

**Swedish Support to a Regional
Environmental Journalism and
Communication Programme
in Eastern Africa for the
Period 2002–2006**

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**Department for Democracy
and Social Development**

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Sida Evaluation 06/19

**Department for Democracy
and Social Development**

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List of Abbreviations

BA	Bachelor of Arts
BBA	Bachelor of Business administration
BMU	Beach Management Unit
DU	Daystar University (Kenya)
EAC	East African Community
EJ	Environmental Journalism
EJ&C	Environmental Journalism and Communication
EJTA	European Journalism Training Association
FAO	Food and Agriculture Organisation (of the UN)
Fojo	Fortbildning för Journalister (Institute for Further Education of Journalists)
ICT	Information and Communication Technology
ICT4D	Information and Communication Technology for Development
IFJ	International Federation of Journalists
INECN	Institut National pour l'Environnement et la Conservation de la Nature (Burundi)
IUCN	International Union for the Conservation of Nature and Natural Resources
J&D	Journalism & Democracy
LFA	Logical Framework Approach
LVEMP	Lake Victoria Environmental Management Programme
MA	Master of Arts
MDGs	Millenium Development Goals
NEJLV	The Network of Environmental Journalists for Lake Victoria Project
NEMA	National Environmental Management Authority (Uganda and Kenya)
NEMC	National Environment Management Council (Tanzania)
NGO	Non Governmental Organisation
NSTI	Nyegezi Social Training Institute, Mwanza, Tanzania
PRSP	Poverty Reduction Strategy Papers
RBM	Results based management
REMA	National Environmental Management Authority (Rwanda)
SAUT	San Augustin University of Tanzania

SEK	Swedish Kronor/Svenska Kronor
Sida	Swedish International Development Agency
SNEB	Stratégie Nationale de l'Environnement au Burundi
ToR	Terms of Reference
TOT	Training of Trainers
UN	United Nations
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Children's Fund
UNESCO	United Nations Education, Science, Culture and Communication Organisation
USD	United States Dollars
W&D	Women & Development
WSSD	World Summit on Sustainable Development

Foreword

“Sustainable development” has come to have many meanings in the world of development, since it found its way into the core of development discourse in the 80’s. In the context of the object of the present evaluation, the “Lake Victoria Environmental Journalism and Communication Programme”, they are all at play:

- the sustainability of the programme activities in terms of regional and national sustainable “institution building” for the continuation of the activities initiated is one area, and
- the sustainable effects of the training activities and communication-based interventions on the objects of the training: the journalists and the mobilised communities another.
- The sustainability created from the journalistic outputs and the results of the actions of the mobilised communities a third level, moving on to the fourth and final level of “sustainability effects” of the programme:
- How have the immediate effects of the interventions (the journalistic copy and the organised communities) impacted on the overall aim of it all: the improvement of a safe and sound environment, resulting from inspired sustainable practices?

This report is the result of a study commissioned by the Division for Culture and Media within the Swedish International Development Agency (Sida). The objective of this study and evaluation was to assess whether the support to strengthen Environmental Journalism capacity has worked in the two major components of the project: to establish institutional capacity for mid-career training of journalists in the five Eastern African countries, and to develop and run effective journalism training courses there. Furthermore the study presents a needs assessment and recommendations for Sweden’s possible continued support to the area and the sector.

The present evaluation has striven to address, assess and contextualise these different levels and aspects of sustainable results of the programme under evaluation. The result will emerge from the report. This report has been in process for an extended period of time, which has allowed a certain level of depth of the research findings and participation in their gestation: Starting in October 2005 with the transmission of a tracer study format to the Regional Secretariat at Makerere, which was distributed to the five country offices, elaborated and analysed there in time to inform the field study part of the evaluation, which took place March 20 to April 7, 2006, and then time to develop the report for presentation on May 10 to Sida Stockholm.

The present evaluation fell in three distinctive phases: The preparatory activities, including preparation of tracer study questionnaires, briefing meetings with Sida, Stockholm and study of background documentation.

This was followed by the three week field work in the five Eastern African countries. This work phase was carried out in a close collaboration between the Sida team leader and the national consultant, recruited by the Makerere University, Mr. Charles Lwanga-Ntale. The two consultants worked together around the aspects related to the regional coordination of the programme in Uganda, and visited each two of the other partner countries within the five Eastern African countries involved: the national consultant visited Kenya and Rwanda and the team leader Burundi and Tanzania.

Finally the third and final phase: the compilation of all the collected information, the final analysis and presentation of findings and recommendations in the form of a report, was carried out by the evaluation team leader.

The evaluation was carried out in an open and collegial atmosphere. Grateful recognition is extended to all persons and institutions that through their sharing of information, documentation, opinions and experience have contributed to this review. The resulting final report, including all eventual remaining errors, is, however, the sole responsibility of the Team Leader.

Birgitte Jallo

Krogegaard, May 2006

Executive Summary

The regional environmental journalism and communication training programme for Eastern Africa has been supported by Sida with 30 500 000 SEK covering the full five year period – including the two year extension agreed in 2004–until June 2007. The development objectives of the Regional Training Programme in Environment Journalism are to improve the quality of environmental reporting in the media in Eastern Africa region through training (postgraduate diploma and mid-career certificate), networking, community outreach and developing positive attitudes toward sustainable management of natural resources. The programme's focus on environment also includes relevant areas such as conflict management, gender and HIV/AIDS.

The two goals identified are: (i) to establish a training programme for environmental journalism and communication. This training programme will serve as the foundation for development of environmental journalist training in the region and community empowerment, and (ii) to strengthen the journalist training and research capacity in the region through institutionalisation of environmental journalism training.

The evaluation found both programme design and implementation to be centrally in line with development priorities of both Sweden and the five participating countries in relation to poverty reduction strategies, environmental legislation and environmental implementation priorities and to further animate the development of a free, professional and responsible media.

The programme is implemented through a regional coordination secretariat within the Mass Communication Department of the Makerere University in Uganda with four national partner institutions: the Press House in Bujumbura, Burundi; Daystar University in Nairobi, Kenya; National University of Rwanda in Butare; and the San Augustin University of Tanzania in Mwanza. The programme is coordinated with the managing Lake Victoria team in Nairobi, Kenya and backstopped by the responsible programme officer in Sida, Stockholm.

The evaluation was based on project and other relevant documentation, a three-week field study period including visits to all national coordination offices, and a tracer study developed and nationally analysed prior to the arrival of the evaluation team consisting of an international team leader and a national consultant.

Final recommendations of the 2003/4 mid-term review were found to having been carried out in general, and the programme's interaction with the Sida programme officer regular, smooth and effective. The mid-term review's identified difficulties with disbursement of funds, was seen to having been importantly improved.

The management and leadership of the programme were seen to be in full control of the running of the programme with its overall direction and national specificities. Due to the maturing of the national environments in the region, a broadening of the regional perspective and scope was recommended.

Based on comparable quantitative data from the five tracer studies and qualitative findings during the field work period, the findings and evaluative conclusions of the programme were among others that the programme has been effective in its aim to strengthen national education and training capacity and to implement relevant capacitation programmes. The studies document a general satisfaction with the courses, an increased coverage in the media and impressive real-life impact of the community outreach activities in terms of local environmental management capacity and changes in the near environment. Representatives of government and government agencies, environmental organisations and the media expressed important appreciation of the programme and its effects. All of these aspects were, however,

still found to be at an early stage of development, and need to be continued and consolidated. The community outreach – partly stopped as a result of the mid-term review – were assessed and recommended immediately revitalised in its present form as well as in new ways like the training of community communicators and regional environmental officers.

The gender aspects were found to have been effectively addressed in terms of representativity in activities and a continued engendered focus on the content of the activities encouraged. Poverty reduction was seen to be a clear target and tangible result of the work. Furthermore, the programme was found to be relevant in all aspects and had been efficiently managed. In the new phase further emphasis of strategic planning and coordination is encouraged, also in view of the maturer structures and institutions within the programme. In terms of budgets, financial management and cost effectiveness the project was – in view of programme activities – found to be good as was the risk control environment.

Sustainability was assessed in relation to the social, institutional and financial aspects, and important advances were noted in the training institutions, in the environmental management institutions and in the media. Still, such changes take time and that the efforts need to be continued and strengthened.

Recommendations – Summary

It is recommended that the programme be extended for three years (July 2007 – June 2010), and in view of the immenseness and urgency of the overall challenge at hand, a close coordination and collaboration with the managers of the communication strategy under development within the overall Lake Victoria programme is encouraged. Information and communication is central to the realisation of almost all other objectives.

While the results of the programme evaluated are consistently good, a strategic planning exercise in preparation of the second phase is encouraged to include the new national and institutional capacities emerging, and to have a consistent focus on sustainability and ‘anchorage’ of activities in national and regional settings. A detailed action plan for this process should be developed soonest to be for launch on July 1st 2007.

The recommendations fall in seven groups, following the lay-out of the programme under evaluation. A number of evaluations are only mentioned in this report as they are found to be at the margins of it. These are: (i) the urgent need to establish a coherent mid-career (certificate?) training programme in Uganda, and (ii) in view of the absence of community communication channels, the establishment of community radios around Lake Victoria is encouraged.

Recommendation 1: Post Graduate courses:

It is recommended to (i) continue the regional postgraduate diplomas, strengthening the regional content and to gradually phase out funding of it, (ii) support a to have similar postgraduate courses developed in all five countries, including postgraduate diplomas, MA and PhD programmes, (iii) establish a French language postgraduate diploma course in Burundi, (iv) look into possibilities of having a regional, joint certificate & diploma in the environmental area, (v) minimise reasons for slow completion (and low completion rates of regional postgraduate students (vi) support SAUT’s 2–4 environmentally oriented MA students, (vii) follow up on Tanzanian Media Council Web-based distance learning activity for journalism training

Recommendation 2: Certificate Courses for practising journalists and environment information officers

It is recommended to (i) continue certificate courses nationally, (ii) pilot 2-modular course format including: (a) 2 weeks of basic and investigative journalism techniques, (b) 2 weeks of environmental reporting (3 months after first course), (iii) continue process of including other aspects of “sustainable

development” into environment module. Consider change of title towards “journalism for a sustainable development”? (iii) include budget for admission of participants in courses from whole country, (iv) consider information officers and natural resource management officers should be trained separately in specifically targeted and tailored courses, (v) consider evening certificate courses, (v) Within the proposed new “dynamic, flexible and strategically governed” project framework it would be important to continually assess the most effective profile of courses, and to openly consider inclusion of new aspects, or even tailoring special courses to special audiences – could be a course for NEMA information officers, or district environmental officers, or...? (vi) look into collaboration partners for the organisation of the certificate courses.

Recommendations 3: Community Outreach:

It is recommended to (i) re-open this important aspect of programme implementation for all partner countries immediately, (ii) to organise a planning session for experience exchange as part of the strategic planning for next phase, (iii) build in follow-up activities, (iv) develop community communication facilitator training activity, based on the principles of Communication for Social Change, empowerment and self-management, (v) look into establishment of community radios as a sustainable framework within which empowered communities could be taking their development challenges in their own, (vi) to consider collaboration with “Uganda Radio Network” or similar organisations to develop strategy to get quality content on to the programming of the existing, primarily commercial, radio stations around the Lake. Does not substitute real “communication”, but could at least ensure relevant “information”.

Recommendation 4: Research

It is recommended to: (i) consider and build it research as central part of and background for informed training and education in this field, (ii) carry out research on the Media Landscapes, keeping these updated and accessible for all, (iii) work with the baseline: regional analysis and treatment still missing – ought to be publicly accessible on revamped website at least, (iv) develop national communication strategies: what works/creates real impact? How? Why? (v) research what “engendering development” means for information and communication activities at the service of a sustainable development, (vi) meet the information and communication needs of environmental actors, (vii) identify, document and disseminate best practices.

Recommendation 5: Networking:

It is recommended to: (i) continue editors’ breakfasts, and strengthen these contacts through ongoing provision of information on programme and topical issues via e-mail, (ii) ensure strong, interactive webpage for journalists with (password protected) article exchange, (iii) establish joint Award – consider whether regional or national – or both? (iv) liaise with other environmental actors much more actively, (v) reanimate/support journalists’ networks with IUCN – also as a follow-up framework for past course participants, (vi) facilitate support to journalists’ networks media: magazines, radio series? (vii) disseminate research findings regularly through (un-ambitious) publication series, (viii) consider preparation of Policy Magazine in collaboration with overall LVEMP programme, (ix) take part in events/conferences for facilitators, (x) strengthen regional networking between institutions: build on special capacities of partners., (xi) organise regular colloquia for students, lecturers/trainers: environmental info, share research/impact, (xii) develop/maintain academic linkages with recognized universities in and outside the region, (xiii) raise funds to continue and expand programme. Develop partnership strategy to this end and a related donor mapping.

Recommendations 6: TOT – Institutional strengthening for task:

It is recommended to: (i) continue TOT regionally, (ii) support TOT nationally, (iii) facilitate development of relevant training materials: books, compendia, films, exemplary materials, (iii) support completion of training facilities including: production equipment (video/film and radio), computer labs, (vi) continue development of documentation centres: Library, on-line-search, create databases, (vii) provide fund for participation in conferences for journalists, communicators and lecturers/trainers.

Recommendation 7: Strategic Management & Leadership, including sustainability strategy:

It is recommended to: (i) extend programme for three years, (ii) consolidate the regional secretariat – reinforce with communication officer: web site, documentation. Coordinate with natural resource communication centres: training/packaging of info from partners, (iii) consolidate regional/national institutional frameworks (curricula, core group of lecturers/trainers, documentation and other adequate support, put in place means to be regularly updated on developments in relevant areas (new research, new environment data via web site), (iv) consolidate networks and coordination at all levels, (v) identify and work with national peculiarities, that institutions work on, use capacity of others, (vi) provide equipment to implement this component, (vii) open the function of “community research assistant”¹ / “regional communication officer” to be in charge of facilitating a streamlined communication coordination of a regionally more decentralised structure. Use web for important part of this coordination, (viii) Actively coordinate with overall Regional Environmental Communication Strategy (LVEMP), (ix) link national communication strategies of the “NEMAs” and other development actors, (x) mid-term review 1 ½ years into new phase to assess development status and decide whether to exit or whether to move on to (slim) consolidation-cum-exit phase, (xi) a decentral management system, building on and using – regionally – national specificities. These include: Resourcing and Documentation centres; Certificate courses and follow up to these; Research and Graduate Teaching; Community Outreach: both in the field and community communication facilitators’ training; Development of teaching aids and documentaries.

¹ Is already foreseen in the original project document of the first phase of this programme

1. Introduction

Thirty million people live in the Lake Victoria basin, which has rich natural resources and provides food and water for domestic, agricultural and industrial use. The importance of the lake has been recognized by the East African Community, which has declared it a “Development Zone”. This livelihood and development is, however, being threatened by the severe pollution of the lake, including for the 3 million people living from fishing in the lake and related activities. Of the about 30 million people living in the Lake Victoria Basin, approximately 25 million live in the three riparian states, which represents no less than 30% of the total population in the three countries.²

The urgency of the situation has put environmental protection and development of means to foster a sustainable development of the Lake Victoria Basin high on national, regional and international agendas. The programme under evaluation falls into this group of action, developed as a central means to further a sound development, which cannot happen without effective use of information and communication.

The recent history of civil war and cross-border conflicts in the area furthermore puts media development and communication for empowerment and change into a special, sensitive framework.

1.1 Evaluating Sida’s Support to Journalism Training in the Lake Victoria Programme

Sida decided in 2002 to support the regional environmental journalism and communication training in Eastern Africa with 30 500 000 SEK over a three year period. In 2004 a decision was taken to extend the agreement until June 2007, with slightly changed objectives, but still within the original amount of 30,5 mio SEK.

The development objectives of the Regional Training Programme in Environment Journalism are to improve the quality of environmental reporting in the media in Eastern Africa region through training, networking, community outreach and developing positive attitudes toward sustainable management of natural resources through the media. It also understood that the focus on environment from a broader perspective includes relevant areas such as conflict management and HIV/AIDS.

The two goals identified are: (i) to establish a training programme for environmental journalism and communication. This training programme will serve as the foundation for development of environmental journalist training in the region, and (ii) to strengthen the journalist training and research capacity in the region through institutionalization of environmental journalist training in Eastern Africa.

The programme is according to the Project Document divided into six³ main components:

1. training at a postgraduate level
2. training at certificate level
3. community outreach
4. research
5. networking with relevant stakeholders in the region
6. training of trainers

² “Vision and Strategy Framework for Management and Development of Lake Victoria Basin”, Main Report, East African Community, p.29

³ The components of the programme are often referred to as five, grouping the “training at certificate level” and “community outreach”. As these two, however, have different target audiences, different specific objectives and are implemented using different sets of methodologies and techniques, they have, within the framework of this evaluation, been split into two to facilitate clearer presentation, assessment, analysis and recommendations.

The decision to fund the Regional Training Program in Environmental Journalism was guided by the Swedish Strategy for Regional Cooperation in Sub Saharan Africa in general and specifically the “Strategy for support to Sustainable Development in the Lake Victoria Region”, which identifies information and media as vital in the development of the region. Furthermore a feasibility study was carried out in 1999, outlining the state of the art in terms of Environmental Reporting in Kenya, Uganda and Tanzania.

1.2 Development Policy and Framework (Sida/Lake Victoria)

1.2.1 The Swedish development objectives for a sustainable development

The actual launch of the environmental journalism and communication programme in 2002 coincided with a Swedish further reinforcement of its focus on support to sustainable development, which was firmly consolidated in connection with the 2002 World Summit on Sustainable Development, where Sweden pledged to support environmental action around Lake Victoria for the following 20 years, at least 10 of these coupled with financial and technical assistance⁴.

The following year the finalisation of Sweden’s Global Policy: “Shared Responsibility” again reinforced the central environment focus in all of Sweden’s development action, stating the core intention⁵, namely: The goal of the policy for global development will be to contribute to equitable and sustainable global development: (i) A rights perspective will permeate the policy, which means that the measures taken towards equitable and sustainable development are compatible with respect for human rights; (ii) The policy will also be based on the perspectives of the poor, which means that poor people’s needs, interests, capacity and conditions should be a point of departure in efforts to achieve equitable and sustainable development. And the Swedish Government’s intention is that the policy should contribute to achievement of the UN Millennium Declaration and the Millennium Development Goals.

In August 2004 a new strategy for the Lake Victoria Basin was adopted “Strategy for Swedish support for Poverty Reduction and Sustainable Development in the Lake Victoria Basin 2004–2006 with the overall goal *to contribute to poverty reduction in a sustainable development framework*. This strategy has defined five activity areas in which regional measures are necessary and generate added value: (i) Capacity building for sustainable development; (ii) empowering communities and individuals; (iii) sound environment and sustainable use of natural resources; (iv) combating HIV/AIDS; (v) private sector development for economic growth.

Effective information and communication activities are central to the possible success of all of these priority areas – maybe less so for the last priority focusing on the private sector, but also here facilitating continued advocacy and publicizing results, is further strengthened through information and communication. In the area of environment, information and journalism programme as such fits perfectly into the Swedish policy priorities.

When looking to the field technical assistance in the area of information and communication, the objective of Sida’s media support is “to support the development of journalism and to make it possible for the free media to contribute to ensuring that the general public has access to information and the social debate”.⁶ This furthermore falls well into Sida’s general policy to promote human rights and a democratic development by: “Creating an enabling environment for public access to free information and possibility to take active part in the debate in all areas of social action”⁷ and thus “Contribut(ing) to

⁴ According to an interview with the Coordination of the overall Lake Victoria Environmental Programme at the Swedish Embassy in Nairobi on March 29, 2006.

⁵ Quoted from “Shared Responsibility. Sweden’s Policy for Global Development” Government Bill 2002/03:122, p.20

⁶ “Policy for Sida’s International Development Co-operation in the Field of Culture, March 2000”

⁷ “Policy for Sida’s International Development Co-operation in the Field of Culture, March 2000” p.4 (Swedish language version)

people being able to exercise greater influence over development at the local, regional and national level”.⁸

Sida’s policy document on Freedom of Expression further states that Sida’s media development co-operation aims to: “Stimulate growth and vitality of media sectors that are characterised by pluralism, professionalism and integrity and reach a large share of the general public, serving citizens right to all-round information and the free exchange of ideas and opinion.”⁹

This ensemble of a strategic policy framework for Swedish support to a democratic and sustainable development through media, will be used in the following chapters to assess the past work to strengthen the journalism and communication work in the Lake Victoria Area on the one hand, on the other in the construction of a set of recommendations for a way forward.

The Swedish policy framework is one component in the framework for this evaluation, the policies of the Eastern African countries involved in the programme under evaluation the other and will therefore be presented in the following.

1.2.2 Eastern African Development Objectives

While the present programme was conceived in view of the urgent threat to the environment in the Lake Victoria area, which is the core of the livelihood of some 30 million people, it is also happening at a crucial time in the history of the region, where the region is expanding from being only the three traditionally “East African Community countries” of Kenya, Tanzania and Uganda to include also Burundi and Rwanda, resulting in an “Eastern African community”¹⁰.

Having addressed the policy framework of Swedish development assistance as one component of the contextual framework, another is the policy framework of the region, looking to the overall development strategies as formulated in the national poverty reduction strategies as well as in the national environmental legislation and its implementation strategies. It is important to address these policies in order to identify the national development priorities in the area of concern to the project being evaluated.

A third important ensemble of regional and national policies for the implementation environment is represented by the legislation and practice in the area of media development, looking both to the area of professional information media, and the area of community communication. Finally chapter 3 will address “Information and Communication at the Service of Sustainable Development”.

1.2.2.1 Poverty reduction strategies

Reducing poverty is at the core of most development assistance and the basis for the needed advancement of improved livelihood and a fairer attainment of human rights. While PRSPs (Poverty Reduction Strategy Papers) are said to have originated in Uganda, developed in a national strategic process to reduce poverty, they have become generally known as they were taken on by the World Bank and the IMF as the tool to design development strategies, and as a means for the assessment by the Bretton Woods institutions as to whether or not to consider debt relief (HIPC) among others.

While contested in their origin¹¹, the Poverty Reduction Strategy Papers (PRSP) do describe a country’s macroeconomic, structural and social policies and programs to promote growth and reduce poverty

⁸ “Sida Looks Forward”, page 6.

⁹ “Policy for Sida’s international Development Co-operation in the Field of Culture, March 2000” p.4 (Swedish language version)

¹⁰ While Rwanda and Burundi have been included into this project as they, too, make up part of the catchment area of Lake Victoria, overall socio-political processes of inclusion and cooperation are taking place presently.f

¹¹ The validity of the orientation of the background macro-economic as well socio-economic principles are being importantly questioned by many nations like Brazil, Argentina, Venezuela and India, documentation that these economic policies are contrary to the interests of normal people and workers both in the developing nations and in the so-called developed nations, and that the only ones really benefiting are the multinationals operating in all markets.

among others, and they have been prepared by governments through a participatory process involving civil society and development partners. And in many countries this is the core national strategic development document existing. For assessing overall national aspirations aimed at poverty reduction and sustainable development, these strategies are an important framework and have been scrutinised during the preparation of this report. On this basis a summary assessment (as the framework of this report would not allow a more detailed presentation) is that all five reports present a clear focus on (i) basic education and health services, (ii) enhanced good governance, (iii) a sustainable development with a strong focus on an enhanced environment and (iv) decentralisation including public participation for ownership, transparency and accountability.

“A prosperous population living in a healthy and sustainably managed relation providing equitable opportunities and benefits”¹² is the East African Community vision, which from the beginning highlights the poverty reduction focus in this positive way. In summary it can be said that all the five countries are focused on identification and implementation of tailor-made poverty reduction interventions and the role and importance of an active media environment and community involvement is recognized. Also the central role of protection of the environment is highlighted in all of the five strategies.

1.2.2.2 Environmental legislation and implementation strategies

The poverty reduction strategies of all of the five countries include ‘environment’ as central to the healthy and sustained livelihood of its populations, as does also the mission and strategy document of the EAC. But which are these policies and their implementation modalities in the region?

In all of the five countries, the environmental legislation and environmental codes detail in different ways how to most adequately and effectively work to on the one hand to reverse the environmental damages already done, and on the other how to avoid degrading it in the future¹³. In spite of this fact the implementation modalities and priorities vary. In Burundi and Rwanda priority given to issues related to the environment is relatively new, in Tanzania and Uganda the issues are on the priority agenda for a longer time and the implementation environment seemingly maturer and more both development and operationalised. In Kenya the framework has been in place for a longer time, also with an internationally recognized extraordinary civil society movement in favour of the environment – still, other political and “economic” priorities seem to overshadow real attention to environmental policy implementation.

However different the frameworks and priorities, national environmental management institutions and agencies are established to implement whichever legal and policy framework: NEMAs¹⁴ (Uganda and Kenya), NEMC¹⁵ (Tanzania), REMA¹⁶ (Rwanda) and INECN¹⁷ (Burundi). All of these implementation bodies aimed at coordinating, monitoring and advising nationally, highlight in their mandates the priority importance of community participation as part of the decentralisation and governance policies in the five countries, to capacitate at local government levels, and in general promote and assist in environmental information, communication and capacity building. The programme under evaluation as such matches perfectly the national priorities, also in the area of national environmental policies.

¹² “The Vision and Strategy Framework for Management and Development of the Lake Victoria Basin.” Main Report. East African Community, September 2003

¹³ The framework of the present report does not allow for a more detailed presentation of these institutions, their objectives and work.

¹⁴ NEMA is: National Environmental Management Authority (Kenya and Uganda)

¹⁵ NEMC is: National Environment Management Council (Tanzania)

¹⁶ REMA is: National Environmental Management Authority (Rwanda)

¹⁷ INECN is: Institut National pour l’Environnement et la Conservation de la Nature (Burundi)

1.2.3 The appropriateness of an Environmental Information and Communication Programme

“Information is the basis of modern society. Nothing will or can safeguard the environment and people’s health more effectively than free access to information about any activity that threatens either of them. Bureaucracies and commercial enterprises are able to pollute rivers, destroy forests and mine the land only as long as they can keep their adverse impacts secret. Once the information is out in the open, journalists, environmentalists and ordinary people can protest and speak out and frequently governments will be forced to deal with the problem.”

This is how plainly the Director for the Indian “Centre for Science and Environment” and well-known Indian environmental activist Anil Agarwal presented the argument for *environmental information* in 1992¹⁸. He further argues the pressing need for coupling this with *environmental communication*,

“These efforts show that involvement of people is crucial for success and that equity and sustainability must go hand in hand. The only way this objective can be achieved is by deepening systems of participatory democracy and expanding people’s participation at the village-level as much as possible.”¹⁹ And: “Ask people first!”²⁰

When starting the Green Belt movement in Kenya, Wangari Maathai in her book: “The Green Belt Movement. Sharing the Approach and Experience” presents a chapter on “How to Start and Run a Green Belt Movement”²¹. The first step is “*Information Dissemination to Raise Public Awareness and Establish Contact With a Group*”. And after having created the first awareness, needed to create the basis of a group, and the first work has started, Step 6 is about community communication: “Promotion of Tree Planting to the Community”.

1.3 The Present Report

On the basis of the above description of the framework into which the Sida supported environmental journalism and communication training activities have been carried out and the identified strict relevance adherence of it, it is time to move on to the evaluation itself. The following second chapter presents the purpose and scope of the evaluation and the methodologies used. A third chapter presents the role of information and communication in environmental protection, followed by a chapter presenting the evaluated programme, the implementers and the project implementation modalities. The fifth chapter presents the core findings and observations of the evaluation, matched by the corresponding evaluative conclusions. This presentation is followed logically by “lessons learned” in chapter six. Finally the seventh chapter will outline the core recommendations – both general and specific – and will discuss the most adequate way of moving forward in Eastern Africa and beyond.

2. The Evaluation Framework

The present evaluation (TOR in annex 1) aims to evaluate the effect and impact of four years of Swedish support to Environmental journalism and communication training in Eastern Africa, with a view to ensure a growing public awareness and changed environmental practices through increased quality and quantity of environmental coverage in the media, and increased community empower-

¹⁸ “Towards a Green World. Should Global Environmental Management be built on Legal Conventions or Human Rights?” Anil Agarwal and Sunita Narain, Centre for Science and Environment, 1992, p.187

¹⁹ Ibid.p. 170

²⁰ Ibid. p.196

²¹ “The Green Belt Movement. Sharing the Approach and Experience”, Wangari Maathai, 1988, p.45 ff.

ment, all of this in order to strengthen a democratic culture of dialogue and debate for sustainable development. At the same time the evaluation is seen as a study, presenting an assessment of present needs in the area with a view to formulate a set of general and specific recommendations, providing Sida with an orientation as to the continued funding of the programme.

2.1 Purpose and Scope of the Evaluation

The Regional Training Program in Environmental Journalism was subject to a mid-term review in 2003. According to the assessment (DESO 2001-04273, dated 2002-01-21) an evaluation should be carried out at the end of the three year agreement period, with the amendment to the agreement this was put forward to 2006, i.e. the last year of operation in the five year project period.

The overall aim²² of the particular evaluation of the regional training programme is to assess whether the project has “improved the quality (and quantity) of environmental reporting in the media in Eastern Africa”, bearing in mind that no baseline study was made before the project started. A study has, however, been carried out in 2004/05 on the state of environmental reporting in the five counterpart countries. The results of the study were presented to Sida in December 2005. The evaluation should also assess the relevance (in relation to the Lake Victoria strategies and poverty reduction) and effectiveness of the training programme.²³

First of all the poverty reduction potential and possible monitoring activities of the impact of the project in this respect is to be analysed – is it effective to train more journalists in environmental issues or should the focus change to general investigative journalism? Or could one say that environmental journalism is a way to foster journalists in taking on the perspective of the poor, environmental journalism is often about seeing the grassroots perspective in opposition to the economical and political power. It also develops reporting skills – field trips and interviews with people in local communities are essential to build a story.

The study in itself will constitute an important input for designing possible future funding to a journalist training. It is important that the study produces concrete recommendations based of lessons learnt and is distinct and forward looking. An emphasis in the evaluation shall be laid on recommendations and argumentation on how a possible future Swedish support to journalist training shall be designed.

The study should take place March–April 2006 and be conducted in close cooperation with Makerere University, St Augustine University of Tanzania, Mwanza, Daystar University in Nairobi, The National University of Rwanda in Bugali, The press house of Burundi, media and other relevant media sector organisations and the Swedish Embassy in Kampala (please find field trip programme in Annex 2 and the List of people met in Annex 3).

2.2 Earlier Evaluations and their Recommendations

The present evaluation covers four years of support to an Environmental journalism and communication training programme, which had a mid-term review carried out October–December 2003: “*Regional Training programme in Environment Journalism and Communication in the Eastern African Region*” by Gustav Böklin, Sida Evaluation 05/04, Department for Democracy and Social Development. February 2004”

The midterm review report of February 2004 was the subject to quite some discussion and negotiation between the regional secretariat of the programme, which sent a formal “Submission of Regional Governing Board Response on the mid-term Review report of the Regional Training Programme in Environment Journalism and communication for Eastern Africa” (November 2004) and Sida Stock-

²² According to the Terms of Reference for the task.

²³ For key word definition such as relevance, effectiveness and sustainability: Annex C in Looking back, moving forward. Sida Evaluation Manual. 2004.

holm, who in turn responded formally through a Memo in May 2004, based among others on a mission to the region and a practical negotiation with the different stakeholders.

Based on this process, a series of 25 final action points were part of the final agreement between Sida Stockholm²⁴ and Makerere as to which adjustments could be accommodated based on the midterm review report. These points will be briefly addressed and the implementation status presented, as presented by the Regional Secretariat during the field mission in annex 4. Some comments from the actual evaluation here:

The mid-term review took place at a crucial time in project implementation, where some experience had been gathered and a considerable saving had been accumulated. It is recognized by all involved that the reviewer gave an immense and concentrated work input during the time of his review. Due to diverging understandings, however, discussions on which recommendations to implementation became an extended process, culminating in agreement on recommendations to implement.

Several of the consultant's recommendations, which have not been implemented, would also be the recommendations of this review: Examples cover especially organisational and institutional issues, such as the identification of a more flexible procedure for release of funds²⁵, investigation of possibilities to release funds de-centrally to the five countries, and a streamlining of the Governing Board structure, where at present the project implementers are governed by themselves²⁶.

A different set of recommendations emanating from the mid-term review are, however, contrary to what the present review would have come up with. This report therefore presents a number of proposals to revert to original ideas, cancelled by and as a follow-up to the midterm review, and at times this report even proposes to strengthen these. The main, overarching example is the mid-term review's proposal to cut out the community outreach activities. The regional findings of the present evaluation demonstrate an important need for this component, with concurring strong indications in all five countries that this activity is at least as important as the focus at journalistically produced "information" in view of effectively arriving at the set objectives.²⁷

With this in mind, some of the cost-consciousness and savings implemented by the regional secretariat as reflected in annex 4, while immediately commendable, may as an end-result be an opportunity lost: Now this project is operational, allowing some space for testing and developing experience and lessons for future development priorities. In the case referred to above where 3 annual certificate course were cut to be only 2, is an opportunity lost; and similarly not including a facilitator-cum-observing-colleague from a neighbouring country for the internal evaluation sessions in Uganda, seems like a very small saving, which could potentially have created a strong value-added to the internal evaluation session in terms of regionality, in terms of collegiality, in terms of sharing of experiences and learning from each others, and in terms of improving the slightly skewed relation between the seat of the regional coordination (Uganda) and the other four countries.

²⁴ Sida – Regionl training programme in environmental journalism and communication for Eastern Africa – Agreements between Pia Hallensten (Sida) and the department of Mass Communication". Mission report (2004-04-16, DESO 170/04; Diarienummer 2001-04273 – Rap 50; 2004-0041, 200)

²⁵ A "rolling replenishment procedure" could be considered (see chapter 5.5) to facilitate smooth project implementation. According to the regional secretariat the situation has improved considerably. Some delays are still encountered, but much less so than before, where the biannual disbursements were always received about three months late, meaning that 6 months of project activities had to be squeezed into 3 months – or sometimes less.

²⁶ While this structure is maybe a cost-effective, multi-functional coordination-cum-management set-up, it does not provide a transparent accountability and risk-control. As foreseen in the project document the board could maybe just be called "an advisory board"?

²⁷ Chapter 3 of this report.

Besides from these deviations, the agreed set of recommendations have been implemented – and when not, the diversions from the agreed have in principle been communicated openly with the Sida programme officer, according to the coordinator and administrator of the regional programme.

2.3 Methodology

Moving on to how the present evaluation has been conducted: The study forming the basis for this evaluation exercise has been conducted through four distinctly different methodological approaches: (i) Study of documentation, (ii) qualitative in-depth interviews, (iii) On-location verification of documented evidence/information/data and finally (iv) A quantitatively oriented tracer study (annex 5). As described in more detail in the foreword, the evaluation was carried out by a teamleader, who covered the full process, from original design of the tracer study and other preparatory activities, a three week field mission to four of five countries and thereafter the treatment, analysis and presentation of the findings and recommendations in the report, prepared by her. A national consultant was recruited for the duration of the three week field work, including two days of preparatory study of documentation and one day for provision of comments to the draft report.

Study of documentation: The relevant Sida documentation has been consulted as has all relevant project documentation (prodocs, course evaluations, reports and funding approval notes from Sida). Special documentation has been collected and used from each of the participating countries, including (i) project internal documentation, (ii) poverty reduction – and related – strategies, (iii) environmental legislation, strategies and plans, (iv) media legislation, overviews, and development strategies. Finally similar documentation has been collected and identified from regional (like the EAC) and international organisations (like UNEP and IUCN). From the vast group of donors active in the area of support to democracy and governance furthering activities (like media) a few studies and reports have been collected with a view to solidify findings, to know the funding landscape, and to position the Swedish role therein.

Websites have formed an important additional source of documented data for the present study, ranging from websites of media and media organisations, national government sites including environmental plans and data, and other relevant information as needed in the development of the present study.

Qualitative, in-depth interviews: During the missions to (i) Sida, Stockholm, (ii) Uganda, (iii) Kenya, (iv) Tanzania, (v) Burundi and (vi) Rwanda, a variety of interview techniques have been used to gather the required information and data. Individual key-informant as well as group interviews, ranging from informal conversational over interview guide approach and to standardised open-ended interviews²⁸ have provided systematic information about processes and facts, and have through anecdotal evidence provided personalised experienced perspectives.

The evaluators have worked in this way in close cooperation with the regional secretariat at Makerere University and the national project coordinators and the vast group of project beneficiaries operating in the media, in selected communities and beyond. These include both journalists, editors and media managers, managers and trainers involved with implementation of the programme, national environmental agencies and NGOs, other relevant policy makers and free thinkers. The work periods were – in all five countries – initiated through “evaluation launch meetings” with the participation of all relevant stakeholders, and concluding with debriefing meetings, presenting initial proposed recommendations, thus allowing for a participatory debate on suitability and desirability of a future programme orientation. This process was selected to allow for a maximal anchorage and ownership of recommendations, on the one hand through joint generation of creative ideas and ways forward, on the other through expression of commitment.

²⁸ As per categories in “How to Use Qualitative Methods in Evaluation” by Michael Quinn Patton, Sage 1987, p.116 ff.

The Swedish Embassies were visited and consulted where possible (not so in Rwanda, which is covered by the Swedish embassy in Nairobi), both physically while in Eastern Africa, and for follow-up consultation by phone and e-mail. Finally the official in charge of initiating the present evaluation within Sida's Culture and Media division carried out initial briefings and were available for comments and advice along the way.

The present evaluation has as such extensively made use of participatory methods, inviting not only different stakeholders to articulate their needs, interests and expectations, but also to confront them with intermediary results and analytical conclusions so as to hear and include their reactions to the findings²⁹. This process hopes to have facilitated a forward-looking use of the recommendations emerging,³⁰ which is of utmost importance when viewing an evaluation not as a mere control instrument, but as an interactive learning process, where the evaluation exercise provides an opportunity for the busy implementers to take a step back, and assess what they are doing, how, why and with what effect and impact – and thus to take active part in the design of the onward process³¹ – and who knows better than the implementers what may work and what not?

On-location verification of documented evidence: While important this activity was minor and an in-direct activity taking place parallelly with the other evaluative activities: seeing that the courses actually had been taking place, ascertaining that the staff paid for by the Swedish funds actually were working in the programme countries, and registering through a presentation of files and reports, interviews with trainees that all the courses had actually taken place.

Quantitatively oriented tracer study: To complement the evaluators' study of project documentation, in-depth interviews and on-location verification of documented evidence, a tracer study³² was carried out to gain an insight into the longer-term impact of the four year's' training activities. To, in this way, evaluate significant and potentially enduring effects of the project intervention, it requires the identification (and where possible measurement) of the effects and analysis of their implications. These effects may be intentional, or unintended and they may work to either reinforce and consolidate things – or to disrupt them. What makes assessing the effects of a journalist training course a complicated business is the number of variables in the equation. The result is that direct cause-effect relationships between a training experience and a specific outcome are complex to establish. This will, however, be attempted. While impact assessment is a well-established exercise in the field of ecology, this is not the case as regards the field of training. In particular, there is very little in the way of impact assessment of short courses for working journalists.

The study was carried out through four sets of questionnaires: one prepared for the trainees, who have taken part in the Post Graduate education at Makerere, journalists, who had participated in the certificate courses, a third profile questionnaire targeted at their editors and finally a fourth profile tracer study questionnaire filled in by the communities targeted in the community outreach training.

The questionnaires were initially prepared by the evaluator in general form and adjusted to address the four separate groups mentioned above by the Regional Secretariat at Makerere. Thereafter the work with the questionnaires was administered by the coordinators of the five different countries, where they

²⁹ A fully participatory evaluation would require that the evaluated actors actually carried out the evaluation themselves, with external facilitation. This was neither possible, nor – necessarily – desirable in the present situation. (Ref. definitions and discussion in chapter 1 in Sida's evaluation manual: "Looking Back, Moving Forward").

³⁰ Besides from the use of participatory methods in the present evaluation, it could be seen as a "Responsive Evaluation", which is defined as portraying the results from the perspective of all stakeholders and users. In: How to focus an evaluation" by Brian M. Stecher and W.Alan Davis p. 36 (Sage publications, California, 1987

³¹ As discussed in "Kontrol og Læring. Evaluering af dansk mediebestand i et diskursanalytisk perspektiv". Speciale i Medievitenskaber, Aarhus Universitet, By: Line Thaudahl Jakobsen and Anna Bak Larsen. February 2005

³² "It 's the training that did it – A primer for media trainers to assess their impact" by Guy Berger, June 2001

were pre-tested, filled in, discussed, analysed and written up. The results will be used below in the discussion of results and impact of the programme.

Methodological strengths and limitations

The present evaluation aims to present an in-depth reflection of the results and impact of 4 years of environmental journalism and communication training in Eastern Africa on the one hand. On the other, the study aims to present an assessment of the present needs for interventions to further strengthen both the institutional basis and the results of information and communication at the service of a healthy and sustainable development. Which are the intervention forms most effectively assisting the partners to arrive at this result of the Swedish intervention? The qualitative in-depth interviews together with the quantitatively oriented tracer study will inform both the past and the present. A set of forward-looking recommendations will be extracted from these two parts of the present study.

The four methodological approaches to the present evaluation are deemed effective and broad, taking into consideration the objectives of the evaluation and facilitating clear answers to the Terms of Reference. In collection of the tracer study results it has, as is often the case, proven difficult and sometimes impossible to obtain contact with as large a sample as ideally wanted. Some of the sample results are as such limited. Time and funding reasons were furthermore given by the national partners as reasons for this. The statistical data emerging should be considered in this light. With this in mind it has, however, still been considered acceptable, to use the tracer study results.

Any shortcomings in terms of relevant insights and understandings of the substantial issues have been attempted to be – if not eliminated, then at least – limited through intensive consultation and participatory debate of findings and recommendations along the way.

3. Information and Communication for Sustainable Development

In order to be able to assess effectively the effect and impact of the programme being evaluated, it is necessary to have a consolidated understanding of on the one hand what is possible and desirable – on the other the internationally recognized state of the art in the area of information and communication. How is it otherwise possible to see whether the programme: its design, objectives and implementation have been adequate, effective and efficient? Furthermore the recommended closure after the mid-term review calls as such on clarification.

3.1 The International State of the Art in the Area of Environmental Information and Communication

It has not been possible to identify any specific international convention or agreement on environmental information and communication. Information and communication is, however, highlighted as central to the success of any kind of efforts aimed at a sustainable development. Some of these are (i) United Nations' Millennium Development Goal number 7 is to "Ensure Environmental Sustainability"³³, and the core objectives are foreseen to, by the year 2020, to have been brought importantly forward, (ii) UNEP, the United Nations' Environment Programme, has in its mission statement information and communication centrally places as tools to arrive at the overall objectives, (iii) IUCN, the

³³ As quoted from the specific website: <http://www.un.org/millenniumgoals/#>

International Union for the Conservation of Nature, who have awareness³⁴ through communication and information centrally placed in all of their different objectives and plans³⁵.

To meet the need and the challenges faced by environmental journalists, these have joined forces in different types of networks internationally (IFEJ³⁶ and SEJ³⁷ among others), to strengthen themselves and minimise the challenges faced.

3.2 Getting the Message Out and Creating Sustainable Change

In view of the challenges represented by the degrading environment, and the struggles journalism and communication are facing to be not only recognized, but to effectively fill its space, below information and communication is presented in the three core frameworks in which it is importantly needed in the realities of the Eastern African countries – and beyond. These three frameworks are: (i) getting the journalistic environmental information into the media, (ii) using information and communication effectively in institutions through effective and well trained information officers needing to work strategically with the use of information and communication at the service of an improved environment, and finally (iii) creating an enabling environment for community empowerment in the area of sustainable development, which includes all the important aspects of life which are intrinsically interlinked – included aspects narrowly connected to the preservation of the environment.

3.2.1 The role of the journalism and the media

That effective media coverage of environmental issues as one effective way of getting “the message out” is obvious. Different media reach different target audiences in a population, and it is only with a clear view of which segments of the audience requires which information, that it is possible to see and understand whether the information disseminated is adequate. With the understanding that all people have a basic RIGHT to access whichever information required for their lives, the environmental journalist gets a fundamental role and responsibility, which goes far beyond reporting catastrophes, caused by the weather or other similar event. The journalist in this situation and with this view becomes an important educator and development facilitator.

3.2.2 The role of institutional information and communication

While the news-oriented media operate within a logic of their specific media and that medium’s audience, then those responsible for communicating institutional information are operating with a logic different from that of a journalist in a news-medium: a journalist, communicator and/or educator in an institutional framework is employed to strategically communicate the messages of the institution to a variety of audiences for maximal effect. This naturally always will have to be set within the space and budgets available in that institution.

In the environmental area, core information workers are those placed in government agencies like the NEMA or NEMC (Tanzania) or REMA (Rwanda), the ministries of the environment, major environment NGOs and others. The tools and insights required here are centrally strategic planning and capacity to ensure effective placement of messages where needed and possible, and to effectively plan, monitor and continuously adjust communication processes.

3.2.3 The role of community empowerment communication

It is now accepted that managing and protecting the environment is central to development. This linkage is underlined by Millennium Development Goal 7, which aims to ensure environmental sustainability by promoting the integration of principles of sustainable development into programmes and policies to

³⁴ http://www.iucn.org/themes/cec/publications/4p_5fworkshop.pdf

³⁵ In: the network of environmental journalists for Lake Victoria project, Final Evaluation Report. Nairobi April 9, 2004

³⁶ As presented at their home page: www.ifej.org

³⁷ More information about SEJ can be found at: <http://www.sej.org>

reverse the loss of environmental resources. A cornerstone of sustainable development is the notion of ‘ownership’ and the participation of communities and key stakeholders in policymaking. Building ownership – as well as accountability and transparency – into environmental policy and practice is naturally of central importance.

When addressing the area of “sustainable development” in the context of (rural) communities it becomes clear that it is not possible to look at things in isolation: the issue of environmental degradation does not exist in isolation around Lake Victoria and in the communities at the “collines” in Burundi and Rwanda: This issue is integrally connected with the essence of livelihood, and needs to be addressed that way to be effective. That the full response to this need cannot be met through an information and communication programme only is obvious. What information and – especially – communication can do, however, is to help articulate, clearly identify the challenges and work to look for solutions.

3.2.4 National Development Priorities and Community Communication

At the national level, we can confirm that all talk about good governance, participation, democratization and development, is rarely linked to communication and information, which is proven to be a *sine qua non* for achieving the stated objectives. The *national and regional Eastern African scenarios* are presented above in sections 1.2.2 and 1.2.3. These document that both the general poverty reduction strategies and the environmental legal framework and their implementation set-ups prioritize and highlight the need for intense and effective use of information and communication. Also chapter 3.3 below presents the national media frameworks of the five Eastern African countries all presenting community communication as an option – also when the frameworks at the time of the evaluation field mission were not overly accommodating of these (see more details below).

But what is the state of the art of community based communication interventions – why is it considered so important and increasingly being used as a facilitating development tool for sustainable development efforts?

3.2.5 State of the Art of community based media interventions

While communication for development activities are being carried out all over the world and included increasingly in general development planning, much still needs to be done in terms of systematically assessing the basics in order to ensure that these efforts are truly sustainable and contribute effectively to longer term community empowerment and social change.

Communication is still extensively used just to market ideas, maintaining communities in their role as objects of development processes designed and decided upon by others, or developed within such a squeezed time frame that either the funder will be disappointed by the limited results generated, compared to what was envisaged, or where the parties may actually manage to squeeze through all originally foreseen activities, but with very little chance for longer-term sustainability and success.

When looking to the history of development communication, which has emerged over the past 50 years, it started out with a rather top-down view of the world and the world order, with communication conceived as having fairly direct and powerful effects on third world audiences, the media were seen as magic multipliers, able to accelerate and magnify the benefits of development, concluding the recent approaches. After different transitions the state of the art of ‘development communication’ became ‘communication for development’ concluding that “*the point of departure for communication for development must be the community*”, because this is where the living conditions are discussed and where local groups can set development priorities.

3.3 National Framework for Sustainable Development through Media and Communication

With these overall reflections in mind in terms of the role of journalism and the media, in terms of the role of the information officer, and finally in terms of community communication for empowerment, it will be important to take a brief look at the media frameworks existing in the Eastern African countries, in order to know what is immediately possible.

3.3.1 The national media frameworks

Burundi has a recently revised media legislation of November 2004, which in principle provides an open and free legal access to develop media initiatives, and is a celebrated replacement of the much contested media law of 1997. The implementation of the new law and its “Conseil national de la communication” is coupled by a collegial “Press Observatory” and a collegially adopted “Code de déontologie”, which is powerful proof that the journalists and the media are working actively to make use of the new media environment. The good intentions for government to be working hand in hand with the journalists’ own organs is expressed in the foreword to the published ensemble of media legislation and statutes of the observatory as well as the code of conduct, written the Ambassador Albert Mbonerane, who has been Minister for Communication and Information during several periods – and also Minister for the Environment.

Kenya is known for its diverse press environment, which has roomed independent and private voices much longer than the other four countries (the Nation started in 1960). With the one-party state of Daniel Arap Moi in 1982 the conditions for freedom of speech got importantly squeezed through arrests and harassment of all sorts³⁸. With the entry of multiparty politics in 1992 this eased somewhat: the press was harsh in its criticism of government, but was also clamped down upon. In 2002 a new unpopular media bill was passed, severely limiting the freedom of expression by requiring publishers to purchase a bond of 1 million Kenyan Shillings (£ 6,900) before publishing. This has naturally scared off a number of small publishers, especially in the Magazine sector with more legal challenges ahead. Still, the media sector in Kenya must be regarded as a diverse and vibrant industry, yet facing an uncertain future. It includes 4 major daily newspapers, more than 20 FM stations and the Kenya Broadcasting Corporation – the only nationwide broadcaster.

Rwanda continues to be haunted by the role the press played in the 1994 genocide. And the quality of the media is also still marked by the fact that many professional journalists disappeared during this. Still, a new 2002-media law upholds press freedom: “The press is free.”³⁹ This law provided for licensing of private radio and TV stations for the first time since the genocide. A number of private radio licenses have been granted since the 2003 elections, and several commercial, religious, and community stations were on the air at year’s end. However, they carry little independent news and are unlikely to do so any time soon, given the current climate of government intimidation and media self-censorship. Currently there are two public newspapers, one in English and the other in Kinyarwanda; there are also about 30 private newspapers, but these are irregular; 1 private newspaper publishes in English. Most of these print media do, however, not reach the different regions of the country. Further there are 9 private radio stations with national coverage, which have initiated a process to develop a self-regulated code of conduct for all radios, including Commercial, Community and Confessional. In Rwanda, there is limited usage of the internet.

Tanzania, while still operating formally under the Newspaper Act of 1976 and the “Act to make provisions for the management and regulation of broadcasting and for other matters related to it of 1993”, is in a process of turning the less than ideal media laws better. With the election of the new President

³⁸ “The media in Kenya” by Guy Collender with help from Ruth Nesoba and Ferd Oluoch. March 2006

³⁹ Article 10 in Chapter II: “Freedom of the Press” within the law no. 18/2002 of 11/05/2002 Governing the Press.

Kikwete in December 2005 things seem to be changing for the better. During the consultant's field work in Tanzania, the President's first 100 days received headlines such as "JK's 100 days of Press Freedom" and JK, an unlikely champion of the media", and the articles say among others: "Since he became president, Ndugu Kikwete has persistently emphasised that government leaders must cooperate with media to enable the Wananchi know what their government was doing"⁴⁰ and "...President Kikwete ordered ministers and chief executives to cooperate with the media so as to facilitate relations between the government and the public."⁴¹ Tanzania has presently some 28 radio stations of which one is the Government broadcaster, Radio Tanzania. Some 15 TV stations have shot up since the late arrival of TV in Tanzania in the early 90's. With 10 dailies and 18 weeklies, Tanzania also has a very dynamic media sector in the print area.

Uganda – having many similarities with and differences to the Eastern African neighbours, is in a similar decentralisation process, compared to Tanzania. The Uganda media environment is in transition even though it is still governed by two statutes: one on "the press and the journalist" of 1995 for the print press and "The electronic media statute, 1996" for broadcast media allowing for an occasional clamp down and closure of media. Still, the sector is dynamic with many media outlets and there is a general feeling that following years of Government domination of media and communication, the country now enjoys a growing and vibrant media whose place in the country's development continues to evolve. Under current arrangements the Directorate of Information in the President's Office oversees and/or supervises the flow of information in the country. Uganda now has some 94 licensed radio stations are now on air and a 18 more have been granted licences, but are not yet operating⁴². Uganda furthermore has 7 terrestrial TV stations and two pay TV channels. A further 12 stations have been granted licences but are not yet operating. In the area of print media three major dailies are based in Kampala and are all written in English, whereas three out of the seven weeklies are in Swahili.

3.3.2 Media education and training⁴³

Since the start of the Sida funded project, an important development has taken place in the region, putting media and communication education importantly into the curricula of institutions of higher education. Still, the focus varies and Uganda appears to maintain the leadership, becoming rapidly the "education centre" for Eastern Africa.

In the area of mid-career journalism training the situation is very different from country to country: whereas Tanzania has a lot of mid-career activities ongoing, partly coordinated by the Media council, by the active MISA-Tanzania, by Tanzanian Media Women's Association, by the Tanzania Union of Journalists and by the Press Clubs, Uganda has very few and scattered offers of mid-career journalist training, apart from the quality activities presented through the certificate courses in environmental journalism (under evaluation here) and occasional training courses offered by the Panos Institute of Eastern Africa.

In Burundi the "Maison de la Presse" organises some journalist training (and it is very useful that the press house coordinates and focuses all of the many offers provided by partners and donors), and in Rwanda this market is primarily met by ad hoc activities presented by specialists flown in from other countries – but a recent idea has been mooted for establishing a Media Training Centre in Kigali to cater for the great need which exists there. It is being considered, whether this idea would be attractive to the school of journalism in Butare? The situation mid-career media training in Kenya is almost comparable to that of Tanzania.

⁴⁰ Quoted from "This Day" Sunday 1 April 2006, p. 7 "The Basics with Ayub Rioba": JK's 100 days of press freedom"

⁴¹ In "The Citizen" Thursday March 30, 2006: "Unlikely champion of scorned media" by News Editor Usia Nkhoma Ledama.

⁴² Broadcasting Council: "List detailing the number of parent radio station, replater stations an TV sations in Uganda" of 24. March 2006.

⁴³ I follow the definitions of the International Labour Organisation (ILO): "education" refers to longer term academic educational interventions and activities, "training" refers to professional mid-career, upgrading and capacitation training.

3.3.3 Media organisations

As reflected above, countries like Tanzania and Kenya have an important number of active organisations in the media area, including active journalists' associations, which in many countries are not so. All countries have statutory bodies and self-regulating media council-like bodies, particularly vibrant and active in Tanzania and Kenya. In Burundi the "Maison de la Presse" functions to a large degree as a mediating and facilitating anchor in the media world, and the press observatory further supports this function – much like in Rwanda.

3.4 Media Development in Eastern Africa – A Summary

Summing up this brief overview of the media situation in the five Eastern African Countries, we see a picture emerging of five countries sharing a common history, with Uganda, Tanzania and Kenya having the old (and recent) East Africa bond based in English colonial ties and recent own Socio-Economic collaboration, and Rwanda and Burundi sharing also a joint past as ex-Belgian colonies and troubled, partly ethnically induced conflicts. All five countries have legal and real intentions of providing space for a free press, yet both legal revisions and real-life political practices need to be fine-tuned for this emerging democratic reality, which is still more than a stone-throw away.

Civil society, including the civil-journalist society is quite eloquently fighting the battles that need to be fought for advancing the cause of good governance and a space for a free expression and journalism as a part of this. Independent newspapers exist in all five countries, with Kenya having the powerful past long history since the early 60's, others starting with this as late as the late 90's. Public service radio is largely non-existent, the national radio and TV services still being government controlled and oriented – even when these media are referred to as "public". TV is in all five countries more of an urban, elitist phenomenon, and community media, including radio, exist but within cumbersome, and in some of the countries – financially prohibitive – legal frameworks and regulations. One sign of a slow entrenchment of a democratic press reality is that the status, the profile and the respect of the journalistic profession are slowly rising, including the number of youth wanting to study in this area, including MassCom at Makerere being the most sought after study at that prestigious university. Sometimes, however, the continued low pay for journalists, means that many young graduates look for careers in PR & Marketing or NGOs instead of in the news media.

On the basis of this overview of the role and independently significance of both journalism and communication at the service of sustainable development, let us move on to the more detailed description of the development activity under evaluation: the "Regional Environmental Journalism and Communication Programme for the Lake Victoria Basin in Eastern Africa for the period 2002–2006".

4. Four Years of Environmental Training

4.1 The Background

Sida decided in 2002 to support the regional environmental journalism and communication training in East Africa over a three year period within the framework of a broad, general support strategy for protection of the environment around Lake Victoria. In 2004 a decision was taken to extend the agreement until June 2007, with slightly changed objectives.

This decision was born in an environment within Sida and the overall international community of heightened awareness of the immediate need for adequate urgent environmental action for the preser-

vation of the threatened global and local environment. Within all of Sida's development programmes EIA's (Environmental Impact Assessments) had to be carried out prior to any development decisions, development staff was being trained and a strong emphasis was given to environmental aspects in all of Sida's development agreements with partner countries and organisations.

The decision to fund the Regional Training Program in Environmental Journalism and Communication was guided by the Swedish Strategy for Regional Cooperation in Sub Saharan Africa in general and specifically the "Strategy for support to Sustainable Development in the Lake Victoria Region", which identifies information and communication as vital in the development of the region. Furthermore a feasibility study was carried out in 1999, outlining the state of the art in terms of Environmental Reporting in Kenya, Uganda and Tanzania, which identified the most urgent support and training needs in the area and proposed a possible organisational framework for this action.

The world over, the environment has attracted the attention of the most eminent leaders and academicians. This focus on the environment arises from the challenges that are generally known to scientists, albeit inadequately reported on by the media. Besides, the mass media in the whole of the Eastern Africa region tends to concentrate its scanty reports on environmental concerns in urban areas. Yet, most of the environmental challenges such as wetlands depletion, genetic and biodiversity loss and land degradation occur more frequently in the countryside.⁴⁴

Of equal significance, however, a great number of the development problems in the Eastern Africa region stem from environmental abuse. In this category, the most fundamental issues that impede development are poverty, food insecurity, and biodiversity loss, pollution of lakes and rivers, and climatic changes. Similarly, tourism has led to stress in the mountains. All these are areas where the media and communication experts can make a positive contribution in the creation of awareness and defining roles for environmental actors.

At the same time a regional workshop was held at the Makerere University in May 2001 on Environmental Journalism Training in the Eastern Africa region, which identified a need for training in the development support communication sub-discipline. "This need is based on the fact that communicators are strategically positioned; and hence potentially highly effective actors in disseminating information on environmental conservation. The objective of involving communication experts in the regional training programme is to equip them with environmental knowledge and to expose them to the various environmental problems. Thus, the need to enlist the skills of communication professionals in the fight against environmental degradation forms part of the strategy for this training programme."⁴⁵ The focus of the programme was as such from the beginning based in a firm commitment to meet urgent needs identified in two related areas, namely journalism and community outreach/communication.

The actual launch of the environmental journalism and communication programme in 2002 coincided with a Swedish further reinforcement of its focus on support to sustainable development, which was firmly consolidated in connection with the 2002 World Summit on Sustainable Development, where Sweden pledged to support environmental action around Lake Victoria for the following 20 years, at least 10 of these coupled with financial and technical assistance⁴⁶ (see more details above, in the Introduction).

⁴⁴ As presented in the introduction to the Project Document of the Regional training programme on Journalism and Communication in Eastern Africa.

⁴⁵ From the introduction to the Project Document of the regional programme under review.

⁴⁶ According to an interview with the Coordination of the overall Lake Victoria Environmental Programme at the Swedish Embassy in Nairobi on March 29, 2006.

4.2 The Project Design and Objectives

The development objective of the Regional Training Programme in Environment Journalism is to improve the quality of environmental reporting in the media in Eastern Africa region through training, networking, community outreach and developing positive attitudes toward sustainable management of natural resources through the media. The regional programme also aims at creating a cadre of experts in environmental journalism and communication, who will be based at Makerere University to spear-head training in environmental management. Furthermore it is also understood that the focus on environment from a broader perspective should include relevant areas such as conflict management, gender and HIV/AIDS.

The programme is according to the Project Document divided into six⁴⁷ main components:

2. training at a postgraduate level
3. training at certificate level
4. community outreach
5. research
6. networking with relevant stakeholders in the region, and finally
7. training of trainers

Each of these aspects of the project have a series of separate immediate objectives, and they each play a role in view of working to attain the overall objectives of the programme, namely improved livelihood around the lake through heightened knowledge, appropriate and environment-friendly attitudes, and on the basis of this being in a position to change practices.

The overall conceptual discussions in chapter 3 concerning the importance of the programme's combination of information and communication is effectively supported both formally by the project design, and 'informally' through the arguments and justification presented in the original project document.

The six components have been clearly identified, and when effectively implemented, present a productive ensemble for the attaining the set objectives. The first three components can be seen as presenting the level of the immediately and urgently needed capacitation, where the last three components can be considered as the enablers of the first three, ensuring their effectiveness and sustainability.

Having outlined the activity profile of the programme and before moving on to its organisational set-up, the programme can be seen to having two overall aspects of the project activity and objectives, namely the challenge to (i) establish a training programme for environmental journalists and develop capacity as effective community communicators and capacitors. This will serve as the foundation for development of environmental journalism and communication in the region, (ii) strengthen the journalist training and research as well as community communication capacity in the region through institutionalisation of it in Eastern Africa.

Whereas the first overall objective refers back to the first three 'content' components of the programme, the second refers to the last three 'institution building' components. Both of these aspects will be reviewed and evaluated below.

⁴⁷ The components of the programme are often referred to as five, grouping the "training at certificate level" and "community outreach". As these two, however, have different target audiences, different specific objectives and are implemented using different sets of methodologies and techniques, they have, within the framework of this evaluation, been split into two to facilitate clearer presentation, assessment, analysis and recommendations, thus making the number of components six.

4.3 The Organisational Set Up of the Regional, Overall Programme

The environmental journalism and communication programme has been established as a regional programme as the environmental degradation of the Lake Victoria environment is regional, is caused by all of those operating and living in the Lake Victoria Basin, and affecting all those living and working there. A regional approach was therefore also chosen for the information and communication programme – also in line with the overall Lake Victoria Environmental Management Planning activities. It should be noted here, that in the original discussions only the three East African countries immediately bordering the Lake were considered involved⁴⁸. Realising, however, that the full catchment area influences the environment, also neighbouring Rwanda and Burundi were included, making the programme cover the full five Eastern African countries.

The cornerstone of the regional training programme is Makerere University, Department of Mass Communication, which in the project document was foreseen to be hosting and coordinating the regional journalism and communication efforts to save the lake. Apart from Makerere University, the principal stakeholders include: St. Augustine University of Tanzania (SAUT), Department of Communication, Daystar University, School of Journalism and Communication at the National University of Rwanda (NUR), and the Press House, Burundi.

The postgraduate diploma in environmental journalism is hosted at Makerere University and was from the onset foreseen to have professional inputs from the partnering universities. Lecturers were to come from the entire principal stakeholder universities and other non-regional universities, mainly as external examiners. Further, students are recruited for the post graduate study from all the five partner countries, five from each country with a special focus on gender sensitivity. Nonetheless, for further regional-ity considerations, all principal stakeholders including SAUT, Daystar University, National University of Rwanda, Press House of Burundi, and Makerere University will carry out the certificate training in their respective countries during training programme, and the community outreach activities were also – by nature – foreseen to be national. Student internship placements within the post graduate Makerere-based study would, during the recess terms, also reflect regionality aspects by the students returning to their home country for these.

Moreover the curriculum both for the postgraduate diploma and certificate courses is the same throughout the region, save for minor country-specific environmental issues, which are included at the certificate level. A proposal was also made for joint certificate awards between the respective university hosting the certificate courses and Makerere University. In addition, community outreach activities are carried out by the principal partners in the regional programme with adequate financial support as provided for in the programme budget.

In terms of management structures, the programme is organised as a regional programme, with a regional secretariat coordinating the efforts of four other countries, organised in partner institutions and managed by a national part-time coordinator and a part-time secretary. The regional secretariat has a full time administrator in charge of the day-to-day outreach and a part-time regional coordinator. National financial and auditing services are paid for when needed.

4.3.1 Makerere University Institute of Mass Communication – the regional coordination

Within the programme set-up Makerere University was identified at the planning of the programme as having the strongest and most well established department of Mass Communication – also when this was still quite young at the time (established in 1994). Makerere University, however, is the oldest, biggest and among the most prestigious in East Africa, established in 1922 as a small technical school⁴⁹

⁴⁸ As for instance proposed in the original feasibility study by Erika Bjerström: “Environmental Journalism in Tanzania, Uganda and Kenya”, 1999

⁴⁹ http://www.makerere.ac.ug/pages.php?p=about%20makerere&sp=History%20and%20Profile&pid=4_912&cpid=14_127

and went through numerous transitions until it became “the University of East Africa” in 1963 and as of 1970 Makerere became an independent national university of the Republic of Uganda, offering undergraduate and postgraduate courses leading to its own awards. Today Makerere University has twenty-two faculties/institutes/schools offering not only day but also evening and external study programmes to a student body of about 30,000 undergraduates and 3,000 postgraduates (both Ugandan and foreign). It is also a very active centre for research.

The University has a Vision, “To be a center of academic excellence, providing world-class teaching, research and service relevant to sustainable development needs of society.” And a Mission “To provide quality teaching, carry out research and offer professional services to meet the changing needs of society by utilizing world-wide and internally generated human resources, information and technology to enhance the University’s leading position in Uganda and beyond.” On this basis, experience and capacity has been developed to ensure the coordination of the regional programme.

Besides from being the regional coordinator, with a part time coordinator and a full time administrator employed by the programme, and running the regional Post Graduate education, Makerere is also responsible for implementation of the national activities in Uganda. The Mass Communication studies are the most recognised and sought after of all of the department and schools of the University.

4.3.2 The partner training institutes around Lake Victoria

Besides from Makerere University being Uganda’s partner training in the regional programme, partner institutions were identified in the other four Eastern African countries, based on criteria including their quality of programme and organisation, their effectivity and their prior successful experience with managing this type of programmes.

In Kenya the partner is the private Daystar University, which started in 1967 as ‘Daystar Communications’ with a religious communication orientation, which in 1971 Daystar began short-term training programs in the same area. In 1976 Daystar added a two-year diploma program; in 1978 a Master of Arts degree (in cooperation with Wheaton College); and in 1984, a Bachelor of Arts degree (in cooperation with Messiah College). In 1994 the government of Kenya awarded Daystar a charter to grant its own, internationally recognized degrees. The student body of Daystar is growing as new programs and courses are added. Over the past years more than 15,000 students, from more than 50 different countries and denominations, have participated in Daystar’s programs. Daystar included the study in communication early on, and now has a full communication curriculum.⁵⁰ Daystar has recently developed a Strategic Plan highlighting among others: the mainstreaming of training on environmental journalism in the main curriculum of the University, and the outlining of a resource mobilisation strategy aimed at expanding externally and locally sourced funds and other resources for development. This should mean that when the resource mobilisation officer of DU undertakes the next update of donor profiles with a view to ascertaining the range of donors who are present in the country, their interests and their funding modalities that, one of the issues looked at will also be environmental journalism and communication.

The *Tanzania partner institution is San Augustin University of Tanzania (SAUT)*, based in Mwanza on the shore of Lake Victoria. The university was formally established as SAUT in 1998 as the successor of the Catholic Nyegezi Social Training Institute (NSTI) founded in 1960. NSTI was established in recognition of the need for skills in communication, community development, accounting, management and administration in the wake of the nation’s newly won independence, needing educated leaders at all levels. While retaining the Advanced Diploma and Certificate programmes offered by NSTI, SAUT inaugurated its degree programmes with the BA in Mass Communication in 1998, BBA in 1999, BA in economics in 2004 and MA in Mass Communication as of November 2005. The programme is func-

⁵⁰ Detailed description is available at: <http://www.daystarus.org/catalog/DaystarUniversityCatalogue2003-7Rev1.pdf> page (on document) 123 ff & 90 ff.

tioning within the newly established faculty of Humanities and Communication. SAUT attracts students from Tanzania and the countries of East and Central Africa – especially Kenya. SAUT admits students of all nationalities and religious affiliations. The level of ownership of the environmental programme and integration into local plans and activities can be seen in the SAUT prospectus 2005–2006⁵¹.

In Rwanda the programme is run by the School of Journalism at the National University of Rwanda (NUR) in Butare, some 125 kms from Kigali. It is located in the city of Butare and was established in 1963 by the government in cooperation with the Congregation of the Dominicans from the Province of Quebec. When it was established, the NUR had three divisions (Faculties of Medicine and Social Sciences, and a Teacher Training College), 51 students and 16 lecturers. The university suffered badly during the civil war and had to close in 1994, reopening in April 1995. At that time English was introduced as a medium of instruction alongside French. Currently (as of 2005) it focuses on Science and Technology and Humanities. In 2000 the School of Journalism started within the NUR. It started its involvement in the Regional Environment Journalism and communication programme in April 2002. The Rwandan programme has met different kinds of capacity challenges, including three changes of country coordinators, which naturally presents a certain challenge of institutional memory and continuity.

In Burundi the programme is carried by the Press House based in Bujumbura. UNESCO opened the Press House in Bujumbura in 1997 (and the one in Kigali on 1996). From the beginning, the main purpose was to encourage regular contacts between journalists and provide a place where free discussion could take place. The houses have been offering local journalists access to Internet and a possibility to all kinds of exchange of information. Often in conflict and post conflict areas where the possibilities of travelling are most restrictive, ICTs open a window to the world, and has therefore been prioritised here. Over the years, the Press House in Burundi has grown into an important meeting and working place, where journalists have access to series of facilities necessary to practice their profession. As Burundi at the time the programme started had no established schools of journalism and communication studies, the Press House was therefore selected as an adequate institution to run the regional programme. Furthermore the House had the required experience, contacts and networks for organising all different kinds of training and capacitation events.

4.4 Activities of the Programme under Evaluation

It is within the coordinated collaboration of the five very different organisations presented above that the regional environmental journalism and communication programme for Eastern Africa takes place. While

different in history, origin, orientation, size and institutional profile, all of the five institutions have a set of important values in common, including those of openness, striving for excellence, promoting peace and good governance, and the important aspect of working to enable freedom of expression, a free press and participatory practices. The six specific areas of activity of the programme are:

Developing a cadre of thinkers, initiators/developers and educators:

1. The training at the *post graduate level* will ensure a higher level “environmental journalism and communication thinkers”, who can attack, understand, develop and work with environmental issues at a more advanced level, providing high quality journalistic work in the media; development of high

⁵¹ The Certificate Course of the regional EJ training programme is included into the SAUT prospectus 2005–2006: “Certificate Programme for Environmental Journalism and Communication” (p.171). Besides from this activity within the programme under evaluation, Environmental Journalism courses appear three places in the curriculum, i.e. in all of the Journalism, Media and Mass Communication courses taught: Environmental Journalism (course JN 315) within the Advanced Diploma (p.159); Environmental Journalism (course MC 321) within the BA in Mass Communication (p.145); Development and Environmental Studies (course CJ 114) within the Certificate programme in Journalism and Media Studies (p.165).

quality communication strategies and development of strategic work as information officers in GOs, NGOs and elsewhere, and who can work as trainers for journalists and communicators in the area of environmental journalism,

Developing better environmental “informers”:

2. This is coupled by *Certificate training*, which is designed as mid-career training for practising journalists and communicators (information officers) to upgrade their grasp of the issues related to environmental journalism and communication. This training offer is aimed at helping professionals do their work better – not necessarily to capacitate them to do something new and different, as is the post graduate education.

Empowering communities to “communicate” and act on environment issues:

3. *Community Outreach* is designed to complete the above, by finding ways of facilitating communication within the communities, who are the ultimate users of Lake Victoria, and who (unknowingly) have a significant role to play in contributing to the degradation of the environment of the Lake.

Enabling quality of the three capacitation levels through research:

4. *Research* is at the core of insight and necessary for ensuring that interventions are effective, making a difference. When taking serious the notion of the Universities “moving out of the Ivory Tower and into the real world”, research is needed to identify the real needs, to ascertain which intervention forms, techniques and methodologies create which results – and universities have as an important part of their ‘raison d’être’ to provide research-based education.

Networking for stronger effect of training – for depth of programme:

5. *Networking and advocacy* is needed to ensure coherence of activities with all the many relevant stakeholders in a discipline like environmental journalism and communication: the environmental actors, the media houses, the community developers, the overall political development level. And practically networking is needed to organise internships and other participation of the stakeholders in the development and unfolding of the potential of the programme, to develop (funding) partnerships of the programme, etc. This work is needed at all levels, including the regional and national.

Institutional anchorage and institution building

6. was built into the programme to ensure that adequate capacity would be available to carry out the programme (the first three above) and to ensure coherence in understanding and thinking within the five participating countries and implementing institutions. Ideally this part of the programme could be – in the future – seen to actually be responsible for the institution-building aspects of the programme, including also further development of documentation for and of the three capacitation levels of the programme, such as books, cases and games for training, films, case stories/studies & best practice documentation, databases of relevant institutions and individuals in the region, etc...

The first three areas of the programme presented above represent specific fields of capacitation (education, training and awareness raising-cum-organisation). In the following overview the frequency of the different courses (#) as well as the period of time within which these have taken place:

Activity	Post-Graduate		Certificate Course		Community Outreach	
	Country	#	Period	#	Period	#
Tanzania	-	-	6	Aug 02–Sep 05	7	Oct 02–Oct 05
Uganda	4	2002–2006	11	Sep 02–Feb 06	3	Feb 03–Nov 03
Kenya	-	-	10	May 03–Apr 06	1	Nov 03
Rwanda	-	-	7	Nov 02–Jan 06	1	Feb 03
Burundi	-	-	7	Sep 02–Nov 05	7	Feb 03–Oct 05

While all five countries have provided participants to the Post-Graduate Diploma course at Makerere, the two other areas of activity have taken place in all five countries. From this overview it is also quickly seen documented that the community outreach activities in Uganda, Kenya and Rwanda were stopped after the mid-term review with effect as of 2003, while Tanzania and Burundi are continuing this activity.

As a basis for the description and subsequent analysis of the profile, results and impact of the above presented training activities is a tracer study, carried out in all of the five countries – as well as the many meetings held by the two evaluators during the field work period and group/individual interviews (for details see the field work programme in annex 2 and the lists of people met in annex 3). The tracer studies were presented to former participants covering the full period presented above, but the number of returned responses was very varying. To highlight the validity that can thus be given to the quantitative material available through the tracer studies, please find below an overview of the number of responses in relation to the total number of participants per activity.

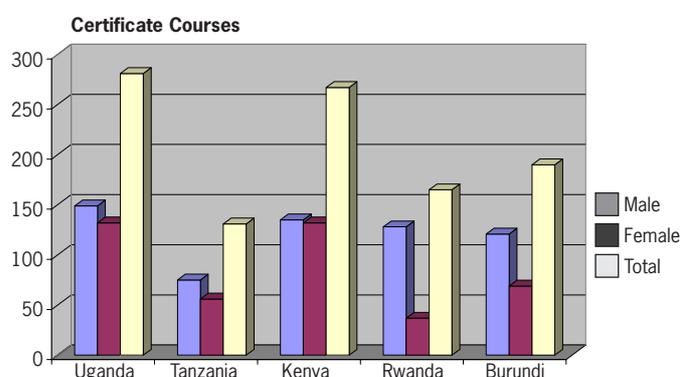
	Tanzania	Uganda	Kenya	Rwanda	Burundi
Post-graduate diploma*	3/17	12/22	7/19	4/14	N/A/20
Certificate courses	19/131	39/281	42/267	15/165	37/190
Community Outreach	42/393	40/87	5/20	15/54	53/255

Tracer study response rate: number of completed questionnaires/total number of participants in activity during the four years.

Postgraduate Diploma Course: Between 2002 and today 93 students have enrolled in the one year Postgraduate Diploma course. The vast majority of participants from all five countries report in the tracer study that their participation in the Postgraduate diploma course has been an important professional push forward, both in terms of knowledge, motivation, quality of work and dedication. In Burundi for instance, the returning postgraduate students are very much needed and used for a vast number of different consultancies and training, besides from their having returned to their former jobs in the media. A large proportion of the graduates have moved into editorial and management positions after return. Also in Tanzania the returning graduates are quickly assimilated into their earlier positions – including most often a number of additional responsibilities. The Rwandan tracer study highlights the strong empowerment-effect of the postgraduate training on the students. In Kenya only 1 in 7 received a direct promotion, but all felt empowered and filled their jobs and functions more competently and differently. Of the Ugandan respondents five out of the 12 respondents received a promotion and a pay rise after the course, only one, however, experienced a frustration after the course.

Certificate Courses: When looking to the certificate courses, the numbers of trained journalists vary from 281 in Uganda, over 267 in Kenya and 190 in Burundi to 165 in Rwanda and 131 in Tanzania.

These courses carried out with mid-career journalists and information workers active in environmentally oriented organisations and institutions is documented to having had a significant impact on both the workplace, the quality and impact of work and at the individual level for the participants. All five tracer studies report concurrently that the courses have significantly impacted on the attitude and insight of the participants, who have moved from basic to



* While statistics are very useful to provide an overview, the response level of the tracer study is, at times, limited. This should be taken into consideration when looking to the results especially with the 3 replies only from Tanzania here and 4 from Rwanda. Still, these figures give an indication

average knowledge of the specific field of training to advanced knowledge (Kenya resulting capacity: 36% average and the remaining 64% advanced or above – Uganda resulting capacity: 25% average and the remaining 75% advanced – Tanzania resulting capacity:

Community Outreach: The role of Community Outreach as presented during the evaluation exercise in Tanzania and Burundi was to work with community leaders and other community opinion leaders to ensure an increased awareness around issues of environmental degradation. The areas selected for the outreach programmes have been communities with particular environmental problems. The facilitators in the community outreach programme applied Participatory Rural Appraisal and Participatory Learning Action methods to extract the central issues relating to the environmental issues, the perceived causes of the programme and priority actions towards resolving the problem. This was done without direct intervention for people outside the respective communities, in order to ensure that the method would be known and potentially used on a more regular basis. This was done so in order to ensure sustainability. Based on this identification and description of needs and problems, information was provided to the community on changes needed and possible, and possible changes in practices discussed.

Towards the end of a community outreach activity, the communities often decided to create committees – like in Uganda the Beach Management Units – for the protection of the environment, and enforced bylaws through the respective local authorities, guiding members in sustainable use of the environmental resources available in the area. Through this special nature of the community outreach programme, the course participants as a natural extension of the course itself share the lessons learnt with all members of the community. It is for this reason that the level of both adoption and sharing of lessons learnt (100%) is extraordinary in this programme.

The community outreach activities were carried out in very varying ways in the five countries, and in Burundi and Tanzania – the two countries which were able to continue the community outreach activities also after the midterm review of 2003/4, it can be seen that the methods were continually adjusted to match the differing needs met. Included in these adjustments is Tanzania's inclusion of follow-up activities, where the team of action researchers cum trainers and facilitators, appeared in the community after a period of between 3 to 6 months. This is naturally very important as a lot of questions and uncertainties pop up after having gained a different type of insight into dynamics of the own reality. Also in Burundi this was increasingly taking place – with severe financial constraints, as the follow-up activities according to the National Coordinators had not originally been budgeted for⁵².

The numbers of persons involved in the Community Outreach activities show a different distribution of national priorities, with Kenya starting activities a little late in general, and together with Rwanda only managing to carry out one community outreach activity before this activity was called to a stop together with Uganda. As the only two countries continuing with community outreach activities after the decisions following the midterm review recommendations, Tanzania has managed to have a total of 393 persons involved and Burundi 255. The numbers of community members thus involved in community outreach were Uganda 87, Rwanda 54 and Kenya 20. With a total of 809 community members involved, community outreach still, in the end, arrived at involving almost as many people as the 'undisturbed and continuous' certificate courses totalling some 1034 participants in total.

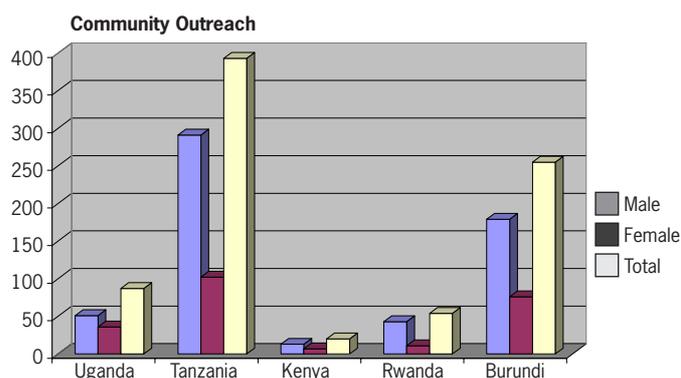
All five countries express what is encapsulated in the Rwandan report as: "It is clear from the tracer study that participants to the outreach training session have tremendously benefited from it in many ways". And the Ugandan report demonstrates that the knowledge has moved from 12.8% with an above average level to 80% after the course, more than 80% having higher yields from farming/fishing after the course (more details below in 5.1.3).

⁵² According to the national coordinators, budgeting of follow-up activities were not approved of by the regional secretariat. It is, however, understood that the Sida, Stockholm programme officer sees no problems in providing space for this activity. As such this seems to be a misunderstanding, easily rectified in the upcoming budgeting procedures.

In view of the discussion of whether to maintain the community outreach activity as a part of this overall programme or not, an attempt has been made⁵³ to present the conceptual framework for what is needed in terms of journalistic coverage and in terms of community (empowerment) communication in order to effectively contribute to decrease in the levels of environmentally degradable practices on the one hand, and on the other contributing to create empowered individuals and communities, who are provided with tools to deal with the problems around them. This introduction could be exemplified by the findings of a field trip made to the Ggaba community at the shores of Lake Victoria some 10–15 kms outside of Kampala in Uganda:

The Ggaba community is living around the Ggaba fish landing site, and had been experiencing major difficulties due to the slow but certain continued degradation of the environment of and around the lake. After the community outreach activities, which took place February 20–25, 2003 a Beach Management Unit (BMU) had been established. We spoke with Dirisa Walusimbi, the chairman of the BMU, and his board including other of the most active colleagues. Since the brief training activity, the BMU had gained the formal recognition to assist to reinforce a basic framework to improve the environment, as an extension of the official Fisheries authorities. Control of the size of the holes in the fishing nets, practically removing all thin plastic bags that had earlier been everywhere, improved sanitation, planting trees etc. were among their results recorded in the tracer study, and shared by the committee when visiting. Carrying out a mini-information and communication audit, it was clear that the committee had access to information from commercial FM radios in the area – radio being the only real effective medium: radios are available, it does not cost much to listen (contrary to buying journals) and is accessible to those who are literate as well as those community members who are not. They liked the music and some of the general news and programmes, but still expressed that there were many areas where they still were not properly informed. Un-met information needs covered the broad spectrum of development information from the follow-up on environmental issues, and interest spurred by the community outreach course without much follow-up, sanitation, health & HIV/AIDS, cultural and education areas. The community said that the radios gave very little information on every issue and that it was often not really understandable, as the community did not have sufficient background information to make sense of it all. Also the issue of language of the programming was sometimes a problem.

Moving on the area of communication in the “mini-audit”, the chairman lamented that they had NO opportunities to get their opinions heard, and they wanted to raise issues for debate on the radio, wanted to reach other communities like their own. They had tried to approach the commercial radios – but they were not interested. And they felt that they actually had a lot of input and experience to give and to share with decision makers. This contact was not seen as possible. The result of this mini information and communication audit revealed an important lack of access both to adequate information, but even more so an absence of fora or other tools for (inter-) community communication. This very limited experience, the validity of which was supported in interviews by both Tanzanian and Burundian experience, brings forth a series of obvious possible tools including: training of community facilitators and the adequacy of considering community radio as a potential solution was obvious.



⁵³ In chapter 3 – also when necessarily very brief within the framework of this report.

4.5 Conclusion

The regional programme was conceived in what appears to be an even very adequate way, both in terms of country selection and selection of national partners, but also in terms of content and role distribution. Knowing the inherent challenges in getting a regional programme to work, this one has done really well – with some difficulties met (as will be reported below) – but most adequately identified and countered. After four years of project implementation in a reality like that in Eastern Africa, which develops rapidly in many different ways (among others due to the slowly consolidating peace in Rwanda and Burundi) new opportunities present themselves for adjustments in organisation and implementation modus. This will be addressed below in the recommendations.

In relation to the overall management of the programme, the activities of the programme are all detailed and set in the project document, and any diverging actions must be cleared with the backstopper in Sida, Stockholm. An advisory board had been proposed in the project document, including representation by the leadership of the regional coordinating institution, Makerere University, and the national coordinators.

In a move to ensure flexibility and action-orientation the advisory board decided to convert itself into a “governing board” of the programme. Still, responding directly to Sida, Stockholm and with the Regional Coordinator in the role as “secretary” and facilitator to the board without voting rights, this board is made up by implementers (including the national coordinators) who are – de facto – set to govern and control themselves. While this structure is maybe a cost-effective, multi-functional coordination-cum-management set-up, it leaves a lot to be desired in terms of transparent accountability and risk-control. If it is not needed to have a “Governing board”, it could maybe just be called – as foreseen in the project document – “an advisory board”? While the board actually performs an important coordinating function and audited accounts and a close backstopping by Sida, Sweden provides some level of risk-control, the issue ought to be looked at in the planning of the next phase, and brought in line with transparent principles of good governance.

5 Findings and Evaluative Conclusions

Having described above the context into which the present project is being implemented, as well as the partners, the objectives and the activities of the projects, the present chapter aims to present the core documented findings of the evaluation. These facts will be analysed and their effect concluded upon as per Sida development objectives and specific policies and strategies. Lessons learnt and recommendations for future orientation in this field will emanate from the findings. The presentation is organised along the lines set out in the Terms of Reference for the present mission and the findings are intended to be presented with sufficient detail for the reader to validate the conclusions and subsequent recommendations. All of the evaluations methods used and all of the information generated will be used to feed into the discussion of the findings and the related evaluative conclusions, which refer directly to the objective of evaluation. In the subsequent chapters lessons learnt and recommendations will, separately, be based on the analysis of the present chapter.

In general we can say that we found a programme, which is active in all five countries, with a certain level of achieved uniformity in implementation, and with profiles adjusted to match the different national realities. Each of the five countries proves to have the agreed programme activities ongoing. Furthermore the programme is in general well managed, with a high level of regular and relevant contact between the regional coordinating secretariat in Uganda and the other four countries.

When looking to the overall policy framework, where poverty alleviation is the core priority in all cases – both for the Swedish development assistance and the national development priorities of the five participating countries – this is naturally at the centre of this programme under evaluation: for the 3 million persons living from the fisheries and the 30 million people living in the Lake Victoria basin, dependent upon the livelihood of the Lake for a vast number of reasons as enumerated and documented above. If the environment of the Lake continues the process of degradation, the livelihood of the people is threatened, with a worsening effect also in relation to poverty. The environmental journalism and communication programme has as such a direct positive impact on the question of poverty.

Also the environmental legislation in the countries is being responded to directly. In some of the “maturer” of these environments, like the Ugandan NEMA, a “missing link” was identified, being access to well trained and knowledgeable communicators, that could be the community communicators, is one area where this programme could provide valuable inputs in the form of trained community communicators. Finally, on top of the both policy and environmental policies being responded to effectively, this programme also is working into media landscapes basically ready to provide space for important societal information, taking up its role as facilitator and educator in important development areas – again differently as reported above, but there.

Before delving into a specific series of assessments of the results of the programme, a brief overview of the results of the programme in the two specific overall sets of activities, namely on the one hand the education, training and capacitation programmes, on the other the set of activities facilitating the first, including research, networking and training of trainers:

In terms of the component of facilitating activities: the research, the networking and training-of-trainers, it was noted that these activities were all carried out, and all actually facilitating the programme, but with varying clarity in objective and thus with varying effect. Details of this will be shared below, but briefly it can be seen that according to the project document, *the role of research* in this programme “is mainly to establish sustainable environmental management methods and the role of the media as the disseminating agencies of such methods.” The research that has been carried out in all five countries are two: the baseline studies, which were just concluded before the onset of the final evaluation, and the tracer studies, prepared to shed light on the general attainment of objectives in relation to training and outreach activities. In Burundi and Tanzania research studies have been ventured into of communication strategies needed to meet the environmental challenges and natural resources management. It seems, however, that these activities are still at an early beginning stage, where the now finalised baseline could be used as a basic provider of starting points for much needed ongoing research.

In terms of *the project activity “networking”*, this has been seen primarily as outreach activities aimed at the very important mobilising of an understanding of the objective and importance of environmental reporting among editors and (where applicable) community leaders on the one hand, on the other networking with potential contributors to the programmes, promoting their involvement. Some of the other networking – involving also research activities – that could have been envisaged and desired, namely the active mapping and coordination of actors involved in this field has not been actively pursued, nor has the mapping and involvement of other potential funding partners and donors. The Tanzanian partner, SAUT, is however presently developing such an activity within their documentation and resource centre.

Finally, the *training of trainers* (ToT), described in the project document is foreseen to have a perspective of ToT for “the potential staff of the regional programme” and “capacity building for the regional programme through training at both M.A. and PhD. levels”. In the implemented reality during the past four years, ToT courses have been carried out three times, each time for the staff employed by the regional programme and it has had a parallel team-building and coordination effect. Training at M.A. and PhD. levels was not reflected upon and documented as having been implemented. Whereas ToT

for the staff employed by the regional programme is important and useful, it could be seen as similarly important to including other contributing “potential staff of the regional programme” working in the host and partner institutions in the five countries. More about this below.

5.1 Regional and National Education and Training Capacity Strengthened?

The overall objective of the regional programme on environmental journalism and communication is to reduce the levels of environmental degradation in the Eastern Africa Region with Lake Victoria as the core. The programme therefore aims to (i) establish a training programme for environmental journalists serving this objective, (ii) to institutionalise this in order to strengthen journalist training and research capacity, and (iii) to sensitise media practitioners and communities on the cross-cutting issues related to poverty, ender, HIV/AIDS, conflict and their relationship to the environment.

5.1.1 The effectiveness of the implementation framework

In terms of project design, the *overall regional implementation framework* seen as having a regional coordinating centre and four other nationally recognized partner institutions is both adequate and effective, and the implemented reality shows that this implementation set-up is immediately well managed and effective. What can be observed is that the positive developments in the region could suggest some adjustments in the organisational set-up of a continued programme: when the programme was designed starting with the first feasibility study in 1999, and when the programme actually started working, Makerere stood out as the by far most consolidated and experienced partner in the region, which resulted in a considerable level of regional coordination and decision making power being concentrated in the regional secretariat.

As a further extension of the positive developments in the region, it is suggested that the set-up be revisited, granting more implementation space to the partner institutions, maintaining the regional coordination at Makerere. As will be elaborated in more detail below, this issue deserves more in-depth reflection as a regional programme have a number of very important aspects to consider, including these coherence, overview, accountability, financial risk control, etc. It is more demanding to effectively run a more decentralised programme, than it is to run a programme more narrowly controlled and managed from the regional centre. As the value of the present, well functioning set-up should ideally be coupled with the normal and natural development suggested, it is recommended that this be revisited in the proposed strategic planning exercise, leading up to the design of the new phase of the programme.

When looking to the effectiveness of the implementation framework nationally a recently implemented strengthening of the national management and implementation structure was met in Tanzania, where a programme committee is functioning within the newly established professional and streamlined faculty of Humanities and Communication. The programme committee is made up by lecturers from the university, and the members of the programme committee had each the responsibility of managing, including planning, organising, monitoring and evaluating each of the components of the programme: one person was responsible for the postgraduate diploma course, another for the certificate courses, a third for the community outreach, a fourth for the research, a fifth for the networking and a sixth for ensuring training of trainers at their university. It was very impressive to be briefed by each of these committee members, who had a detailed insight into all aspects of each of the areas discussed.

Such a framework leaves the national coordinator to “coordinate” and to function as a kind of secretariat for the programme committee. Besides from the immediate strength seen by having more people provide intellectual inputs and share the responsibility, it is also a powerful way to ensure local anchorage of the activities and thus a good basis for a continuation and consolidation of the activities in a sustainable manner. Also the ‘institutional memory’ has a much better chance in such a framework. While such frameworks were not in function formally in neither Kenya, Rwanda nor Burundi – only in informal, ad hoc ways – programming committees can be recommended in all countries, adapted to match the peculiarities of each.

When considering the effectiveness⁵⁴ of the programme, two overall aspects should be considered: on the one hand the effectiveness of the training and outreach activities carried out, and on the other the creation of the institutional capacity to consolidate the activities for an ongoing praxis and a possible sustainability of the programme. The latter will be considered first:

5.1.2 The effectiveness of creation of institutional capacity

Attaining the overall objectives and goals of this programme: Reduction of the levels of environmental degradation in the Eastern African region, takes time. Most likely this will take a lot of time. And the persons and institutions involved are numerous and vastly different. It is therefore unlikely that the objectives be fulfilled within the lifetime of the project, for which reason the interventions (education, training, community outreach, research and networking) therefore need to be an ongoing activity, with a capacity to be continually adjusted to meet the ever changing needs (thus the importance of ongoing research in all realities).

Inclusion into mainstream training plans

When looking to the individual national institutions, the creation and consolidation of institutional capacity can be registered importantly in most cases: in Tanzania the level of ownership and integration of the programme into local plans and activities can be seen through the Certificate Course of the regional EJ training programme being included into the SAUT prospectus 2005–2006: Within the section eleven: “Directorate of Postgraduate Studies, Research, Consultancy, Publications and short course programmes” as “Certificate Programme for Environmental Journalism and Communication” (p.171)⁵⁵ and no less than three other of SAUT’s own programmes focus on Journalism, Media and Mass Communication: (i) Environmental Journalism (course JN 315) within the Advanced Diploma (p.159), (ii) Environmental Journalism (course MC 321) within the BA in Mass Communication (p.145), and (iii) Development and Environmental Studies (course CJ 114) within the Certificate programme in Journalism and Media Studies (p.165).

In Burundi the Press House – as the “home” of both individual journalists, media houses and media organisations – registers needs that are voiced by members, and prepares whichever training needs may be expressed. At present most training activities in EJ&C are, however, those initiated and funded by the programme under evaluation here.

In Kenya, Daystar University had a late start (2003), however training in EJ&C within the regional programme found “fertile ground” in an already existing Mass Communications department and Environment Training at the University. EJ&C is currently becoming institutionalized in the DU programme and the University is embarking on a fully-fledged environmental journalism and communication course called “Environmental Journalism Sequence”, where it is the plan to train career journalists in the basics of the environment and how it functions. In the new revised curriculum from the introduction of an MA in Communication at Daystar⁵⁶, EJ&C is, however, not included.

In Uganda, the Makerere University lists the regional Postgraduate diploma being evaluated here under its postgraduate programmes (page 215)⁵⁷, but do actually not have any other environmental journalism courses registered in the 2002–2004 prospectus to which the evaluator had access, also not as sub-disciplines under development communication or elsewhere. It can as such be seen that the principal institutional sustainability mechanism, namely the inclusion of the EJ&C course activities into the general mainstream education and training activities, is only to a certain degree happening in especially Tanzania.

⁵⁴ Effectiveness is considered as the ability to achieve stated goals or objectives, judged in terms of both output and impact.

⁵⁵ The page numbers refer to the SAUT prospectus for 2005–2006

⁵⁶ presented to the DU Senate on November 2005

⁵⁷ as registered in the Makerere University 2002–2004 prospectus, 4th edition

Development of future trainers

Besides from inclusion into mainstream training plans, institutional capacity is also generated through the development of future trainers. While those immediately involved as staff of the regional training programme, few lecturers at the partner universities and the Burundi press house have had a chance to develop their capacity in the framework of ToTs. The inclusion in the future programme of national ToTs in this area could therefore be recommended.

Besides from ToT for existing university lecturers, the postgraduate diploma of this programme has developed future potential trainers and educators. And with the extension of the communication programmes in both Tanzania and Kenya with MA and PhD including EJ&C, this will further continue. Inclusion of similar programme is recommended in Uganda and Rwanda. In Burundi it would seem important to assess the quality of the emerging Communication and Journalism programmes in universities to identify the most adequate partner institution(s) for the Press House, for further development of similar initiatives.

Twinning arrangements between the Universities and other participating institutions around the Lake Victoria and in its Basin are wanted. The exact desired and realistically useful profile of such partnerships ought to be looked into as part of the strategic planning exercise proposed below as part of the preparation of next phase.

Training materials, documentation & resource centres

While small documentaries are developed during every certificate course and community outreach activity in Burundi, and a few similar experiences were referred to in Tanzania, it is strongly recommended for the continuation of the programme that the regional coordination ensure that such material be put together⁵⁸ to consolidate this aspect of the activities.

Besides from materials tailored to meet the training needs in the Eastern African EJ&C courses, documentation centres and resource centres were met in all of the five realities in different forms and shapes. In Makerere a very well stocked library was found, including a vast collection of newer communication & journalism literature, including also environmental journalism. Furthermore a computer lab with some 10–12 computers provided access to on-line search and work.

In Tanzania a more modest version of the same was found, with a very nicely developed system for use of the resources and at the same time protection was met: two copies of all books were purchased. These could be consulted in the resource centre, but not borrowed and taken out from there. Five photocopies were, however, made from each of these books – and the copies could be taken out of the centre. Furthermore a “resourcing centre” is being established, where people can also come for research periods to develop research on Devcom. A library is being built gradually up, a resource centre established and is growing, the developed Training cum Production facilities, have started preparing documentaries, and they have a website, which has been established to form access to the vast body of knowledge and research existing. SAUT’s point is that it cannot but be sustainable: as a university at the Lake, SAUT has an obligation to lift this challenge. As part of the “resourcing centre” they plan to start to develop databases of persons, institutions and organisations active in the area of environment and environmental protection in Tanzania, thus facilitating development and maintenance of networks, ease to carry out research, obtain information and data, etc. This database would be supplemented by other similar as needs are identified.

⁵⁸ It is possible to imagine many different ways of putting together such material: through identification and purchase of already existing internationally developed materials; through collection of already existing material from the region and the participating countries and developing it into useful materials; by identifying with support needs are still not met, and then to find ways of developing such materials.

Development of web pages, links to materials, data bases of articles etc.....

As a continuation of the Tanzanian thinking around development of relevant and needed databases represented above, the existing but not active webpage of the programme under evaluation established and maintained⁵⁹ by Makerere. Such a web page would seem to be an even very important component of a regional programme, where persons could keep in touch, share information, each country could upload training programmes, student evaluations of individual courses, minutes of meetings of the national programme committees, suggestions, ideas, dreams, hopes, invitations to joint research, information about grants, meetings, conferences (local, national, regional, international), training materials, links to other useful sites and documentation (like all the relevant national legislation...), access to the SAUT database under construction (referred to above), a collegial journalistic pool of articles written⁶⁰, which according to some collegial agreements could be either used in other countries and other media – or at least could serve as a fund of researched environmental stories, which could be used to put similar stories from other countries into perspective... the possibilities are innumerable, and would be a very important source of inter-regional coherence, coordination and inspiration. In a potentially more decentralised future (see recommendations) such an (inter-)active webpage would seem to be able to be an important support as coordinating core of the (spider-)web. If this idea were to be taken up, it would seem natural and very advantageous to reconsider the cancellation of the post of a regional community research assistant, who would naturally also cover the functions of communication officer⁶¹, who has been identified by the evaluators as badly missing for a number of the above mentioned reasons.

Insights into the actual situation through research, studies, colloquia, participation in active networks

A final important area of consolidation at the institution building level is to ensure that each of the five national institutions are updated on the actual situation in their country and in the region. This will require continuous updating the research on the effect and impact of the environmental journalism in their country, the effect and the impact of the community outreach, and of the media situation, of the environmental advances (or the contrary). It would be important to hold seminars, colloquia – and to participate in those organised by others, participate in networks etc...

Some of the above activities are happening, and the baseline studies, recently released, is a fond of such raw data, not yet very digested, which could inspire a lot of follow-up activities – not only but also – confronting the findings of 2002 and 2004 with those of today. And while some Environmental Journalist networks do exist, like the IUCN implemented one, it seems that the impact and results of the first phase left very limited impact on the ground, even when the evaluation is positive and attributes the improved quality and quantity of environmental reporting to the networks⁶². While it is well understood that the present staffing of the regional secretariat does not have the required additional time to also cover these important functions, this would be one more reason to re-open the closed function as community research assistant-cum-communication officer.

⁵⁹ The webpage was referred to by alumni from the postgraduate diploma studies in the other countries as a potentially very good source of information and contact – but it was unfortunately apparently not really maintained according to the graduates – and also not available from the Makerere website

⁶⁰ When mentioning this suggestion to earlier students of the courses, there was a hesitancy due to copyright and payment issues. It should be possible to overcome. One way might be to inform participants in training courses that their in-kind contribution would be to actually make available their articles during the following years. Another idea would be to contact the Media Institute of Southern Africa, which has established such an article exchange, accessible by a pool of contributing participants and no-one else...

⁶¹ In the original project document the job description of the “community research assistant” is not called “communication officer”, but comes very close in her/his second duty described: “in charge of publicity of the training programme activities” – and keeping the website updated would actually facilitate a number of the important functions described in the project document as duties of that person, including conducting community based radio and television documentaries in the region (could be made available on the web site), advocacy programmes for radio and TV (suggesting interesting ways of covering environmental issues – always uploading new ideas...), framework for sustainable networking with community level partners, etc.

⁶² Please refer to the evaluation: NEJLV Final Evaluation Report, Nairobi, April 9 2004.

5.1.3 The effectiveness of creation of journalistic and communication capacity

When defining effectiveness as “the ability to achieve stated goals or objectives, judged in terms of both output and impact”, then the answer must be “yes”. As colleagues from an environmental NGO stressed in Burundi: before there was nothing – “RIEN” – in terms of adequate, well researched environmental journalistic coverage and community outreach except for the occasional sensationalist coverage of environmental disasters. No analysis, no knowledge impartion, no effective development orientation.

When looking to describe the effectiveness of the creation of the journalistic and communication capacity, there are three core aspects to consider: (i) the journalistic capacity created as experienced by them and as reflected in the tracer studies and in the meetings held with former students, (ii) the capacity and impact experienced by their editors, with information from the same sources, i.e. meetings with the editors and tracer studies, and (iii) community empowerment as experienced by the participating communities and expressed in the tracer studies and as reflected in meetings with them and others. When at the same time taking a look at the overall objectives of the programme, namely reduction of the levels of environmental degradation in the Eastern Africa Region with a focus on Lake Victoria, then there are two more aspects to take into consideration, namely (a) what is the success rate in getting environmental stories adequately into the media – good environmental journalists may still in principle be barred from getting their stories out by editors or media managers, and (b) which is then the real life effect of the journalistic and communication efforts in terms of “reduction of the levels of ... degradation”. While these two aspects are harder to document, some comments will be made on these counts as well.

The journalistic training programme has been very important as an on-going capacitation programme for four years in all of the four countries. Whereas the programme has been the only really on-going capacitation mid-career journalism education and training programme (including both the postgraduate diploma education and the certificate training) in Uganda and Rwanda, especially Tanzania but also Kenya and Burundi have frequent good quality mid career training offers for journalists. In spite of differences, the general, overall reaction by all journalists, editors and communities was that the education and training activities were worth-while, of good quality and with important impact.

The journalistic capacity created by the postgraduate diploma programme

The tracer studies focusing on the postgraduate diploma education present the following percentages of former participants saying that they left the course with advanced level knowledge: Uganda 91%, Kenya 71%, Rwanda 80%, Tanzania 100% (no data from Burundi on this aspect).

With respect to increased competence, the results of the tracer studies are as follows:

Area of competence	Uganda	Rwanda	Burundi	Kenya	Tanzania
Accuracy	50%	The study states	No data see	100%	100%
Ethics	19.2%	that they feel more	Footnote ⁹⁸	28.5%	100%
Journalist issues	15.4%	'professional' in	-	-	100%
Other	15.4%	these areas	-	-	-

In terms of increased personal entrenchment of results, the tracer study presents the following:

Answers	More confident	More motivated	More ambitious	Higher pay	Promotion	Frustration – yes
Tanzania	100%	66%	100%	0	33%	33%
Rwanda	100%	100%	100%	0	0	-
Kenya	85%	100%	100%	14%	14%	43%
Uganda	91.7%	83.3%	50%	33.3%	25%	8.3%
Burundi	(Footnote *)	-	-	-	-	-

* No tracer study data available from Burundi for the Postgraduate course activities, but is included elsewhere based on interviews with graduates.

Keeping in mind all potential pitfalls in comparing studies carried out and analysed/written up in different realities and by different people with different approaches, the picture emerging is clear: the postgraduate diploma courses are effective in terms of output and impact. In all the five realities more than half of the graduates from the diploma courses are in some level of management positions, some promoted upon return, and emanating from the field work is the clear information that people appreciate the training and that many more wish to take part in the courses. Whereas it was slightly difficult to get participants in the courses initially – and especially to fill up the firmly upheld women’s quota – this is no longer the case.

What does, however also, stand out, is the relatively poor completion rate – and that of a fully sponsored training activity. Between 2002 and today 93 students have enrolled in the one year Postgraduate Diploma course of which only 76 will have graduated, if all the included 25 students of this year all manage to graduate – which would be unlike when looking to earlier years’ completion rates. This would make an 81% success rate. At this time only the rate of completion of the course is 75%. Due to a policy focusing on a fair gender distribution, a full 52% of the graduates are women – even when it has been even very difficult to get a sufficient number of qualified women to apply. Knowing the difficulties with a regional course of this duration and with the identified target group (likely to have a family and family obligations), the result, when ideally disappointing, must realistically be said to be acceptable. The outstanding completions of the year 2004/5 are still, slowly, coming in. Systems and ways of organising the post-graduate curriculum and plans are presently being developed by Makerere to support better the students to complete.

While recognizing the importance of regional exchange and close collaboration, two recommendations stand out: one comes from Burundi, where many journalists, who would otherwise qualify for the course, can not be considered due to the French/English language barrier. As the journalist corps is furthermore relatively weak, it was suggested in the big launch meeting with participation by many former trainees, other journalists and editors, to start running postgraduate courses in Burundi in French – in parallel to the regional courses. Another suggestion is to regionalize the postgraduate course more by inviting lecturers from all of the other four countries to Makerere to give parts of the diploma course. This for many obvious reasons, among them to stress the regional aspects and to also have specialists and capacities from outside Uganda impart knowledge and share concrete examples and stories from the other four countries.

The regional nature of the course is ideal in the perspective of the present programme, still it is always a rather time and finance-intensive activity due to coordination needs, travels, communication etc. For this reason it should be considered – in the name of decentralization and sustainability – to consider to build up postgraduate programmes at the partner universities in the four other countries. Getting these ready to fly could be done as a step-by-step development activity during an eventual next phase of the programme.

Finally the tracer studies and meetings propose that the “different” nature of the postgraduate diploma is also reflected in the planning and organization of the course in general and in the individual sessions: the training could be much more concrete, much more hands-on, and relate much more to the realities of all five countries (forests and environmental management for instance appears to graduates from Rwanda and Burundi as having been given much too little emphasis in view of the national environmental challenges). Past participants also urge Makerere to select lecturers who have practical experience with the subject of their lectures, to make it of more use to already experienced participants. And finally it was recommended more than once that Makerere revisits the profiles of courses with a high percentage of participants barely (or not) passing: maybe the weakness is not with the participants, it was suggested? Could solutions be found?

In summary: the postgraduate courses are appreciated, generate useful candidates that continue to be needed in the five countries. Suggestions include to add to the programme courses in French in Burundi for language reasons. The easier access would, according to the Burundi past students and editors, mean that many more of the badly needed graduates would be educated in a more cost-effective manner. Such a gradual development of national capacity was seen as important for a longer-term sustainability of the national and regional capacity.

The journalistic capacity created by the certificate courses

The tracer studies focusing on the mid-career certificate courses present the following percentages of former participants saying that they left the course with advanced level knowledge: Uganda 69.2%, Kenya 54.7%, Burundi 68%, Rwanda 13%, Tanzania 15.8% – with the remainder stating that their knowledge had come to an average level. With respect to increased competence, the results of the tracer studies are as follows:

Area of competence	Uganda	Rwanda	Burundi	Kenya	Tanzania
Accuracy	45.5%	-	45%	54.8%	50
Ethics	32.7%	-	29%	19%	38.89
Journalist issues	5.5%	-	13.5%	16.7%	44.44
Other	-	-	0.05%	7.1%	22.22

In terms of increased confidence, motivation and ambition, the tracer study presents the following:

Answers	More confident	More motivated	More ambitious	Higher pay	Promotion	Frustration – yes
Tanzania	100%	68%	89.5%	0	26.3%	21.5%
Rwanda	100%	80%	100%	0	0	-
Kenya	90.5%	97.6%	95.2%	26.2%	22.8%	36.7%
Uganda	97.1%	83.3%	89.7%	37.8%	29.4%	30.6%
Burundi	81%	86%	72.9%	0	0.02%	51%

Keeping in mind all potential pitfalls in comparing studies carried out and analyzed/written up in different realities and by different people with different approaches, the picture emerging is clear: the certificate courses – as was the case with the postgraduate diploma course – are important, and it can be discussed whether they actually are as effective in terms of output and impact as one could wish. The above document demonstrates that the journalists actually feel good about themselves (confidence, motivation and ambition) but are more uncertain when it comes to assessing the actual impact of the training in terms of hands-on results. Besides from documenting aspects of quality of the courses held, these data also stress a fact underlined in all of the five major launch meetings with broad representation of stakeholders, and also in the subsequent meetings with former students/participants: the certification courses are fine, but many of the journalists have not yet acquired the basic journalism tools and methodologies. And for this reason the usefulness of the short (2 week) certificate courses is more limited that it could be and ought to be. While accuracy, ethics and questions of the role of the journalist are important for environmental journalism, these are tools and insights needed for ANY kind of journalism. As the data for these specific technical issues (accuracy, ethics and journalistic issues) is quite weak for the postgraduate diploma courses, it is not possible to make a comparison – but it should be expected that that with one full year of studies, those basic journalistic tools be in full command... even though this is not the picture emerging with respect to especially the Ugandan participants.

The capacity and impact experienced by their editors

While only few editors were included in the tracer studies, the below figures on the level to which the editors find that their medium and media house benefits from the training, do give indications of usefulness.

Answers	Noticeable difference in skill	Appreciate EJ specialisation	Trainee has played enhanced role in EJ upon return
Tanzania	50%	78.95%	68.4%
Rwanda	80%	-	100%
Kenya	88.8%	100%	100%
Uganda	76.9%	36.4%	83.3%
Burundi	75%	100%	88.8%

Whereas financial conditions do not allow for any additional promotions and pay rises, the editors acknowledge in general a noticeable difference in skills: Around ¾ in general, except for in Uganda the level of appreciation of the specialisation is high even though both Uganda and the other countries rate the role played by the journalist as rather high upon return – Tanzania here having the lowest rating of 68.4%. In meetings and interview sessions with editors, this general high level of appreciation of the training provided to the journalists is similarly very high – also as also mentioned earlier, there is a serious general lack of upgrading opportunities for journalists in some of the countries – especially hard hit is Uganda.

Community empowerment as experienced by the participating communities

As spelled out in more detail elsewhere in this report (chapters 2 and 3), community outreach was originally identified as an important component of this “journalism and communication” programme, in order to be able to effectively arrive at the set overall objectives and goals: to reduce the levels of environmental degradation around and in Lake Victoria. The project document even says that “the training programme also aims at crating change agents throughout the region to assist in the formation of positive attitudes toward the environment” and “It is partly for this reason that a multidisciplinary approach to the implementation of the regional training programme has been suggested.”

It is as such no coincidence that it is not just an EJ programme but that a communication component had been included. Still, the implementation of this aspect of the programme was at the time of the mid-term review not found to be convincing – rather some of the effects of the programme were seen by the reviewer to be contrary to the overall objectives. For this reason Rwanda and Kenya only managed to hold one “community outreach” activity each, Uganda three. As it was agreed to allow Tanzania and Burundi to continue with their activities these have considerably more depth in their collected experiences. Tracer studies have, however, been carried out in all five countries, covering also this aspect. The core results are:

	High level of understanding after course	Application of environmental education	Application of knowledge	Did you produce more crops/fish after course?	Obstacles in using knowledge from workshop ⇨ frustration	Did workshop cultivate habit of environmental conseration?
Tanzania	100%	80.95%	90.6%	16%	35.2%	93,0%
Rwanda	90%	*)	Yes **)	Higher yields	100% frustration	20% ***)
Kenya	80%	100%	100%	60%	80% financial	80%
Uganda	97.5%	84.6%	90%	80%	74% financial, need more training	100%
Burundi	95%	96%	96%	50.9%	35%	90%

*) the Rwandan research does not share percentages, but the following narrative: the outreach left the respondents with a lot of “motivation to deliberately conserve the environment” and “ambition in applying the environmental knowledge”.

**) the Rwandan research does not share percentages, but the following narrative: Better forest protection, awareness of forest roles in water system, anti erosion hays planning, waste management

***) researcher comments that the high level of frustration happened at the outset of the programme, which never had a chance to be followed-up upon, due to the closure of outreach activities in Rwanda

While the community outreach started as of late 2002 and early 2003, and was closed again by the end of 2003 in three of the countries, it is remarkable in the statistic above that also when the community outreach activities are not seen to produce more crops or fish, still the frustration by obstacles to quick results are significantly smaller in Tanzania and Burundi, where the programme had a chance to continue: 35% compared to between 74 and 100%. While having to read this type of statistics with a certain level of caution, it still seems to be defensible to interpret the even very clear figures as a positive affirmation, that continuing with the community outreach programmes is positive. And it can only be seen as positive that “the rings spread in the water”, slowly creating a sustainable change.

What can and should be discussed is how to most actively and most effectively provide a framework for community empowerment in the environmental area – which is naturally, and as stressed in all of the documentation, closely linked to a number of other community challenges. Is the way to ensure the desired results and impact that the inter-disciplinary teams of university lecturers and their short-term resource persons move out to a community to train and sensitise? Or would it be for the universities and training institutions to develop community communication facilitators? Or would it be to leave this to the NGO world?

Having looked into this in the five countries, local NGOs and persons with an in-depth knowledge of the environment NGO world in the region, including the national environmental management agencies and institutions, all answer that NGOs exist, but that they are not in any way in a capacity to – in a coherent, systematic and effective way – bring the community capacitation to the communities needed. It would have been a nice and grass-roots way of identifying a collaboration partner for the programme. But contrary to the findings at the time of the mid-term review, these types of organisations apparently no longer exist. In view of these findings, the training of persons to fill the partly existing, partly not yet existing, but needed functions in local, regional and national environmental agencies, comes across as important.

What is the success rate in getting environmental stories adequately into the media?

When again looking to the overall objectives of the programme, then the effectiveness of creation of journalistic and communication capacity must among others be “read” in the entrenchment of the journalistic pieces in the media. The tracer studies reveal little of this information, the recent Baseline, however, does present a font of detailed and well documented data with a varying national/regional focus. During the many interviews had with editors and senior journalists from the environmental desks of major media in the five countries, it was obvious that an important stride had been made from the prior “rien” as announced in Burundi, to the present day regular – often daily – coverage of environmental issues in an oftentimes sober, well researched and non-sensationalist way.

Many journalists still feel frustration at not getting all of their stories into the media, and a surge in ‘editor-willingness’ is seen immediately after having held the “editor breakfasts” with documented evidence of the importance of highlighting the environment in the media. Regular columns in a number of important print media and regular programmes in both TV and radio in most of the five countries, however, document a move – while a lot still remains to be done.

Some editors maintained that if the quality of the environmental stories was unquestionable, then the stories would also get the prominence they deserve. The challenge thus remains a combination of continually preparing the journalists to improve their reporting, and at the same time keep up the efforts to sensitise the editors to their important role in pushing for a better environment in and around Lake Victoria.

Which is then the real life effect of the journalistic and communication efforts ?

Taking the above issue one step further: does the quality journalism training and community outreach manage to make a real improvement in the livelihood around the lake? While important, this issue can best be answered by research on the quality of the environment in the lake and around it, which is outside of the framework of this study and evaluation. What can, however, be identified is the numbers of individuals and communities sensitised and alert to the adjustments in behaviour that will improve the environment of the lake. This is happening in a relatively important numbers. Going over, for instance, the detailed reports on outreach activities focusing on five main areas, where community outreach activities have taken place in Tanzania between late 2002 and October 2005, impressive levels of local motivation, development of insight and actual change is reported. What emerges, however, is the need for constant follow-up. The SAUT-based Tanzanian interdisciplinary teams have decided to – on the university's own funds – move back to the communities for follow-up 3–6 months after the first intervention. These monitoring and evaluation missions are found to be important for reinforcing the original message and should be included in general budgets in the future.

Also in Uganda, where the evaluation team met with the first community trained in early 2003, the Ggaba district, the established Beach Management Unit was found to still be intact, working as a local driving force to maintain a series of important improvements to the local environment, including two especially highlighted areas, namely the fight against fishing nets with too small holes and getting the plastic bags under control.

The question here is not whether the community outreach is useful, effective and creates results. There is no doubt that this is all the case. And when time and flexibility is granted to follow-up initial sensitisation-cum-organisation efforts, these efforts are generating sustainability potential. The important question here is, however, how to effectively measure the community impact, and how to reach all the communities so far not yet reached by the programme. The Tanzanian programme sometimes decided to split the limited funds for one activity in two, in order to rather sensitize two communities at a basic level, than only one more in-depth. The need is urgent, and this programme has a promising potential to – flexibly and urgently – meet these needs.

5.2 Gender Aspects

As one of the main shapers of public opinion, the media has a critical role to play in the advancement and attainment of gender equality – and as the central mover in a rural African community, women are – and should be seen – at the core also in work with communities. The Swedish even very firm gender priority in its development policy is one more confirmation of the concordance between the development priorities of Sida and the Eastern African partners.

As an agenda setter, the media has an important role to play in this context, with a duty to portray not just what is, but what could be, to be exemplary in its own practise, and to open debate on the complex issues surrounding gender equality and the role of the whole community for a sustainable development – as highlighted in the Beijing forward-looking strategies. Furthermore the media have a particularly important role to play in the ongoing development process of any society: soberly portraying life in all aspects, positively contributing to the further development of human rights in its widest form and acting as a watchdog, when and where these might be violated.

In a programme like the present Environmental Journalism and Communication programme, a clear gender approach is needed in order to effectively move in the direction of a sustainable development, as Sida says⁶³: “Gender inequality is not about lack of skills and resources, but about the social structures and institutions that produce inequalities. We must therefore both understand and address the causes of

⁶³ In “Women and Men in Development. Analysing Gender. Sida Europe, October 2003.

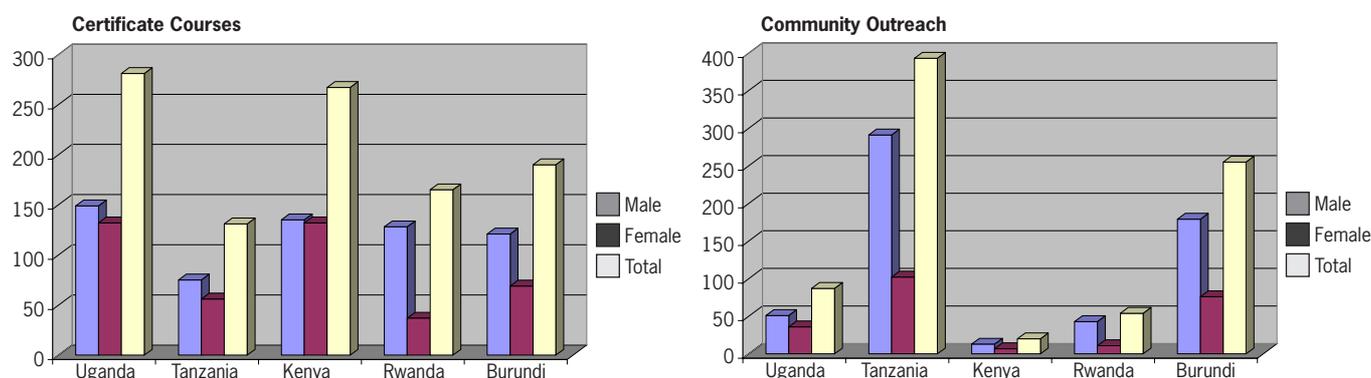
inequality – social structures, institutions, values and beliefs – rather than the symptoms. It is not a matter of adding women and men into existing projects and programmes, but of reshaping them to reflect the varying interests and needs of women and men.”

Also the World Bank⁶⁴ is working with this notion, and has taken the above one step further, talking about the need to “engender development”. They have examined the conceptual and empirical links between gender, public policy, and development outcomes, and the evidence presented shows that societies that discriminate by gender tend to experience less rapid economic growth and poverty reduction than societies that treat males and females more equally. To promote gender equality, the report proposes a 3-part strategy emphasizing (i) institutional reforms that promote equal rights for women and men; (ii) policies for sustained economic development; and (iii) active measures to redress persistent gender disparities.

The implications of these notions for the present programme are very important, stressing that the issue is not merely a question of ensuring a fair distribution of either sex as participants in the training activities and community outreach activities; as lecturers and facilitating role models; but also of the fundamental approach to the issues covered in all of the many training activities. While this cannot easily be addressed without being present and observing, it could be recommended to include a “service check” of attitude and approach in education and training at all levels and to prepare for required adjustments in orientation and content. For maximal results and impact, this would seem important.

This work has already started. Dr. Nassanga Goretta Linda, the former head of the Mass Communication Department at Makerere University, suggested in a workshop in December 2005⁶⁵ that Eco-feminism would be important to consider, which would imply reconsidering the un-sustainability of women’s subordinate position in relation to local decision making on issues of the environment: traditionally, women managed land with little degradation. Introduction of commercial farming meant that men took over with little care or attention to sustainability, hence land degradation. Furthermore women experience the impact of land degradation more, since they have to inter act with the environment more through their domestic roles.

Besides from the additional aspects of “engendering development” the programme under evaluation has worked very consciously and in a very committed manner to ensure a fair distribution of and access to the programmes for both women and men. Also most of the data generated within the programme are gender segregated, and where possible women have been actively involved in both management, coordination and as content providers: lecturers and resource persons.



⁶⁴ In its recent report: “Engendering Development – Through Gender Equality in Rights, Resources, and Voice” A Policy Research Report by the World Bank focusing on gender issues and their broad economic and social implications in developing and transitional countries.

⁶⁵ Workshop on “Awareness/Sensitisation of journalists on socio-economic factors and the Environment” at Mass Communication Department at Makerere University, December 17, 2006

All conscientious and committed efforts aside, the two presentations of participation in the Certificate courses and the community outreach above, clearly demonstrate the difficulties faced in making reality match intent. There is still ways to go, and especially in the crucial area of community work the dominance of male presence is clearly seen. While we are all painfully aware, even with hard efforts the above graphic “less than ideal” representations of participation is not bad, taking the cultural and socio-economic realities into consideration: women work hard and have little time for meetings and courses, and men – who are still culturally considered those in charge of public life and public presence – are rarely ready to step aside for women’s presence. In the future, the programme’s efforts of the past need to be continued and further strengthened.

5.3 Relevance

The present programme is relevant to both the Swedish development objectives and priorities and relevant to the development priorities and policy frameworks of the five Eastern African countries. This is presented, discussed and documented in chapters above.

Mr. Said B. Mbwana, the senior operation officer of the LVEMP Mwanza office, said when interviewed in Mwanza, Tanzania: 80% of the people in the hospital of Mwanza are ill due to environmental problems related to the lake, which they have to a great extent caused themselves. Providing accurate, well researched and well presented information, and empowering communities to know and to take action is 100% relevant, highly urgent and very important – and the programme evaluation above demonstrates a satisfactory level of success.

As recommended by the mid-term review and confirmed thereafter, it is important within the framework of the programme, to open up the view of “sustainable development and the environment” to also include other aspects closely related, such as HIV/AIDS and conflict management. The department of Mass Communication at Makerere in December 2005 organised a workshop⁶⁶ to put these issues firmly on the agenda – within the department and beyond. This further underlines the relevance of the programme in view of the overall development priorities of all of the five countries: wanting to work consistently with efforts to reduce poverty through coordinated efforts in all of the aspects leading to empowerment and positive development change.

5.4 Efficiency

Based on the thorough description of the programme above, its organisation, framework and experience, a high level of successful results and impact have been registered. As always in development work – and anywhere else where work is based in “projects” and “project documents”, the final shape of a programme will reflect the interest and experience of the implementers, and those otherwise involved in decision making. This is a reason why the broad stakeholder contacts and sessions are so very important.

In the presentation of the original concept of the project, more of an equal initial emphasis has been foreseen for journalistically oriented and community outreach activities. As, however, the universities have more of a traditional focus on journalism, the community outreach activities have been initiated later than the journalism courses, and the little evidence generated by the time of the mid-term review, therefore caused a closure of 3/5th of this programme activity. Interestingly, the above analysis (chapter 5.1) demonstrates clearly that the positive effect of this programme comes after having had more than ½–1 year of time to develop. And as developed with some depth in chapter 3 above, *both* information and communication is important to create the combination of increased Knowledge, sensitised Attitude and sustainable and sound Practice needed.

⁶⁶ “Workshop on Awareness/Sensitisation of Journalists on Socio-Economic Factors and Environment.” December 17th 2005

Learning from the experience of the past four years and building on the matured realities in the four countries, a strengthened decentralisation and empowered role of the national offices is being recommended below in chapter 6, recommendation 7. A regional set-up with more dynamic roles of all partners requires some more coordination, including an active inter-active web presence, but it will also move the programme more towards the originally intended mutually reinforcing and respectful development framework. Implementing this requires – as above – revival of one of the original aspects of the project design, not yet implemented and thus cancelled, namely the recruitment of a regional community research cum communication officer. This person will be the facilitator ensuring a coherence of the new, mature organisational set-up.

Assessing whether the results and impacts obtained within the programme could have been arrived at in more efficient ways a realistic answer must be “no”. A regional programme is important but always will incur some levels of complications, delays and misunderstandings in communication, etc. It is the clear perception of the evaluation team that all implementing parties have operated with dedication and have, as well as possible, striven to resolve complications and problems when arising. Based on the promising results generated, interesting developments for the future can be envisaged.

5.5 Cost Effectiveness

The programme appears to be managed within a well functioning, slightly heavy organisational framework with a strict and clear financial risk control system.

In the everyday, budgets are based in the original project document, adjustments are proposed by the Regional secretariat and approved by Sida. These budgets include sub-budgets for each of the five participating countries. The overall regional budget is based in proposed activities and budgets from the five countries, including expenses related to the regional secretariat. When incurring expenses, the presentation of needs for disbursements start from the regional coordinator, moving on to the be signed by the head of the Mass Communication department, with a final Makerere signature by the Vice Chancellor. After this, financial documents move on to Sida for final scrutiny and approval.

In terms of accounts, all “budget holders”, i.e. the five national coordinators – representing national activities and expenses – as well as the overall regional coordination activities, are audited separately, presented to the regional secretariat and consolidated, after which it is presented to the Sida administrative departments via the Sida, Stockholm programme officer. In terms of financial system for release of funds, a rigid system is in place where funds are only released by Sida upon receipt of accounts for the previous period, and the same system is in place in terms of disbursements from the regional secretariat towards the national offices. This system works and ensures that programme funds at any and all times are justified and documented for – and proves that activities are actually ongoing.

This system has, however, at times meant that countries would only be receiving activity funds more than half way into the half-annual financial periods, thus experiencing a hard implementation pressure. The regional secretariat was of the opinion that this situation had been resolved and that delays were no longer of any significant nature. Both Tanzania and Burundi did, however, present the financial system as a delaying factor. Confronting these findings with the regional secretariat, it was explained that the delays had been caused by tardiness in receipt of audit reports from the countries, and that Sida Stockholm had come far to support faster and more effective disbursements of funds.

It is thus recommended that when planning an eventual next phase, it is assessed whether, within the Sida system, it is possible to prepare a clear, graphic “financial accounts flow” overview, clearly explaining the individual steps to all partners, facilitating speedy compliance with procedures. Should the many involved risk-control steps be found to actually represent the experienced level of complications in relation to timely access to funds, a rolling financial management system could be considered:

Process Accounts July-Dec '05	Receive funds for July-Dec '06	Process Accounts Jan-Jun '06	Receive funds for Jan-Jun '07	Process Accounts July-Dec '06	Receive funds for July-Dec '07	Process Accounts Jan-June '07	Receive funds for Jan-June '08	Process Accounts July-Dec '07	Receive funds for July-Dec '08
Send budget for July-Dec '06		Send budget for Jan-July '07		Send budget for July-Dec '07		Send budget for Jan-Jun '08		Send budget for July-Dec '08	
January 2006	April 2006	July 2006	October 2006	January 2007	April 2007	July 2007	October 2007	January 2008	April 2008

When looking to the costs incurred per participating student, these expenses are clearly defined and well within the acceptable range. Some examples (the different countries have approximately same expense level for the different activities):

In Burundi a certificate course has a total average expense of: USD 850 per person/week (2 wk course)

In Tanzania a community outreach course average expense: USD 500 per person/week

One postgraduate student costs Makerere for a full year⁶⁷: USD 1.720 per person/year

This amount is met by student fees: USD 1.835 per non-Ugandan and 2,550,000 UGX per Ugandan⁶⁸.

Even when the average expense were to rise for the certificate courses and the community outreach activities if the recommended agreement to cover the full countries, these expense levels are normal and acceptable when compared to neighbouring countries.

5.6 Long Term Sustainability: The Regional Programme and the 5 Implementing Partners

‘Sustainability’ has many different meanings as described above in the foreword of this report.

Looking to the sustainability of this programme, it can be useful to consider sustainability under three separate headings: Social, Institutional and Financial sustainability.

Social sustainability represents sustainability in terms of the level of ownership through participation, the level of adequate inclusion of the local culture(s), value(s), and language(s). As demonstrated in much detail above the programme, its objectives, activities and results match development priorities in all five countries. This has – in spite of little effort given to disseminating information and PR about the programme – generated a high level of ownership of the programme at national level – and very much so in the participating institutions. The programme is not seen as “Makerere’s programme”, but as “ours”. The high level of ownership feeling has even generated some level of slight “irritation” when the regional secretariat might not be perceived to involve all the national partners sufficiently in all decision-making.

In view of the developments, partly caused by the success of this programme, the increased level of maturity in all of the participating countries, and the issue of language, results in a recommendation below of opening a postgraduate diploma course in Burundi. In terms of paying more specific respect to inclusion of all national specificities, including culture and values, it is recommended to include effectively aspects and lecturers from all of the five countries in the regional activities, such as the postgraduate diploma course. The social sustainability is well on its way, and could be further enhanced with the decentralisation proposed below.

⁶⁷ According to the calculations of the “Proposal for the introduction of a postgraduate diploma in environmental journalism and communication for Eastern Africa” May 2002

⁶⁸ For a detailed presentation of costs per postgraduate student, please refer to annex 13

Institutional Sustainability refers to issues of Legislation, Freedom of speech & press, and other adequate institutional frameworks, including (i) (internal) management/coordination capacity (Strategic, goal oriented – flexible capacity), (ii) Curricula & programmes, (iii) Training Materials (books, articles, equipment), (iv) Trainers/Lecturers/Resource people.

In terms of legislation, which can be one of the most disturbing obstacles in implementation of activities, legislation in terms of both environment and media can be seen (above) to be sufficiently in place to be supportive of the activities carried out in the framework of the programme under evaluation. And positive developments are underway in Uganda, Kenya and Tanzania, potentially facilitating importantly freer space for the press, including community media.

The management capacity and its organisation have been discussed above in chapter 5.1 assessing the effectiveness of the implementation framework. The essence of recommendations is to move on with decentralisation plans and to strengthen the national programming committees, which will be important for both the national anchorage of the programme and the broader quality of activities.

Financial Sustainability of the programme in question is closely linked to the social sustainability aspects: to the extent that the partner institutions adopt the programmes and include these into their own, regular curricula, the financial sustainability will be linked to the overall financial sustainability of the institutions. This is true for the future national version postgraduate diploma course, once such studies have been integrated into national institutions during the upcoming phase.

As for the regional postgraduate courses and the certificate courses, involving travel, board and training expenses outside of a regular institution, the sustainability would depend upon participants' readiness to meet the training expenses themselves. The level of readiness to contribute – both among students and their employers, the media houses is half way positive, and does not just follow the national differences in traditions: in Kenya and Uganda, students are accustomed to paying for further studies, which they are not in the other countries. The readiness is pretty much the same, when looking to the readiness to contribute towards the expenses of the Certificate Courses as an example: Kenya 50%, Tanzania 53%, Burundi 63%, Uganda 75%. In view of this readiness to contribute, these courses could potentially continue at a lower pace.

A final way of looking at the financial sustainability of the courses within this programme, could be to consider to continue the activities the way they are now, with a regional secretariat, run by a board and to raise funds for the running of the programme through partnerships with a wider group of donors. This would mean to put aside an expectation of "Self-sustainability" and instead focus on "Sustainability" arrived at through the combination of effectively established and managed partnerships:

"Sustainability refers to 'the ability of an organisation to secure and manage sufficient resources to enable it to fulfil its mission effectively and consistently over time without excessive dependence on any single funding source. [...] Sustainable organisations have, at minimum: a clear mission and strategic direction; the skills to attract resources from a variety of local, national and international sources and the know-how to manage them efficiently [...].'" (Lisa Cannon, *Life Beyond Aid*, 1999).

Looking to this definition of sustainability, it means that the institute/University should have: (i) a strategic plan and direction; (ii) capacity to attract resources from a variety of partners; (iii) a partnership strategy for effective planning and implementation, and (iv) ability to manage the resources efficiently. The final decision of the way in which a continuation of this process will take place will depend upon the results of the strategic planning, and the identified most useful future orientation. A mix of the above three entry points into creation of a financial sustainability is recommended.

5.7 Poverty Orientation and Reduction Potentials

Sida defines poverty as lack of power, choice and material resources, and stresses the need to address two types of perspectives in all activities: a rights perspective and the perspectives of the poor⁶⁹. Poverty reduction is not an immediate effect of media development or adequate media coverage of issues relating to “sustainable development”, but a professional and free media with well researched media content are a very important and powerful precondition for poverty reduction. This, as the media and communication facilitate improved empowerment, a strengthened level of informed debate, improved governance and transparency, development of a lived citizenship-feeling and active participation in public life. Journalists who have a deep knowledge of social and economic issues and democratic processes are a precondition for media to be able to critically examine society’s power structures and serve as a platform for dialogue and debate.

The special nature of the “environmental journalism” aspects of the training has facilitated a forum, where journalists have had a chance to reflect upon their function and find ways of leaving the path of the nationalistic megaphone, working to approach other, more social and economic issues. In this way the journalist becomes a direct change agent her/himself in relation to impacting positively on poverty. The courses have worked to sensitise the journalists to use the media as a vehicle for voicing the realities, challenges and concerns of normal people, thus opening for debate and facilitating a development where problems are diminishing.

When looking to ‘community outreach’ and ‘community communication’ these are at the core of poverty alleviation, as an empowered community will be in a position to tackle many of the millions of issues which together make up poverty. And raising awareness and inspiring new practices, which will create enhanced livelihood, better health, better access to resources, etc will then in turn create a basis for attacking the symptoms – and maybe some of the reasons – for poverty. And while the high percentage of improved practices (85%–100%) does not in itself result in a reduced poverty, these improved practices are a direct road to that end. It is as such found that this project has a direct positive impact on poverty reduction objectives.

6 Recommendations

The recommendations below are presented in a logical sequence, following that of the programme under evaluation. The most central of the recommendations were presented and discussed in the debriefing session at Makerere at the conclusion of the field mission with the presence of the national consultant, the regional secretariat, selected Uganda-based representatives from the Regional Board and the press.

6.1 The Immediate Future of the Programme

The evaluation is taking place one year prior to the end of the programme at the end of June 2007. This allows for sufficient time to plan well for either a closure of the project – or an extension. It is the recommendation of this evaluation to extend the Lake Victoria environmental journalism and communication programme for Eastern Africa with another three years.

This recommendation is brought forward, as the results of the first four years of the programme give compelling evidence to the validity of the basic project strategy, and important results have been

⁶⁹ As per the Sida document: “Sharpening the poverty focus in programmes and projects supported by Sida – preliminary guidelines from POM” of February 9, 2005.

attained. Also the present study documents a continued urgent need for continuation and further strengthening of the project activities, as the market demand is far from saturated. Furthermore two important aspects of re-orientation proposed during the midterm review of 2003/2004 are proposed re-opened, which is both important and urgent for the ultimate and longer-term quality of the results and impact of the project.

During the life time of the project important changes have taken place in the surrounding environment of the project, including positive changes in the emergence, consolidation and quality of national institutions of learning, which give reason to believe that a true both national and regional consolidation of programme activities is possible, when given some more time.

For all of these reasons an extension is recommended and firmly believed to add considerable value to the overall efforts of the Lake Victoria environment programmes – not to mention the efforts of the past 4 years.

6.2 Planning the Future

If the recommendations of the present evaluation are followed, the project will need to start planning for the next phase. Some considerations will be shared below. Were the recommendation to extend the programme to not be taken ad notam, then a project exit strategy would need to be carefully designed, at best linked closely to the overall communication strategy of the overall Lake Victoria programme. As this is, however, *not* recommended, such a strategy is *not* developed here.

Having been actively implementing the regional programme for four years now, a considerable body of knowledge has been generated in general and specifically in terms of a solid project management experience of a regional programme of the nature that it has here, as well as a heightened, mutual knowledge of one another across borders in the five countries. This is considered a good, firm and solid basis for taking the profile and structure of the programme further, adding some more dynamism into the project implementation mode, including basing this on a strategic plan and a dynamic, more decentralised participatory strategic planning management mode, allowing for more flexibility in addressing local, national and regional needs.

It is therefore proposed to – as soon as the present evaluation report has been finalised and it has been decided which of its recommendations are useful as a guide for the future – embark on a (strategic) planning process, which could result in a project framework ready for implementation by the time the present project expires. The project planning tools required by Sida are well known by the Regional Secretariat of the programme, including the use of the Logical Framework as a project planning tool. Together with a strategic plan, a strategic project work mode, and a coaching-oriented implementation monitoring plan, the framework will thus be in place for the required Results Based Management project implementation framework.

A clear strategic direction is needed in order to create sound and sustainable journalistic and communication practices around the Lake: if we are not fully aware of where we want to go, how can we be sure we are moving in the right direction? It is hoped that the present report, together with the tracer studies and the project internal baseline can be useful tools in this process.

To touch upon the question of duration of the proposed next phase, it would be natural and “common-place” to foresee a new project phase following after a three-year project, which has been extended to five years, to be a concluding exit phase. It is proposed that this issue not be decided upon now, but rather after a midterm review 1 ½ years into the process. This opening is presented here as it actually might be a good time to close the project by end of June 2010. This especially if a fruitful collaboration has been successfully established with the overall Lake Victoria communication strategy implementa-

tion team⁷⁰, ensuring that eventual areas requiring continued assistance and attention be taken over by them.

It might also be that it will be found that three more years is not enough. This in view of the fact that the Lake at present is dying and the livelihood of some 30 million people is deeply affected by this – and creating change in this area takes time. It could therefore be envisaged that a slim project presence might still be needed after three years, especially if the decentralisation of the programme proves successful, but is in need of consolidation. All of this can, however, not be known now. It is presented as possibilities and future eventualities, in order for it to be included into the design of a future framework for planning.

6.3 The Recommendations

Recommendation 1: Post Graduate courses:

- 1.1 To continue the regional postgraduate diploma in environmental journalism at Makerere, giving it an even stronger regional profile: (i) effective inclusion of trainers, experts, resource people from all 5 countries, (ii) ensure that all lecturers have adequate practical experience with their area of responsibility in the programme: that “they know what they preach”, (iii) ensure that all lecturers have a deep insight into the reality in all five countries, (iv) ensure that examples and materials are taken from all five countries. Gradually phase out funding of regional postgraduate diploma course.
- 1.2 To support both financially and – if required – practically the continued process to have similar postgraduate courses developed in all five countries, including postgraduate diplomas, MA and PhD programmes. It is foreseen that this process will start at the beginning of the next phase, and that the process could be brought to conclusion before the end of the programme. As documented above, several countries are rather advanced in this planning already.
- 1.3 Immediate priority (with reference to 1.2. above) will be to start a French language postgraduate diploma course in Burundi. This will require identification of the best suited university framework for this course. Whether this course should be for Burundi only, or should also be able to include students from Rwanda and other Eastern African countries wanting to study in French will have to be assessed and decided upon. The Burundi Press House should coordinate this programme.
- 1.4 Look into possibilities of having a regional, joint certificate & diploma in the environmental area,
- 1.5 Continue the work to minimise the core reasons for the slow completion and the sometimes low completion rate of regional postgraduate students.
- 1.6 SAUT is ready to pilot the inclusion of 2–4 environmentally oriented students in the general MA programme at SAUT. In a cost-sharing arrangement the project would be needed to support with 1.600 USD per person per year. It is recommended that this be included in the project, and that the pilot experience is followed by the project for the benefit of all partners.
- 1.7 The Tanzania Media Council and the network of Press Clubs are about to venture into a Web-based distance learning activity for journalism training. It is recommended that the project follows this experience closely with a view to consider the potential development of post graduate activities in this format.

⁷⁰ The evaluator has strived to create a dialogue with the team presently designing this communication strategy, in order to coordinate future planning. This has unfortunately not yet been possible. But as contact has been achieved and a draft of the strategy promised by early June, some reflection might potentially be included in the final version of this report.

Recommendation 2: Certificate Courses for practising journalists and environment information officers

- 2.1 Important to continue certificate courses nationally – need documented in all five countries,
- 2.2 As documented above (5.1.3) and as highlighted in interviews and meetings, environmental reporting courses would be much more focused and effective if a 2-modular course format was adopted, ideally each with the participation by the same participants in the two parts:
Part 1 – 2 weeks of basic and investigative journalism techniques
Part 2 – 2 weeks of environmental reporting (3 months after first course)
- 2.3 Continue process of including other aspects of “sustainable development” into environment module – eventually change title towards “journalism for a sustainable development”?
- 2.4 Important that these courses offered have a national profile, i.e. that participants can be coming from further away, thus requiring funds in the budget for travel, room and board.
- 2.5 Consider whether information officer profile participants and natural resource management officers are most effectively and efficiently participating together with news journalists – or whether specific “information officer” courses should be organised – would ideally make a lot of sense, as a number of specific issues could be addressed with the information officers, which is not relevant for news journalists, like development of communication strategies, impact assessment, etc.
- 2.6 Consider to organise evening certificate courses for journalists active in the locations of the partner institutions – where participants are available. If difficult for university lecturers to accommodate this timing, free lance trainers should be identified (including graduates of the postgraduate course?). Would require slightly different budgeting, but is easily done.
- 2.7 Within the proposed new “dynamic, flexible and strategically governed” project framework it would be important to continually assess the most effective profile of courses, and to openly consider inclusion of new aspects, or even tailoring special courses to special audiences – could be a course for NEMA information officers, or district environmental officers, or...?
- 2.8 Regional secretariat and for the national coordinators/programme committees to look into collaboration partners for the organisation of the certificate courses. This will be very important with a view to a future sustainability: the courses need to have “a home”.
- 2.9 While Tanzania has a considerable series of mid-career journalism training activities, and Kenya and Burundi are relatively well served, Rwanda and especially Uganda has practical nothing aside from these environmental courses. A separate programme is recommended designed and supported by Sida *outside* of the present programme (including Makerere/PANOS potentially functioning as the training arm of major media houses like the national radio and TV, New Vision...). Such an activity would also indirectly support the sustainability of this programme of certificate courses.

Recommendations 3: Community Outreach:

- 3.1 Important to re-open this important aspect of programme implementation. For the strategic planning and project planning process, it is proposed to include two different components of community outreach on the environment. Reopening this activity is argued for in depth above in this report, and it is central also from a rights perspective: people degrade their own environment without knowing it. They have a right to know, and need support to change:
- 3.2 Community outreach carried out by the staff of the university as has been practised in Tanzania and Burundi. It is recommended that a planning session be organised by the most experienced from these two countries, for them to build a proposed format on the best practice and experi-

ence up to now. In the implementation it is important that freedom be given for the national teams to adjust plans to match effectively local realities.

- 3.3 For the university-based (and press house based) community outreach activities it is important to build in follow-up activities. A minimum would be 1–2 monitoring visits after an outreach activity. Ideally, however, a system of coaching should be developed, where someone passed by every 3–6 months for some 4–5 days to assess progress, adjust work mode, provide crash-training in needed areas, etc. To be considered in the strategic planning process. How might this be possible? Maybe in coordination with the overall Lake Victoria community communication strategy?
- 3.4 Development of a community communication facilitator training activity, based on the principles of Communication for Social Change, empowerment and self-management. This, as the need for community facilitators in the area of environment communication is great, and can be foreseen to expand considerably over the coming years in Eastern Africa: in Uganda NEMA requested qualified people in all the districts to implement the NEMA sensitisation and communication strategy, in Burundi the environment agency in charge of popular participation stressed the unmet need for trained staff.
- 3.5 Looking to establish a sustainable framework within which empowered communities could be taking their development challenges in their own hands it is recommended to establish community radios around the lake. Some stations already exist – some more community managed and oriented than others. For a longer-term perspective, it is recommended that this issue be looked into.
- 3.6 Until the above has been decided upon and eventually established, to consider collaboration with “Uganda Radio Network” or similar organisations to develop strategy to get quality content on to the programming of the existing, primarily commercial, radio stations around the Lake. Does in no way substitute real “communication”, but could at least ensure relevant “information”.

Recommendation 4: Research

- 4.1 The first of the “enablers” of the activities of the programme is research. This is at the core of the programme activities, and needs to be carried out in all of the five countries on an on-going basis: without research it is not possible to know for sure what happens with the media content after the courses, which interests the media users have, which environmental training activities most effectively mobilise the communities, how to counter the frustration easily caused by empowerment of communities – if then nothing changes, etc... Furthermore research-based education is central to universities and other academic institutions, furthermore,
- 4.2 Knowing the Media Landscapes, keeping these updated and accessible for all,
- 4.3 Work with the baseline: an incredible font of information not yet tapped. Regional analysis and treatment still missing.
- 4.4 Assessment & Communication Strategies: what works/creates real impact? How? Why?
- 4.5 Research into what “engendering development” means for information and communication activities at the service of a sustainable development,
- 4.6 How to meet the information and communication needs of environmental actors (BMUs, collines, wards...)?
- 4.8 Identifying, documenting and disseminating best practices.

Recommendation 5: Networking:

- 5.1 Editors' breakfasts to be continued, and strengthened through regular information on programme and topical issues through informal newsletter (via e-mail where relevant),
- 5.2 Ensure strong, interactive web-page for journalists with (password protected) article exchange,
- 5.3 Joint Award – consider whether regional or national – or both?
- 5.4 Liaising with other environmental actors much more actively (NGOs, Gov't, partners)
- 5.5 Reanimate/support journalists' networks with IUCN (environmental, others: press clubs)
- 5.6 Journalists' networks media: magazines, radio series? (through additional funding?)
- 5.7 Disseminate research findings regularly through (un-ambitious) publication series,
- 5.8 Consider preparation of Policy Magazine in collaboration with overall LVEMP programme
- 5.9 Taking part in events/conferences for facilitators: exposure
- 5.10 Strengthen regional networking between institutions: build on special capacities of partners.
- 5.11 Organise regular colloquia for students, lecturers/trainers: environmental info, share research/ impact
- 5.12 Develop/maintain academic linkages with recognized universities in and outside the region.
- 5.13 Raise funds to continue – Develop partnership strategy to this end and a related donor mapping

Recommendations 6: TOT – Institutional strengthening for task:

- 6.1 TOT regional to continue depending upon final profile of programme
- 6.2 TOT national important for multiplier effect and quality also of national programmes
- 6.3 Training materials: books, compendia, films, exemplary materials
- 6.4 Training facilities: production equipment, computer lab
- 6.5 Documentation: Library, on-line-search, create databases...
- 6.6 Participation in conferences

Recommendation 7: Strategic Management & Leadership:

- 7.1 Strategic Planning and Leadership: regionally and nationally including sustainability strategy
- 7.2 Three year (exit?) phase for Swedish funding
- 7.3 Consolidate the regional secretariat – reinforce with communication officer: web site, documentation. Coordinate with natural resource communication centres: training/packaging of info from partners.
- 7.4 Consolidation of regional and national institutional frameworks (include in curricula, ensure core group of lecturers/trainers, ensure documentation and other adequate support, put in place means to be regularly updated on developments in relevant areas (new research, new environment data via web site)
- 7.5 Consolidation of networks and coordination
- 7.6 Identify and work with national peculiarities, that institutions work on, use capacity of others

- 7.7 A certain level of equipment input will be needed to implement this component (all institutions need to have equipment for documentation, radio production facility regionally: one or two, Burundi, other?)
- 7.8 Consider to open the function of “community research assistant”⁷¹ / “regional communication officer” to be in charge of facilitating a streamlined communication coordination of a regionally more decentralised structure. Use web for important part of this coordination (more details above). This person/function could also remedy the present lack of visibility of the programme and its impact.
- 7.9 Regional Communication Strategy – coordination with LVEMP
- 7.10 Linking national communication strategies of the “NEMAs” and other development actors.
- 7.11 Mid-term review 1 ½ year into this 3-year phase. To assess development status also in relation to the development & implementation of the overall LVEMP communication strategy. Decide whether to exit or whether to move on to (slim) consolidation-cum-exit phase. If it is decided to exit, then the review should propose a good exit strategy, including sustainability and partnership considerations.
- 7.12 A decentral management system with national antennas responsible for specific individual aspects of the programme was proposed – and very positively received in the debriefing session. In the subsequent comments from the full RGB, however, the proposal was rejected as unrealistic. The areas identified for national coordination were: (i) Resourcing and Documentation centres, (ii) Certificate courses and follow up to these, (iii) Research and Graduate Teaching, (iv) Community Outreach, including field work and facilitator course, (v) Development of teaching aids, documentaries...

⁷¹ Is already foreseen in the original project document of the first phase of this programme

Annex 1 Terms of Reference

1 Background

Sida decided in 2002 to support the regional environmental journalist training in East Africa with 30 500 000 SEK over a three year period. In 2004 a decision was taken to extend the agreement until June 2007, with slightly changed objectives.

The development objectives of the Regional Training Programme in Environment Journalism are:

- to improve the quality of environmental reporting in the media in Eastern Africa region through training, networking, community outreach and developing positive attitudes toward sustainable management of natural resources through the media. It also understood that the focus on environment from a broader perspective includes relevant areas such as conflict management and HIV/AIDS.

The two goals identified are:

- to establish a training programme for environmental journalists. This training programme will serve as the foundation for development of environmental journalist training in the region.
- to strengthen the journalist training and research capacity in the region through institutionalization of environmental journalist training in Eastern Africa.

The Programme is divided into five main components:

1. training at a postgraduate level
2. training at certificate level and community outreach
3. research
4. networking with relevant stakeholders in the region
5. training of trainers

The decision to fund the Regional Training Program in Environmental Journalism was guided by the “Strategy for support to Sustainable Development in the Lake Victoria Region”. The strategy identifies information and media as vital in the development of the region.

In August 2004 a new strategy for the Lake Victoria Basin was adopted “Strategy for Swedish support for Poverty Reduction and Sustainable Development in the Lake Victoria Basin 2004–2006 with the overall goal *to contribute to poverty reduction in a sustainable development framework*.”

The Swedish Lake Victoria strategy has defined five activity areas in which regional measures are seen as necessary or can generate added value.

- Capacity building for sustainable development
- empowering communities and individuals
- sound environment and sustainable use of natural resources
- combating HIV/AIDS
- private sector development for economic growth

Extra weight will be given to anti-corruption in all operations.

Some of the quantitative results of the training programme

Since its inception the programme has registered 93 post graduate students from five different countries in the region. 36 have graduated and 50 are still pending.

The certificate courses target journalists and communicators in a practical oriented course at community level. Since the start of the programme 790 journalists and communicators in five countries have passed the certificate courses aiming at building the capacity of the communities around Lake Victoria in sustainable environmental management of the Lake and its resources. The certificate courses contain modules like environmental health communication, law, policy and regulation, development support communication, gender issues in environmental management, investigative reporting skills etc.

2 Purpose and Scope of the Evaluation

The Regional Training Program in Environmental Journalism was subject to a mid-term review in 2003. According to the assessment (DESO 2001-04273, dated 2002-01-21) an evaluation should be carried out at the end of the three year agreement period, with the amendment to the agreement this was put forward to 2006, i.e. the last year of operation in the five year project period.

The overall aim of the particular evaluation of the regional training programme is to assess whether the project has "improved the quality (and quantity) of environmental reporting in the media in Eastern Africa." Bearing in mind that no baseline study was made before the project started. A study has been carried out in 2004/05 on the state of environmental reporting in the five counterpart countries. The results of the study have not yet been presented to Sida (as per Oct. 2005)

The evaluation should also assess the relevance (in relation to the Lake Victoria strategies and poverty reduction) and effectiveness of the training programme.¹

First of all the poverty reduction potential and possible monitoring activities of the impact of the project in this respect is to be analysed – is it effective to train more journalists in environmental issues or should the focus change to general investigative journalism? Or could one say that environmental journalism is a way to foster journalists in taking on the perspective of the poor, environmental journalism is often about seeing the grassroots perspective in opposition to the economical and political power. It also develops reporting skills – field trips and interviews with people in local communities are essential to build a story.

The study in itself will constitute an important input for designing possible future funding to a journalist training. It is important that the study produces concrete recommendations based of lessons learnt and is distinct and forward looking.

An emphasis in the evaluation shall be laid on recommendations and argumentation on how a possible future Swedish support to journalist training shall be designed.

The study should be conducted in close cooperation with Makerere University, St Augustine University of Tanzania, Mwanza, The Nairobi School of Journalism, and National University of Rwanda, The press house of Burundi, media and other relevant media sector organisations and the Swedish Embassy in Kampala.

The study shall include background information from and interviews with universities, media institutions and educators and other groups and individuals with a vested interest in the media sector

The study shall include a follow up on former students from the post graduate programme and the

¹ For key word definition such as relevance, effectiveness and sustainability: Annex C in *Looking back, moving forward. Sida Evaluation Manual*. 2004.

certificate courses, exploring the impact the courses have had on them as well as on their professional possibilities

The study shall take place during March–April 2006

3. Scope of the Evaluation

Relevance – Assessment of the relevance of the support to journalist training in relation to the following documents:

- Strategy for Swedish support for Poverty Reduction and Sustainable Development in the Lake Victoria Basin 2004–2006
- Perspectives on Poverty, Sida 2002;
- The Evaluation of Sida’s work with Culture and Media Sida/COWI 2004;
- Sweden’s New Policy for Global Development, 2003

Effectiveness: Has the programme reached its objectives?

- Assessment of the results of the programme and activities implemented compared to those foreseen in the Programme Action Plan², Expected Output of the Programme³ and LFA⁴.
- Assessment of which target groups have been selected for the certificate courses and how they have been recruited from radio, TV and print media respectively and a random follow up on how the attained skills have been used.
- Assessment of skills obtained through the training and a random follow up on whether the training in the post graduate courses has led to employment.
- Assessment of how gender aspects have been included in the selection of participants, trainers, logistics and in the choice of subjects and methods being used.
- Assessment of how the gender dimension can be further enhanced and elaborated.
- Analysis of how the implementation of the training programme has improved the professional skills of the journalists participating in the actual courses.
- Assessment of the cost effectiveness of the media training project.

Sustainability – What are the future directions and challenges for the programme?

- A description and analysis of the present and future role of Makerere University concerning the coordination role, training of trainers, research.
- Can the programme be integrated in the normal university courses of Makerere and what would happen if the subsidies for the students are lifted?
- Is the market for environmental journalists saturated – should the focus of the programme be changed?

² Programme document, p 64

³ Programme document, p 27-58

⁴ programme document p. 58

Efficiency – can the cost of the regional environmental journalist training be justified by its results?

- Alternatives – could the same objectives be reached with other type of interventions?

When looking at the regional environmental journalism training programme a poverty reduction perspective should be applied based on a multidimensional view of poverty, where education and access to useful and valuable information should be taken into account.

4. Methodology, Evaluation Team and Time Schedule

4.1 Method

The Task shall be carried out through interviews and through studies of available documents including the Programme Document, the progress reports and the evaluation carried out by G. Böklin in oct/dec 2003.

Interviews with students, ex students, certificate course participants, staff, board members, representatives of media houses.

The evaluation shall cover the period from Feb. 2002–Feb 2006.

Travel to identified programme sites and partners in the region a minimum of 3 countries.

In cooperation with a local consultant carry out a workshop to facilitate stake-holder participation

The method shall be of participatory character, inviting staff and stake-holders to a dialogue on the preliminary findings.

4.2 Evaluation Team

The consultant team shall consist of two consultants, one with a very good understanding of Sida policies and capacity building in the media field. The other consultant should have knowledge of media institutions in the Lake Victoria region and the academic world in east Africa. Sida will sign the contract with the Nordic evaluator and Makerere with the African consultant.

The evaluation team shall have knowledge of possible methods on how to monitor impact on poverty reduction and gender equality.

4.3 Budget

The estimated time for the study is 9 personnel week (6 + 3). The maximum cost for the evaluation, all included, is SEK 300 000. The travel costs and reimbursables should be included in this sum. A specified budget will be an annex to the contracts.

5. Reporting

The evaluation shall be written in English and should not exceed 40 pages, excluding annexes. Format and outline of the report shall follow the guidelines in Looking back, moving forward. Sida Evaluation Manual 2004 (see Annex B). 3 copies of the draft report shall be submitted, no later than 10 th of May 2006, to Sida and the regional board at Makerere University.

The draft report shall be discussed with the evaluator/s together with the head of the regional board and the head of the department for mass communication at Makerere University. Thereafter, the comments will be summarised and communicated to the evaluators by the 30th of May and be taken into consideration in the final report.

5.1 Final Report

After receiving comments on the draft report from, Sida and Makererere University, a final version in 3 paper copies and in electronic format (PDF) shall be submitted to Sida, the mass communication department and the regional board at Makererere University no later than the 15th of June.

Subject to decision by Sida, the report will be published and distributed as a publication within the Sida Evaluation series. The evaluation report shall be written in Word 2003 for Windows (or in compatible format) and should be presented in a way that enables publication without further editing.

The evaluation assignment includes the completion of Sida Evaluations Data Work Sheet, with guidelines given from Sida. The separate summary and completed Data Work Sheet shall be submitted to Sida along with the final report.

Appendix A: General standard list of links to Sida documents on www.sida.se Partner Point.

Annex 2 Work Programme

Plan for Evaluation of the training programme in Uganda

Work programme presented day by day. From 25.3. to 4.4. the two evaluators had separate programmes. These are presented in programme, first field mission programme of the Teamleader, Birgitte Jallov, followed by the programme for National Consultant Charles Lwange-Ntale

Uganda

Monday 20th March 2006

S/N	Time	Activity	Persons involved
1.	8.00–8.40 am	Briefing meeting with Ag. Head, Mass Communication Dept., Makerere University. Dr. Peter Mwesige	Mr. Alphonse Nkusi Ms. Birgitte Jallov Mr. C. Lwanga-Ntale Mr. J.M. Kanyamurwa
2.	8.45–9.25 am	Courtesy call on the Academic Registrar Makerere University and Chairman, Regional Governing Board Meeting (RGB), Mr. Amos Olal-Odur	Ms. Birgitte Jallov Mr. Alphonse Nkusi Mr. C. Lwanga-Ntale Mr. J.M. Kanyamurwa
3.	9.30–9.50 am	Courtesy call on the Director, School of graduate studies, Makerere University, Prof. Eli Katunguka-Rwakishaya	Ms. Birgitte Jallov Mr. Alphonse Nkusi Mr. C. Lwanga-Ntale Mr. J.M. Kanyamurwa
4.	10.00 am	Meeting at Swedish Embassy in Kampala, Gertrude Ngabirano	Ms. Birgitte Jallov Mr. Alphonse Nkusi Mr. C. Lwanga-Ntale Mr. J.M. Kanyamurwa
4.	11.30 am	Meeting with Regional Secretariat Staff: Regional Coordinator and Administrator	Mr. Alphonse Nkusi Mr. J.M. Kanyamurwa
5.	3.30 pm	Meeting with the Editor-in-Chief, The New Vision, Kampala, David Sseppuuya.	Ms. Birgitte Jallov Mr. C. Lwanga-Ntale

Tuesday 21st March 2006

S/N	Time	Activity	Persons involved
1.	10.00–1.30 pm	Evaluation launch meeting/workshop in Makerere University.	All invited stakeholders Ms. Birgitte Jallov Mr. C. Lwanga-Ntale
2.	1.30–3.30 pm	Group interview with former students	Ms. Birgitte Jallov Mr. C. Lwanga-Ntale
3.	3.00 pm	Regional Secretariat Staff: Regional Coordinator and Administrator	Mr. Alphonse Nkusi Mr. J.M. Kanyamurwa Ms. Birgitte Jallov Mr. C. Lwanga-Ntale
4.	4.00 pm	Meeting with the Director, School of graduate studies, Makerere Uni., Prof. Eli Katunguka-Rwakishaya	Ms. Birgitte Jallov Mr. C. Lwanga-Ntale
5.	5.00–6.30 pm	Continued meeting with regional secretariat	Mr. Alphonse Nkusi Mr. J.M. Kanyamurwa Ms. Birgitte Jallov Mr. C. Lwanga-Ntale

Wednesday 22nd March 2006

S/N	Time	Activity	Persons involved
1.	8.30 am	Continued meeting with regional secretariat	
2.	9.50 am	Meeting with Regional Coordinator, the African Network Environmental Journalists and Environment Reporter, New Vision Gerald Tenywa	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
3.	10.15 am	Meeting with Dr. Nassanga Goretti Linda, Senior Lecturer	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
4.	11.30 am	Meeting with the Daily Monitor Training & Multimedia Editor, Joseph Were	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
5.	12.30 pm	Meeting with Ministry of State for Information in the office of the President. Acting Commissioner for production and dissemination, Directorate of Information. Mr. Emmanuel Nkurunziza (formerly in charge of Uganda Broadcasting TVR)	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
6.	3.00 pm	Meeting with Beach Management Unit, Chairman Dirisa Walusimbi and BMU group in Ggaba Beach	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale

Thursday 23rd March 2006

S/N	Time	Activity	Persons involved
1.	9.30 am	Meeting with Lake Victoria Management Project (LVEMP) officials former Chief Executive Officer, Dr. Orach-Mesa	Regional Coordinator Dr. Orach-Meza Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
2.		Continued meeting with Regional Secretariat	
3.		External Evaluators' planning	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale

Friday 24th March 2006

S/N	Time	Activity	Persons involved
1.	08.30	Meeting with Executive Director, National Environment Management Authority (NEMA) Director, Ms. Adimola	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
2.	10.00	Evaluators work on report	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
3.	12.30	Meeting with Consellor Development Cooperation Per Lundell, Swedish Embassy, Kampala	Ms. Birgitte Jallof
4.	16.00	Book launch at Makerere University Guest House	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
5.	18.00	Evaluators prepare missions to other countries	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale

Burundi

Saturday 25th March 2006

S/N	Time	Activity	Persons involved
1.	05.30–06.45 12.30–13.10	Kampala–Nairobi KQ417 Nairobi–Bujumbura KQ470	Ms. Birgitte Jallof
2.		Met in the airport by Mr. Vincent Nkeshimana, Coordinator of Environment training programme	Ms. Birgitte Jallof
3.	17.30–22.00	Briefing meeting with Mr. Nkeshimana about the Environment training programme, history and profile in Burundi	Ms. Birgitte Jallof

Sunday 26th March 2006

S/N	Time	Activity	Persons involved
1.		Reading of background documentation for Burundi training programme & work on report	Ms. Birgitte Jallov
2.	17.00	Meeting with the President of the Press House, Mr. Jérôme Sinankwa	Ms. Birgitte Jallov

Monday 27th March 2006

S/N	Time	Activity	Persons involved
1.	8.00	Preparation of meetings	Ms. Birgitte Jallov
2.	9.30	Consultative evaluation launch meeting (see list)	Ms. Birgitte Jallov
3.	13.30	Interview with 4 earlier participants in training programmes: 2 postgrad, 2 certificate courses	Ms. Birgitte Jallov
4.	15.00	Meeting at Radio Isanganiro, Mathias Manirakiza Station Manager. Visit to Studio Ijambo.	Ms. Birgitte Jallov
5.	16.15	Meeting with Mr. Cyprien Ndikumana, Director of PANOS Burundi and Rwanda, Ex-Director of the Maison de la Presse	Ms. Birgitte Jallov
6.	18.30	Continued background briefing meeting about Burundi programme w/ Vincent Nkeshimana	Ms. Birgitte Jallov

Tuesday 28th March 2006

S/N	Time	Activity	Persons involved
1.	8.00 am	Hon. Onésime Nduwimana, Vice-president of the National Assembly (former minister of communication)	Ms. Birgitte Jallov
2.	9.30 am	Emmanuel Nsimirimana, President of l'Asbl Biraturaba, an environmental awareness raising organization – Civil society	Ms. Birgitte Jallov
3.	11.00	Albert Mbonerane, Director of Environmental NGO, former Minister of Land, former Minister of Communication	Ms. Birgitte Jallov
4.	3.00	Gabriel Hakizimana, Director; Environment research & education. National Nature Institute	Ms. Birgitte Jallov
	3.00 pm	Evode Ndayizigiye, Director ABP	Ms. Birgitte Jallov
	4.00 pm	Jean-Claude Kavumbagu, Director of Net Press	Ms. Birgitte Jallov
	5.00 pm	Léonidas Hakizimana, Director General, The National Radio and Television of Burundi, RNTB	Ms. Birgitte Jallov

Burundi to Kenya

Wednesday 29th March 2006

S/N	Time	Activity	Persons involved
1.	8.50–11.30	Bujumbura–Nairobi KQ474	Ms. Birgitte Jallov
2.	15.00	Meeting at Swedish Embassy with Regional Programme Officer, Mr Elphas Ojiambo of LVI, elphas.ojiambo@sida.se	Ms. Birgitte Jallov Ms. Faith Nguru

Kenya to Tanzania

Thursday 30th March 2006

S/N	Time	Activity	Persons involved
1.	8.00	Working session of consultants	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
2.	9.00	IUCN meeting about environmental journalism: 'State of the Arts', best practice/lessons learnt. Mapping of activities in Africa with John Owino	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale Ms. Faith Nguru
3.	13.15–14.30	Nairobi–Dar Es Salaam KQ482	Ms. Birgitte Jallof
4.	16.00	Meeting Ms. Gudrun Leirvaag, responsible for Media and Culture, Swedish Embassy	Ms. Birgitte Jallof

Tanzania

Friday 31st March 2006

S/N	Time	Activity	Persons involved
1.	7.15	Dar es Salaam to Mwanza	Ms. Birgitte Jallof
2.	10.30	Meet Mr Deogratius Ngowi and Mr. Fred Ntobi at Mwanza Airport.	Ms. Birgitte Jallof
3.	15.00	Courtesy Call with the Vice Chancellor of San Augustin University of Tanzania (SAUT), Rev. Dr. Charles Kitima	Ms. Birgitte Jallof
4.	15.30	Tour of the facilities of the Mass Communication Department: Dean of Faculty, Rev. Dr. Bernadin Mfumbusa	Ms. Birgitte Jallof
5.	16.00–18.30	Background briefing with Planning Committee (see list of people met)	Ms. Birgitte Jallof

Saturday 1st April 2006

S/N	Time	Activity	Persons involved
1.	9.15	Preparation of consultative launch meeting with Mr. Deogracias Ngowi	Ms. Birgitte Jallof
2.	10.00	Evaluation launch & consultative meeting (see separate programme and list of participants)	Ms. Birgitte Jallof
3.	13.15	Lunch & interview with the secretary of the Mwanza Press Club, Mr. Jacob Karumbili	Ms. Birgitte Jallof
4.	14.00	Group interview with past course participants	Ms. Birgitte Jallof
5.	15.00	Continued background interview with the Dean of Faculty and the Country Coordinator	Ms. Birgitte Jallof
6.	17.00	Meeting with Mr. Said B. Mbwana, Senior Operation Officer, LVEMP, about environment policy and practice in Tanzania and Lake Victoria	Ms. Birgitte Jallof

Sunday 2nd April 2006

S/N	Time	Activity	Persons involved
1.		Work with report, prepare debriefing meeting	
2.	12.00–13.00	Meeting with Mr. Fred Ntobi, Director of the Broadcasting Department of the Mass Communication Faculty	Ms. Birgitte Jallof
3.	13.00–15.30	Debriefing meeting with Rev. Dr. Charles Kitima and the Country Coordinator, Mr. Deogratias Ngowi and Fred Ntobi, Director Broadcast dept.	Ms. Birgitte Jallof
5.	16.20	Check-in Airport	Ms. Birgitte Jallof
6.	17.50	Mwanza to Dar Es Salaam	Ms. Birgitte Jallof

Tanzania to Uganda

Monday 3rd April 2006

S/N	Time	Activity	Persons involved
1.	09.00	Informal debriefing with Gudrun Leirveeg, Swedish Embassy, Dar Es Salaam	Ms. Birgitte Jallov
2.	09.30	Meeting with the Media Council of Tanzania, Dar Es Salaam, Anthony Gaiza, Executive Secretary and Pili Mtambalike, Programme Officer	Ms. Birgitte Jallov Ms. Gudrun Leirveeg
3.	11.00	Meeting at the Tanzania Communication Regulatory Authority, Broadcasting. Contact to Mrs. Florence Hamise	Ms. Birgitte Jallov
3.	15.15–16.30 18.10–19.25	Dar Es Salaam–Nairobi KQ483 Nairobi–Kampala KQ414	Ms. Birgitte Jallov

Followed by field trip programme by Charles Lwange-Ntale:

Uganda to Rwanda

Sunday 26th March 2006

S/N	Time	Activity	Persons involved
1.	07.05 am 09.05 am 12.50 pm	Check-in for Nairobi Depart Entebbe for Nairobi – arrival 10.10 am Depart Nairobi for Kigali – arrival 13.15	Charles Lwanga-Ntale
2.	04.00 pm	Briefing by Rwanda Country Coordinator (review of appointments) at Alpha Palace Hotel	Charles Lwanga-Ntale Dominique Nduhura

Monday 27th March 2006

S/N	Time	Activity	Persons involved
1.	08.00 am	Briefing by Rwanda Country Coordinator	Charles Lwanga-Ntale Dominique Nduhura
2.	10.00 am	Meeting with Swedish Embassy Official (Brice Mukashema)	Brice Mukashema Charles Lwanga-Ntale Dominique Nduhura
3.	12.30 pm	Detailed meeting with Dominique Nduhura on programme activities	Charles Lwanga-Ntale Dominique Nduhura
4.	02.00 pm	Meeting with representatives of media houses at Mamans Sportifs Centre	Charles Lwanga-Ntale Dominique Nduhura
5.	04.00 pm	Depart for Butare (arrival 08.00 pm) – Stay overnight in Butare	Charles Lwanga-Ntale Dominique Nduhura

Tuesday 28th March 2006

S/N	Time	Activity	Persons involved
1.	09.00 am	Meeting with Planning Committee members, Rwanda National University	Charles Lwanga-Ntale Dominique Nduhura
2.	10.00 am	Evaluation Launch meeting, Rwanda National University, Butare	Charles Lwanga-Ntale Dominique Nduhura
3.	01.00 pm	Depart Butare for Kigali	Charles Lwanga-Ntale Dominique Nduhura
4.	03.00 pm	Meeting with Vice Rector, Rwanda National University	Charles Lwanga-Ntale
	04.30 pm	Meeting with Director General, NEMA Dr. Rose Mukankomeje	Charles Lwanga-Ntale Dominique Nduhura

Rwanda to Kenya

Wednesday 29th March 2006

S/N	Time	Activity	Persons involved
1.	08.30 am	Meeting with Patrice Mulama, Executive Director, High Council of the Press, Kigali	Charles Lwanga-Ntale Dominique Nduhura
2.	10.00 am	Courtesy call on Ministry of Finance (Minecofin) to collect PRS documents	Charles Lwanga-Ntale Dominique Nduhura
3..	10.30 am	Debriefing with the Country Coordinator	Charles Lwanga-Ntale Dominique Nduhura
4.	12.20 pm 01.55 pm	Proceed to Kigali Airport Depart Kigali for Nairobi	Charles Lwanga-Ntale Dominique Nduhura

Kenya

Thursday 30th March 2006

S/N	Time	Activity	Persons involved
1.	08.00 am 09.00 am	Debriefing meeting with Birgitte at The Stanley Meeting with John Owino, IUCN	Ms. Birgitte Jallov Mr. C. Lwanga-Ntale Prof. Faith Nguru
2.	11.00 am	Meeting with participants in certificate course at Gracia Gardens	Mr. C. Lwanga-Ntale Prof. Faith Nguru
3.	12.30 pm	Meeting with Prof. Nguru – detailed update on Kenya activities	Mr. C. Lwanga-Ntale Prof. Faith Nguru
4.	03.00 pm	Meting with Elisabeth Wachter, UNEP	Mr. C. Lwanga-Ntale Prof. Faith Nguru

Friday 31st March 2006

S/N	Time	Activity	Persons involved
1.	09.00 am	Meeting with Daystar University Administration with Mr. Peter Ngure, Ms. Mary Kizito, Prof. Godfrey Nguru', Dr. Philip Kitui, Mrs. Purity Kiambi, Mr. Joseph Muiruri, Prof. Faith Nguru, Prof. Samuel Katia, Mrs. Muthoni Kibanti	Mr. C. Lwanga-Ntale Prof. Faith Nguru
2.	2.00 pm	Meting with Daystar University Administration on Financial Management	Joseph Muiruri & Prof. Faith Nguru
3.	06.00 pm	Closing ceremony Certificate Course: Mr. Peter Ngure, Ms. Mary Kizito, Prof. Godfrey Nguru, Mrs. Purity Kiambi, Mrs. Muthoni Kibanti	Mr. C. Lwanga-Ntale Prof. Faith Nguru

Saturday 1st April 2006

S/N	Time	Activity	Persons involved
1.	09.00 am	Launch Meeting with Kenya Stakeholders	(See list attached)

Sunday 2nd April 2006

S/N	Time	Activity	Persons involved
1.	09.00 am	Preparing PPT slides for feedback meeting	Charles Lwanga-Ntale
2.	02.00 pm	Informal Meeting with Trainers and representative from Greenbelt Movement Mary Kizito, Judy Kimamo, Jesica Kinya Mwithia, Levi Obonyo, Peter K. Ngure – Maurice O. Onyango –	Charles Lwanga-Ntale

Kenya to Uganda

Monday 3rd April 2006

S/N	Time	Activity	Persons involved
1.	09.00 am	Feedback meeting to a cross-section of stakeholders, Silver Springs Hotel, Nairobi	Charles Lwanga-Ntale
2.	01.00 pm	Final Meeting with the Prof. Nguru and Joseph Muiruri on budgets	Charles Lwanga-Ntale
3.	03.00 pm 06.10 pm	Travel to Nairobi Airport Depart Nairobi for Entebbe on KQ414	Charles Lwanga-Ntale

Joint programme of the two evaluators again hereafter:

Uganda

Tuesday 4th April 2006

S/N	Time	Activity	Persons involved
1.	08.30	Meeting between evaluators	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
	11.00	Debriefing meeting with Head of Mass Communication, Makerere:	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
2.	14.00	Meeting with PANOS Regional Director Kalundi R. Serumaga	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
3.	16.00	Summary interviews with Regional secretariat: Alphonse Nkusi and John Mary Kanyamurwa	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale

Wednesday 5th April 2006

S/N	Time	Activity	Persons involved
1.	All day	Evaluators work with reporting individually	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
2.	12.00	Debriefing meeting with Minister Councillor, Swedish Embassy, Per Lundell	Ms. Birgitte Jallof
3.	13.00	Meeting with Uganda Radio Network Visit to Mama FM, a women's community radio	Ms. Birgitte Jallof
4.	18.00	Evaluators meet to exchange notes and reflections	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale

Thursday 6th April 2006

S/N	Time	Activity	Persons involved
1.	08.00	Evaluators meet to prepare debriefing	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
2.	10.00–15.00	Debriefing seminar with regional secretariat, Mass Comm lecturers, Governing Board members and representatives from the press	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
3.	15.00	Analysis meeting with Regional secretariat: Alphonse Nkusi and John Mary Kanyamurwa	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale

Friday 7th April 2006

S/N	Time	Activity	Persons involved
1.	08.00	Summary work, evaluators. National consultant hands over all documentation and briefing documents prepared	Ms. Birgitte Jallof Mr. C. Lwanga-Ntale
2.	11.00	Telephone interview with embassies and NGOs ref. Possible co-funding of community radio sub-project	Ms. Birgitte Jallof
3.	13.00	Final wrap-up meeting at Makerere – Exchange of final documentation, final pieces of information collected	Ms. Birgitte Jallof
4.	22.30–06.10	Kampala–Amsterdam KQ562	Ms. Birgitte Jallof

Annex 3 List of Persons Met

Uganda

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Kenya

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Name of person/s met

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Mrs. Purity Kitui	Ag. Dean, Faculty of Arts
Dr. Phillip Kitui	Deputy Vice Chancellor, Finance and Planning
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Launch meeting Bujumbura, 27.3.2006

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Judith Basutama	Journalist Radio Nationale	
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Annex 4 Midterm Review, Implementation status as per April 2006

Based on the process of discussion and revision of the recommendations coming out of the mid-term review carried out in 2003 with a report presented in February 2004, a series of 25 final action points were part of the final agreement between Sida Stockholm¹ and Makerere as to which adjustments could be accommodated based on the midterm review report. Below these points will be briefly addressed and the implementation status presented, as presented by the Regional Secretariat during the field mission:

- A series of introductory administrative issues were agreed on concerning Financial Disbursements and Per Diem for the Regional Governing Board. *The agreements have been implemented.*
- Agreed to reformulate objective number one of the regional training programme and further agreed on the list of criteria for measuring quality. Implemented. Agreed that objective number two should remain as it is. (Natural Environment.) *Implemented.*
- Agreed that the Logical Framework and the Action Plan should be updated to reflect the changes that had taken place in the regional training programme. *Implemented.*
- Agreed that internal evaluation teams would in future be as inclusive as possible and that the internal evaluation for Uganda would be done by a person from any of the partner countries. *Internal Evaluations have been reformulated – but it has been decided locally not to involve person from other country due to travel expenses.*
- Agreed that apart from a person recommended by Sida, a local consultant should join the external evaluation team in future to ensure that wholesome results are achieved. *Done.*
- Agreed that the Certificate Course should run for two weeks, three times a year and that flexibility should be allowed to partner countries for possible variations from this agreement. *Due to lack of sufficient trainers, lack of time for preparations and to save funds the Certificate Courses are not run three times a year – only two. Not implemented.*
- Agreed to remove Community Outreach from the training activities of the regional training programme except in Burundi and Tanzania where the activity would continue to run as its impact is further studied for one more period. *Complied with recommendation.*
- Agreed that the trainers at the Community Outreach courses should be a combination of trainers with science related and communication knowledge. *Implemented as possible.*
- Agreed that it was important to budget for more field trips to interview ordinary persons at the community level. *Implemented where financially possible.*
- Agreed not to recruit Postgraduate Diploma students from Rwanda if the country did not send students the coming year. Their scholarships were to be redistributed to other countries. *Rwanda did send students, so implementation of the measure was not needed.*
- Agreed that each postgraduate diploma student should in addition to the current scholarship of \$ 900 and tuition get \$ 120 as contribution to internship and research project. *Implemented.*

¹ As presented in the annex Sida -Regional training programme in environmental journalism and communication for Eastern Africa – Agreements between Pia Hallensten (Sida) and the department of Mass Communication” to the Pia Hallensten mission report (2004-04-16, DESO 170/04; Diarienummer 2001-04273 – Rap 50; 2004-0041, 200)

- Agreed that Sida contacts PANOS and FOJO (Sweden) for Guest Lecturers to teach on the Post-graduate Diploma and conduct further TOTs on the programme. *Implementation is with Sida Stockholm. Fojo trainer has been used. PANOS no contact yet as per local information available.*
- Agreed that one annual editors breakfast should be organised in each partner countries with the objective of enlisting the support of the editors for the regional training programme. *Implemented every 6 months due to experienced high need and good immediate effect of programme.*
- Agreed that the unallocated funds should not go beyond 10% of the programme’s budget. *Agreed and complied with.*
- Agreed to stick to the current organisational structure since the proposed changes did not only have financial implications much beyond the capacity of the regional training programme but also institutional challenges. *Complied with.*
- Agreed that no recruitment of the proposed Regional Communications Officer should take place as this would imply additional costs to the programme. *Complied with.*
- Agreed that each partner country should approach the media and request them to support the award of the best environment reporter and organise it as an annual event. *Not done. Planned for.*
- Agreed that at the end of the three year phase, the current agreement between Sida and Makerere University should be extended for one or two years, depending on the funds available, before a new agreement between the two parties is entered. *Implemented and actually on-going.*
- Agreed that the deadline for programme reporting time to Sida should be postponed up to three months after the budget period to be reported. The immediately following budget period should be disbursed in advance prior to this reporting. *This is a very good idea, but does not work according to the comments provided by the regional secretariat.*
- Agreed that the MAs and PhD under the training programme should be shifted to the Sida/SAREC programme run in Graduate School of Makerere University, if possible. The Programme Officer was to talk to the official in charge of Sida SAREC project in Stockholm. *Implemented.*
- Agreed that instead of putting Sida money in the renovation of a building to house a training television studio for the postgraduate students, the Department of Mass Communication should make arrangements for hiring a training studio. *Implemented as agreed w/ “TV for Development”.*
- Agreed that instead of buying a vehicle, transport services would be hired as and when the need arose. *Implemented.*

Annex 5 Impact Survey and Tracer Survey

Four specific versions were developed based on this basis for: Post Graduate courses, certificate courses, a questionnaire for the editors and finally community outreach.

1. One questionnaire per trainee.
2. Tick the relevant answer/s chosen.
3. Academic Year of entry _____

To the interviewee:

The data gained in this questionnaire will be compiled into a report without disclosing anyone's identity. So, please speak your mind completely frankly. We are looking for your candid opinions on the Environmental Journalism and Communication training programme's (EJ&C) successes and failures. - i.e. trying to find whether the Environmental Journalism and Communication programme has had a good impact, but also where it has had no impact, or even a negative impact and why.

Name of your media house/organisation: _____

Current designation: _____

Country of operation: _____

District of operation: _____

How did you learn of PGD:

- a) Information from a friend
- b) Media advertisement
- c) Recommendation from the editor
- d) Other (specify) _____

Your relationship to the person/organization where information on course was obtained:

What courses/events did you attend?

Have you graduated? Yes/No _____

If yes, when did you graduate? _____

If no, when do you intend to graduate? _____

How many other news staff in your media house/organisation have attended the programme:

Approximate number of news staff your media house/organisation who have not yet had the course and would be interested in the programme: _____

What did you most expect to gain from the programme?
(Tick no more than two).

- Technical skill
- Understanding of role of media
- Understanding of the environment
- Good contacts
- Simply a break from the office
- Other (specify)

Describe the level of your skill prior to attending the programme:

- Basic
- Average
- Advanced

Do you feel the programme has effectively impacted on you so as to change your categorization?

- No
- If yes, how?
 - Basic -> Average
 - Average -> Advanced
 - Basic -> Advanced
 - Advanced ->

Describe the level of your performance (i.e. actual application of the skill) prior to going on the programme:

- Below average
- Average
- Above average

Describe level of performance after going on the academic programme:

- Below average
- Average
- Above average

Did you give a report back to the media house/organization after the course?

- Yes
- No
- Don't know.

If yes, to whom:

My superior/s

Peers/colleagues

Other (specify)

Was there any noticeable difference in your specific skill after the programme ?

Yes

No

Hard to tell

If yes, can you give examples? _____

Did you produce more reports on the environment after attending the programme?

Yes

No

Don't know

Did you produce better quality reports on the environment after attending the programme?

Yes

No

Don't know

Since the course, do you think that you are more professionally aware in any particular area?

(Tick any number)

Accuracy

Ethics (eg. balance)

Journalists' issues elsewhere

Other (specify)

Has the improvement made from the course been maintained?

Yes

No

Don't know

Is this improvement evident in any particular way? _____

Have you been noticeably more confident since you attended the course?

Yes

No

Don't know

Were you more motivated after the course?

Yes

No

Don't know

Did you become more ambitious attending the course?

Yes

No

Don't know

Did you receive higher pay after the course?

Yes

No

Don't know

Did you receive any promotion after the course?

Yes

No

Don't know

Did the effect of the course on you contribute to any pay rise or promotion?

Yes, probably

No, not really

Hard to say

Did you become frustrated over inability to implement new skills after the course?

Yes

No

Don't know

Did any of the following limit the impact of the course?:

(Tick any number)

Controls and traditions prevent new practises

Lack of resources (incl time and equipment)

Insufficient training

Lack of application on part of trainee

Newsroom politics

Trainee redeployed or left your workplace

Other (specify)

How could the course providers try to overcome factors you have identified?

Describe the predominant attitude of peers in the media house/organization to you after the certificate course?

Resentment/jealousy

Support

Indifferent

Other (specify)

Describe the predominant attitude of peers to ideas that you brought back after the course:

Hostility and resistance

Adoption

Indifferent

Other (specify)

Since the course have you played an enhanced role in reporting/dissemination of environmental issues?

Yes

No

Don't know

If yes, how? _____

Describe any activities to promote the environment in which you have been involved outside the media house/ organization after the course: _____

Since the course, has any of your critical journalism drawn the ire of vested interests/people who degrade the environment in your country?

Yes

No

Don't know

Was this journalism professional, and therefore defensible in terms of generally accepted journalistic ethical and standards?

Yes

No

Don't know

If yes, could you elaborate briefly on any particular case? _____

After the course, did you feel that you had developed a deeper or stronger view of the watchdog role and responsibilities of a journalist?

Yes

No

Don't know

Can you elaborate briefly? _____

Did you bring back course materials from the course?

Yes

No

Don't know

Did you share the course materials with other staff in the media house/organization?

Yes

No

Don't remember

Did your participation on the course contribute to building a culture of further learning amongst journalists in your organisation?

Yes

No

Don't know

How has this become evident over time? _____

Would you contribute something to the costs incurred in upgrading their own skills such as on the course?

Yes

No

Do you think individual staffers would contribute something to the costs incurred in upgrading their own skills in such a course?

Yes

No

Speaking completely honestly, do you see the course as:

(Tick any number)

A holiday or a perk for deserving staff

A chance to get from the media house/organization for a while

A serious training opportunity

Other (specify)

In general, how do you rate the completion certificate of the course?

(Tick any number)

Convincing evidence of competence of holder

Convincing evidence that holder can now cope with more responsibility

Sign that individual is potentially worthy of a pay increase or promotion

Not mean very much

Other (specify)

Is the course list circulated amongst editorial staff?

Yes

No

Don't know

Would you wish to attend another similar course in future?

Yes

No

Don't know

If yes, would it be primarily for (a) a follow-up course to consolidate or advance the skill taught in the previous course, or (b) for a different area of skill?

a. Follow-up course

b. New area of skill

What kinds of skills would you be looking for on a future course?

(Tick only three areas at most)

Research/investigative

Writing

Editing

Photojournalism

Layout and design

Management

Specialised area of coverage

Ethics

Other (specify)

Any further comments on the impact of certificate course on you, your medium and your media environment?

Please make any general comments you would wish to make on the course.

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