WALKING THE ECO-SCHOOL JOURNEY
A Practical Experience from a Model Eco-School
Presented at the
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OVERVIEW
Overall Objectives:
1. Get a better understanding of an Eco-School or ESD-Compliant School/Institution
2. Gain in-depth knowledge of the ingredients of a successful Eco-Schools Program at the grass-roots
3. Obtain a broad view of School-Community Micro-Projects from case studies
4. Appreciate common challenges in implementation of Eco-Schools Program and develop mitigation measures
5. Be challenged to translate plans of action into real projects in communities and learning institutions.
WHAT IS AN ECO-SCHOOL?

• An Eco-School is an ESD-Compliant School that adopts and implements the Eco-School Strategy for Sustainable Development.

• Such a School puts the Environment at the centre of the T&L activities while addressing immediate Environmental and Development challenges.

• EAL is enhanced to make the Teaching and Learning Process more practical and interesting.

THE GREEN PARADE
THE TENETS OF AN ECO-SCHOOL
Successful implementation of the Eco-Schools Program depends on several factors:
1. Leadership from the Eco-School Committee
2. Commitment of the Teacher Coordinator and Head Teacher
3. Networking with relevant Stakeholders
4. Implementation of Micro-Projects
5. Whole-School approach to implementation
6. Ensure Sustainability of the Program/project (s)

LEADERSHIP FROM ECO-SCHOOL COMMITTEE
- An Eco-School Committee consists of 10-20 members, depending on the need and reasons for inclusion of certain members.
- Ideally the School Principal is the Chairperson, and the teacher coordinator the secretary – doubling up as the Technical member of the committee.
- The rest of the membership should be drawn from various quarters, including:
  a). The School Management Board (BOG/PTA)
ECO-SCHOOL COMM. Cont...
b). The Local Community
c). The teaching staff (other than the teacher coordinators).
d). Non-teaching (subordinate) Staff
e). Students/Pupils
f). Sponsors (Religious group)
g). Provincial Administration, e.g. Area Chief
h). Special Interest Persons, e.g. from local CSOs, NEMA, WRMA, KFS, Min. of Agriculture, KARI, KEFRI, NBI

NB: Remember to consider gender equity issues in constituting the committee.

PART OF THE GOIBEI ECO-SCHOOL COMMITTEE
ROLE OF ECO-SCHOOL COMMITTEE

- Provide overall leadership for the program
- Critical in Fund-raising
- Foster general good will and acceptance of project from various stakeholders, including local community and government.
- Guarantees security of projects whose success depends on the same, e.g. fish-farming, dairy and bee-keeping.
- Provides platform for sharing ideas and experiences, including indigenous knowledge.
- Is a key component to sustainability of program in case the Teacher coordinator or Head-teacher is transferred
- Provides a good link between the School and Community

THE TEACHER COORDINATOR AND HEAD-TEACHER

- The Teacher Coordinator is the linking person, often playing a technical role
- The Head-Teacher is the overall leader and accounting officer of the School.
- The two must work in tandem/collaboration
- Lack of commitment in any/both of them means stagnation of the project
- Capacity-building of the teacher coordinator is key to successful project implementation
- The bottom-line is “The School is the Principal and the Project is the Teacher”
NETWORKING WITH STAKEHOLDERS

- ESD is an all-inclusive approach to development, hence collaboration of relevant stakeholders is at its heart – Partnerships grow through snow-ball effect.
- The school should look for, attract and retain as many stakeholders as possible.
- Networks and Partnerships become critical in information sharing, and could quite often be the source of technical assistance
- Forms a strong foundation for Fund-raising
- Retain your partners by keeping constant touch with them, through phone calls, SMS, brochures, Newsletters, e-mails, courtesy visits, Project Reports, invitations for major events.

PARTNERS LAUNCH THE STRETCHER
### SOME OF THE GOIBEI PARTNERS

1. WRMA
2. NEMA
3. KOEE
4. KFS
5. WCK – LVCEEP/WWF
6. KEFRI
7. VCDO – Local CSO
8. Local Community
9. PAG Church- Sponsors
10. GIZ – Germany Embassy
11. NBI/NTEAP
12. KNDF
13. PGS – Germany
14. Giraffe Centre
15. Schools and Colleges
16. Banja WRUA
17. MOE
18. MOA
19. Tatro Millenium Village
20. ARC

### IMPLEMENTING SCHOOL MICRO-PROJECTS

- **Micro-project** – Is a small-scale project that is implemented at the school or community level with the main aim of solving a real problem. The problems to be solved range from environmental to social problems, e.g. poverty, soil erosion, poor yields, insecurity.

- Micro-projects can be classified into three categories; namely:
  1. **Awareness Creation Projects**, e.g. ICT, Penpal Exchange, Print Media such as production of Brochures, Magazines, Newsletters, Naming of Trees/Shrubs.
  2. **IGA – Income Generating Activities**, e.g. Market-Gardening, Bee-keeping, Poultry keeping (Layers/Broilers), Fish Culture, Dairy Farming, Rabbit Rearing

NB: Some projects may fall into two or all the three categories, depending on design and scale.

### SOME EXAMPLES OF MICRO-PROJECTS

1. **BIOGAS PROJECT** – Savings on wood fuel as well as reducing wastes and providing manure, EAL
2. Solar Energy – Savings on Mains Electricity Bills, EAL

3. Roof-Water Harvesting – Savings on water pumping and Treatment costs, EAL
4. Solid Waste Management — Sale of Plastics and Scrap metal generates income, sorting facilitates recycling of organics into manure, EAL

5. Greening Projects — Conservation, Aesthetics and Savings on wood products
6. School-Partnerships and Exchange Programs: Promoting knowledge sharing and global peace

7). EAL IN PRACTICE USING MICRO-PROJECTS
ENSURE SUSTAINABILITY OF PROJECTS

- Include income generating activities (IGAs) in the program.
- Adopt the whole-school Approach to ensure as many people as possible are involved within the school.
- Continuous training/capacity-building of key project implementers to ensure they grow and remain relevant.
- Establish a strong financial base from a variety of Funding agencies to ensure financial sustainability.
- Strengthen School-Community link to win support for and acceptance of projects.

SOME EXAMPLES OF IGAs

1. a) Market-Gardening – Income generation, EAL
b). HORTICULTURE PRODUCTION - VEGETABLES

VEGETABLE PRODUCTION IN SLUMS USING GUNNY SACKS WHEN LAND IS LIMITED

COMMERCIAL ARABLE VEGETABLE PRODUCTION

c). GREEN PEPPER AND WATER MELON
d). GRAIN AMARANTH

e). PASSION FRUITS — GREEN AND YELLOW
f). **BANANAS** - In Agro-forestry

2. **Bee – keeping** – Generates income, demonstration for Replication, EAL
3. Dairy farming – Savings on milk and income generation, EAL

4. POULTRY AND RABBITS FOR MEAT, EGGS, INCOME GENERATION AND EAL
5. INTEGRATED FISH AND POULTRY FARMING – TATRO SEC. SCHOOL

CHOICE OF MICRO-PROJECT

Several factors should be considered:
1. Aim or objective of the project
2. Availability of Resources (including technical) to initiate and run the project to logical end.
3. The existing problem/challenge to be addressed by the project (relevance of the project).
4. Likelihood of support from key stakeholders, e.g. school managers.
5. Effect of weather/weather changes on the project
6. Sustainability of the project
CHALLENGES IN IMPLEMENTING ECO-SCHOOLS PROGRAM

- Kenyan Exam-oriented system of education - disregards anything that may appear non-academic
- Heavy Workloads – leaves little room for innovation
- Lack of good will - from school managers /donors to allocate funds for Eco-School Projects
- Opposition and conflict of interest - from within and without the system – teachers, subordinates and community members
- The “School is the Principal Syndrome” – the buck stops with the principal.
- Lack of Capacity and Commitment among teachers - to initiate projects/activities in schools

THANK YOU