freshwater ecosystems.

1 Timing. Give the proposed starting date and duration of the project.

December 2000 for 2 years

Describe briefly the aims, activities and achievements of your organisation. (Please note that this should describe your unit, institute or department within a university.)

Aims

Living Earth Foundation is an international, non-governmental organisation (NGO), which encourages people to learn and work together to resolve the environmental issues that concern them. Living Earth's programmes address a wide range of issues from pollution to bio-diversity, from population to cultural diversity and from agricultural practices to energy consumption.

The cornerstone of Living Earth's philosophy is that everyone is capable of bringing about change. We build confidence, develop self-reliance and encourage healthy interdependence between all partner stakeholders.

We recognise the importance of involving dedicated people who understand the culture, politics and issues of their community. Community participation is key to all Living Earth programmes and ultimately determines whether development is sustainable.

Activities

Living Earth **specialises** in environmental education and community development. We promote change based on awareness, understanding and empowerment. The role of Living Earth is to create a learning environment that encourages all participants to acquire and develop a broad range of appropriate community development skills, which they can pass along to their communities.

Our approach to environmental education, or more pertinently education for sustainable development, is based around four key functions: awareness raising (learning by watching/listening); deepening understanding (learning through dialogue); developing action competence (learning by doing) and developing learning support materials. We don't preach solutions to problems; we help people to understand issues and reach their own resolutions. A truly participatory process allows the community to take the initiative and operate independently of external institutions. Living Earth's programmes are structured to ensure that external organisations, such as donors, act as partners rather than as unequal players in community development projects.

Within this context, our work falls into the broad areas of community development, organisational development, institutional development, and, in collaboration with the private sector, facilitating corporate social responsibility through tri-sector partnerships of communities, business and government.

Achievements

Cameroon:

- Produced and distributed 3,000 environmental education teacher resource packs
- Currently engaged in establishing 3 sustainable community forests

Nigeria:

- In partnership with Living Earth Nigeria Foundation, 2 major community forest projects, one in partnership with Shell in the Niger Delta
- Environment and Sustainable Development, a course accredited to the UK National Open College Network, developed and delivered to build local NGO capacity

Uganda:

- Urban environmental programme in collaboration with Kampala City Council and local business sector

Venezuela:

- In partnership with Fundacion Tierra Viva a number of environmental education projects in the Lake Valencia watershed and Orinoco Delta

Bulgaria:

- Perunika project carried out to build local NGO sector capacity to enhance environmental protection

UK:

- Mermaid's Purse – research project and database on coastal marine resources carried out in collaboration with English Nature
- Rainforest Pack - a popular teaching resource for schools to illustrate ecological, cultural and social values of biodiversity
- My Place Our Place - an award scheme to encourage schools to develop local projects in partnership with local authorities
- Mobil Greensight Pack - An environmental education programme based on video production

Courses:

- Learning for Life Diploma in Environmental Education validated by Bath University

1 Has your organisation received funding under the Initiative before? If so, please give details.

Not applicable.

1 Which overseas institutions, if any, will be involved in the project? Please explain the responsibilities of these institutions.

Living Earth Cameroon will be responsible for all operational aspects of the project.

The **Delegation of the European Commission in Yaounde** will provide 83% of funding for the total project through its local Stabilisation of Exports (STABEX) budget line, and will also provide technical advice and a source of support in recommending policy changes within the Government of Cameroon.

The **Ministry of National Education (MINEDUC)** in Cameroon will be a key stakeholder in the project, primarily responsible for ensuring outcomes are integrated into policy as regards the status of EE in the national curriculum. The Ministry will provide technical inputs across the range of educational project activities. Departments within the ministry, particularly teacher training colleges and schools inspectors will be responsible for developing, in collaboration with Living Earth, an EE training programme for teachers.

The **Ministry of Environment and Forests (MINEF)** currently collaborates with Living Earth on its community forestry project. MINEF will provide technical expertise in developing the education materials to ensure adherence to national environmental policies.

The **Ministry of Agriculture (MINAGRI)** in Cameroon will be responsible for developing, in collaboration with Living Earth, a capacity-building programme for extension workers to improve their facilitation skills for promoting environmental issues with farmers.

PROJECT DETAILS

9. Define the purpose (main objective) of the project in line with the logical framework.

The purpose of the project is to improve the quality of teaching and learning of Environmental Education (EE) in the formal and informal education sectors in 5 provinces (North West, South West, Centre, Littoral and West Provinces) in Cameroon in order to develop a greater awareness and understanding of sustainable natural resource management to maintain biodiversity.

10. Is this a new project or the continuation of an existing one?

This is the second phase of a pilot project which was carried out between 1997 and 1999.

11. What is the evidence for a demand or need for the work? How is the project related to conservation priorities in the host country(ies)? How would the project assist the host country with its obligations under the Biodiversity Convention?

How was the work identified?

The project is the result of a request made to Living Earth by the Ministry of National Education (MINEDUC) in 1997. MINEDUC identified the need for environmental teaching resources and teacher training, but acknowledged that its capacity to provide these was constrained. There are very few accurate, up-to-date and locally appropriate environmental teaching materials in Cameroon and very few teachers have ever received training in environmental education and how to teach it in school. Some teacher training colleges do include elements of environmental learning, however, research has shown that this does not cover essential issues such as what environmental education actually is, how to use the local environment as a teaching resource and how to deliver effective environmental lessons that fit within existing school curriculum.

The subsequent pilot project produced EE teaching materials and provided in-service training in their use for teachers in 3 provinces. An external evaluation conducted by the EC recommended increasing coverage to other provinces, providing pre-service training in EE at teacher training colleges and establishing links with the informal education sector so that farmers and agricultural extension workers are equipped with relevant environmental information.

How is the project related to conservation priorities in the host country?

The education system in Cameroon has remained high on the political agenda since independence in 1960 and concern for its continued reform is echoed in the numerous rules and regulations governing it. Following various attempts to improve the education system, a National Education Forum was held in 1995 with the aim of adopting a policy that would create an effective system at a political, economic, social, environmental and cultural level.

The resultant National Education Policy [NEP] drew particular attention to the importance of environmental education as a means of promoting awareness and understanding of environmentally sound behaviour. Commitment was given to including environmental education officially on the school curricula and improving the quantity and quality of teaching materials and methods and to take into account the needs and realities of the Cameroonian environment. Another major area of government support was that of environmental education teacher training both in teacher training colleges and in-service.

Another key policy document that has recently emerged is the National Environment Management Plan [NEMP] developed 1993-96. Along with law No. 96/12 5 August 1996 this defines the legal framework for environmental management in Cameroon. Within this document the government has laid out key means of intervention to improve environmental management including "Sensitisation & Environmental Education". This is explained as the inclusion of environmental concerns in school curricula, better environmental education knowledge for teachers and integration of environmental education in higher education.

The Ministry of National Education [MINEDUC] has been supporting the work of certain key NGOs in the environmental education field in Cameroon. Of particular note has been Living Earth in the production of its first set of locally developed and appropriate environmental education teaching materials for schools in the NW, SW and CE provinces, and the World Wide Fund for Nature [WWF] who have provided advice towards the development of the NEP. MINEDUC has been working to produce a draft environmental education syllabus for use in schools although this has yet to be officially adopted. At the end of 1998, MINEDUC extended the subject area of responsibility of certain inspectors of education to include environmental education.

The importance of education as a tool to help people better understand and manage natural resources is also recognised within other Ministries in Cameroon, in particular MINEF and MINAGRI. Living Earth will also work closely with these two Ministries to ensure that the resources produced through the project complement their strategies and objectives as regards the sensitisation of forestry and agricultural extension workers to environmental issues.

How will the project assist the host country meet its obligations under the Biodiversity Convention?

The project will contribute to assisting Cameroon meet its obligations under the Biodiversity Convention, which it signed in October 1994, by raising awareness and enabling informed, locally-relevant debate about sustainable development through an environmental education programme aimed at educators, policy makers, school children and farmers. The five target provinces are significant areas of forest, mountain, coastal marine and freshwater ecosystems and the main focus of the project, environmental education, will be location-specific and will thus

address the real concerns and issues facing people.

As outlined above, the project outputs will directly support the implementation of the National Education and National Environment Management Plans developed after the signing of the Biodiversity Convention.

12 In what ways can this project be considered a Darwin project? How does the project relate to the Darwin principles? How would the project be advertised as a Darwin project and in what ways would the Darwin name and logo be used?

The project is consistent with the Darwin objectives and fits firmly within three of the priority project areas, namely environmental education, institutional capacity building and training in five Cameroonian provinces of high biodiversity importance.

- Environmental education – the project will develop locally relevant material for use in schools and in the non-formal agricultural sector to raise awareness and promote environmental action for sustainable development and biodiversity conservation. Teacher resource materials, participatively developed radio programmes, community drama posters and handouts are the key outputs.
- Institutional capacity building – staff within MINEDUC, MIINAGRI and MINEF will be supported to achieve defined national environmental education aims.
- Training – teachers, teacher trainers, schools inspectors and front-line agriculture ministry staff will all receive training under the project to enable them to provide a high quality of locally meaningful environmental awareness to school children and farmers.

The Delegation of the European Commission in Yaounde is providing 83% of funding for the total project and the request to Darwin is the only request for co-funding to date. If successful, the two funders will receive equal credit for supporting the project. Experience from the pilot project revealed great interest from the local media. The materials were launched publicly with substantive, high level government and diplomatic attendance. Donors were represented and fully credited at these launches. More permanently, the Darwin name and logo would feature prominently on all educational resource materials produced as part of the project and the Darwin Initiative would also be credited as a sponsor in all radio broadcasts.

13. Set out the proposed timetable for the work, including the programme's measurable outputs using the attached list of output measures.

Project Activities

December 2000 – May 2001

- Project set-up. Recruitment of staff, establishment of provincial offices, purchase of equipment
- Baseline surveys, including analysis of knowledge attitudes and practice of stakeholders and beneficiaries
- Development of EE materials for schools, specific to each province, through participatory methods with teachers, students, schools inspectors, etc involved
- Training workshops in communication and facilitation skills held for Ministry of Agriculture extension workers to enable them to work with farmers and villagers to disseminate messages about sustainable natural resource use
- Development of a series of radio programmes through community participation to be broadcast through local radio stations

June 2001 – November 2001

As above, plus

- Radio programmes broadcast and followed up
- Training of Trainers programme developed for schools inspectors
- Awareness raising programme on EE and biodiversity targeted at key ministry stakeholders commenced
- Preparation and staging of national EE conference

December 2001 – November 2002

As above, plus

- EE teachers materials printed
- EE materials distributed through a series of familiarisation and distribution workshops for teachers, teacher trainers and schools inspectors
- Development with teacher training colleges of in-service teacher training package to ensure most effective use of the EE materials
- Development of information and communication tools to complement the radio broadcasts, including community theatre, poster workshops, locally developed flyers, etc.
- External evaluation

(A fully detailed project work plan is available on request)

Project Outputs

Code Number 6A

- 1,000 teachers participate in 25 one-week environmental education materials development workshops (at least 40% are women)
- 250 teachers receive in-service training in EE approaches and functions, of whom at least 30% are women through 15 one-week workshops.
- 125 schools inspectors participate in 10 two-week TOT workshops.
- 120 ministry staff undergone training in facilitation skills at 10 3-day workshops.
- 5,000 teachers to receive orientation in use of resource packs at 250 1-day distribution workshops

Code Number 6B

- 119 training weeks provided

Code Number 14 A

- 1 national conference on environmental education for MINEDUC and local and international organisations to be convened in Cameroon

Code Number 15A

- 5 teaching pack launches to be covered in national press in Cameroon

Code Number 15B

- 5 teaching pack launches to be covered in local press in Cameroon

Code Number 18A

- Launch of teachers pack in Centre province and Littoral province will be covered as news items in national TV in Cameroon

Code Number 20

- Physical assets to the value of £77,309 will be handed over to MINEDUC in Cameroon, from both phases.

Code Number 23

- Resources to the value of £432,496 raised for the project

Other

- 7,500 environmental education teaching resource packs produced and distributed.
- environmental education teaching materials distributed to at least 50% of primary and secondary schools in 5 provinces.
- EE training programme delivered in 20 (80%) of teacher training colleges within the provinces
- 30 schools inspectors facilitate EE aspects of teacher training in 15 training colleges and display a more positive attitude towards the delivery of EE in schools.
- 75 farmers' meetings called and facilitated by extension workers who display increased awareness of functions of EE in relation to ministry objectives
- Curriculum development process defined and documented by year 2 leading to the revision of the Anglophone curriculum
- 40 radio programmes produced.
- 200 radio broadcasts (100 in year 1; 100 in year 2) from 5 local radio stations.
- 1,000 farmers participate in radio programme planning and development sessions.

14. Do you know of any other individual/organisation carrying out similar work? Give the details of the work, explaining the similarities and differences.

Living Earth is committed to working in partnership with local communities, community based organisations, local and international organisation, business and the government. A great number of organisations produce EE material in Cameroon and are able to contribute to the project and will be requested to do so. Past experience has shown great willingness to co-operate.

Living Earth's approach to EE has been shown to be different to most others in Cameroon by the extent of participation of local people in the process of producing materials. Teachers identify and define the concerns to be addressed, farmers develop the messages to be broadcast and ownership of the issues remains rooted with the local communities. Thus, not only are the materials produced and the awareness raised, but for those involved the learning is much more profound and the issues more fully absorbed.

15. Will the project include training and development? Please indicate how many trainees will be involved, from which countries and what will be the criteria for selection. How will you measure the effectiveness of the training and will those trained then be able to train others? Where appropriate give the length of any training course.

The project involves primarily three types of training, all for Cameroonians working as teachers or government staff within the relevant provinces:

- in-service teacher training – 1,000 nominated teachers will participate fully in workshops to develop EE teaching materials which are relevant to their local environment and will motivate the interest of their students. The benefits will include grounding in learner-centred best practice and a boost in the morale of a neglected cadre of government workers. A substantially larger number of teachers will receive an insight into techniques for using the resource materials at the one-day distribution workshops to be held to deliver the materials to schools
- Pre-service teacher training – the project will develop an EE component for students attending 20 teacher training colleges. The project will concentrate on developing the training programme with 30 schools inspectors and 40 teacher trainers who will attend workshops in the approaches and functions of EE aimed at equipping them to take a lead role in rolling out the training.
- Capacity-building workshops – aimed at 120 government staff, mainly agricultural extension workers, the project will develop their facilitation skills to use materials produced and the radio broadcasts to improve awareness among farmers of their potential role in resolving local environmental issues.

The training outlined above will be delivered through one- or two-week residential workshops.

Living Earth has substantial experience in training and development and recognises the need for sound planning of workshops, immediate and longer-term evaluation and follow-up. Living Earth's in-house expertise will be supplemented by input from training consultants to design the workshops and to build on the evaluation skills practised in the pilot project. Provincial field staff will routinely visit teachers, inspectors and extension workers to provide ongoing support and advice.

16. How will trainee outcomes/destinations be monitored after the end of the training?

In the longer-term, responsibility for monitoring outcomes will rest with the MINEDUC in the case of EE in schools and MINAGRI in the case of farmers. Living Earth will work with both these bodies during the project period to ensure that staff have the necessary skills to monitor effectively.

Post-training, a variety of methods will be utilised to verify learning outcomes. These will include visits to trainees, one-to-one conversations, knowledge, attitudes and practice (KAP) surveys and user questionnaires. In addition, use will be made of routine data collected by the ministries involved, including school inspection reports, performance reviews and provincial environmental data.

17. How is the work of the project expected to continue after the end of grant period? A clear exit strategy must be included.

The main principle underpinning the project is to build on local capacity and know-how. Living Earth's role as a facilitator, rather than an implementer will be established at the outset of the project. As experience of the pilot project revealed, this will militate against dependency and ensure ownership of outcomes.

Within the formal education sector, a major objective of the project is to support MINEDUC to embed EE in the national curriculum and within national educational policies. The project will support the ministry in its stated objectives of integrating EE more fully in schools and will build capacity to do so effectively. There is no question of MINEDUC's commitment to building on the project. In the informal sector, sustainability of the outcomes will be dependant on the quality and relevance of the messages and the level of public interest which the various dissemination media – radio, community drama, posters – attract. Experience leads Living Earth to be confident of the quality of the product, to which a number of recent evaluations of similar projects can attest. Raising the profile of environmental concerns within the education system and the wider public, and basing learning within local experience will help today's farmers and tomorrow's adults make wiser choices about their environment.

Practically speaking, all materials will be printed and developed locally and so replication would be straightforward and relatively inexpensive. In the case of schools materials, this would be carried out by MINEDUC. For radio programmes, Living Earth will, throughout the project period, seek the support of the business community, both local and international, in sponsoring environmental radio programmes in the longer term as part of its corporate social responsibilities.

MONITORING AND EVALUATION

18. Describe how progress on the project would be monitored and evaluated in terms of achieving its aims and objectives, both during the lifetime of the project and at its conclusion. How would you ensure that it achieves value for money? What arrangements will be made for disseminating results? If applicable, how would you seek the views of clients/customers?

During the project lifetime, monitoring and evaluation will be participatory and will be carried out by the primary stakeholders themselves, supported by provincial project field staff. Teachers, farmers and trainees will be encouraged to set community-based indicators of achievement and will be trained in a variety of useful tools to measure their own progress. This will ensure that the project remains focussed on what is locally relevant and important.

A number of quantitative indicators have been identified (see project logframe) for project outputs and will be monitored by project staff and ministry personnel through field visits, observation and occasional formal and qualitative surveys. The project will draw on the wider experience of Living Earth to ensure that all project staff are skilled and competent in monitoring. Reports will be through the Programme Adviser and will be produced on a monthly basis with six-monthly and annual internal review.

Accounts will be maintained within the framework of Living Earth financial policies and procedures which follow best practice in the sector. Financial reports will be produced on a monthly basis.

A mid-point review will be held, at which all stakeholders will be represented and which will monitor project progress against plans. In accordance with EC regulations an external evaluation will be carried out at the end of the project. This will be a public document and will be widely distributed to interested partners.

A key function within Living Earth is to engage in global debates on environmental education and education for sustainable development in a number of forums in the UK and Europe. This project will form the basis of an occasional paper, published by Living Earth, to document key lessons.

Quality and cost-effectiveness will be assured as a result of Living Earth Cameroon's experience of similar projects. It has long experience of local publishing and awareness raising through the mass media.

- 1 Logical framework. Please enter the details of your project onto the matrix using the note at Annex B of the Guidance Note

Project Summary	Measurable Indicators	Means of Verification	Important Assumptions
<p>Goal: Increased awareness, understanding and practice of sustainable natural resource use in 5 target provinces in Cameroon.</p>	<p>Environmental education including competencies linked to local natural resource management issues evident in national policies, school subjects, examinations and educational practice by 2010.</p> <p>Better management of natural resource base is driven by groups of empowered small-scale farmers. (10% improvement in smallholding production over 10 years.)</p> <p>Changes in favour of environment within Ministry of Agriculture legal framework.</p>	<p>MINEDUC policy framework documents, subject syllabus, exam questions and school programmes.</p> <p>Baseline data.</p> <p>Changes in legal framework in favour of the environment.</p>	<p>Goal to Supergoal</p>
<p>Purpose: The quality of environmental education (EE) teaching and learning in formal and informal sectors within 5 target provinces will be improved.</p>	<p>Improved awareness amongst children of their potential role in resolving local environmental issues demonstrated by 25% of children in 2025 schools.</p> <p>Use of environmentally relevant, child-centred and problem-solving approaches in teaching.</p> <p>Better exam results in geography & biology-related subjects demonstrating 15% improvement in pass rate.</p> <p>More learner-centred approach adopted by govt. extension services</p> <p>Improved awareness amongst farmers of their potential role in resolving local environmental issues.</p> <p>Audience figures for environmental radio programmes increase by 15%.</p> <p>Improved awareness among ministry staff of environmental education functions and approaches</p>	<p>KAP survey results/Project completion report.</p> <p>Provincial ministry reports.</p> <p>Mid-term evaluation.</p> <p>Provincial ministry reports. Sectoral reports</p> <p>KAP survey results</p> <p>Radio market research figures</p> <p>KAP survey results</p>	<p>Purpose to Goal Political stability continues.</p>

Project Summary	Measurable Indicators	Means of Verification	Important Assumptions
<p>Outputs:</p> <p>1 Locally appropriate EE materials available in primary and secondary schools in 5 target provinces.</p> <p>2 Improved understanding and implementation of EE among teachers in 5 target provinces.</p> <p>1 Improved understanding and support of EE among school inspectors in 5 target provinces.</p> <p>1 Increased capacity in MINEDUC, MINEF and MINAGRI to support delivery of EE.</p> <p>1 Strategy to implement revised national curriculum and exam policy developed.</p> <p>1 Increased awareness among targeted farmers and extension workers of their role in resolving local environmental issues.</p>	<p>25 materials development workshops held (10 in yr 1; 15 in yr 2).</p> <p>A. 1000 teachers participate in materials development (at least 40% are women)</p> <p>B. environmental education teaching materials distributed to 50% of primary and secondary schools.</p> <p>C. EE training programme delivered in 20 (80%) teacher training colleges (development in yr 1; delivery in yr 2).</p> <p>D. 250 teachers receive in-service training of whom at least 30% are women</p> <p>E. Increased awareness of approaches and functions of EE among participating teachers and schools inspectors</p> <p>F. 125 schools inspectors participate in 10 TOT workshops (5 in yr 1; 5 in yr 2).</p> <p>G. 30 schools inspectors facilitate EE aspects of teacher training in 15 training colleges.</p> <p>H. More positive attitude among inspectors towards the delivery of EE in schools.</p> <p>I. 120 ministry staff undergone training.</p> <p>J. 75 farmers' meetings called and facilitated by extension workers.</p> <p>K. Increased awareness among ministry staff of functions of EE in relation to ministry objectives</p> <p>L. Curriculum development process defined and documented by yr 2.</p> <p>M. Anglophone curriculum revised.</p> <p>A. 40 radio programmes produced.</p> <p>B. 200 broadcasts (100 in yr 1; 100 in yr 2) from 5 local radio stations.</p> <p>C. 1,000 farmers participate in radio programme planning and development sessions.</p>	<p>Project reports.</p> <p>Project visits and observation.</p> <p>Workshop reports and evaluations.</p> <p>Provincial ministries' documentation.</p> <p>Training college internal evaluations.</p> <p>Anglophone curriculum.</p>	<p>Output to Purpose</p> <p>The model of EE promoted is effective.</p> <p>Farmers will tune into EE radio broadcasts.</p> <p>Government support of, and commitment to, EE continues.</p> <p>Central and provincial government policies continue to support and engage with NGO activities.</p> <p>Inclusion of EE in examinations will encourage teachers to prioritise it.</p>

Project Summary	Measurable Indicators	Means of Verification	Important Assumptions												
<p>Activities:</p> <p>A. Learning from CEESP I documented and disseminated throughout government.</p> <p>B. Use of current EE school materials evaluated through establishment of M&E system.</p> <p>C. New edition of Living Earth environmental education materials produced and distributed.</p> <p>D. Province-specific EE teaching packs produced.</p> <p>E. EE teacher training programme devised and delivered.</p> <p>F. In-service EE training programmes for teachers and inspectors developed and delivered.</p> <p>G. Baseline KAP survey</p> <p>H. ToT workshops held for school inspectors, LEC staff & NGOs.</p> <p>I. Baseline KAP survey of EE within MINEDUC, MINEF & MINAGRI.</p> <p>J. Presentation on EE concepts and practice to ministry officials.</p> <p>K. Workshops on EE functions and approaches.</p> <p>L. Baseline KAP survey</p> <p>M. National conference on EE involving government, donors and practitioners held.</p> <p>N. Modifications to incorporate EE within the exam system agreed and timeframe for change set.</p> <p>O. Baseline KAP survey</p> <p>P. Training for extension workers in skills for facilitating discussion on wise use of natural resources developed & delivered.</p> <p>Q. Farmers and extension workers involved in the production of educational radio broadcasts.</p>	<p>Inputs:</p> <p>Support & Implementation Inputs:</p> <p>Staff and management time; training visits; exposure visits; community time; workshop and training materials; vehicles; office equipment.</p> <p>Direct Inputs:</p> <p>Teacher/farmer training requirements: accommodation, food, training materials, trainers, exposure visits.</p> <p>Instructional products and publications.</p> <p>Capacity-building courses.</p> <p>Community time, labour and local building materials; construction materials;</p> <p>Activity Budget: (both phases)</p> <table data-bbox="539 1151 884 1370"> <tr> <td>EE materials</td> <td>£172,631</td> </tr> <tr> <td>Teacher training</td> <td>£116,943</td> </tr> <tr> <td>Schools inspectors</td> <td>£50,119</td> </tr> <tr> <td>Capacity-building</td> <td>£51,790</td> </tr> <tr> <td>Education policy</td> <td>£30,071</td> </tr> <tr> <td>Farmers' awareness</td> <td>£135,320</td> </tr> </table>	EE materials	£172,631	Teacher training	£116,943	Schools inspectors	£50,119	Capacity-building	£51,790	Education policy	£30,071	Farmers' awareness	£135,320	<p>Quarterly financial accounts;</p> <p>Project reports;</p> <p>Project and site visits and observation;</p> <p>Community-based monitoring;</p> <p>School performance and learner progress reports;</p> <p>Trainee teacher performance reports;</p> <p>Public response to radio broadcasts</p>	<p>Activity to Output</p> <p>Extension workers in post and have knowledge to share.</p> <p>Teachers' motivation and commitment to self-improvement maintained.</p> <p>Farmers and extension workers have access to radios.</p>
EE materials	£172,631														
Teacher training	£116,943														
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