



THE FAITH BASED ENVIRONMENTAL EDUCATION STAKEHOLDERS' WORKSHOP REPORT

VENUE: POPE PAUL VI MEMORIAL HOTEL

Date: 24th and 25th March, 2014

Theme: To develop an integrated Faith based education for sustainable development initiative



AFRICA BIODIVERSITY COLLABORATIVE GROUP



the Jane Goodall Institute



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Abstract

The report summarizes the proceedings of the Education for Sustainable Development Stakeholders Workshop that took place in Kampala Uganda on 24th and 25th March 2014. The workshop was organized by Alliance of religions for Conservation (ARC) and the Jane Goodall Institute in Uganda in partnership with the Uganda Faith Network on Environmental Action (UFNEA) and the Kenya Organization on Environmental Education. The workshop objectives were to; promote an integrated faith based approach to environmental education, share best practices in EE from Kenya and Tanzania, initiate establishment of a network of faith based partners in EE and chart a way forward for developing faith based EE in Uganda.

Executive Summary

The report covers presentations made by stakeholders on Education and major highlights were;

- The promotion of an integrated faith- based approach to Environmental Education
- Best practices in environmental education were shared from Kenya and Tanzania (from the formal education and non-formal systems). Examples were taken from The Roots and Shoots program of the Jane Goodall Institute in Uganda and Tanzania, Eco schools in Uganda and Kenya and Green Schools in Rwanda
- The workshop sought to establish a network of faith base partners in environmental education from participating countries, i.e. Uganda, Kenya, Tanzania, Rwanda, Ghana and the United Kingdom. The network includes religious faiths like; Catholics, Anglicans, Muslims, Pentecostals, Seventh Day Adventists, the Bahai and Hindus and secular organizations like Alliance of Religions on Conservation (ARC)
- A way forward for developing a faith based education environmental for Uganda was charted

Recommendations

- Use the pulpit in churches and mosques to promote environmental education through sermons
- Promote Education for Sustainable Development (ESD) in higher Institutions of learning because students from Universities can make a great impact in their communities
- Plant trees on churches/ mosques' land and on land for faith based schools to set an example for the followers
- Educate followers of the different faiths to plant trees which have economic value such as fruit trees
- Consider integrating waste management of polythene bags (buveera) into environmental education because polythene bags are a menace to the environment

Introduction

The two-day workshop on developing faith-based environmental education in Uganda was organized by the Alliance of Religions and Conservation (ARC) and the Jane Goodall Institute (JGI) in Uganda, in partnership with the Uganda Faiths Network on Environment Action (UFNEA) and the Kenya Organization of Environmental Education (KOEE). It brought together a wide range of stakeholders drawn from various fields, including religion, environment, education, civil society, government policy institutions and development partners, to discuss the role of faith-based environmental education (EE) in Uganda's formal education system (schools etc) and in its non-formal sector (youth groups, Sunday schools etc).

The workshop that attracted over 120 participants looked at the need for integrated faith-based EE; identify gaps, challenges and opportunities in the Ugandan curriculum; discuss developing a faith-based EE initiative for Uganda; and provided a forum for the development of joint initiatives. In particular, it sought to achieve the following objectives:

1. Promote an integrated faith-based approach to EE
2. Share best practices in EE from Kenya and Tanzania (in the formal education and non-formal systems)
3. Initiate establishment of a network of faith-based partners in EE
4. Chart a way forward for developing faith-based EE in Uganda.

In addition, the workshop highlighted experiences from Tanzania and Kenya as well as JGI's Roots & Shoots Programme, and the Faith-based Education for Sustainable Development (ESD) Teacher's Toolkit developed by ARC and the Kenya Organization for Environmental Education. The newly constituted Uganda Faiths Network (UFNEA) also shared its vision of inspiring faith-based environmental action.

Background

The Alliance of Religions and Conservation (ARC) is a UK-based secular international organization that works with major faith groups around the world to help them develop environmental programmes based on their own teachings, practices and scriptures. For the last four years, ARC has been working with faith communities in sub-Saharan Africa on sustainable land and water management, with support from the World Bank, the Norwegian Government and USAID (via the Africa Biodiversity Collaborative Group (ABCG)). In September 2012, 27 Christian, Muslim and Hindu faith communities launched long-term action plans on the environment in Nairobi, Kenya. Their plans prioritised widespread engagement of faith communities in environmental and climate change awareness through the faiths' influence, trust and leadership, including promotion of faith-based environmental education through schools as well as for congregations, using avenues such as Sunday schools (for Christian groups) and madrassas (for Muslims), for example.

Faith-based Education for Sustainable Development (ESD) Toolkit

In July 2013 ARC and KOEE launched a *Faith-based Education for Sustainable Development Teacher's Toolkit* for use in primary schools to mainstream religious wisdom (faith-based values) into ESD. Three main faiths in Kenya were involved – Christianity, Hinduism and Islam. Although developed for the Kenyan context, the aim is to make the toolkit available for other countries to adapt for their own use. The toolkit uses the Eco-schools programme strategy – an international programme for environmental and sustainability education, coordinated internationally by the Foundation for Environmental Education (FEE). It focuses on themes such as water, energy, health, agriculture, biodiversity and waste, while addressing crosscutting themes such as poverty, entrepreneurship, and disaster preparedness and management. In Kenya the programme has established demonstration Eco-Schools and micro-projects, developed teaching and learning resource materials and trained teachers.

Roots & Shoots Programme

The Jane Goodall Institute has been inspiring action on behalf of endangered species, particularly chimpanzees, and encouraging people to do their part to make the world a better place for people, animals, and the environment we all share. As part of this, the Institute implements community-centred conservation programmes, including sustainable development projects, that engage local people as true partners. Its Roots & Shoots programme is its global environmental and humanitarian youth programme for young people with nearly 150,000 members in more than 130 countries.

Regional objectives

Both the ESD toolkit and the Roots & Shoots programme are in line with Agenda 21 (the Agenda for the 21st Century on Sustainable Development) adopted at the United Nations Conference on Environment and Development at Rio de Janeiro in 1992. This clearly outlines the role of education in achieving sustainable development, and recognises the need for local action to solve global environmental problems.

They are also in line with the commitment made in 2006 by African Ministers of Education to implement the UN Decade of Education for Sustainable Development in the context of the Second Decade on Education in Africa. The ESD toolkit was presented to African Ministers of the Environment at the October 2013 AMCEN meeting and interest expressed in learning more. AMCEN also reaffirmed the following Regional African Flagship Programmes, into which faith-based EE fits naturally:

1. African Green Economy Partnership
2. Sustainable Land Management, Desertification, Biodiversity and Ecosystems-based Adaptation to Climate Change
3. Partnership for Sustainable Consumption and Production in Africa
4. African Programme on Sustainable Energy Development
5. Africa Integrated Environmental Assessment for Sustainable Development

The Roots & Shoots programme is about encouraging youth “of all ages” to make positive change happen – for our communities, for animals and for the environment.

The goal of Roots & Shoots in the classroom is to provide the educational community with a network of resources to engage youth with their local ecosystem through the development of meaningful service campaigns. The goal is to teach students the importance of giving to their community and develop within them a sense of empowerment that comes from helping others. The programme therefore encourages environmental action learning (EAL) as an aspect of Education for Sustainable Development, as does the Eco-Schools strategy promoted by KOEE in Kenya.

“Roots creep underground everywhere and make a firm foundation. Shoots seem very weak, but to reach the light, they can break open brick walls. Imagine that the brick walls are all the problems we have inflicted on our planet. Hundreds of thousands of roots & shoots, hundreds of thousands of young people around the world, can break through these walls. We CAN change the world”- Dr Jane Goodall

Why faith-based environmental education?

Faith groups are the largest element of civil society: 90% of Africa's population describe themselves as either Christian or Muslim. As well as being involved in most schools in Africa (as founders, sponsors or managers) faith groups have unprecedented outreach, trust and influence in the wider community. The faiths also have an important role in protecting, preserving and respecting the natural world. However, this has not been adequately recognised by schools, religious institutions or education authorities.

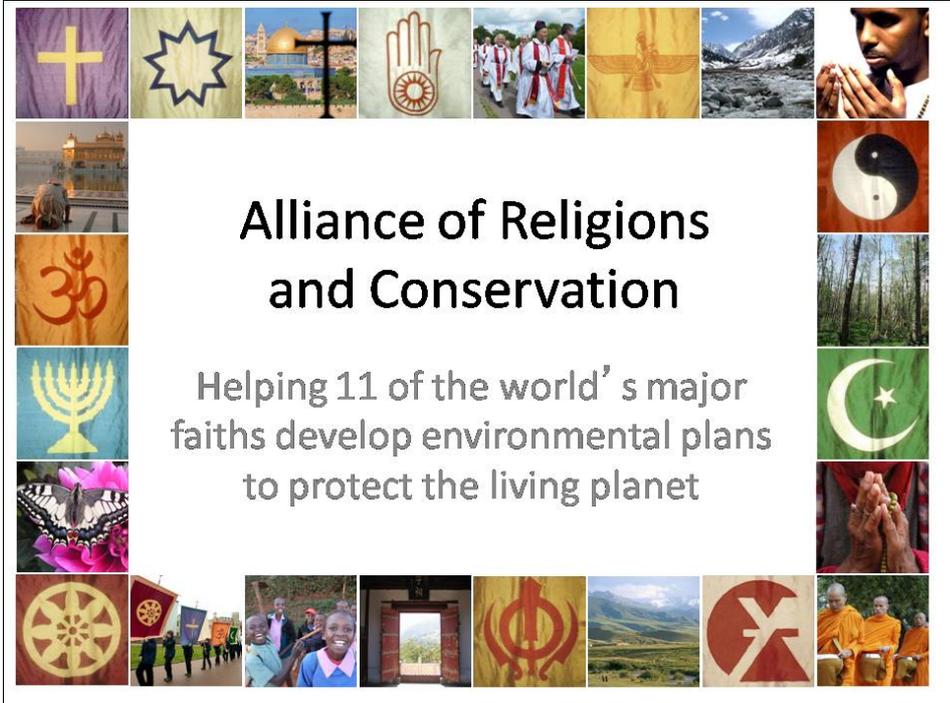
Integrating religious wisdom, values and practices into the school curriculum, and promoting protection of the environment as a faith responsibility in congregations, will not only provide children with an opportunity to acquire holistic knowledge, experience and a sense of responsibility for environmental conservation, but will also motivate the wider faith community to take action to manage their natural resources better, benefiting people's livelihoods as well as the environment.

Day one

1.0 Welcome Remarks by: Mr. Muguluma Hameed– Chairman UFNEA

- Welcomed participants to the workshop.
- Reminded participants of earlier meetings
- Outlined the objectives the workshop which were;
- To promote an integrated faith based approach to environmental education
- To share best practices in environmental education and highlight experiences from Kenya and Tanzania as well as the Jane Goodall Institute's (JGI) Roots and Shoots Program and the Education for Sustainable Development(ESD) Teacher's toolkit developed by Alliance of Religions and Conservation (ARC)
- To chart a way forward for developing faith based environmental education
- He then wished participants fruitful deliberations

2.0 Remarks by Susie Weldon from ARC



**Alliance of Religions
and Conservation**

Helping 11 of the world's major
faiths develop environmental plans
to protect the living planet

The collage features various religious symbols including a purple cross, a blue star, a golden cross, a hand with a sun, a white dove, a yellow flag, a yin-yang symbol, a red Om symbol, a yellow menorah, a pink lotus, a red wheel, a red Khanda, and a red symbol with a white cross. It also includes images of a person in prayer, a forest, a mosque, a person in prayer, and a group of people.

- She welcomed workshop participants and made the following remarks:
- ARC is a secular organization was founded in 1995 by HRH Prince Philip. It works with the world's major religions to help them develop environmental programmes based on their own core teachings, beliefs and practices. It also helps secular environment organizations work with the faiths to protect the natural world.
- **Why work with religious groups?** - The faiths reach 85% of the world's people. There are 2.1 billion Christians, 1.34 billion Muslims, 950 million Hindus, 50-70 million Daoists, 24 million Sikhs and 13 million Jews. They own 7-8 % of the habitable land surface of the planet. They own 5% of the world's forests and have influence over 15%. They are involved in more than half of all schools worldwide. They are the third largest investment block on the global stock market. They are often trusted where politicians, governments and military leaders
- 90% of Africa's population are either Christians or Muslims and not.

Long term plans in Africa

The plans look at seven (7) key areas;

- 1) How faiths use their land, their buildings and other resources
- 2) Education
- 3) Wisdom
- 4) Media and advocacy
- 5) Partnerships
- 6) Celebration

3.0 Remarks by Mary Bellekom from ARC

Started her remarks with a quotation that says, "Give me a child of seven and I will give you the man"

- She stated the following core faith values:
- Knowledge and understanding which lead to; conviction, respect, responsibility and action
- Ritual, symbol, praise and celebration – through prayers, songs, dance, school assemblies and retreat days.
- Traditions/wisdom – includes local wisdom/knowledge, ritual, sharing, experiences, story telling
- School curriculum–environmental education, faith consistent teaching, cross cultural teaching and knowledge.
- Informal education
- Children as ambassadors–to their parents, their villages/sectors and places of worship
- Partnership/educational community– sharing of interests and concerns, involving the school community, coherence, change and celebration,
- Training of leaders – training faith leaders, teachers and the relationship between belief and practice.
- ESD Toolkit: covers seven themes: water, health and hygiene, waste, biodiversity, agriculture and climate change.

4.0 Presentation from Jane Goodall Institute (JGI) by Dr. Pantaleon M.B Kasoma (PhD)-Executive Director

- JGI has been in existence in Uganda for 21 years
- The work of the JGI Uganda focuses on 5 major forest blocks of 75% of chimp population in Uganda
- The main focus is on conservation of habitat and species protection
- Focus on environmental education curriculum development
- Project areas are mainly in western Uganda because it is the sanctuary for chimps

JGI Environmental Education Program Development

The major focus areas are;

- To increase teacher knowledge base needs
- Materials needed to aid teaching
- New teaching methodologies are developed to increasing learning
- Environmental Education content must should tailored to fit in the National curriculum

JGI Environmental Education Program

The program focuses on;

- Environmental education is embedded in the National Curriculum
- Teachers and students become motivated to learn more about the environment
- Every child leaves school with basic good understanding of the environment
- Knowledge gained inspires action to help the environment

Snare Removal Program

- Thirty women trained in making snare cards increasing income for households through sustainable options
- Eighteen former hunters employed by the program to remove snares from five forest blocks
- Over five thousand snares removed from forests across Uganda

5.0 Presentation by Dr. Dorcas Otieno from Kenya organization on Environment Education (KOEE)

- She said that a ministerial conference on environment held in Gaborone Botswana, consolidated Africa's common negotiating position in the climatic change position on the amendment of the Kyoto protocol. This has implications for climatic change programs/ projects in Africa.
- She noted that there was need to prioritize Faith Based Climate Change education for sustainable development.

The following are the agreed regional African flagship programs for implementing the Rio+20 outcomes and identifying a way forward.

- Africa Green Economy Partnership(AGEP)
- Sustainable Land management , Desertification, Bio- diversity and Eco systems based adaptation to climatic change (LDBE)
- Partnership for sustainable consumption and Production in Africa (PSCP)
- African Programme on Sustainable Energy Development (APSED)
- Africa Integrated Environment Assessment for Sustainable Development (AIEASD)

Program areas:

- Policy support: integrate ESD into international and national policies into education and sustainable development
- Whole institution approaches: Promote whole Institution approaches to ESD
- Educators: strengthen the capacity of educators, trainers and other change agents to become learning facilitators for ESD
- Youth: support the youth in their role as change agents for sustainable development through ESD
- Local communities: accelerate the search for sustainable development solutions at the local level through ESD.

An overview of the Education for Sustainable Development (ESD) Toolkit

- ESD toolkit for Kenya was developed by the Ministries of Environment and Education
 - It was developed to enhance ESD in primary schools in Kenya and beyond using faith based values
 - The kit targets primary school teachers and learners but is useful to religious leaders and other ESD practitioners
 - It is intended to compliment and bridge gaps in the existing curriculum support materials
 - The kit will also mainstream faith values into ESD environmental programs
 - ESD is value based; most values originate from the faiths(see page 7 of the ESD toolkit)
 - ESD uses a variety of teaching methods
- The kit covers basic concepts, methodologies, themes and a summary of school micro projects.

6.0 Representative from NEMA by Ms. Beatrice Adimola

- Thanked the organizers for creating a platform for environmental education.
- Noted that in the area of policy there is an Act of Parliament on Environment that can be used to guide the development of a curriculum
- Public awareness strategy, curriculum should be integrated in the primary school syllabus
- SEP: School environmental program
- Nature Uganda educating children in schools.
- Visitors centers in zoos.
- Several practitioners
- Forest centers
- Regional centers for expertise e.g. MUST and Busitema University
- Some PTCs e.g. Nyondo are active in environmental education.
- Emerging issues on environment include petroleum exploration
- Promote sustainable agriculture

Achievements:

- 60% of the population respond to environmental education
- Population growth is a challenge in the environmental education
- Increased visibility in the country
- Make the platform stronger in the media, let the light shine.

7.0 Key note address by the Minister of state for Environment Hon. Flavia Nabugere Munaaba

- Welcomed workshop participants and thanked ARC and UFNEA for organizing the workshop.
- She quoted from the Bible - Genesis 1:27-28, and said that God gave us a mandate to take care of creation including the environment.
- Noted that Uganda's environment is under threat from natural and man-made drivers of change
- She said that religion influences how we individually and collectively view our role with regard to the environment.
- Noted that responsible stewardship is a value shared by many faith groups in the world.
- She also observed that given the global reach of religions and their social, cultural and political influence in many parts of the world, the message that conservation of the natural is a fundamental element of faith

- Emphasized that the Government of Uganda (GoU) through the Ministry of Water and environment and other government ministries and agencies is committed to supporting faith groups to help conserve Uganda's precious natural resources. Forests are being cleared, wetlands are being degraded, the environment is being polluted and the world is grappling with the effects of climatic change
- She observed that if we conserve the environment by ensuring that communities and generations after us will have the same possibilities of drinking clean water, breathing fresh air and living in a world in harmony with itself and ourselves.
- She added that the Government of Uganda agrees with the idea of integrating religious wisdom, values and practices into our school curriculum. Government also agrees that promoting protection of the environment as a faith responsibility in congregations will provide children with an opportunity to acquire holistic knowledge, experience and a sense of responsibility for environmental conservation.
- She noted that there is more talk than action in conserving the environment and challenged the participants to put in action workshop recommendations.
- The call from faith groups to preserve the environment is timely.
- Pledged that the government will provide a policy framework and the support needed by faith groups in environmental conservation
- She closed her remarks by thanking United States Agency for International Development (USAID), Alliance of Religions and Conservation (ARC) and Jane Goodall Institute (JGI) for sponsoring the workshop.

8.0 Experiences /success stories from some Religious Leaders on their work On Environment conservation

How Imam Kasozi got involved in the environment

- He attended a BBC Environment Conference under the British Council in Abuja - Nigeria and made a pledge to plant 6000 trees.
- He also pledged to preach sermons on environmental conservation. He has so far planted 300,000 trees in seven projects in which he is involved. His role in different Muslim organizations such as; Uganda Muslim Teachers Association (UMTA), Uganda Muslim Youth Assembly (UMYA), HEAR Uganda and Smart Garden has given him a platform to champion environmental causes such as planting trees.
- Planted trees in various Muslim schools
- He has planted 42,000 trees in three Muslims schools in Kabasanda.
- Has worked with Sanyu Babies Home through the Smart Garden program to plant 20,000 pineapple plants for the home.
- He plans to plant three million trees in the next three years through the Muslim Organization he is involved in.

Father Dr. Lucian Arinitwe.

What is the role of the Catholic Church in Education?

- He took a personal initiative to plant one hundred trees
- He said that the Catholic Church in Uganda has 6044 institutions in the country and therefore it is working through its institutions to promote environmental education
- He added that there are three categories of institution: the progressive (these are actively involved in environmental activities), those that have to be pushed to do something and those that are reluctant to get involved
- The aim of education in catholic schools is to develop the whole person, head, heart and hands.

9.0 Faith Based ESD: The Kenyan Experience by Mr. Barasa Wafula – from Kenya Organization on Environment Education (KOE)

TOOLKIT LAUNCH: NAIROBI, JULY 2013



Background to ESD:

- The ESD toolkit was developed by curriculum experts and was launched in July 2013
- Faith based ESD seeks to enrich ESD with faith based values from the Christian, Muslim, Hindu, evangelical denominations
- Mobilization of stakeholders, i.e., government, civil society and faith groups
- Pilot phase was run alongside toolkit development with eight schools implementing micro projects

Current status:

- Up scaling the initiative is in progress
- Implementing the toolkit and expanding it to reach more schools
- Goodwill to support the initiative is being received from many stakeholders, i.e. faith groups, government agencies, UNEP and Civil Society Organizations (CSOs)
- Using existing structures in the different faith groups makes planning much easier and reduces operational costs.

Activities:

- Capacity building for teachers
- Sensitization workshops for stakeholders; teachers, etc
- Micro projects implementation in thematic area WASH projects
- Tree planting in schools or communities where schools
- Waste management
- Market gardening
- Fuel energy conservation

Challenges:

- Different interests by stakeholders who look for what to benefit from the program
- Curriculum overload leading to teacher overload
- The examination oriented system limits teacher innovation
- Limited resource base limits the scale of outreach

Future Plans:

- Working towards a Memorandum of Understanding (MoU) with the Ministry of Education to help us reach schools countrywide
- Approval of the kit by Kenya Institute of Curriculum Development (KICD)
- Development of faith based manuals for use in the African region both for formal and non-formal education is in progress

10.0 Building partnerships between Faiths and Secular Environmental Organizations

10.1 A Rocha Uganda by Sara Kaweesa



Some of our activities

- Nature walks
- Tree planting
- Bird watching



What A Rocha does

- A Rocha was founded 30 years ago and is working in 20 diverse countries around the world. In Uganda, the organization is seven years old.
- A Rocha's focal areas are; community based projects, research, environmental education and advocacy.
- The organization's theme is creation care of land, water, air and creatures.
- They seek to understand the relationship between God, man and environment. The human impact on the environment and the role of the church and Christians in protecting the environment.

Activities

- Organizes camp Hope
- Advocacy by school children
- Inter faith seminars
- Eco schools program
- Farming God's way
- Making Bio-sand water filters
- Forming linkages and partnerships between schools

10.2 Eco schools by Julian Katambi- National Coordinator



Eco schools are built on the following main pillars;

- School community cooperation,
- Re-orientation of the Uganda education system through curriculum localization, training and instruction materials development.
- Micro projects development
- Pupils empowerment through eco schools parliament
- Motivation awards e.g. Green flag awards

Eco schools criteria is a seven step process

It involves the following processes;

- Formation of an eco-school committee
- School environment review
- Developing visions and eco codes
- Development of school action plans
- Curriculum localization
- Monitoring and evaluation
- Informing and involving

To date:

- Over 252 Primary schools in the project area are involving 2,849 teachers and 103,600 pupils demonstrating action learning competences.
- 1,434 Primary Teachers Colleges with 103 tutors in 3 PTCs are empowered with the eco schools model for diffusion using micro projects practical learning and schools methodologies an approach that was accepted as the appropriate tool for education for sustainable development
- A total of 7,500 teachers were introduced to eco schools model under three primary teachers colleges catchment areas.

11.0 Questions for Group discussion:

1. What have you heard today that has inspired you?

Responses from Groups:

- Using faith to solve our environmental challenges. Hearing quotations from the Bible and the Quran on environmental conservation was impressive.
- Formation of Eco schools Parliaments to debate environmental issues was also something new in our school system.
- Human beings depend on the environment, please take care of it.
- The school skit where the Imam was cutting down trees and a Pastor who had built his church in a wetland was quite instructive on the abuse of the environment by religious people.
- Education is a process not an event
- The possibility of planting fruit trees in peoples compounds instead of commercial trees like pine and eucalyptus
- Planting a tree for each baptized or confirmed child e.g. Bunyoro Kitara diocese.
- Pledge to plant six thousand trees by Imam Kasozi but he ended up planting twenty thousand trees.
- Environmental organizations such as A Rocha and Eco schools
- Unity among different faiths
- Conserving the environment is a command from God
- Using the religious platform which touches the heart, mind and soul to convey information on environment
- Use of tippy taps in hand washing
- Eco school program. Children becoming ambassadors to their parents and community
- As leaders to prevent land degradation

2. What are you not already doing that you would like to start doing?

- Sensitizing people to plant trees on special occasions such as weddings, birthdays and burials.
- Planting a tree for every tree cut down in our church or mosque compound
- Practice farming God's way
- Plant trees that are useful to the community such as fruit trees, Mutuba tree for back cloth, Muvule and Musizi for timber.

- Count trees in your church, mosque or school compound or home to keep a record of trees you are responsible for.
- Preaching one sermon on environment at least once a month in churches and mosques
- Biogas production
- Community involvement in environmental activities (school community linkage)
- Widening environmental discussion to include obstacles such as corruption
- Appreciating God's creation and conserving it
- Train teachers as environmental trainers
- Use energy saving jikos/charcoal stoves and biogas
- Organize Imams/Pastors training on conservation
- Increasing collaboration among the faiths

3. Thinking of your own resources/faith structures, how could you take this further?

- Borrowing ideas from other faiths to take environmental issues a step further than our own faith. Using an interdenominational approach to environmental conservation
- Creating awareness about the environment whenever there is a religious gathering
- Use family units and structures for environmental education
- Develop project proposals for environmental conservation
- Mainstreaming environmental activities to be part of the organizations'/schools program
- Involving communities in identifying environmental issues
- Monitoring and evaluation to involve communities
- Start with our families and educate them on environmental matters.
- Organize imams/pastors trainings on conservation
- Share workshop materials/information on television
- Massive community mobilization for tree planting
- Conduct curriculum review
- Multiplying indigenous tree species
- More information about eco schools
- Use local structures to protect the environment
- Making use of the responsibility we have in the community to conserve the environment

4. How can you implement this in your school/area?

- Through opening up demonstration gardens on our church, mosque or school land
- By organizing music, dance and drama competitions on environmental management in our faith based schools.
- Through water harvesting
- Garbage collection and management
- Organizing environmental retreats and environmental days
- Planting trees
- Sensitizing management in our organizations on conservation
- Getting a budget line for conservation in our organizations
- Establishing environmental conservation structures
- Setting up botanical gardens, tree nurseries and environment clubs in schools
- Encourage parents to take children to environmental parks for outdoor activities

5. What structures/resources do you have within your faiths that would enable you to move forward?

- Religious establishments should use their structures from the local to the national level to propagate environmental programs
- Use environment icons in workshops and seminars to inspire participants/delegates to conserve the environment
- Human resources in churches and mosques should include the component of environment

- Through our congregations, men, women, youth, Sunday school ministries in churches and Muslim youth associations.
- Use Student's Guild and Prefects to pass on environmental information to other students
- Using church/mosque land for tree planting
- Management structure such as boards, administration and school management committees
- Establish environmental conservation structures

11.1 Other contributions from Participants

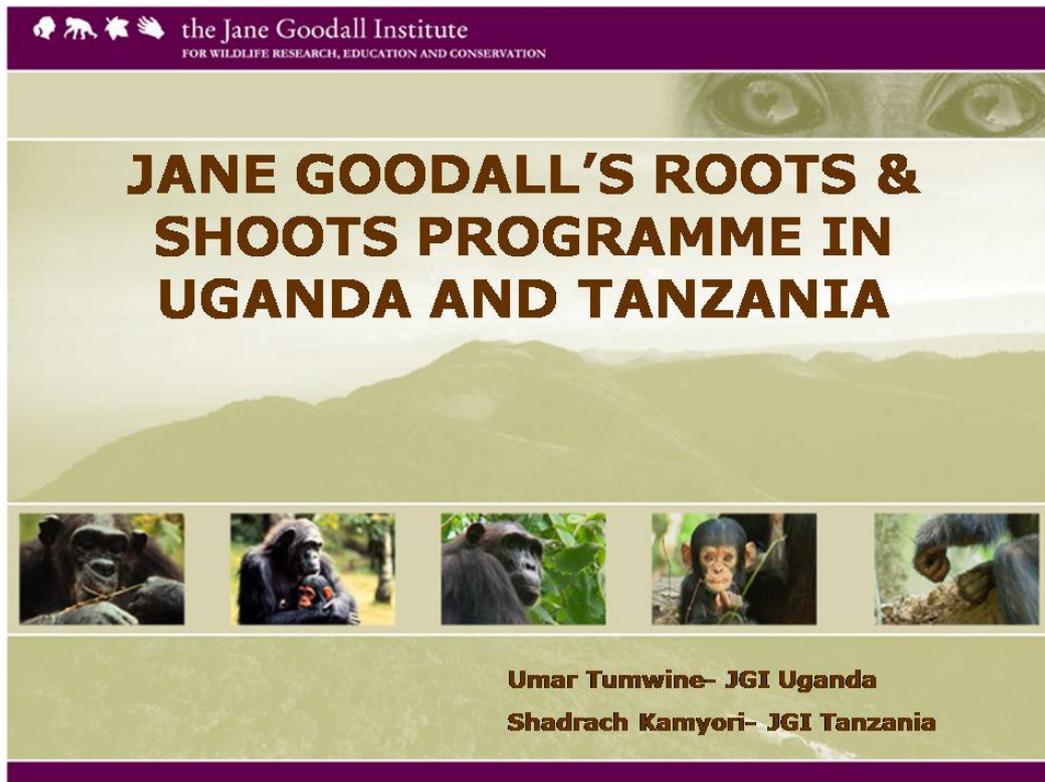
- Dr. Haruna Kigongo from Islamic University in Uganda (IUIU) proposed that Eco school programs should also target tertiary institutions because students from tertiary institutions can make a great impact in the communities where they come from.
- A participant challenged the workshop to think of managing polythene bags because they are a menace to the environment.
- Another participant pointed out that there is need to think about the kind of trees are we planting. If communities do not attach any benefit to the trees they plant, it becomes difficult to enlist their support in tree planting projects.

12.0 Remarks by Mr. Kilande George a representative from the Ministry of Education- Directorate of Education Standards

- He informed the workshop that environmental advocacy started in 1975 in school wild life clubs.
- This kind of advocacy led to the creation of a department on environment the ministry of Lands and environment in the late 1980s and later on it became a full-fledged ministry
- He challenged participants to encourage children to go to school through the UPE program and in so doing children get learn among other things environmental conservation.
- He revealed to the participants that environment education will be emphasized in the new curriculum which the government plans to launch in 2017
- Day One ended at 5:00 pm

DAY 2

13.0 Jane Goodall Institute 'Roots and Shoots Program' By Umar Tumwine -Uganda and Shadrack Kamyori – Tanzania



Goal: To preserve great apes and their habitats in East and Central Africa

Strategic objectives:

- Integration of community centered conservation and socio- economic development
- Great Apes research
- Sanctuaries and care for orphaned chimpanzees
- The concept of roots and shoots is to inspire young people to attain their potential
- The Roots and Shoots Motto is “**Every individual matters, every individual has a role to play and every individual can make a difference**”

Roots and shoots program in Uganda.

Roots and shoots activities focus on:

- Care and concern for the environment
- Care and concern for animals
- Care and concern for human community

Activities undertaken:

- Conservation activities on Lake Nkuruba Nature Reserve in partnership with the diocese of Fort Portal
- Worked with Bunyoro Kitara diocese to organize annual youth camps
- Public parades on environment conservation
- Reached out to more faith based schools
- Using sports as a tool for conservation

- Developing materials for schools conservation program
- Supporting girl child education

13.1 Experiences from Tanzania

- Environment education program
- Work with madrasas linking environment to faith
- Building partnerships
- Training teachers
- Producing environment education materials
- Facilitate formation of roots and shoots clubs

Results:

- 1,538 teachers trained
- 551 teachers received refresher training
- 217,537 students reached
- Sheikhs and Madras teachers were trained

Challenges:

- Inadequate support from some district representatives teachers
- Prolonged drought leading to drying up tree seedlings
- Budget constraints
- Some selected schools are in remote areas which makes the inaccessible

13.2 Ghana: Eco clubs

Activities:

- Harvesting and purifying rain water
- Sensitizing Presbyterian churches on conservation
- Communities have responded
- Challenges include outbreaks of fires

13.3 Presentation by a Representative of Conseil Protestant du Rwanda (CPR)



- It was established in 1935 as an Alliance of missions in Rwanda and Burundi. After independence in 1963, CPR was born in Rwanda and CNEB was created in Burundi.
- CPR is an umbrella of nineteen churches and four organizations
- It is a network of more than 1081 local congregations and parishes
- It has 323 nursery schools with 20132 children and 478 teachers
- 604 Primary schools with a 503,569 pupils and 8,015 teachers
- The network also has 282 secondary schools with a student population of 96,905 and 3,527 teachers
- CPR also has five higher institutions of learning and twenty professional centers

Environmental Activities:

- Greening schools program – this is a solidarity camp for environment clubs
- Sensitization of churches to create environment clubs and to promote a culture of greening our places of worship and our homes
- A theological charter on environment was adopted by CPR church leaders in 2011
- Environmental education program on radio 'Inkoramutima' (owned by CPR) every Friday

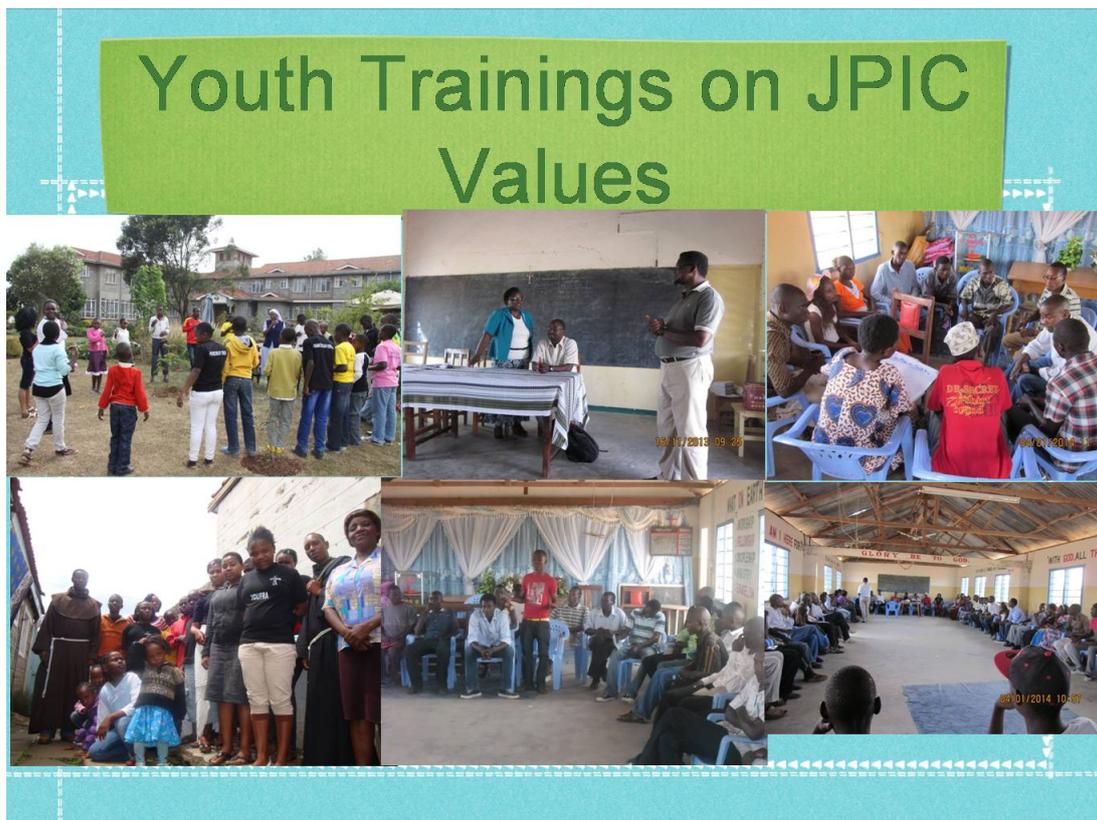
Commitments by Environment Club Leaders

- To continue planting trees especially fruit trees on our church land, schools and homes.
- To initiate a tree per child culture and program.
- Educate our people to fight against environmental destruction in our schools and families.
- Be role models in protecting the environment wherever we are.
- Teach the members of our environment clubs the merits of protecting and promoting environment in schools and churches.
- Promote the culture of planting two trees where one tree is cut.
- Participate in community initiatives on the environment and environmental events.
- Philosophy of greening schools to be strengthened
- Encourage green shopping i.e., using paper bags instead polythene bags

Future plans on Environmental Conservation

- To use CPR's Church parishes to implement the philosophy of greening our places of worship
- To promote environmental education in the Sunday school ministry in CPR churches
- To organize competitions related to the environment in our schools
- To reinforce the culture of water harvesting, waste management and encourage at least some small scale farming in our schools.

13.4 Justice Peace Integrity Care of Creation Franciscans Africa (JPICSA) Presentation by A.R Kakeeto



Background

- JPICFA was founded in 2007 to challenge structural issues that keep people in poverty
- Trains youth on JPIC values
- Have 35 congregations in Kenya, 16 in Uganda, 8 in Rwanda and Burundi and is working with 6 in Tanzania
- Has been working with the youth since 2009

JPIC values:

- **Justice:** civic education, human rights awareness and advocacy
- **Peace:** spirit of Assisi, conversations for social change and training on non-violent action
- **Integrity of Creation:** trainings on water, bio diversity, afforestation, food sovereignty and establishment of agro ecological projects.

Achievements:

- Wrote advocacy letters to 70 Ugandan MPs on Biosafety bill
- Promotion of non-timber tree products – the youth in Masaka and Bukoba are promoting back cloth (Lubugo)

Plans:

- To plant at least 3 acres of indigenous trees in every diocese
- To establish indigenous tree nurseries
- Setting up an agro ecological project in each diocese

Projects:

- The Franciscan family with the support of ARC has started an agro ecological project of 2 acres of indigenous bananas and two acres on indigenous trees.
- Founded in 2007 to challenge structural issues that keep people in poverty
- Trains youth on JPIC values
- Have 35 congregations in Kenya, 16 congregation in Uganda,
- Working with youth since 2009
- Promoting the back cloth tree growing

13.5 Greening Fridays by Hajat Aphwa Sebyala – Uganda

Hajjat leading by Example



- The objective of greening Fridays is to protect the environment through the use of the teachings of the Holy Quran and the Hadith

Hajat Sebyala's activities include:

- Working with Muslim youth to plant trees
- Working with Muslim women to create environment awareness
- Working with Luzira Maximum Prison inmates to create environmental awareness through songs

13.6 Comments from the participants on the presentations

- A representative from Namirembe diocese pledged to encourage his diocese to plant trees on their idle land.
- On which trees to plant, a participant advised that we should consider the social economic needs of the people of a community and the relationship between people and trees.
- Another participant encouraged the workshop participants to visit National Forestry Authority for seedlings and advice.

14.0 Remarks by a Representative from Uganda National Commission for UNESCO

- Gave an overview of the Education for sustainable development, Uganda Implementation Strategy manual which was developed by Uganda National Commission for UNESCO.
- The manual covers five chapters. The chapters give an introduction to the manual, the UN decade for sustainable development, a situational analysis and rationale for ESD in Uganda, stakeholder participation and coordination for ESD and the implementation strategy.
- On behalf of Uganda National commission for UNESCO, she gave copies of the manual to the workshop participants.

15.0 Question & Answer Session

1. In our faith groups, what are we currently doing on informal/non formal environmental education?
2. What strategies are needed to promote and increase informal/ non formal education on the environment in our faith groups?

GROUP DISCUSSIONS

Group	Question 1: What we are currently doing	Question 2: Strategies
Pentecostals	<ul style="list-style-type: none"> • Integrating environmental information into church sermons • Using church media houses to teach conservation • Demonstration gardens at churches • Understanding the church's biblical mandate on conserving the environment • Farming God's way • Collaboration with local councils/governments in tree planting • Making and using innovations such as use of bio sand water filters, fireless cookers, briquettes, etc. 	<ul style="list-style-type: none"> • To create environmental departments/ministries which will source information on environment • Utilizing available platforms e.g. pulpits, conferences and the media • Mobilizing and empowering church leaders e.g. pastors, youth, men, women leaders and Sunday school teachers to pass on environmental information to their members • Develop and use a web based platform for environmental information

		<ul style="list-style-type: none"> • Being role models in environmental conservation and establishing demonstration gardens • Establishing environment for a to increase interaction • Understanding our biblical mandate regarding environment management • Strengthening networking in the field of environment e.g. in ministries, Community Service Organizations (CSOs) and the media.
Catholic/Anglican	<ul style="list-style-type: none"> • Sensitizing local people • Use drama and music to pass the environmental information • Writing competitions • Distribution of seedlings through churches • Afforestation • Use <i>Kisaakate</i> programmes to educate young people on the environment 	<ul style="list-style-type: none"> • Have a talking compound around worship centers • Fundraising • Joint action through UJCC • Using feast days to promote • Using radios owned by churches to promote environmental messages • Using available resources like printing press to print messages
SDA/BAHAI	<ul style="list-style-type: none"> • Using church choirs to compose songs on environmental conservation • Community outreaches • Using church pulpits to transmit EE messages • Writing publications 	<ul style="list-style-type: none"> • Mainstream environmental messages • Package message in public gathering e.g. funerals and weddings • Use church groups such as youth, men, women etc. to pass on environmental information • Public discourses on the environment

Muslim Community	<ul style="list-style-type: none"> • Greening Fridays • Sermons in mosques on environmental conservation • Students plant trees upon admission • Waste management – e.g. collection of polythene bags by Mbale Muslim women • Started tree nurseries at mosques e.g. Makerere University mosque in Kampala • Energy saving <i>Jikos</i> for family • Community forest establishment in Buikwe, Mukono and Isingiro by UMYA • Lectures on environmental advocacy • Naming a child after a tree • Planting fruit trees on mosque land and school compounds • Conservation agriculture practiced by HEAR Uganda • Eco- Sun toilets by Madarasa schools • Fruit peelings are blended to make nutritious juice and to reduce waste 	<ul style="list-style-type: none"> • Plant trees on memorable days such as birthdays • Eco friendly decoration • Plant trees to mark boundaries for mosque land • Plant trees for our deceased members (<i>sadakatul Jaariya</i>) • More mainstreaming of environmental education in all matters e.g. <i>Hakiika</i> • Document good practices and share • Construct swats to reduce erosion
Civil Society Organizations (CSOs)	<ul style="list-style-type: none"> • Use of the media to disseminate information • Funding community development projects • Formulation of policy and by-laws • Capacity building • Celebration of environment days e.g. world environment day 	<ul style="list-style-type: none"> • Engaging the youth in environmental programs • Engaging the religious leaders in environment • Giving awards • Engaging in development • Engage cultural leaders • Printing brochures

16.0 Development of National networks

Examples from different countries;

16.1 Uganda:

Has formed the Uganda Faith network on Environment (UFNEA) to spearhead environmental conservation efforts among different faiths

16.2 Kenya:

- Kenya has established the Kenya organization of Environment Education (KOEE) which has put together the ESD Toolkit.
- It will soon establish a national environment network of faiths similar to UFNEA with the help of ARC

16.3 Awareness raising Kit by Sam- ARC

- To increase environment awareness
- Topics to include; health, energy, agriculture, water etc.

Resources to use:

- Faith platforms
- Materials from seminars/workshops
- ESD training manual
- Human resource training
- Members of the faith congregations

16.4 Seed funding available how can it be used?

Ms. Susie Weldon informed the participants that there is seed funding of twelve thousand British pounds (£12,000) and asked them to suggest how it can be utilized by the faith groups.

Below are the suggestions that participants put forward:

- Teacher training
- Adaptation of the ESD toolkit
- Micro projects in faith schools, youth groups etc.
- Concentrate in one region/scatter the projects in different regions
- Distribute the funds through the faith denominations (catholic/Anglican, Pentecostal, Muslim, etc.)

The workshop closed with a prayer said by Pastor Mark Wamala from the National Fellowship of Born Again Pentecostal Churches (NAFBAC).

Appendix 1: Minister's Speech



THE REPUBLIC OF UGANDA

SPEECH BY

HON. FLAVIA NABUGERA MUNAABA
MINISTER OF STATE FOR ENVIRONMENT DURING THE FAITH-BASED ENVIRONMENTAL
EDUCATION STAKEHOLDERS' WORKSHOP AT POPE PAUL VI MEMORIAL HOTEL KAMPALA

ON

MONDAY 24TH MARCH, 2014

Ministry of Water & Environment
P.O. Box 20026
Kampala - Uganda
Tel: +256 414 505942
Email: mwe@mwe.go.ug
Website: www.mwe.go.ug

- Hon. Ministers in the Government of the Republic of Uganda,
- Hon. Members of Parliament of the Republic of Uganda,
- Your Excellency the U.S. Ambassador to Uganda
- Your Excellency the Ambassador of the Royal Norwegian Embassy in Uganda
- Permanent Secretaries,
- Representatives of Development Partners,
- The Executive Secretary, Alliance of Religions and Conservation-UK
- The Executive Director, the Jane Goodall Institute in Uganda
- The Chairperson, Uganda Faiths Network on Environmental Action
- Representatives of various Government Departments and Agencies,
- Representatives of various Faith Groups
- Distinguished delegates, members of the media, and friends
- Ladies and Gentlemen

With deep pleasure, I wish to add my voice to that of previous speakers in warmly welcoming you to this important workshop. It gives us great pleasure and honor as a country to host such an important workshop. This workshop comes at a critical time when the Ugandan environment is under threat from natural and man-made drivers of change. The Ministry of Water and Environment in Uganda is determined to provide sound management and sustainable utilization of water and environment resources for the present and future generation. However, it is important to note that there are still real challenges that need to be overcome. Forests are being cleared, wetlands are being degraded, the environment is being polluted and the world is grappling with effects of climate change, with observations attesting to its reality.

The Government of Uganda has always been calling upon religious leaders and organizations to communicate the importance of safeguarding our natural environment. However, there have been no formal initiatives to take on this call from Government by Religious Organisations. I am therefore happy to note that the Uganda Faiths Network on Environment Action (UFNEA) has been formed and launched. We look forward to your support in conserving the Ugandan environment.

Ladies and Gentlemen, we all know that religion influences how we individually and collectively view our role with regards to protecting the environment. Responsible stewardship is a theme shared by all faith groups in the world. Therefore, given the global reach of religions and their social, cultural and political influence in many parts of the world, the message that conservation of the natural world is a fundamental element of faith can have a tremendous potential significance for the future of the environment.

Faith compels work toward fairness and justice for all living beings, regardless of nationality or social status, and encourages us to consider the effects of our actions on future generations. If we conserve the environment by ensuring that other communities and generations will have the same possibilities to drink clean water, breathe fresh air, and live in a world that is in harmony with itself and with ourselves, we may hope to be among those who are beloved to God due to their care for His creation.

This urgent call from religious leaders of so many faiths demonstrates the powerful connection men and women of faith feel to the wonders of creation and to our fellow humankind regarding the ever deteriorating environment. The Government of Uganda, through the Ministry of Water and Environment and other Government Ministries and Agencies is therefore committed to supporting all faiths groups helping to conserve Uganda's precious Natural Resources.

It is therefore important to note that the Government of Uganda agrees with the idea that; Integrating religious wisdom, values and practices into the school curriculum, and promoting protection of the environment as a faith responsibility in congregations, will provide children with an opportunity to acquire holistic knowledge, experience and a sense of responsibility for environmental conservation. The Government will thus provide all due support needed in this endeavour.

Lastly, on behalf of the Ugandan Government, I would like to thank the Alliance of Religions and Conservation (ARC), the U.S Agency for International Development (USAID) through the African Biodiversity Collaborative Group (ABCG) and the Jane Goodall Institute (JGI) for funding this workshop.

Thank you for listening

FOR GOD AND MY COUNTRY

HON. FLAVIA NABUGERA MUNAABA



THE UGANDA FAITHS NETWORK ON ENVIRONMENTAL ACTION (UFNEA)

CONCEPT PAPER

Theme: "Different Faiths, Joint Environmental Action"

BACKGROUND

Different faiths and religions talk about proper use of the environment for instance in Christianity the bible in the books of Jeremiah 2:7 – "***I brought you into a fertile land to eat its fruit and rich produce. But you came and defiled my land and made my inheritance detestable***" and Leviticus 25:23-24 – "***The land must not be sold permanently, because the land is mine and you are but aliens and my tenants. Throughout the country that you hold as a possession, you must provide for the redemption of the land***".

Similarly, the Quran also talks about good practices that promote environmental sustainability for instance "***It is He who has appointed you viceroys in the earth ... that He may try you in what He has given you.***" (Surah 6:165)

"***O children of Adam! ... eat and drink: but waste not by excess, for Allah loves not the wasters.***" (Surah 7:31). All these verses point to one fact that man is only a steward of God's creation and needs to use all that is under his care sustainably.

Efforts towards environmental sustainability became urgent in 2000 during the millennium summit of the UNO which established eight millennium development goals for states and organizations to adopt and among these; goal seven and eight are on environmental sustainability and development thus: ***7. Ensuring environmental sustainability, and 8. Developing a global partnership for development.***

In light of this background, the launch of **UFNEA** is indeed timely to provide a platform for different faiths in Uganda to take joint action on the environmental issues to ensure sustainability. As the slogan goes "**different faiths, one action**"

ABOUT UFNEA

UFNEA is a voluntary, not-for-profit network of faith groups and faith-based organizations in Uganda that are committed to protecting the environment and promoting sustainable development and agriculture, according to their own beliefs, teachings and practices. The network is focusing on advocacy, practical approaches, partnership development and capacity building.

UFNEA draws its inspiration from Alliance of Religions and Conservation-ARC a UK-based charity that works with 11 major faiths worldwide to help them develop environmental programmes based on their beliefs, practices and teachings. In 2010 ARC began working with Christian, Muslim and Hindu groups in sub-Saharan Africa on sustainable land and water management. As a result, in 2012, 27 faith groups from 11 countries launched long-term plans on the environment – action that each faith group pledged to take over the next seven years. They included a number of Ugandan faith-based organizations. Therefore, a faith network in Uganda will enable faith groups develop closer partnerships with the Ugandan government and other stakeholders **to harness efforts in sustainable land and water management.**

The network is registered by the registrar of companies under number 174057 and was launched on the 30th/Oct/2013.

UFNEA MISSION

To inspire faith groups in Uganda into strengthening awareness and action on the environment and sustainable agriculture

OUR VALUES

1. God fearing
2. Accountability
3. Transparency
4. Hard work
5. Integrity
6. stewardship
7. Care
8. Love
9. Sustainability
10. Co-existing

MEMBERSHIP

The network is being coordinated by an interim Committee of members drawn from both the Christian and Muslim faiths and Organizations including but not limited to(HEAR Uganda, Energizing Solutions, UMYA, IRCU, UMTA, Christian Development Association of Uganda, AROCHA Uganda, Bunyoro - Kitara Anglican Diocese, the catholic secretariat, and ARC- UK among others)but is seeking to enroll other faith groups that subscribe to our values as listed in the concept paper on the establishment of this network.

UFNEA Secretariat:

A Rocha Uganda,
Namungoona, Nakibinge,
P.O. Box 10946, Kampala,
Email: sec.ufnea@gmail.com
Tel: +256 414 663875, 0701 80 2533

Appendix 2: Workshop Program

THE FAITH-BASED ENVIRONMENTAL EDUCATION STAKEHOLDERS, WORKSHOP

24TH AND 25TH MARCH 2014

POPE PAUL MEMORIAL HOTEL, NDEEBA KAMPALA, UGANDA

Programme

TIME	ACTIVITY	ORGANISATION
MONDAY 24TH MARCH 2014		
0830 – 0900Hrs	Arrival of guests and registration	MCs Omuruga (UFNEA) & JGI Uganda
0900 – 0930Hrs	Prayers	Senior Christian leader Senior Muslim leader
0930 – 0940Hrs	Welcome Remarks	UFNEA-HAJJI
0940 – 0955Hrs	Introduction to ARC, faiths & environment, – the bigger picture	ARC-SUSIE
0955 – 1015Hrs	<ul style="list-style-type: none"> Introduction to JGI Uganda Song from Roots & Shoots Children 	JGI Uganda Executive Director
1015 – 1045Hrs	<ul style="list-style-type: none"> Brief Introduction to ESD toolkit AMCEN update ESD film 	KOEE
1045 – 1105HRS	<ul style="list-style-type: none"> Position/ current state of EE/ESD in Uganda; what is happening, what are the challenges, dreams /intentions? Questions/discussions 	NEMA
1105 – 1130HRS	1106 Speech	STATE Minister of Water & Environment Or GUEST OF HONOUR
1130– 1200Hrs	Photo Session &TEA BREAK	All
1200 – 1300Hrs	<ul style="list-style-type: none"> What they are doing in terms of education and environment THE ROLE OF FAITH GROUPS IN EE Questions/discussions 	Susie Weldon Immam Kasozi Bishop Nathan Fr. Lucian or Min. of Educ.
1300 – 1400Hrs	PRAYERS & LUNCH BREAK	Hotel & UFNEA coordinator
1400 – 1430Hrs	Dorcas/ Barasa; ESD in more detail- Telling the story. Experiences, success stories, advantages, strategies, impacts, challenges, messages from stakeholders	KOEE
1430 – 1450Hrs	Building partnerships: presentations from secular/faith environmental organizations <ul style="list-style-type: none"> A Rocha Uganda Eco Schools - ASK UMAR 	MC
1450 – 1530Hrs	Group Discussion (according to faith structures or geographical area) <ul style="list-style-type: none"> What have you heard today that has inspired you? What are you not already doing that you would like to begin doing? 	MC

	<ul style="list-style-type: none"> • Next steps- thinking of your own resources/faith structures, etc, How could you take this further? • How can you implement this in your schools/area? • What structures/resources do you have within your faiths that would enable you to move forward with this ? 	
1530 – 1615Hrs	Groups report back + discussions	Hotel & UFNEA coordinator
1615 – 1645Hrs	PRAYERS & TEA BREAK	
1645 – 1700Hrs	Finish (Day one Review and closing remarks)	ARC

Appendix 3: List of Participants

ESD WORKSHOP scheduled for 24-25th March 2014					
Attendance list for 24th March					
			List of stakeholders		
	Name	Organisation	Email	Telephone	Sign
1	Ms. Flavia Nabugere Munaaba	State Min for Environment			
2	Ms, Nanfuka Annet	NCDC			
3	Mrs. Bukenya Gerald	NCDC	bukenya_gerald@yahoo.co.uk	772589700	
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6	Ms. Namakula Regina	Ministry of Water and environment	ceali22@gmail.com	785417720	
7	Ms. Mbolanyi Betty	Ministry of Water and environment	bmbolanyi@yahoo.com	772827888	
8	Poppy Flint	NEMA	poppyflint@gmail.com		
9	Ms. Beatrice Adimola	NEMA	badimola@nema.org	772481201	
10	Mr. Kalyegira Hamilton	Kabarole District Interfaith Committee	Cowia2008@yahoo.com	772683719	
11	Mr. Esuku David	Education Directorate	desuku@kcca.go.ug	794661395	
12	Ms. Namanda Claire	Department of Health	cnamanda@kcca.go.ug	775216997	
13	Ms. Aheebwa Justine	NFA	justineahebwa@yahoo.com	782446231	
Jane Goodall Institute (JGI)					
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17	Ms. Apophia Arikiriza	Jane Goodall Institute (JGI)	apophia@janegoodallug.org	774 282 244	
18	Mr. Brian Gonzaga	Jane Goodall Institute (JGI)	gonzagabrian88@gmail.com	700 862 375	
19	Sr. Nabukalu Immaculate	Jane Goodall Institute (JGI)	joenabuk2003@yahoo.co.uk	782 683 043	
20	Mr. Kaggwa Henry	Jane Goodall Institute (JGI)	kaggwahenry@ymail.com	782 758 150	
21	Ms. Brenda Mirembe	Jane Goodall Institute (JGI)	brendamirembe45@gmail.com	775319310	
22	Ms. Juko Sara	Jane Goodall Institute (JGI)	sara@janegoodallug.org	772200602	

23	Mr. Muwanika Herbert	Jane Goodall Institute (JGI)	muwanikaherbert@yahoo.com	778212451	
	International Delegates				
24	Mary Bellekom	ARC Personnel			
25	Sam Adams	ARC Personnel			
26	Susie Weldon	ARC Personnel			
27	Dr. Dorcas Otieno	KOEE delegate			
28	Mr.Barasa Wafula	KOEE delegate			
29	Abdallah Tetteh	Ghana Muslim Mission	ghmumission@yahoo.com		
30	Rev. Franklin Osei Tutu	Assemblies of God Church	revdrfranklin51@yahoo.com		
31	Salman Mohammed Alhassan	Al Sunna wa Jamaal	salmania79@yahoo.co.uk		
32	Michael Deyoung KLU	Evangelical Presbyterian Church	deyoung.michael@yahoo.com		
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36	Mr. Kamyori Shadrach	Jane Goodall Institute (JGI)- Tanzania	skamyori@janegoodall.or.tz		
	UFNEA				
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40	Hajjat Sebyala Aphwa	Energizing Solutions	hajjataksebyala@yahoo.com	752695693	
41	Mr. Lukwago Isaac Ntegana	Dream Group	lukwagoi@rocketmail.com		
42	Mr. Omuruga Godfrey	IRCU	gomuruga@ircu.or.ug	785724879	
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44	Fr. Lucian Arinaitwe	Catholic Secretariat	arinaluciano@yahoo.com	772557869	
	CSOs		-	-	-
45	Ms. Kiconco Jackie	CECOD	jackie.kiconco@cecodug.org	702439866	
46	Mr. Katambi Julian	CECOD	-	702523128	
47	Mr. Wako Joel	PCLG	wakojoel123@gmail.com	781701160	
48	Ms. Nakimbugwe Shadia	UEEF	nshadia@gmail.com	704505011	
49	Mr. Ocen Hassan	Soroti Environmental Concern	hassanocen@gmail.com	782872331	
50	Ms. Carolyne Nakajubi Gift	Environmental Alert	-	<u>774441031</u>	-
51	Mr. Mungo Abiasali Magaya	HURINET	mmagaya@yahoo.com	-	-
52	Mr. Esaku Stephen	ODS	odsorg@yahoo.com	789761733	
53	Sister. Fernanda Pellizer	JP11JPC		772421640	
54	Mrs. Doreen Elaju	TERELEPAR	terelepar@yahoo.com	-	-

55	Mr. Ssemambo Edward	Uganda Red Cross Mukono	semamboedward@yahoo.com	702261847	
56	Mr. Makuregya Nathan	Pro-biodiversity Conservation in Uganda	gmakuregye@yahoo.com	759515940	
57	Mr. Hamilan Kalitwe	Energizing Solutions	hkaliitwe@gmail.com	775852275	
58	Mr. Luyiga Festo	Focus Vision		774394220	
59	Mr. Katende Muhammad	Focus Vision		701463287	
60	Mr. Kabishanga Edward	New Horizons	kabishanga@gmail.com	712717105	
61	Mr. Bakalikirwa Phillip	APCCC	philipericbic@gmail.com	712400805	
62	Mr. Musoke Ismael Noah	Madarasa Early Childhood Programme	ismnooh@yahoo.com	70132204	
63	Ms. Wandera Claire	UWEC	mydag@yahoo.com	772408108	
64	Mr. Lukwago Mathias	Trees for the future	mlukwago@gmail.com	772327140	
	Academia				
65	Peter Mutesasira	MUBS/ UCU	pmutesasira@mubs.ac.ug	775395367	
66	Dr. Kigongo Haruna	Islamic University in Uganda	harunavet@yahoo.co.uk	772472118	
67	Ms. Namukwaya Aisha	Islamic University in Uganda	teachaisha@yahoo.com	701420030	
68	Mr. Nuwagira Mugisha	Kabasanda Technical Institute		772375091	
69	Mr. Mujjumba John Bosco	The Uganda Association of Private Vocational Institutions		774650033	
	UP-country local government				
70	Mr. Mweene John Paul	Buyende District	mweenejohnpaul@yahoo.com	773929735	
71	Mr. Gwolaba Aaron	Buyende District	aarongwolaba2013@gmail.com	752433925	
72	Mr. Opode Robert	Buyende District	-	788675643	
	RELIGIOUS FOCAL PEOPLE				
73	Mr. Emmy Mutijima	Baha'i Faith, Diretor External Affairs	bahai.oea@gmail.com	755953955	
74	Ms. Namono Daisy Anne	Baha'i Faith, Diretor External Affairs	bahai.oea@gmail.com	772697904	
75	Mr. Ofuti Geoffrey	Uganda Orthodox Church(UOC)	ofutigeoffrey@hotmail.com		
76	Sr. Mary Justa Thotira	Uganda Catholic Secretariat (UCS)	justathotira@yahoo.com	782040762	
	RELIGIOUS BODIES				
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