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ENHANCING THE COMPETENCIES OF TUTORS TO INTEGRATE EDUCATION FOR SUSTAINBLE DEVELOPMENT COMPONENTS INTO PRIMARY TEACHERS COLLEGES TEACHING AND LEARNING PRACTICES

PARTICIPATION PROGRAMME REPORT
2020/2021

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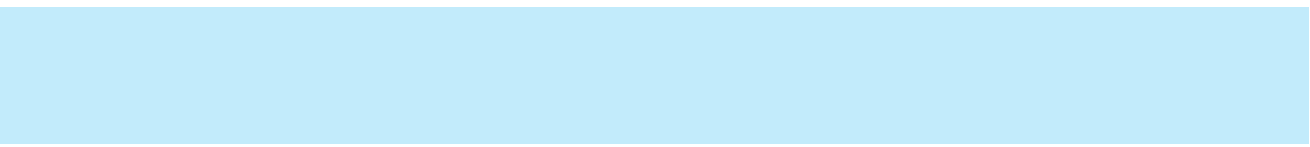
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Foreword

The project focused at building knowledge, skills and leadership in implementing Education for Sustainable Development in schools so that the concept of sustainable living can be well transmitted to all learners by a teacher. Teachers should be aware of the right curriculum, pedagogy and discipline to infuse the concept of sustainability in learners' lives. Teacher's training institutions and teacher education have a key role in promoting the basic themes of education for sustainable development.

To incorporate the components of Education for Sustainable Development in Pre-service teacher education will create positive change in prospective teachers who will influence the young generation to gain awareness, skills and attitude for contributing towards building sustainable societies in Uganda

It is important to assess and enhance competencies teachers need in order to develop and implement Education for Sustainable Development and to attain specific educational goals with their learners. Education for Sustainable Development requires a specific and more constructive focus on teaching, which raises the question of building corresponding competencies in teacher's education. Teachers have to gain the insight that acquiring competencies is a self-steered and active process, which can be fostered but not created.

Visioning and creating new perspectives are important tasks because the transformative role of education is a key issue in ESD. Education for Sustainable Development concerns real life problems and issues which require creation of learning opportunities in society.

Educational institutions and teachers are part of society and there is always a given relationship between the three in promotion of ESD that is; openness, understanding and action, which rely heavily on competences such as networking, cooperating and documenting good practices.

The gained results from this project will be used to promote the awareness amongst teachers about the development of ESD competencies in order to become more alive and integrated within the existing education curriculum.

The project provided a strong base for creating more understanding of ESD and its importance among Teacher Educators in addressing social values, economic viability and environmental sustainability aspects of our Country and the World at large.

Rosie Agoi

Secretary General

Uganda National Commission for UNESCO

Acknowledgement

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List of Acronyms

CPTC   Core Primary Teachers College
DES   Directorate of Education Standards
DESD   Decade of Education for sustainable Development
DIS   District Inspector of Schools
DEO   District Education Officer
ESD   Education for Sustainable Development
GAP   Global Action Programme
GNP   Gross National Product
IE   Inclusive Education
NAPE   National Assessment of Progress of Education
NCDC   National Curriculum Development Centre
NTC   National Teachers' College
PTC   Primary Teachers College
TETD   Teacher Education Training and Development
SDG   Sustainable Development Goal
SNE   Special Needs Education
UACE   Uganda Advanced Certificate of Education
UCE   Uganda Certificate of Education
UN   United Nations
UNATCOM   Uganda National Commission for UNESCO
UNEB   Uganda National Examinations Board
UNESCO   United Nations Educational, Scientific and Cultural organization

Executive Summary

This report is an account of activities delivered during the course of implementing the project that focused on enhancing the Competencies of Tutors in Primary Teachers Colleges to Integrate Education for Sustainable Development Components in Teaching and learning Practices and to create awareness among Tutors in PTCs and Pre-service Teachers on ESD and its various programmes within and outside Uganda and related tools. The planned intervention aimed at maintaining the momentum already generated in the country about ESD implementation through awareness creation and building capacity of different actors as a mechanism for realizing sustainable development.

Teacher training is essential in the promotion of Education for Sustainable Development because those future teachers are a reference to society. If they have acquired sustainable patterns, they can encourage sustainable behavior changes in future generations. Teacher education and training are critical for the implementation of ESD in the formal education system

The main goal for the intervention was to build capacity of Tutors in Primary Teachers Colleges to integrate ESD Components in the teaching and Learning Practices, and to create awareness on ESD programmes and tools among PTC Tutors and Pre-Service Teachers. It is expected that Tutors in PTCs, Pre- service Teachers and Primary School learners will be empowered to assume responsibility for the country's sustainable development agenda and aspirations.
The project involved a series of capacity building sessions with a number of Tutors from Primary Teachers Colleges across the country. The country was divided into two regions; -Western- Southern-Central, Eastern –Northern-West-Nile. Eighty (80) Tutors were selected from 40 PTCS, each PTC was represented by two Tutors. The selection criteria followed gender and tutors handling integrated Sciences, Social Studies and production skills

Expected outputs included capacities of Tutors in PTCS to integrate ESD components in the Teaching and Learning Practices Strengthened, awareness and understanding about ESD among Tutors in PTCS and Pre-service Teachers created, ESD related clubs and groups as a means of sustaining ESD agenda within PTC systems formed, ESD programmes and tools currently run and employed within the country sustainable development framework introduced in PTCs

Achievements registered include; in **8 Colleges** visited, trained tutors have been able to support and promote ESD activities in the Colleges, availability of the Tutors who were trained. Majority are still in the Colleges serving, Team work among Tutors and team teaching in promotion of ESD in all the six colleges visited was observed. In all Colleges visited improved competences and teaching skills

among tutors trained was evident in all lessons we attended with good preparations, use of leaner centered methodologies, free expression of learners was observed. In all Colleges visited land was offered for promotion of ESD based initiatives, for example planting of trees, and fruits were observed in Gulu CPTC and Kamurasi PTC in Masindi. Rain harvesting tanks and gutters were repaired in all colleges visited and are functioning well. Tutors visited observed that content identified for integrating ESD was relevant given the current Global Catastrophic Climate changes.

In conclusion, this intervention will contribute towards the achievement of one of the goals of Education for Sustainable Development as a practice for building sustainable societies. The project focused at specific competencies and attitudes that teachers and leaners need to promote sustainable development. It is important that each Educational Institution comes to an individual decision on this, while demonstrating examples and actions of creating sustainable societies. Promotion of ESD should include ability to think critically, ability to plan with anticipation of a future scenario, multidimensional and integrative thinking, communication skills, ability to cooperate with others, respect for human dignity, building new relations and partnerships, networking, and proactive participation in building peace and sustainable development

We are optimistic that this project delivered through teacher education will produce desired results.

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1.1. Introduction

Good teaching can be described as instruction that leads to effective learning, which in turn means thorough and lasting acquisition of knowledge, skills, and values the teacher or the institution has set out to impart. The education literature presents a variety of good teaching strategies and research studies that validate them (Campbell and Smith 1997; Johnson et al. 1998; McKeachie 1999).

This report is an account of activities delivered during the course of implementing the project that focused on enhancing the Competencies of Tutors in Primary Teachers Colleges to Integrate Education for Sustainable Development Components in Teaching and learning Practices and to create awareness among Tutors in PTCs and Pre-service Teachers on ESD and its various programmes within and outside Uganda and related tools. The planned intervention aimed at maintaining the momentum already generated in the country about ESD implementation through awareness creation and building capacity of different actors as a mechanism for realizing sustainable development.

1.1.1. Background

The Global Action Programme (GAP) on ESD, the follow- up programme to the Decade of ESD (2005-2014), seeks to generate and scale-up ESD and to accelerate progress towards sustainable development. Strengthening education and learning in all agendas, programmes and activities that promote sustainable development. The focus on Tutors in PTCs and Pre-service Teachers is directly related to one of the key priority action areas of re orienting Education and the whole School approach as outlined in Global Action Programm on ESD and the localized ESD -National Action Plan. In addition, Teacher Training Institutions have not been targeted by most ESD awareness programmes and yet are critical in re-orienting delivery of education programmes. Targeting Pre-service Teachers in this regard will have a greater multiplier effect. The Five Priority areas in the ESD Global Action Plan give emphasis on building capacity of Educators and Trainers to deliver ESD. Therefore, reorienting education to achieve sustainability in Uganda is essential.

1.1.2. Justification for the intervention

Teacher training is essential in the promotion of Education for Sustainable Development because those future teachers are a reference to society. If they have acquired sustainable patterns, they can encourage sustainable behavior changes in future generations. Teacher education and training are critical for the implementation of ESD in the formal education system.

Targeting Pre–service Teachers presents a big opportunity for influencing education the way it is practiced today and introducing pedagogical approaches for ESD that will allow moving from knowledge to action.

For teachers to effectively practice ESD, they must be conscious and sensitive to relevant issues such as climate change, the environment and the contextualized meaning of sustainable development. It therefore follows that the success of ESD will emerge from well trained teachers. Education for Sustainable Development starts at the level of Teacher Training and preparation and those who train teachers must see ESD as a priority, supported by updated curriculum and teaching methods. Effective teacher training is at the very core of the re-orientation of education for the achievement of sustainability. A critical element in promotion of ESD will be built around Teacher Preparation, Orientation, Education and Training

Dynamic interaction in the classroom and hands-on approaches should be encouraged to develop learners with critical-thinking and problem-solving skills which will be required for sustainable development. This planned intervention will be a flagship programme in implementing the ESD National Policy in Uganda

1.1.3. Purpose

The main goal for the intervention was to build capacity of Tutors in Primary Teachers Colleges to integrate ESD Components in the teaching and Learning Practices, and to create awareness on ESD programmes and tools among PTC Tutors and Pre-Service Teachers. It is expected that Tutors in PTCs, Pre-service Teachers and Primary School learners will be empowered to assume responsibility for the country's sustainable development agenda and aspirations.

1.1.4. Specific objectives

1) To Strengthen the Competencies of Tutors in PTCS and Pre-service Teachers to Integrate ESD Components in Teaching and Learning Practices.
2) To create awareness and understanding about ESD among Tutors in PTCS and Pre-service Teachers.
3) To introduce key ESD programmes and tools currently run and employed within country sustainable development framework in PTCs.
4) To initiate formation and expansion of ESD related clubs and groups in PTCS and Primary Schools as a means of sustaining ESD agenda within the school system.

1.1.5. Intervention areas and approach

The project involved a series of capacity building sessions with a number of Tutors from Primary Teachers Colleges across the country. The country was divided into two regions; -Western- Southern-Central, Eastern –Northern- West-Nile. Eighty (80) Tutors were selected from 40 PTCS, each PTC was represented by two Tutors. The selection criteria followed gender and tutors handling integrated Sciences, Social Studies and production skills.

1.1.6. Expected outputs

1. Capacities of Tutors in PTCS to integrate ESD components in the Teaching and Learning Practices Strengthened.

2. Awareness and understanding about ESD among Tutors in PTCS and Pre-service Teachers created.

3. ESD related clubs and groups as a means of sustaining ESD agenda within PTC systems formed.

4. ESD programmes and tools currently run and employed within the country sustainable development framework introduced in PTCs.

2.1. Main activities implemented

2.1.1. Stakeholders' Planning Meeting

The first planning meeting was held at the Ministry of Education and Sports Headquarters. The purpose for holding this planning meeting was to adopt a road map for implementation and appraise stakeholders on this development and identify Primary Teachers Colleges for engagement in the intervention. The key stakeholders represented in this meeting were from the following Departments and Institutions;

- ➢ Teacher Education Training and Development
- ➢ National Curriculum Development Centre (NCDC)
- ➢ Kyambogo University
- ➢ Directorate of Education Standards (DES)
- ➢ Uganda National Commission for UNESCO

2.1.2. Development of Resource Materials

The Second major activity involved development of resource materials to support the intervention.

2.1.3. Methods applied

- Literature review
- Identifying entry points into the curriculum
- Discussions
- Group work and plenary presentations

2.1.4. Content considered

SECTION 1: UNDERSTANDING EDUCATION FOR SUSTAINABLE DEVELOPMENT

THE CONCEPT OF DEVELOPMENT

A multitude of meanings is attached to the idea of development; the term is complex, contested, ambiguous, and elusive. However, in the simplest terms, development can be defined as bringing about social change that allows people to achieve their human potential.

The term "development" in international parlance therefore encompasses the need and the means by which to provide better lives for people in poor countries. It includes not only economic growth, although that is crucial, but also human development—providing for health, nutrition, education, and a clean environment.

Development is a process rather than an outcome: it is dynamic in that it involves a change from one state or condition to another. Ideally, such a change is a positive one - an improvement of some sort (for instance, an improvement in maternal health).

Furthermore, development is often regarded as **something that is done by one group** (such as a development agency) **to another** (such as rural farmers in a developing country). Again, this demonstrates that development is a political process, because it raises questions about who has the power to do what to whom.

Indicators of development.
- Gross Domestic Product
- Gross National Product
- GNP per capita
- Human development index
- Infant mortality
- Literacy rate
- Birth and death rates

Some of the occurrences that characterize a community that prioritizes economic development over sustainable development; child sacrifice, displacement of people, cutting down of trees, massive atmospheric pollution, discharge of pollutants into water bodies, wars resulting from greed for monetary wealth, trading in human body organs among others.

Sustainable Development

Sustainable development is generally thought to have three components: environment, society, and economy. The well-being of these three areas is

intertwined, not separate. For example, a healthy, prosperous society relies on a healthy environment to provide food and resources, safe drinking water, and clean air for its citizens.

The sustainability paradigm rejects the contention that casualties in the environmental and social realms are inevitable and acceptable consequences of economic development. Thus, the authors consider sustainability to be a paradigm for thinking about a future in which environmental, societal, and economic considerations are balanced in the pursuit of development and improved quality of life.

Principles of Sustainable Development
All sustainable development programmes must consider the three spheres of sustainability – environment, society and economy – as well as an underlying dimension of culture

Many governments and individuals have pondered what sustainable development means beyond a simple one-sentence definition.

Since sustainable development addresses the local contexts of these three spheres, it will take many forms around the world.

The ideals and principles that underlie sustainability include broad concepts such as equity among generations, gender equity, peace, tolerance, poverty reduction, environmental preservation and restoration, natural resource conservation, and social justice.

The Rio Declaration on Environment and Development fleshes out the definition by listing 18 principles of sustainability.

1. People are entitled to a healthy and productive life in harmony with nature.
2. Development today must not undermine the development and environment needs of present and future generations.
3. Nations have the sovereign right to exploit their own resources, but without causing environmental damage beyond their borders.
4. Nations shall develop international laws to provide compensation for damage that activities under their control cause to areas beyond their borders.
5. Nations shall use the precautionary approach to protect the environment. Where there are threats of serious or irreversible

damage, scientific uncertainty shall not be used to postpone cost-effective measures to prevent environmental degradation.

6. In order to achieve sustainable development, environmental protection shall constitute an integral part of the development process, and cannot be considered in isolation from it. Eradicating poverty and reducing disparities in living standards in different parts of the world are essential to achieve sustainable development and meet the needs of the majority of people.

7. Nations shall cooperate to conserve, protect and restore the health and integrity of the Earth's ecosystem. The developed countries acknowledge the responsibility that they bear in the international pursuit of sustainable development in view of the pressures their societies place on the global environment and of the technologies and financial resources they command.

8. Nations should reduce and eliminate unsustainable patterns of production and consumption, and promote appropriate demographic policies.

9. Environmental issues are best handled with the participation of all concerned citizens. Nations shall facilitate and encourage public awareness and participation by making environmental information widely available.

10. Nations shall enact effective environmental laws, and develop national law regarding liability for the victims of pollution and other environmental damage. Where they have authority, nations shall assess the environmental impact of proposed activities that are likely to have a significant adverse impact.

11. Nations should cooperate to promote an open international economic system that will lead to economic growth and sustainable development in all countries. Environmental policies should not be used as an unjustifiable means of restricting international trade.

12. The polluter should, in principle, bear the cost of pollution.

13. Nations shall warn one another of natural disasters or activities that may have harmful transboundary impacts.

14. Sustainable development requires better scientific understanding of the problems. Nations should share knowledge and innovative technologies to achieve the goal of sustainability.

15. The full participation of women is essential to achieve sustainable development. The creativity, ideals and courage of youth and the knowledge of indigenous people are needed too. Nations should recognize and support the identity, culture and interests of indigenous people.

16. Warfare is inherently destructive of sustainable development, and Nations shall respect international laws protecting the

environment in times of armed conflict, and shall cooperate in their further establishment.

17.   Peace, development and environmental protection are interdependent and indivisible

Perspectives of Sustainable Development

Not all the concepts associated with sustainability are incorporated in the 27 principles of sustainable development in the Rio Declaration. Accompanying principles of sustainable development are perspectives that have become part of the global sustainability dialogue, such as:

- A system thinking approach, rather than an approach that looks at problems in isolation should be used.
- Sustainability issues are linked and part of a "whole."
- Understanding local issues in a global context and recognizing that solutions to local problems can have global consequences.
- Realizing that individual consumer decisions affect and give rise to resource extraction and manufacturing in distant places.
- Considering differing views before reaching a decision or judgement.
- Recognizing that economic values, religious values, and societal values compete for importance as people with different interests and backgrounds interact.
- Seeing all humans as having universal attributes.
- Knowing that technology and science alone cannot solve all of our problems.
- Emphasizing the role of public participation in community and governmental decision-making. People whose lives will be affected by decisions must be involved in the process leading to the decisions.
- Calling for greater transparency and accountability in governmental decision-making.
- Employing the precautionary principle – taking action to avoid the possibility of serious or irreversible environmental or social harm even when scientific knowledge is incomplete or inconclusive.

It is important that educators, leaders, and citizens recognize that sustainable development is an evolving concept and that the list of sustainability perspectives can therefore grow and change.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

The term development is complex, contested, ambiguous, and elusive.

However, in the simplest terms, development is bringing about social change that allows people to achieve their human potential.

The term "development" in international parlance therefore encompasses the need and the means by which to provide better lives for people in poor countries.

It includes not only economic growth, although that is crucial, but also human development—providing for health, nutrition, education, and a clean environment.

CHARACTERISTICS OF ESD

In addition to the focus on the balancing of the three pillars sustainability i.e., society, economy and environment, ESD seeks to promote;

- Inter/transdisciplinary holistic learning across curricula as opposed to the traditional discipline-based approach
- A deliberate and conscious integration of values and ethics underpinning sustainable development.
- A learner centered lifelong learning environment
- Critical thinking and problem solving to empower society to appropriately and confidently engage the dilemmas and challenges of sustainable development.
- Contextualised learning that considers local relevance and cultural appropriateness by addressing global as well as local issues in the curricula
- Formal, non-formal and informal education
- Realisation of the evolving nature of the concept of sustainability
- The use of a variety of pedagogical techniques that promote participatory learning and higher order thinking skills

The attributes above largely define the character and dimension of ESD in different contexts. ESD principles remain the same although the details vary from context to context.

In Uganda, ESD will focus on the key issues of poverty, economic development/transformation, governance, democracy, natural resources management and utilisation, energy, waste management, globalisation/localisation (localising global issues), culture, patriotism, ethnicity, health including HIV/AIDS, ethical conduct and values will feature prominently. These are issues that we grapple with daily as a nation.

In the final analysis, ESD is about values and respect for others including the current and future generations, respect for difference and diversity, respect for the environment and the resources of the planet that we inhabit. Education must act as a means for understanding society and its links with the wider natural and social environment which in a way serves as a lasting base for building respect.

The Education is held to be central to sustainability. Indeed, education and sustainability are inextricably linked, but the distinction between education as we know it and education for sustainability can be summarized as below;

- improve basic education,
- Reorient existing education to address sustainable development
- Develop public understanding, awareness

- Training

Levels of ESD integration

Education for Sustainable Development is a concept that goes beyond the study of specific issues inserted in a single subject within the context of compulsory school/college curricula.

It also goes beyond regular school programmes carried out outside the classrooms;

The curriculum dimension of ESD include;

- Learning outcomes
- The learning contents
- Pedagogy and the learning environment
- *Societal transformation*

Guidelines for Teachers

To effectively integrate ESD into their curriculum, teachers should:

- acknowledge their key role as 'cornerstones' of effective ESD programmes
- understand the cross-cutting and multi-disciplinary nature of ESD
- avoid overloading the curriculum and to solely link ESD to disciplines under an inter-disciplinary perspective
- be open to diverse learning strategies to effectively implement ESD principles and contents at the school/college and classroom levels
- appreciate the importance of multi-stakeholder partnerships – working together to address shared challenges and problems

HISTORICAL PERSPECTIVE TO ESD

From the time sustainable development was first endorsed at the U N General Assembly in 1987, the parallel concept of education to support sustainable development has also been explored. From 1987 to 1992, the concept of sustainable development matured as committees discussed, negotiated, and wrote the 40 chapters of Agenda 21.

Initial thoughts concerning ESD were captured in Chapter 36 of Agenda 21, "Promoting Education, Public Awareness, and Training."

Unlike most education movements, ESD was initiated by people outside of the education community. In fact, one major push for ESD came from international political and economic forums (e.g., United Nations, Organization for Economic Co-operation and Development, Organization of American States). As the concept of sustainable development was discussed and formulated, it became apparent that education is key to sustainability. In many countries, E S D is still being shaped by those outside the education community. The concepts and content of E S D in these cases are developed by ministries, such as those of environment and health, and then given to educators to deliver. Conceptual development independent of educator input is a problem recognized by international bodies as well as educators.

GLOBAL VISION FOR ESD

The global vision for the Decade of education for sustainable development was articulated as "A world where everyone has the opportunity to benefit from quality education and learn the values, behavior's and lifestyles required for a sustainable future and for a positive social transformation"

ESD AND THE SDGS

The UN Heads of State and Government and High Representatives, meeting at United Nations Headquarters in New York from 25 to 27 September 2015 decided on new global Sustainable Development Goals, Transforming our world: the 2030 Agenda for Sustainable Development.

The agenda set up seventeen goals focusing on Sustainable Goals, that the Member States committed themselves towards achieving by 2030.

ESD is an integral part of all the goals as education is important in the achievement of every goal. However, ESD is housed in Goal 4 that is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

It is further specified in target 4.7 of the goal which states that "4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"

The 5Ps

The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planet summarised into the 5Ps as;

People; We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet; We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity; We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace; We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership; We are determined to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

The pillars of SD informing ESD

Education for sustainable development is grounded on the three pillars of sustainability namely; society, environment and economy.

Society; understanding social institutions and their role in change and development as well as the democratic and participatory systems; for expression of opinion, selection of governments, the forging of consensus, and resolution of differences.

Without understanding and harnessing social dynamics, the necessary social environment to nurture sustainable development cannot be achieved.

Environment; the scarcity of resources and the fragility of the physical environment, the effects of human activity and decisions on the different components of the environment and the direct and indirect relationship between the environment, society and development processes. The emergent understanding will naturally empower society to commit itself to factor environmental concerns into social and economic policy development.

Economy; to grasp the limits and potential of economic growth and its impact on society and on the environment is critical. This will help to expose the challenges associated with the current development thinking which elevates economic growth above everything else and in the end undermines the capacity to balance the three pillars of sustainability.

- Education is the key to development. In this respect Uganda has put in place policies and strategies aimed at providing every citizen at all levels, with an education that is holistic, relevant and of good quality. Issues of development have always been around us.
- What is new is the challenge it poses to society and particularly to the education system. How do we make sustainable development a living reality among our people through education? Education for Sustainable Development (ESD) is the answer.
- The National Strategy for the Implementation of the Decade of Education for Sustainable Development is developed as a response to the UN General Assembly resolution in 2002 designating the period 2005- 2014, Decade of Education for Sustainable Development (DESD), as well as to the invitation by UNESCO to Member States to participate in the implementation of the Decade.
- The strategy was developed through a consultative process spearheaded by the Uganda National Commission for UNESCO

(UNATCOM). It involved the participation of a cross-section of stakeholders in education, economy, environment and society sectors through meetings, workshops and seminars.

- Inclusion of peace building
- ESD- river basin
- Sustainable lifestyles
- Tree planting
- Poverty alleviation
- Nature Uganda
- School gardens
- Water harvesting
- Energy saving stoves
- Paper recycling project
- Community work & peace initiatives
- Water purification projects etc.
- (ESD) implementation strategy was developed and launched in 2011.

The Education for Sustainable Development (ESD) implementation strategy presents Ugandan's opportunity to take responsibility for development that is sustainable. Education for sustainable development will enable all Ugandans understand and address issues in the three pillars of sustainable development namely environment, society and economy.

The strategy is a framework for all sectors to take action within their own contexts. This will enable our society to be reached through various means of education while challenging people to critically look at their unsustainable behavior. The strategy compliments all national policies and plans for sustainable development. It is hoped that people's perception and attitude will be changed towards sustainable management.

- Environmental issues that are increasingly affecting us include land degradation, climate change, and poor waste management.
- Social issues include human rights, population growth, security, corruption, HIV/AIDS, urbanization.
- Economic issues include poverty eradication, economic development and its ramifications, consumerism and effects of globalization.

Through ESD, public awareness and understanding of the concept of sustainable development will be enhanced leading to a population that is active and responsible.

ESD IN TEACHER EDUCATION

The efforts to integrate ESD into teacher education are premised on the critical role of teachers in the education system

HOW TO MODIFY /ADAPT THE LEARNING ENVIRONMENT TO INCLUDE ESD PILLARS

Economy: Growing vegetables (in sacks, cut jerry cans etc for:
1. Selling to society
2. Sharing ideas with members of society)
3. Promoting a saving culture (this saves money)
4. For study purposes
5. Democratic participation

Environment: Compound tags (spell out information)
1. Classroom – develop learning center's with ESD focus
2. Create an ESD learning Centre per class (to be manned by pupils)

Society: Sharing ideas (learn from study tours /share seeds

SOCIETAL TRANSFORMATION
1. Conducting community outreach programs
   - Cleaning up – wells, roads
   - Tree planting
   - Helping the needy and elderly
   - Awareness rising on ESD
2. CIE
   - Institutional memory
   - Use of resource persons
   - Attending events at PTCs
   - Support to the community with employment

3. Joint planning and implementation of projects
   - Income generating projects
   - Replication at community level

4. Social actions

HOW SHALL WE ADAPT NEW STRATEGIES
1. Problem based learning/ projects
2. Stakeholders' engagement
3. Field work
4. Experimentation
5. Comparative studies
6. Critical thinking and analysis
7. Evidence based teaching /learning
8. Reflective practice
9. Projections
10. Case studies/scenarios

HOW DO WE USE CONTEXT AND LEARNING OUTCOMES TO BRING OUT THE CONCEPT OF ESD?

1. The learning context should have a linkage on the 3 pillars of ESD
   - Environment
   - Society
   - Economy

   We should focus on values like care, responsibilities and life skills to appreciate the context taught.

2. Learners should appreciate the importance of the environment they should freely interact with the environment to safe guard and protect nature.

3. Love for one another, appreciating one's ethnicity background. Tutors should be models about love to reflect what is expected in the community.

4. Using the available local materials in making things / productive items that can sustain their living without destroying / depleting the environment.

5. Identify activities or competences for learners to find out the ESD problems within their environment, suggest solutions / improve on the school compound.

Developing ESD supplementary curriculum materials

The approach to **ESD** integration is that of infusion, i.e., **ESD** -related themes and topics were integrated into specific PTE subjects and learning areas. **ESD** was integrated in college system as cross-curricular, co-curricular, projects linking school and local community.

Outcome of the project

Supplementary materials were developed and these included;
   i. Tutor's resource book for integrated science education
   ii. Tutor's resource book for integrated production skills
   iii. Tutor's resource book for Social Studies Education
   iv. Tutor's orientation manual for education for sustainable development
   v. Monitoring and class room observation Tools

Adaptation the whole school approach

The whole-school initiatives were discussed and participants oriented towards promoting behavioral change among learners in school. Different programs will be implemented in order to develop the ESD competences, such as those involved in classroom curriculum and co-curricular activities.

3.1. Training Workshops

3.1.1. Introduction

The first training workshop was conducted from the 19th April to 22nd April 2021. This was in time for the tutors to integrate learnt concepts into the training of the Year one students. Despite overlapping with the end of course examinations for year two students, the college management, together with the Department of Teacher Education Training and Development at the Ministry of Education and Sports devised strategies to minimize the impact of the training on the normal execution college training programmes.

3.1.2. Venue

The training took place at Loro Core Primary teachers' college in Oyam district. The venue was serene and a good example of an ESD compliant college environment. This college has a more or less central location for the colleges of Northern, Eastern, West Nile and North Western Uganda. It's a Core college with fairly adequate infrastructure.

3.1.3. Specific objectives for the training

- To acquaint Tutors with the developed and adapted materials for use in the pilot project.
- To enable Tutors, gain basic knowledge about competence-based teaching
- To enable Tutors, discuss and practice the proposed specific methods and general teaching approaches.
- To enable participants, make pedagogical inputs on the draft adapted materials from experiences as practicing Tutors.

3.1.4. Facilitators

The training was facilitated by a team of consultants who developed resource materials. These included;

1. Mr. Santus Cale – Curriculum Developer (NCDC)
2. Mr. Patrice Ssembirige Curriculum Developer (NCDC)

The team was supported by;

1. Ms. Rosie Agoi – Secretary General Uganda National Commission for UNESCO
2. Mr. Twebaze David Programme Officer /Education/ Uganda National Commission for UNESCO.

3.1.5. Proceedings

- Preparatory arrangements were made and the participants arrived on Monday 19th April, 2021
- Sessions started on Tuesday 20th April 2021 with preliminaries of registration, introduction and official opening

The Secretary General/ Uganda National Commission for UNeSCO, Ms. Rosie Agoi in a group photo with Tutors trained at Loro Core PTC

4.1. Opening Session

Programme officer/Education/ Uganda National Commission for UNESCO

The Programme officer in charge of Education, Mr. Twebaze David welcomed the participants to the Workshop. He thanked the Commissioner Department of Teacher Education Training and Development at the Ministry of Education and Sports for having coordinated the Principals of Different PTCs to select the Tutors to participate in this workshop that had been organized to enhance the competencies of Tutors to integrate ESD components in PTCs Teaching and Learning practices.

He shared the specific objectives for the workshop that included to acquaint Tutors with the developed and adapted materials for use in the pilot project, to enable Tutors, gain basic knowledge about competence-based teaching, to enable Tutors, discuss and practice the proposed specific methods and general teaching approaches and enabling participating Tutors to make pedagogical inputs on the draft adapted materials from experiences as practicing Tutors. He encouraged participants to remain focused and attentive during the course of the workshop.

Principal Loro Core PTC

The Principal Mr. Okada Opito Patrick, welcomed the participants at Loro Core PTC. He thanked Uganda National Commission for UNESCO for having selected Loro Core PTC to host the training Workshop. He mentioned that the intervention

was timely given the importance of Education for Sustainable Development and the achievement of SDG4 targets in Uganda. He thanked those who planned to involve teacher educators in the intervention because these are key actors in ensuring delivery of quality and inclusive Education in Uganda. He wished participants a constructive engagement and fruitful training workshop.

Secretary General/ Uganda National Commission for UNESCO
The Secretary General Uganda National Commission for UNESCO Ms. Rosie Agoi welcomed the participants to the Workshop and thanked them for having responded to the invitation positively. She noted that Education for Sustainable Development (ESD) has been recognized as a key element of quality education and a crucial enabler for sustainable Development.

Ms. Rosie Agoi mentioned that in June 2012, the United Nations Conference on Sustainable Development met in Rio de Janeiro just 20 years after the first conference in 1992 had adopted a far-reaching strategy on sustainable development. The new "Rio+20" strategy, as outlined in the conference outcome document "The future we want" (and adopted by the UN General Assembly a month later, in July 2012) showed continued commitment by the United Nations Member States to sustainable development in three dimensions, namely; promotion of an economically, socially and environmentally sustainable future for our planet and for present and future generations.

The Secretary General stated that among the three dimensions of sustainable development, economic sustainability is concerned with poverty reduction, Social sustainability is concerned with equity and has recently been formulated to emphasize on inclusive development. The third dimension, environmental sustainability is concerned with the ecological and resource crises faced today which threatens the development prospects of countries around the world.

She noted that the new 2030 Agenda for Sustainable Development represents a significant step forward in the recognition of the contribution of Science, Technology and Innovation (STI) to sustainable development. There is urgent need for the scientific and other knowledge communities to engage in collaborative and transformative knowledge production, dissemination and utilization, and promotion of innovation across sectoral and disciplinary boundaries that ESD practice interface to enrich decision-making and capacity building for sustainable development with emphasis on involving and respecting youth as key stakeholders. She noted that the intervention implemented through Teacher training institutions will have a greater multiplier effect for promotion of ESD among learners.

The Secretary General observed that the Workshop will provide a great opportunity for Uganda National Commission for UNESCO to disseminate information on ESD to tutors from one of the key subsectors in the Ministry of Education and Sports. She noted that at the close of the workshop participants

will have got a deeper understanding of ESD and taking into account a diversity of views that will be shared She informed participants that Knowing how to present your views and listen to the views of others is an important life skill and ESD is well placed to develop such debates, which necessarily draw on experiences from everyday life.

Ms. Rosie Agoi thanked the Principal Loro CPTC for having accepted to host the Workshop, she thanked the facilitators for engaging the participants and for walking with us in the long journey of promoting ESD in Uganda. She encouraged the participants to remain committed and share the same knowledge and skills acquired during the workshop with the other tutors that had not been selected to attend the capacity building workshop.

Opening remarks by the Commissioner /Department of Teacher Education Training and Development

The Commissioner for Teacher Education training and Development Mr. Kamwana Jonathan stated that he was profoundly humbled to participate at the workshop organized to streamline Education for sustainable Development into PTCs learning and teaching practices. He welcomed all the participants to the workshop and thanked them for responding positively and keeping time.

The Commissioner reiterated that Education for Sustainable Development is a holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment. He noted that we will achieve this purpose by transforming our Educational Institutions so that they can respond creatively to global and local sustainability challenges.

He mentioned that ESD is not a particular project but rather a learning process or an approach to holistic teaching and learning based on the principles that underlie sustainability. He further reiterates that Education for Sustainable Development is concerned with five fundamental types of learning to provide quality education and foster sustainable human development, including: learning to know, learning to be, learning to live together, learning to do, and learning to transform oneself and society. In short, he said that ESD promotes efforts to rethink both methods and contents of education to contribute to sustainable societies. Noted that Education for Sustainable Development also affects all components of education, including Policy, Learning Environment, Curriculum, Instruction, Learning and Assessment.

Mr. Kamwana Jonathan observed that promotion of ESD in our Educational Institutions will contribute to knowledge and skills acquisition necessary for sustainable lifestyles, observance of human rights, and gender equality, promotion of a culture of peace and non-violence, global citizenship, and

appreciation of cultural diversity and of culture's contribution to sustainable development.

The Commissioner noted that the workshop organized will provide a great opportunity for dissemination of knowledge on ESD to technical officers who are key actors in areas of teacher education, preparation, training and development in the Primary Schools subsector.

He mentioned that our world is strongly shaped by Education, Science, Technology and Innovation in preserving the environment, reducing poverty and improving our lives and livelihoods. Each of the challenges faced by our people require innovations and Education systems capable of developing learners that can provide effective and feasible responses.

Mr. Kamwana noted that at the close of the workshop participants will have got a deeper understanding of ESD and integrating its components into PTCs teaching and learning programmes.

The Commissioner informed participants that if we put our actions together Education for Sustainable Development will empower our learners with knowledge, skills and values to take informed decisions and responsible actions for environmental integrity, economic viability and contributing towards building a just society, for present and future generations in Uganda

Mr. Kamwana Jonathan requested participants to be attentive and remain committed throughout the course of the workshop and take into account a diversity of views. He noted that together we can contribute to delivery of quality and inclusive education in Uganda and to the attainment of sustainable development goal 4 targets to our Country drawing on your experiences and commitment to work.

He mentioned that the intervention will further strengthen ESD networks and increase synergies among the participating Primary Teachers Colleges across the country. He called upon participants to be champions in promotion of ESD in the communities where they live.

Mr. Kamwana extended thanks to UNESCO for facilitating the process of implementing the intervention and Uganda National commission for UNESCO for coordinating activities leading to the workshop.

The Commissioner wished participants a constructive and fruitful workshop as we promote ESD for a sustainable future in Uganda.

After delivering his remarks, he declared the workshop opened.

5.1. Training Session
5.1.1. Day 1

First Presentation; General Background to ESD

Mr. Patrice Ssembirige the lead Facilitator presented to participants the background of ESD. In recognition of the prominent role of education in addressing interconnected global challenges, he noted that ESD has surfaced as one of the global goals to be achieved by 2030. ESD is critical to UNESCO's vision for education in the 21st century (UNESCO, 2015) and a key component for the Sustainable Development Goals (SDGs) and the 2030 Education agenda.

He observed that the 2030 Agenda for Sustainable Development (Sustainable Development Goals / SDGs) were adopted at the September 2015 UN summit in New York. The agenda adopted by heads of state from over 150 countries, is a plan of action involving goals to be achieved between 2016 and 2030. The goals are set aiming to create a sustainable society, and are related to the global issues including poverty and hunger, energy, climate change, and peace. This agenda comprises 17 goals and 169 targets, and Goal 4 is to provide quality education. ESD is articulated in the Goal 4.

The Program officer for Education at Uganda National Commission for UNESCO Mr. Twebaze David made a presentation on the background of SDGs and the role of UNESCO. The officer further shared with participants what UNATCOM does and UNESCO at large in regard to promoting ESD among the UN member states. Facilitators shared with participants the 2030 Agenda where ESD is positioned. The details as discussed in the workshop are presented below;

The 2030 Agenda for Sustainable Development sets forth 17 Sustainable Development Goals (SDGs) adopted at the United Nations Development Summit on 25 September ushered in a new era of Global Solidarity and cooperation for humanity. Our commitment to education is espoused in SDG 4, which ensures inclusive and equitable quality education and promotes lifelong learning and education for all. The accompanying target 4.7 was created to promote Global Citizenship Education.

SDG 4: QUALITY EDUCATION

This goal presents targets for delivery of inclusive and equitable quality education and promote lifelong learning opportunities for all. And, Target 7 talks about ensuring that by 2030, all learners acquire the knowledge and skills needed to promote sustainable development. The following themes of sustainability important to communities were discussed, Participants had good knowledge about these themes though it was more of theory than practical application.

     i. Biodiversity
     ii. Climate change
     iii. Poverty reduction

iv. Gender equality

v. Health promotion

vi. Sustainable agriculture

vii. Sustainable forestry

viii. Sustainable consumption

ix. Peace and human security

Participants got an opportunity to learn about the concepts of 'sustainable development' and 'sustainability' as have been promoted to address global social, economic and environmental challenges, including persistent patterns of absolute poverty and various forms of social and economic inequality (UNESCO, 2009b). In 1987, the World Commission on Environment and Development developed a definition of sustainable development, which has become commonplace: "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Mr. Patrice Ssembirige presented an overview on sustainability which implies the need to strike a balance between current economic activities and social development, on the one hand, and environmental protection and the preservation of cultural diversity for future generations, on the other. The participants were informed that idea of sustainable development emerged as a response to an extended period of unrestrained economic growth, urbanization and 'over-consumption', which were shown to negatively impact the global community.

Mr. Patrice Ssembirige one of the consultants delivering a presentation to Tutors of Social Studies Education during the training of Tutors at Loro Core PTC

Existing practices in PTCs and the practical's of ESD integration

Day two started with a registration and prayer followed by a summary of key issues discussed on day one.

Developing ESD resource materials

The process to identify the ESD entry points and the approach used to integrate ESD in the Primary Teacher's Education Curriculum was discussed. Participants learnt that ESD related content was infused in the existing curriculum. ESD - related units and topics were integrated into specific Primary Teacher's Education subjects. ESD was integrated in college system as cross-curricular, co-curricular, projects linking the college and local community.

The ESD curriculum support materials.

Supplementary materials were developed and these included;
  (a) Integrated Science Education Resource book
  (b) Social Studies Education Resource book
  (c) Integrated Production Skills
  (d) Monitoring and class room observation Tools

Tutors resource books (Training manuals) that were developed to guide implementation of the project

Adaptation of the whole school approach

Participants were encouraged to use the whole-college initiatives which involve all the school community towards promoting behavioral change among learners in school. This focuses on the implementation of different programs in order to develop the ESD competences, such as those involving not only classroom practices but also outside classroom activities.

Consequently, participants were grouped to study the ESD resources. They were encouraged to identify the key areas in regard to the practices that are common in their daily college and community activities which have been reflected in the resource books.

5.1.3. Day 3

Demonstrations of practical skills in ESD integration

Participants were taken through how the Teacher's resource books should be used in the classroom setting. Later participants were divided into seven groups and they discussed how to develop a lesson plan that integrates ESD competences as well. This was followed by a demonstration and plenary presentations from different groups.

Participants in a group discussiion during training at Loro Core PTC

Participants during plenary presentation at Loro Core PTC

Participants identified the current ESD practices in their colleges. The following were some of their submissions as regards ESD activities in the colleges and local community

    i.   Proper waste management
    ii.   Tree planting
    iii.   Conserving existing trees
    iv.   Presence of environment clubs
    v.   Sensitizing the community
    vi.   Cleaning the homes of the elderly in the communities
    vii.   Collecting waste in the community
    viii.   Making craft materials
    ix.   Presence of peace clubs

The facilitators made a wrap up regarding what was covered in the three days and shared with the participants about the expectations during the implementation of ESD in the colleges. Facilitators informed the participants about the monitoring and support supervision exercise which will be conducted during implementation in the new academic year.

6.1. Closing Remarks

The Secretary General officially closed the workshop on 22/04/2021 and encouraged participants to implement what they had learnt in the three days. She advised the participants to conduct college-based trainings to equip all the college staff with knowledge and skills on how to implement ESD using the whole college approach. She put a lot of emphasis on protecting the environment and promoting peace among the students and the local community.

7.1. Critical observations during the training workshops

1. Aspects of ESD have already been in existence in the PTCs without clear guiding principles and a "home".
2. Tutors are aware of their critical role in integrating ESD into the education system through their role on teacher format
3. Tutors are aware of the limitation of inappropriate pedagogy towards the achievement of the curriculum objectives in our educational system
4. Tutors of other subjects are capable of identifying the entry points of their own subjects given good guidance in interpreting the concept.
5. Time and assessment strategies sound a common explanation for the current state of curriculum implementation both in PTCs and primary schools.
6. A common tendency on non-ownership of individual responsibility for the current state of affairs regarding the three pillars of SD (environment, economy and society). Tutor's attribute this to higher administrative hierarchies.

7. The materials developed were appropriate and tutors found them easy to use (interpret, adapt and implement).
8. Despite the few concerns about sanitation and feeding for the participants, participants appreciated the decision to have such trainings hosted by college

8.1. Monitoring/Support Supervision Visit

The purpose of organizing this monitoring exercise was to establish the level of progress in implementing the project and to provide support and guidance to the Tutors.

8.1.1. Objectives of the field visit/Monitoring

- To gather evidence of implementation of the project.
- To provide guidance and support supervision to the Tutors
- To generate school specific data on learners and Tutors at the participating Primary Teachers Colleges.

8.1.2. Visiting team

This constituted officers from UNATCOM and NCDC
- Mr. Twebaze David – Programme officer, UNATCOM.
- Mr. Santus Cale Curriculum Specialist at NCDC

Mr Twebaze David the Programme officer/Education at UNATCOM inspecting a greening Initiative at Kamurasi PTC in Masindi during the monitoring visit

One of the Consultants Mr. Cale Santus while on a monitoring visit posse before a table used for grafting tree seedlings at Kitgum PTC

8.1.3.   Methods used in monitoring of implementation

- Interviewing Tutors
- Observing class activities
- Visiting ESD initiated projects in the Colleges
- Debriefing Tutors on observations made and feedback to form a way forward.

8.1.3. Findings during the field visit/monitoring

Achievements/Strength

- In **8 Colleges** visited, trained tutors have been able to support and promote ESD activities in the Colleges
- Availability of the Tutors who were trained. Majority are still in the Colleges serving.
- Team work among Tutors and team teaching in promotion of ESD in all the six colleges visited was observed
- In all Colleges visited improved competences and teaching skills among tutors trained was evident in all lessons we attended with good preparations, use of leaner centered methodologies

- Free expression of learners was observed
- In all Colleges visited land was offered for promotion of ESD based initiatives, for example growing of trees, and fruits observed in Gulu CPTC and Kamurasi PTC in Masindi
- Rain harvesting tanks and gutters were repaired in all colleges visited and are functioning well

- Tutors visited observed that content identified for integrating ESD was relevant given the current Global Catastrophic Climate changes
- Tutors visited observed that the intervention done through Primary Teachers Colleges was ideal and relevant because it will have a large multiply impact on Primary Schools and learners
- Promotion of environmentally friendly practices observed in 6 out of the 8 Colleges visited for example reviving apiary units, maintaining College orchards, growing vegetables to supplement students' diet, improved garbage management strategies and maintenance of incinerators
- Principals in all Colleges visited reported to have supported the pilot for example by supporting formation of environment clubs, peace clubs

Challenges/Areas that need improvement
- COVID -19 interruptions including closure of Schools affected to a large extent the implementation of the project. Schools in Uganda suffered a lockdown of nearly two years.
- Need to train and equip more Tutors with knowledge and skills to integrate ESD components into PTCs learning and teaching practices.
- Due to insufficient details in records, little attention was put on observing learner responses verses their individual recorded details.
- Inadequate resources in Primary Teacher's Colleges to support the trained Tutors to implement agreed targets during training
- Resource materials given to Primary Teachers Colleges were not enough. The book ratio is 1:12. This makes learning and follow up of ESD concerns difficult
- Some Principals' have no interest to supervise the initiative at the Colleges
- Inadequate resources in Primary Teacher's Colleges to support the trained Tutors to implement agreed targets during training

9.1. Recommendations
- The Ministry of Education and Sports should ensure that there is improved ESD compliant assessment and records management
- Parents need to provide support to learners while at home and at School to promote ESD initiatives.
- Regular continuous Professional development courses should be organized by the Ministry of Education and Sports or by District Authorities, and Education development partners with an aim of building capacity of Tutors and Teachers in Primary Schools to promote ESD actions and practices
- Teachers need to form community learning groups for self-learning/Knowledge acquisition/teaching and sharing to promote ESD practices in Schools homes and host Communities

- The Ministry of Education and Sports and the Local Governments need to popularise ESD and support mechanisms of changing the mind set of teachers, parents and learners especially girls towards promotion of ESD actions and practices
- Kyambogo University and the Teacher Education Training and Development Department of the Ministry of Education and Sports need to undertake curriculum reviews in Teacher training programmes that will address the area of ESD in terms of Content and pedagogical approaches.
- The Ministry of Education and Sports need to mobilize partners and key stakeholders to support capacity building programmes for teachers in ESD
- District Local governments need to mobilize parents to effectively support the education of their children including ESD responsiveness
- Principals in Primary Teachers Colleges should encourage knowledge sharing with teachers who were not trained i.e., trained Tutors be given more time to guide other Tutors
- The Ministry of Education and Sports through the Directorate of Education Standards should develop monitoring tools that include indicators on ESD actions in Educational Institutions

10. Conclusion

This intervention will contribute towards the achievement of one of the goals of Education for Sustainable Development as a practice for building sustainable societies. The project focused at specific competencies and attitudes that teachers and leaners need to promote sustainable development. It is important that each Educational Institution comes to an individual decision on this, while demonstrating examples and actions of creating sustainable societies. Promotion of ESD should include ability to think critically, ability to plan with anticipation of a future scenario, multidimensional and integrative thinking, communication skills, ability to cooperate with others, respect for human dignity, building new relations and partnerships, networking, and proactive participation in building peace and sustainable development

We are optimistic that this project delivered through teacher education will produce desired results.

11.   Annexes
Annex 1

1. PROGRAMME FOR THE MAINSTREAMING WORKSHOP ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

VENUE: LORO CORE PRIMARY TEACHERS TRAINING COLLEGE
DATE:19th to 22 APRIL 2021

Day/Date	Time	Activity	Responsible person(s)
Wednesday 20th April 2021 (Day 1)	8:00am – 9:00am	Arrival and Registration	UNATCOM
	9:00am – 9:05am	Opening Prayer	Participant
	9:05am – 9:25am	Self-introduction	Mr. Santus Cale
	9:25am – 9:35am	Welcome remarks	Principal Loro PTC
	9:35am – 9:40am	Objectives of the workshop	Mr. David Twebaze
	9:40am – 10:00am	Welcome remarks	Principal Loro CPTC
	10:00 – 10: 05am	remarks	SG UNATCOM
	10:10am – 10:30am	Official opening	Commissioner TETD
	10:30am – 11:00am	**Coffee break**	Service provider
	11:00am – 12:00am	The concept of ESD What it is The origin	Mr. Santus Cale
	12:00am – 1:00pm	History of ESD and the implementation of ESD in Uganda	Mr. Patrice Ssembirige
	1:00pm – 2:00pm	Lunch break	
	2:00pm – 4:00pm	Identification of entry points • What are entry points • How to identify entry points • The activity	Ms. Ndagire Sarah
Review of the specific Chapters			
Thursday 21st April 2021 (Day 2)	8:30am – 8:40am	Registration & prayer	Participant
	8:40 – 9:00am	Recap for day 1	Santus
	9:00 – 10:30am	Materials development • What materials • Why the materials • Sample materials	Atuhaire Shallon
	10:30am – 11:00am	**Coffee break**	

Day/Date	Time	Activity	Responsible person(s)
	11:00am – 1:00pm	Integration of ESD in Science Education Curriculum	Ms. Aidan Asekenye
	1:00pm – 2:00pm	Lunch break	
	2:00pm – 4:00pm	Integration of ESD in Social Studies Education Curriculum	Ms. Ndagire Sarah
	4:00pm – 4:30pm	Question and Answer session	Mr. Twebaze David
	4:30pm – 5:00pm	Coffee break and closure of day 2	
Friday 22nd April 2021 (Day 3)	8:30am – 8:40am	Registration & prayer	Participant
	8:40am – 9:00am	Recap for day 2	Patrice
	9:00 – 10:30am	Integration of ESD in Integrated Production Skills Curriculum	Mr. Edward Muwanguzi
	10:30am – 11:00am	Coffee break	
	11:00am – 11:30am	Project work: Social Studies Education	Ms. Ndagire Sarah
	11:30 –12:00pm	Project work: IPS Education	Mr. Katongole Moses
	12:00 –12:30pm	Project work: Science Education	Ms. Aidan Asekenye
	12:30 –1:00pm	Closing remarks	Host Principal SG UNATCOM
	1:00pm – 2:00pm	Lunch break and administrative issues	Programme officer/Education UNATCOM

Annex 2

![The Republic of Uganda Coat of Arms]

THE REPUBLIC OF UGANDA

Ministry of Education and Sports

A TOOL FOR MONITORING IMPLEMENTATION ON INTEGRATION OF ESD COMPONENTS INTO TEACHING AND LEARNING PRACTICES IN PRIMARY TEACHERS COLLEGES

February 2022

A. College Information

B. Name of the PTC ....

1. District Name...

2. County...   Sub county..............................

3. Physical Address: PO.BOX..

4. Sub county...................................

   Parish.....................................LC1

5. Name of Principal.............................   Contact........................Email address.........

6. Name of the Tutor Trained......................   Contact ....Email Address ....

7. Number of Teaching Staff

Female	Male	Total

8. Number of students

CLASS	BOYS	GIRLS	TOTAL
Year 1			
Year 11			
TOTAL			

B.   Information on Gender issues

1.   Was your college selected to attend the training on integration of ESD components into teaching and learning practices in PTCs? YES …
NO……

2.   If yes how many teachers attended the training?

Male	Female	TOTAL

3.   How adequate was the training you received on integration of ESD components into teaching and learning practices in PTCs?
a) Not adequate
b) Fairly adequate
c) Adequate

Comment...

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4. Have you conducted orientation meetings on integration of ESD components into teaching and learning practices in PTCs for other teachers in your College? YES....... NO.........

Comment...

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5. What strategies have been put in place for integration of ESD components into teaching and learning practices in the College?

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6. How do you rate the progress made so far on the integration of ESD components into teaching and learning practices in the College
a) Poor
b) Good
c) Very Good
d) Excellent

7. Mention strategies in your College for female student retention and performance

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    ....

8. Does the school keep records on issues of ESD

    Comment...

    ....

    ....

    ....
    (*Monitoring Officer should request to have a look at the records/files*)

9.   What challenges are you facing in the implementation on integration of ESD components into teaching and learning practices in the College

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10.   What do you suggest as strategies for ensuring successful implementation on integration of ESD components into teaching and learning practices in the College? (List them)

....

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Name of the Monitoring Officer..

Designation   ....

Date of Monitoring   ....

Annex 3: PICTORIAL

A monitoring Team at Gulu Core PTC

One of the consultative meetings with teachers working group during formulation stages of the project.

A team of trainers developing resource materials for supporting the intervention at the Directorate of Education Standards- Ministry of Education and Sports

Participants during the training of trainer's workshop at the Directorate of Education Standards

SDG 4 posters displayed at Loro Core PTC, one of the training venues

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