

# **Regional Training Programme in Environment Journalism and Communication in the Eastern African Region**

**Gustav Böklin**

**Department for Democracy  
and Social Development**



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**Sida Evaluation 05/04**

**Department for Democracy  
and Social Development**

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# Executive summary

## Findings

This review mission covers the period from the start of the Regional Training Programme in Environment Journalism and Communication in the Eastern African Region in February 2002 until September 2003. In other circumstances this would be referred as a pilot phase.

The main conclusion of this review is that there are needs to focus, refine and reconsider objectives as well as the organizational structure and the development of quality in the implementation capacity of the programme to improve its efficiency and effectiveness.

The programme environment is part of much larger processes involving and evolving a complex and dynamic environment that includes social, cultural, political, economic, legal, technological, and physical, biological and man-made environments. Each of these environments involving groups and individuals with their own goals, purposes, aspirations, desires, motives and resources to influence the outcome of desired long-term developmental objectives. The outcome and impact on individuals, in the societies at large, and within the region depends on the quantity and quality of these interactions. The eventual possibility to implement and sustain the outcome of this programme depends therefore on an enabling environment within this larger context.

There are needs, wants, considerations, bottlenecks, and challenges to be met in this programme at strategic, policy and implementation levels. They also needs in practices of management and administration, implementation of activities, monitoring and accountability within the programme, within the funding agency and between the programme and Sida. The context and motivations to the recommendations are provided in the text in respective subsection of this document.

It is this mission's belief that the recommendations for improvement proposed in this report needs to be put in place within the programme the soonest. However, on request of the donor representative a tentative order of priority is suggested below in a continuum between higher (\*\*\*) to lower (\*) order of priority.

It is this mission assessment that this programme, with necessary improvements, more stringency in implementation and adopting a more process oriented qualitative and learning attitude, can possibly make a difference in the contribution to the quantity and quality of environmental reporting in the regional media situation.

## Recommendations

### Goals and objectives

*Recommendation:* This mission proposes a reformulation of the first development objective with a sharpening of the focus towards influential persons in media houses and journalists with an explicit statement on criteria for quality of environmental reporting. (\*\*)

*Recommendation:* This mission proposes that the standards for quality development and the criteria for quality to be implemented in the entire programme should be according to ISO 9000:2000. (\*\*\*)

*Recommendation:* This mission proposes a reformulation of the second development objective to focus explicitly on natural environmental management perceptions of influential persons in media houses and journalists. (\*\*)

*Recommendation:* This mission proposes that the governing board implements proper strategic and policy decisions to tackle the propensity for decaying quality of training in the programme. The strategy should include the implementation of the higher academic training provided for in this programme and consider the possibilities to support and develop other countries capacities for teaching and training in environmental journalism and communication at undergraduate and postgraduate levels. (\*)

*Recommendation:* This mission proposes that the programme should develop and implement strategies, policies, and plans for training, networking and advocacy vis-à-vis managerial staff in media houses. This would improve the efficiency and the effectiveness of training efforts in environmental journalism and communication. (\*\*)

*Recommendation:* This mission proposes that the RPC and the governing board stimulates and support the development and understanding of need for more adapted curriculum, didactics and pedagogical considerations to knowledge and experiences of specific target group participating in training. This should be done to improve the possibilities to increase learning of skills and understanding of environmental journalism and communication. (\*)

*Recommendation:* It is recommended that the members of the RGB/RAEB and the RPC takes a more active role in the advocacy and support of training practices, internship possibilities and study leave opportunities (paid or unpaid) that can lead to better and improved quality of environmental journalism and communication in the region. (\*\*)

*Recommendation:* It is recommended that the programme and the secretariat are instrumental in working out a strategy and make decisions for support, the establishment and implementation of prestigious environmental journalism awards in the various participating countries in the region. (\*)

### **Objectives of activities**

*Recommendation:* This mission proposes that the objectives at various levels of activities should be coherent and consistent with the development objectives and the target groups of the programme. (\*)

*Recommendation:* This mission proposes that the research should be limited to the field of media and communication with topics related to natural environment and sustainability. (\*\*)

*Recommendation:* This mission proposes a discontinuation of the outreach activities as envisaged by this programme. It does, however, encourages the establishment of networking linkages for exchanging ideas and information, as well as moral support and some limited collaboration, mainly through former good students, with other organizations involved in environmental training and education at community level. (\*\*)

### **Programme activities**

*Recommendation:* This mission proposes an actualization and a recurrent updating of the logical framework to reflect the changes and improvements made during programme improvements. It should reflect all the development goals, relevant objectives, and activities but also specify both quantitative and qualitative aspects. (\*\*)

### **Outputs and assessments**

#### **Training**

*Recommendation:* This mission proposes the realization of envisaged baselines studies on quantity and quality of natural environment reporting in mass media at local, country and regional level for future monitoring and assessment of training impacts. Training activities should also focus on management and senior personnel in media houses and other organizations involved mass communication. (\*\*\*)

*Recommendation:* This mission proposes that the secretariat and the Regional governing board seriously consider and develop strategies, policies and implement activities to improve efficacy, efficiency and effectiveness of postgraduate courses. Part of these considerations should cover possibilities for extra tutorial arrangements on a need basis and develop assessment for quality of learning. (\*\*)

*Recommendation:* This mission proposes that the secretariat immediately start discussions and consultations with students to resolve issues of scholarship allowances and accommodation for postgraduate students in order to contribute to improved quality of learning and effectiveness in postgraduate training. Considerations should also be taken towards possible increase in allowances to cover internships and project research costs. Programme management support should also be given to provide for suitable accommodations and learning conditions. (\*\*\*)

*Recommendation:* That the programme develops strategies for linkages and possibilities for internship, research projects and/or gainful employment within media houses and other natural environment related organizations with needs and wants for facilitation and communication knowledge as part of their activities. Strategies, policies and management support should also be developed to encourage students to do internships and/or project research in another country in the region to improve regional practical learning. (\*\*)

*Recommendation:* This mission proposes that continued and more persistent efforts should be made to provide for further qualified ToT-training in environmental journalism and in education/pedagogy for trainers in the programme. The participation of some programme lecturers in other relevant social or science subjects should also be made possible to increase the mutual understanding and of challenges in the subject field. The programme should also make more efforts to accomplish the planned higher academic training in the subject field as part of the sustainability of the programme. (\*\*)

*Recommendation:* This mission proposes that certificate courses should be three week divided into two course periods with a practice pause after the first basic training week. Institutions should limit the amount of modules to maximum twelve during the courses to avoid learning fatigue and loss of effectiveness. More efforts should also be made to improve recruitment of women participants in training. (\*\*\*)

*Recommendation:* It is proposed that the governing board and the RPS seriously considers the possibility to improve on the costs and learning efficiency of the certificate training through networking and collaboration with other stakeholders in the field and in the areas where the training is to take place. The use of former trainees at diploma and certificate would also improve costs and learning efficiencies as well as sustainability of this activity. (\*\*)

*Recommendation:* This mission proposes that the regional governing board should reconsider the appropriateness of the extension emphasis in community outreach training in this programme. Part of these reconsiderations should be on improving efficiency and effectiveness through identify, develop, train, promote, use and assess impacts of other less common and prestigious means of mass communication to be used in local community settings in collaboration with other local community organizations. (\*\*)

## Networking and advocacy

*Recommendation:* That the RPS and CCUs' put more efforts on networking and linkages with other organizations, agencies and institutions to improve the general performance of the programme. (\*\*)

## Research and publication

*Recommendation:* This mission proposes that the initial priorities of research activities should be on the status, quality, possibilities, and constraints to environmental reporting in the region through various baseline studies at local, national and regional levels required for future monitoring and evaluation. (\*\*\*)

*Recommendation:* This mission proposes that the publication activity focus on more effective and cost efficient virtual (Internet) publication as well as collaboration with other environmental journalism networks in the region, notably UNEP and IUCN. The programme should, however, be inspiring and provide moral support for the publication of qualitative results in more renowned regional and international publications. (\*)

## Regionalism and gender sensitivity

*Recommendation:* This mission proposes that the programme consciously put more emphasis on the recruitment and training of women to improve on the required gender sensitivity of training and advocacy. Discussions and activities related to gender sensitivity should be emphasized at all levels of training courses. It is also proposed that some curriculum be developed and courses target and are adapted to facilitate women participation. (\*\*)

## Funding

*Recommendation:* It is proposed that Makerere University and Sida should agree on an extension of the present agreement within the already agreed frame of funds and disbursement subject to continuing fulfillment of the present to this agreement and agreed improvements to it. (\*\*\*)

*Recommendation:* This mission proposes that 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. (\*\*)

*Recommendation:* This mission proposes that Sida clarifies the accountancy of transactions and exchange rates costs in relation to funding disbursement from donor to the programme. (\*)

*Recommendation:* This mission proposes that the regional board carefully considers and takes measures to revise the differentiation and availability of resources between countries in the programme. (\*)

*Recommendation:* This mission proposes that the programme and Sida vigorously pursues the resolution of timely regional transfer of funds. This has great negative results and repercussions in time and quality of training deliverance as well as in reporting, monitoring and evaluation timelines. (\*\*\*)

*Recommendation:* This mission proposes that contingency funds budget line be reduced to maximum ten percent of the requested budget. The total amount of unallocated funds in the current budget period should never be more than ten percent. If more, it should be distributed to the participating institutions for use in activities according to a revised and approved country budget. (\*)

*Recommendation:* This mission proposes the immediately procurement of computerized accountancy programs with double accountancy procedures (credit and debit) to be used in regional and all country offices of this programme. Training opportunities (on a need basis) should be provided for all accountants and administrative personnel connected with finance, accountancy and cash flows in the programme. (\*\*\*)

*Recommendation:* This mission proposes that training fees from IUCN should be refunded. It is also proposed that there should be no demand or acceptance of fees for organizations or institutions from the participating countries that share similar objectives as this programme. (\*)

## Administration, financial flows and accountability

*Recommendation:* This mission propose that the formal organization of the programme should be revised so that the Regional Secretariat is placed direct under the supervision of the central administrative organs of Makerere University and the Regional Board. (\*\*)

*Recommendation:* This mission proposes that the present RGB will be reorganized and that an internal organization will be done in line with the proposed and described division of labor with the larger board and a working group within the board. (\*\*\*)

*Recommendation:* That a Country Coordination Unit (CCU) is put in place in all countries to support and ensure the relevance, quality and timely implementation of activities in the country. (\*\*\*)

*Recommendation:* This mission recommends that, on a need basis, there should be part time support in secretarial and accountancy services for the Country Coordinators to improve on implementation, administration and monitoring/evaluation and reporting at country level. (\*)

*Recommendation:* This mission proposes that the RGB together with the RPS develop some common basic principles, minimum level criteria and considerations to be used in recruitment of personnel in the programme. These should stipulate the minimum level of merits (both qualifications and pedagogical experiences), gender participation, and quality of experiences and dedication to the goals and ideals of the programme. (\*)

*Recommendation:* This mission proposes that some minimum level of criteria should be defined and stipulated for considerations on choices of relevant subjects, target population and areas for training to avoid possibly patronage and other more personal or political criteria. (\*\*)

*Recommendation:* This mission proposes that the programme secretariat (RPS) make a job description, recruit and employ a full time qualified person to the position of Regional Communication Officer (RCO), under the Regional Programme Coordinator (RPC). (\*\*)

*Recommendation:* That the governing board together with the RPS identifies further needs, develops a strategy, decide on division of labor and an implementation schedule on how to improve on information flows and transparency within the regional programme. (\*)

*Recommendation:* This mission proposes a follow-up on the requirements, and if needed enforcement, to that all external auditing of accounts should be made by independent recognized certified accountants to assure quality of auditing results. It is also proposed that the regional secretariat presents a consolidated external audited account to the funding agency. (\*\*\*)

*Recommendation:* This mission proposes that the five performance criteria defined above, i.e. efficacy, efficiency, effectiveness, ethics and elegance should be applied in monitoring and evaluation of activities within the programme. (\*\*\*)



# 1. Introduction

## 1.1 Scope and limitations

This review of the programme covers the 19 months period from the start of the programme in February 2002 until September 2003.

The specific objectives of this mid term review are to given in Terms of Reference (ToR) (appendix 1).

In addition this mission as much as possible given the time constraints tried to assess qualitative aspects of implemented activities, regional networking, sharing of information, collaborative linkages with other agencies and organizations in the field of environmental reporting and/or creation of awareness in natural resources management in the media.

## 1.2 Methodology

The mission used the methodology proposed in the terms of reference (ToR) and read many reports for assessing the programme performance (appendixes 1 & 3).

A list of acronyms is provided in appendix 2.

The mission traveled to programme regional sites and discussed with relevant persons in Uganda, Kenya, Rwanda and Tanzania as well as with the country coordinator in Burundi while he was in Kampala and in Kigali (appendix 4).

The mission participated in a one-day stakeholder workshop in Uganda and facilitated two other one-day workshops in Tanzania and Rwanda. I also discussed with participants of the second certificate level training in Kenya (November 30 – December 12, 2003) and was present in the final ceremony and distribution of certificate of one outreach activity in Uganda.

The consultant prepared a draft mid-term review report that was discussed at a debriefing on preliminary findings on December 12, 2003 at the Kolding Guesthouse in Kampala with participants representing the Mass Communication Department at University of Makerere, the Regional Programme Secretariat and the Sida Development Cooperation Office, Swedish Embassy, Kampala.

This mission uses concepts and methods of Soft Systems Methodology (SSM)<sup>1</sup> to identify relevant activities that can contribute to the envisaged development goals as well as performance criteria.

The methodology used makes possible to look at the programme at different system levels as a stratified system. It also allows perceiving the programme from different point of references and facilitates an assessment and understanding of the operational relations between aims and means from different levels.

When discussing objectives at different levels of system, it is useful to think about activities in the context of “*to do P by Q to contribute to achieve R*”, where P is *what* to do, Q is *how* to do it, and R is *why* do it. This allows identifying relevant activities in relation to three stratified system levels simultaneously and thus to assess the efficacy, the efficiency of the activity and the level of effectiveness.

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<sup>1</sup> See e.g. Checkland, P. (1999): *Soft Systems Methodology: a 30-year retrospective*. John Wiley and Sons, Chichester, UK. For SSM in learning situation see e.g., Wilson, K. & Morren Jr, G.E.B. (1990): *Systems approaches for improvement in agriculture and resource management*. Macmillan, New York and London.

The performance criteria (the 5 E's) used in the review assessment of the programme is:

*Efficacy* ( $E_1$ ) – meaning whether the amount of output envisaged by the programme document is being produced in time;

*Efficiency* ( $E_2$ ) – meaning whether the optimal amount of resources is being used to obtain an output of the desired quality

*Effectiveness* ( $E_3$ ) – meaning whether the activity is worth doing in relation to the development objectives goals of the programme;

*Ethicality* ( $E_4$ ) – meaning whether the activity is in accordance with ethics and moral norms of the society; and

*Elegance* ( $E_5$ ) – meaning whether the activity contributes to an aesthetically pleasing transformation towards the objectives, goals and ultimate the society.

Whereas the first three criteria ( $E_1$  to  $E_3$ ) are considered in all activities, the last two ( $E_4$  and  $E_5$ ) are considered and used when applicable, and relevant for the understanding of impact and sustainability of the various activities.

## 2. Goals and Objectives of the programme

### 2.1 Development objectives

The development objectives of the Regional Training Programme in Environment Journalism and Communication in the Eastern African Region stated in the programme document are:

- I. to improve the quality of environmental reporting<sup>2</sup> in the media in Eastern Africa region with a special focus on the basin (catchment area) of Lake Victoria: Uganda, Kenya and Tanzania, Rwanda and Burundi;
- II. developing positive attitudes toward sustainable management of (natural) resources through the media;
- III. to create a cadre of experts in (natural) environmental journalism and communication based at Makerere University (Uganda) to spearhead training in environmental management.

The stated activities to reach these objectives are training, networking, and community outreach activities focusing on the role and function of environmental journalism and communication in the basin of Lake Victoria region.

The specific objectives of the postgraduate and certificate courses along with some specified principles for these and additional programme activities, such as training of trainers (ToT) courses, research and

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<sup>2</sup> The notion of “environmental reporting” used in this programme is a misconception based on the natural sciences notion of “environment”, which is the physical, chemical and biotic conditions surrounding an organism. In a societal context the “environment”, the object of environmental reporting, is much more than “pure” natural or ecological science notion of environment. It involves various human created environments closely related to socio-cultural, legal, economic, political and technological environments. In this report will be used the notion of “natural” environment to refer to physical, chemical and basic man-made biotic conditions.

publication, community outreach, and networking and advocacy are stipulated in the programme document<sup>3</sup>.

This review mission endorses the ambitions and aspirations of the programme in pursuing the development objective to contribute to an improvement on (quantity and) quality of the “natural” environmental reporting in the media with a special focus on the basin of Lake Victoria region.

However, this mission has critical considerations as to the content of all formulated development objectives.

It is important to emphasize that the state and quality of the natural environment in the basin of lake Victoria is part of very complex interactions between various other environments, e.g. social, cultural, technological, political, economic, legislative and “natural” environments.

The outcome of the interplay of these relations, i.e. the synergistic and crosscutting effects between these different environments are much beyond the scope and possibilities to control by this programme focusing on the role of media. Thus, the programme impact as formulated in the objectives needs and depends on a context and an enabling larger environment that allows for sustainable improvements along the desired development objectives.

The knowledge base of the main actors implementing the programme is communication and not environmental management research as such. Therefore, it is important to emphasize that the focus of activities and effectiveness of this programme – given the development objectives – should be directed to and measured vis-à-vis the impact of the programme on mass media houses, and journalists or communicators.

The primary targets, the customers/clients, should be media houses and the mass media product coming out of their activities, but also journalist and communicators with need to learn more about reporting on issue related to the natural environment.

It is crucial that the programme and its stakeholders be constantly aware and adopts a critical perspective on that (mass) media is concerned with *“the institutionalized production and generalized diffusion of symbolic goods via the fixation and transmission of information or symbolic content”* (Thompson 1995<sup>4</sup>, p. 26).

The mass media and the mass media houses are not “neutral”, in the sense that they are detached from the interplay of various ideological powers struggles in society and in economic relations. The development of mass media is closely linked to the development of media industries and the production of “news” as commodification of symbolic forms. This development is about symbolic goods, goods that are attached both economic and symbolic values in society.

Mass media can therefore be a powerful instrument for increasing awareness, but also, if not critically scrutinized, analyzed, and understood an instrument for intended or unintended ideological persuasion, as in the case of the genocide in Rwanda a decade ago.

Qualities of mass media products are socially determined and mediated sociality<sup>5</sup>. The programme needs to make explicit what is meant by “quality” of environmental reporting and how the programme is going to work with quality development in all aspects of the (entire) programme. It is suggested that

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<sup>3</sup> The programme document in this report refers to “The proposal for the introduction of a training programme in environmental journalism and communication for the Eastern Africa Region” appended as Annex 1 to the programme agreement.

<sup>4</sup> Thompson, J. B. (1995): *The media and modernity – a social theory of media*. Stanford University Press, Stanford.

<sup>5</sup> Mediated sociality in terms of our understanding of history, our identities and our view of the world.

<sup>6</sup> www.iso.org and Bureau of Standards in respective participating country.

the programme uses quality standards according to International Standardization Organization (ISO)<sup>6</sup>.

*Recommendation:* This mission proposes a reformulation of the first development objective with a sharpening of the focus towards influential persons in media houses and journalists with an explicit statement on criteria for quality of environmental reporting.

*Recommendation:* This mission proposes that the standards for quality development and the criteria for quality to be implemented in the entire programme should be according to ISO 9000:2000.

Another programme stated development objective (II) is to increase positive attitudes towards sustainable management of the natural environment through the media.

Society is not the negation of nature. Humans are paradoxically part of nature and apart from nature. Sustainable development, furthermore, is not a one-dimensional concept. It integrates environment with economic, technical, social, cultural and political issues. Sustainable management of resources, however, often assumes cultural adaptation to available resources.

Ecological and environmental adaptation must be put in context of places, interest groups and time perspectives.

Social formations are complex structures in which interests of individuals, individuals and groups, and different groups do not always coincide. Environmental sustainable or non-sustainable practices have therefore different significance for individuals or groups in a population and with respect to different time periods and scales.

Some techniques or social practices may have advantages and be considered sustainable for some, but not for others, such as the erosion of nutrient rich soils in the mountains of Rwanda is a source of livelihood for people in the valleys along the rivers and in the alluvial soils around the lake.

The more complex the society and the more socially differentiated the population the more environmental adaptations and sustainability will tend to conflict. And so does cultural “adaptations” to the environment.

Populations plan through culture for future contingencies and can thus never be fully adapted to present environment. If they were, they would risk being extinct in the future because environment and social conditions changes in predictable and unpredictable ways.

Restricting human perceptions processes only to changes in attitudes through communication and information flows in a socially determined media industry is a reductionistic approach. It forgoes the complex interfaces in the development of human perceptions vis-à-vis natural environment management<sup>7</sup>.

The environmental situation at any one time and place is a dynamic relation between individuals, groups and their perceived interests in the environment.

Furthermore Sida’s policy for international development cooperation in the field of culture is explicitly individualistic:

*“Sustainable development and the flourishing of culture are interdependent. One of the chief aims of human development is the social and cultural fulfillment of the individual”* (Sida 2000)<sup>8</sup>.

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<sup>7</sup> Unesco (1977): *Guidelines for field studies in environmental perception*. Man and biosphere (MAB) technical notes 5, Unesco, Paris.

<sup>8</sup> Sida (2000): Policy for Sida’s international development cooperation in the field of culture. Sida, Stockholm.

In social psychology research much efforts has been devoted to the development of sophisticated attitude measurement rather than to the meaning of concept “attitude”, which remains a mixture of opinions, beliefs and feelings that interact to form an assumed a simplistic propensity to action.

So “correct” information to influence “positive” attitudes about resources management (through the media) in this context becomes more difficult, distorted and responses less immediate and uncertain.

In order for changes in attitude be operationally relevant, they needs to be qualified in terms of time, scale and target group/customers/clients as well as related to an initial baseline study to establish base-line values and facilitate monitoring.

The focus proposed should then be limited to and defined vis-à-vis perceptions in “the target group”, i.e. influential persons in media houses and journalists, not as presently stated to the implicit general public “through the media”. It is this mission assessment that the programme, its participating institutions and individual participants, do not have sufficient technical knowledge, time, capacity or resources to work with environmental perceptions of entire societies in of the five countries.

*Recommendation:* This mission proposes a reformulation of the second development objective to focus explicitly on natural environmental management perceptions of influential persons in media houses and journalists.

The third development objective (III) is to create a cadre of experts in (natural) environmental journalism and communication based at Makerere University (Uganda) to spearhead training in environmental management.

In an educational setting the term “expert” belongs to an obsolete line of thinking when teachers (and professionals) were expected to be all-knowing persons in the subject field and with answers to all questions in whatever context.

In modern educational contexts teachers/lecturers are meant to be facilitators<sup>9</sup>. They are to prepare students for flexible adaptations to new problems and settings based on accretion of information and for processes of conceptual reorganizations<sup>10</sup>, a higher level of cognition. In order to do so they must also understand the historically based epistemological traditions<sup>11</sup> in the subject field to reach beyond sociological empiricism<sup>12</sup> and rationalism<sup>13</sup>.

Good learning will eventually provide students with abilities to develop knowledge of their own learning capacities, metacognition. This ability to transfer what they have learned to new situations is an important index of adaptive and flexible learning. and can be measured.

The assessment of this mission, focusing on the concept of “gender”, while facilitating stakeholders’ workshops, indicates that most students and their lecturers, both at postgraduate diploma and at certificate level, have what has been called “knowledge in the head, but not in the heart”, i.e. they are still at

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<sup>9</sup> Facilitation in this context is more than just allowing people “to speak their minds”. It entails aiding students to develop their learning skills, search for relevant information, scrutinize it and reflect about the historically based epistemology. This is then use for a conceptual reorganization of their knowledge base in the subject field, to achieve a higher level of cognition.

<sup>10</sup> See e.g. Bransford, J. D.; Brown, A. L. & Cocking, R. R. (eds.) (2000): *How people learn – brain, mind, experience and school*. National Academy of Sciences, Washington,

<sup>11</sup> See e.g. Bourdieu, P. (1980): *The logic of practice*. Polity Press, London.

<sup>12</sup> Empiricism (cp. inductionism) is the scientific tendencies to unreflected perceive the reality for what it seems to be.

<sup>13</sup> Rationalism (cp. deductionism) tends to see the researcher in a privileged position vis-à-vis the research object, she/he is detached from the social reality and can see research objects in an “objective” way.

a very low level of cognition. They knew about the concept, but had not been able to process and conceptually reorganize their knowledge base to draw conclusions, motivate, compare, generalize or act according to this knowledge in real life situations. The common claim was that gender thinking “is not part of our culture”. One former trainee, deemed very successful student at certificate level, even implied that the gender issue is yet another “neo-colonialist” concept forced upon their culture.

To some extent he is correct, because the concept originates from developed “western” countries and has become a “sine qua non” for funding by many developing agencies.

On the other hand, present cultural practices of gender disparities, although part of present local culture has not always been there, will not be so forever and does have unacceptable consequences for the participation of women in society, as it still does in most western cultures.

Thus the assessment of this mission is that the majority of participants in the workshops did not fully understand that gender roles are not natural science laws, but part of cultural articulations and as such changeable and, in fact, are constantly changing.

In the third development objective it is implicitly assumed that “only” the Mass Communication Department at Makerere University has the ability to develop the expertise necessary for becoming the spearhead for training in natural environment management in the region.

This mission questions this on several grounds. The Mass Communication Department personnel have no expertise in the technical aspects of environmental management. Most lecturers within the department have just recently acquired some basic knowledge on environmental issues and, judging the stated content of the various ToT trainings, even less on environmental journalism and communication. One does not become an “expert” in environmental management or management of natural resources by knowing how to produce a good quality media product about an environmental issue. Furthermore, it is not clear to what extent this natural environment knowledge is well founded among lecturers since most of them have only recently participated in few weeks “crash” environmental management training of trainers (ToT) courses.

Secondly, participation in ToT’s and subsequent lecturing within the programme is by most participants seen as a career move and as means for improving livelihood through extra curriculum lecturing. The situation becomes even more problematic due to the structurally institutionalized large needs and requirements for extra curriculum lecturing for lecturers to meet a reasonable income. The same situation occurs for lecturers in most of the regional participating educational institutions.

Lecturers’ basic salaries are generally low. There is therefore large institutional encouragements, wants and needs for supplementary income opportunities through extra curriculum lecturing in night classes or in consultancy training courses, such as training within this programme. It means that lecturers give instructions in ordinary employment at the department, in extra curriculum night classes and in consultancy based training arrangements. Salary or hourly allowances increase, but employment security decreases as they work further away from regular departmental work.

Within this structural arrangement, very little time, if at all, is left for professional development, such as time for professional reading and writing, research, skills improvement or thinking about teaching. A process of slow, and seemingly inevitable, decreasing teaching and professional quality is taking place in many of the universities involved. This occurs in spite of the few weeks of ToT crash training (in a “new” subject field) within this programme.

In addition extra curriculum department consultancies are only sustainable as long as they continue to provide for better and more competitive extra allowances for lecturing.

The sustainability issue and quality in training consultancy for the programme is already an issue at Saint Augustine University of Tanzania (SAUT). SAUT charges an informal tax of 40 percent on lecturing allowances in the programme. This “tax” is meant to provide funds for support and additional costs at lecturers’ ordinary department and for the university. This “tax system” is in addition to the institutional fund support already provided by for the university in the budget of this programme.

Lecturers complain and search for other external lecturing allowances. Those with fewer options in the market have no other option than to give extra lectures at SAUT consultancy training arrangements and pay the 40 percent extra taxes. SAUT, as a government approved non-profit institution, does not pay taxes in Tanzania.

The situation in Uganda deserves also great concern. The country is undergoing an undergraduate educational boom, partly due to higher demands of qualified manpower and partly due to large unemployment situation for young professionals with only basic education. The market for the provision of private undergraduate studies is mushrooming.

Consequently there is a high demand for trained academic teachers in private universities where salaries for qualified and experienced lecturers are normally higher. The “brain drain” from state to private institutions is already taking place and will tend to increase in the future. The more qualified lecturers will then tend to go towards the private sector or combine the better wages in private sector with the stability and recognition of state universities. For practical purposes, it means that those with less qualification or, for any other reason, less attractive in the private university market will remain at the state institution. This again may contribute to the process of decaying quality of teaching at Makerere.

A consideration, of course, is that with this brain drain from state university, the quality may improve in other private institutions and thus no big harm. But the issue of concern for this development objective (within this programme) is also the possibility of too thinly spread of the capacitated and qualified mass of personnel in both private and state institutions.

In order to develop a certain level of quality in teaching and research in the subject field, there needs to be a minimum critical mass of qualified personnel. At present and for the foreseeable future, this programme does not have the time, capacity or resources to train all the potentially needed personnel in state and private sector for the whole region. Therefore there are urgent needs for the regional board to start some strategic discussions on how to best improve quality and reasonable quantity of lecturers in environmental journalism in the region. One possibility is to implement the so far neglected higher academic education possibilities (MSc and PhD) provided for in the programme.

This mission considers further that some feasibility study should be done to explore the capacity for additional centers of excellence in the subject field, primarily at National University of Rwanda (NUR).

Academic advantages with Rwanda are that the National University of Rwanda (NUR) at Butare is being upgraded with large Sida/SAREC funds creating possibilities for synergistic effects and efficient institutional development. Also the more decentralized setting, at Butare, creates better housing possibilities for students and less urban biased environmental focus endorsed by this programme. Another advantage is that the largely bilingual NUR could also cater for future students both from (largely Francophone) Rwanda and Burundi, and (Anglophone) Tanzania.

Considerations should further be made for the support of co-sponsoring arrangements for bright students at undergraduate level to major in environmental journalism and communication where the subject is or is planned to be taught, such as at Daystar University, Kenya. Such co-sponsoring could be

payment of tuition fees for courses in environmental journalism for a few selected students. A co-sponsoring arrangement would then make possible the establishment of the subject field in undergraduate education at the university. These co-sponsoring at undergraduate level would greatly improve the efficiency of the programme and the sustainability of the subject field.

*Recommendation:* This mission proposes that the governing board implements proper strategic and policy decisions to tackle the propensity for decaying quality of training in the programme. The strategy should include the implementation of the higher academic training provided for in this programme and consider the possibilities to support and develop other countries capacities for teaching and training in environmental journalism and communication at undergraduate and postgraduate levels.

## 2.2 The immediate programme objectives

The immediate (overall) programme objectives that are to contribute to the effectiveness of the development objectives are stated in the programme document (p.27).

As stated in the development objectives “... *through training, networking and advocacy*” are the means to achieve the envisaged first development goal. The means to reach the goal are established in the statement of the development objective.

For each proposed activity there should have been explicitly specified: the objective of the activity, i.e. the transformation envisaged; the target group; the actors; the owner, i.e. who can stop or hinder the implementation; the “Weltanschauung”, i.e. the world view assumed that makes this specific activity interesting; and the social, political and economic environment that can interfere and thus causes risks in the implementation of this activity.

Some of these topics are partially dealt with in the logical frame (logframe), but as will be seen below (3.1) the logframe presented in the programme document does not reflect all of the goals and objectives as stated in the programme document.

The details of how to implement and the operationalization of each and every one of the proposed activities should, ideally, have been described in the how level of description.

The consequence of this lack of methodological stringency is a less coherence implementation. Thus, although explicitly mentioned, the activities related to networking and to advocacy have been largely neglected.

The Regional Programme Secretariat (RPS) claims that reasons for this are the cuts on fund disbursement by the donor. But, as will be discussed in funding assessment (4.5) this is not a satisfactory justification. The major reason according to this mission is the lack of stringency in the planning methodology. This resulted in neglect of these very important activities for the programme, as they are not normally part of the practices of university institutions.

Furthermore emphasis has been put on the training of (young) journalists with little status and clout in media houses. To continue business as usual is the easiest way and with high efficacy, but not the most efficient and effective to contribute to the aspired goals.

Although a necessary part of effectiveness, the training of young journalists and communicators is not sufficient in order to influence media (houses). Again, one needs to be reminded, that are (mass) media products are symbolic commodified goods.

Much more, different and combined efforts in training, networking and advocacy should also be made to improve the understanding and changing perception of management in media houses on natural environmental management and this should not be done through ToT's as has been done in some cases.

Activities that could be pursued are: editors breakfasts, breakfast "seminars" where scholars, politicians, and experienced journalists can sensitize a network of editors in communication and environment issues; field trips where environmental and social scientists can explain "in situ" the interactions between the natural environment and social, political, economic environments; shorter targeted training courses or recurrent training days with designed curriculum to improve quality aspects in media reporting and management.

*Recommendation:* This mission proposes that the programme should develop and implement strategies, policies, and plans for training, networking and advocacy vis-à-vis managerial staff in media houses. This would improve the efficiency and the effectiveness of training efforts in environmental journalism and communication.

Many of the stated immediate objectives of the programme mention or aim towards the equipment of basic skills in environmental journalism. A more difficult level of learning is that of understanding. All learning is based on previous learning, irrespective of the quality of knowledge acquired. Thus, it is not uncommon that knowledge is based in misconceptions.

The difficulty in understanding lies in that it involves some measurement of re-conceptualization of previous misconceptions, but also the understanding of the context of the knowledge, i.e. the historical epistemology, of subject fields. This is definitely not something that a less experienced student is fully able to comprehend and appropriate in a "crash" training course of two or three weeks as have been done in certificate training courses with undifferentiated curriculums and as many as over twenty different modules in many academic disciplines.

The most difficult level of learning process is that of meta-cognition, i.e. the ability to develop knowledge about our own learning capacity. In practice it means the ability to understand processes and the context of one situation and be able to appreciate, transfer, adapt, and utilize previous knowledge and experiences in new learning processes and contexts. This implies a higher ability of conceptual reorganization.

The level of understanding should be possible, feasible and desirable to improve upon for some motivated participants of the various training activities. To do so, more consideration should be taken to motivations, culture, and the previous experiences and knowledge of targeted training participants.

In most of the certificate level and outreach activities levels of experiences, level of previous education and opportunities to participate in training vary considerably and in most cases they are unknown to the trainers. Knowing previous knowledge, experiences and motivation of the targeted participants would increase considerable the wanted learning process.

Consequently there are huge scopes and possibilities to adapt the choice of modules, and curriculum as well as didactics considerations – what, how and why – in training to specific target population. This could be done through, in a specific training course opportunity, select those with more advanced experiences in journalism and communication or those with little formal education and experience. It could also mean specifically targeting e.g. women involved in communication and information. The later example could be targeted for training in environmental topics of special relevance for women gender roles, such as water quality and firewood management. Considerations could then also be taken to time

and place of training due to women's roles in the family situation, but also to the provision of necessary resources for caring for children while training is taking place.

*Recommendation:* This mission proposes that the RPC and the governing board stimulates and support the development and understanding of need for more adapted curriculum, didactics and pedagogical considerations to knowledge and experiences of specific target group participating in training. This should be done to improve the possibilities to increase learning of skills and understanding of environmental journalism and communication.

This mission is also concerned with the immediate objective of increasing and meeting the needs of journalists and communicators that want to specialize in the subject field at higher academic level. It is a common and recurrent question in all meetings with students and other stakeholders as to what Sida and/or the programme can contribute to sustain and further development skills, practices and status among former trained journalists or communicators, at all levels of training.

Invariably the question is put in terms as to the possibilities for extra support and resources for networking or further higher education. Thus many former trainees perceive the training as a carrier movement, perhaps leading to more and better employment situation and/or higher remuneration, not necessarily within the field of environmental journalism and communication. But different countries have different labor market for higher academic educated (environmental) journalists, the two extreme positions in this continuum being Uganda and Rwanda.

In Uganda, with an abundance of poorly formally qualified journalists, much more than what the media houses can absorb, there is reluctance among editors to employ more academic qualified journalist. They are likely to demand higher wages, more permanent working relations and higher fringe benefits.

On the other hand, in the case of Rwanda there is a want of higher educated and experienced journalists due to the previous political unrests in the country, but there are no possibilities to get sabbatical leave for higher academic studies if you work at the National University of Rwanda (NUR). There is simply not enough qualified personal in the country to meet the needs and wants of media institutions. The result is that there are few immediate incentives to participate in postgraduate studies due to the uncertain work situation for the returning students, even though logically there should be a demand for their knowledge, hence employment opportunities once they return to the country. But these seemingly uncertain work opportunities clouds the perceptions of Rwanda student as to participation in higher academic studies. These conditions are also clearly reflected in the low level of participation and even abscondment of Rwanda students at the postgraduate diploma level.

The case of Burundi is somewhere in between. State owned radio and television stations not only allow, but even provide salary during sabbatical leave, whereas private media houses will discard those that go for further training.

*Recommendation:* It is recommended that the members of the RGB/RAEB and the RPC takes a more active role in the advocacy and support of training practices, internship possibilities and study leave opportunities (paid or unpaid) that can lead to better and improved quality of environmental journalism and communication in the region.

Other possibility is to improve the status of environmental journalists in particular and cater for sustainability of the subject field is to develop yearly national, and perhaps, later on, even regional, competitions with prestigious awards for various classes of media reporting on environment, such as best environmental new, best radio environmental production, best environmental television production, best environmental photo, etc...

*Recommendation:* It is recommended that the programme and the secretariat are instrumental in working out a strategy and make decisions for support, the establishment and implementation of prestigious environmental journalism awards in the various participating countries in the region.

Other considerations are the networking among themselves and among other stakeholders and enabling possibilities for solidarity and proper environmental coverage after the completion of training.

There are already environmental journalist networks in the region, one supported by IUCN and funded by Sida and another supported by UNEP<sup>14</sup>. The details, discussion and further considerations on this topic will be addressed further on in 4.2.

## **2.3 Objectives of activities**

Some objectives are specified at the level of the proposed activities. These “activity level objectives” are thus means aiming to contribute to the effectiveness, i.e. the immediate goals but also to contribute to the development objectives of the programme.

### **2.3.1 Objectives of the Postgraduate diploma courses**

The objectives at the Postgraduate Diploma activity level, i.e. the means to assess the performance criteria of the programme are specified in the programme document.

This mission has no further considerations on the activity objectives of the postgraduate diploma courses other than those comments discussed in 2.1 in connection with the development objectives. Further considerations on implementation and an assessment of the activity will be given below in output and assessment of training 4.1.

### **2.3.2 Objectives of the Certificate course**

The objectives of the Certificate course action level are specified at two levels, a level of goal and a level of immediate objectives.

#### *Goal of the certificate course*

The goal of the certificate course is stated in the programme document as:

*“Develop human resources for effective basic environmental information gathering and dissemination so as to attain a better-conserved environment at the grassroots level”.*

This stated goal is much more complex and apprehensive than the programs present development objective. Thus the activity to be done is the “development of human resources” through “effective processes of gathering and dissemination of basic environmental information” because this activity is to contribute “to attain a better-conserved environment at grassroots level”.

This mission is not questioning the desire to attain a sustainable management of natural resources at grassroots level. The concern here is, again, with the focus of activities. A general desire for a better-conserved environment is in fact much beyond the possibilities to directly influence by this programme due to the complexity of the interplay of the various types of human created environments involved. The necessary resources, means, technical knowledge base, and capability to do so are beyond what is available for this programme. It then becomes a fuzzy goal and therefore impossible to measure in terms of performances and any possible impact by this programme.

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<sup>14</sup> For report on the first workshop see: [http://www.unep.org/ROA/DOCS/Ms\\_word/First%20Workshop%20for%20Environmental%20Journalists-Report.doc](http://www.unep.org/ROA/DOCS/Ms_word/First%20Workshop%20for%20Environmental%20Journalists-Report.doc)

It could then be claimed that everything that contributes to this fuzzy goal is an impact of this programme. Everything that does not contribute to this fuzzy goal, can be attributed to some other actors in the same field, someone outside of the sphere influence of this programme, such as other non-governmental organizations (NGO's) or community based organizations (CBO's). The causal relationships are impossible to establish with any degrees of certainty.

It is therefore again necessary to point towards the issue of focus of programme and the effectiveness of the activities contributing to the development goals of the (entire) programme. It is this mission's opinion that the focus or target groups ought consistently to be media houses and people involved in activities directly related to the production or dissemination of media products or environmental information.

*Recommendation:* This mission proposes that the objectives at various levels of activities should be coherent and consistent with the development objectives and the target groups of the programme.

#### *Certificate course immediate objectives*

The immediate objectives of the Certificate course activity are stated in the programme document (p. 33).

The experiences of practical implementation during the reviewed period indicate that much more thoughts and efforts need to be placed into the formulation and operationalization of these stated objectives. See further discussion in the assessment section 4.1.3.

### **2.3.3 Research and publication**

The objectives of the research and publication activities are the creation of effective means of disseminating environmental information. This is to be done through the exploration of “the strategic linkages between and/or environmental journalist and communication” assuming that this action is crucial in the fight against environmental degradation.

The objectives of the activities assume that if only research and effective dissemination of environmental information than environmental degradation will decrease. This reflects a simplistic perspective on the interactions between information, environmental situation, mass media, and society. It forgoes all other environments that influence the outcome of the environmental situation. Environmental information through mass media is a necessary, but not a sufficient condition for a more sustainable environmental development.

The focus of the research activity on “effective means of disseminating environmental information” is strongly supported. The field of communication is where it is expected that this programme have an advantage and a role to play. Thus it is necessary to keep to the focus and not “diluting” the focus towards environment research in general as we have seen in many others more diffusely formulated objectives in this programme.

*Recommendation:* This mission proposes that the research should be limited to the field of media and communication with topics related to natural environment and sustainability.

Further recommendation concerning research and publication are made in section 4.3 below.

### **2.3.4 Community outreach**

This mission has serious concerns about this activity and its objectives. To large extent the training component in communication and information coincides with the training at certificate level and should therefore be incorporated into that activity.

The second and more serious concern is the acting as if doing environmental extension work, which is not the field of expertise of the institutions or teachers/lecturers participating in this programme. There are other government agencies, NGO's and CBO's with much more local presence and better informed on relevant environmental issues and technologies. And a third concern, as evident from the certificate granting ceremony, the involuntarily "patriarchal" attitude of academic educated lecturers, an attitude that becomes even more accentuated in a "graduation" certificate distribution ceremony with representatives of the local civil, political and academic elite.

Furthermore, since there is no baseline studies and there are likely to several community or non-governmental organizations working in most easy accessible, "tarmac road biased", communities. It becomes then very difficult, not to say impossible, to measure performances of this programme activities with any meaningful causal relationship.

Beyond these are the lack of knowledge of the academic personal about the "real" issues and the local environmental situation at community level. This creates a propensity to involuntarily become manipulated and part of the local political and social power struggle. This reinforces the patriarchal tendency already present in this activity. It is very likely to become a "top-down" approach as well as an "exotic" and well-remunerated activity for academic personnel with no or little expertise on the social and technical possibilities to improve the natural environment situation.

However, there is much to be said that communication and information techniques should be taught to personnel doing environmental extension and education work at community level. But, this could better be done by pedagogy-trained personal, as it is not something specific to environmental information.

Another consideration is that if there is need to include some elements on training in journalism and communication in this specific type of activity, this should be done by good trainees at postgraduate or certificate level training. They need to work with their acquired knowledge, to be employed and earn some income and are more likely to share, or at least be closer to and understand better, the people they are training. Thus the role of this programme should be in facilitating the collaboration of educators or former trainees with the various agencies involved in environmental extension and education.

*Recommendation:* This mission proposes a discontinuation of the outreach activities as envisaged by this programme. It does, however, encourages the establishment of networking linkages for exchanging ideas and information, as well as moral support and some limited collaboration, mainly through former good students, with other organizations involved in environmental training and education at community level.

## **3. Programme activities**

### **3.1 Logical framework**

The activities to be carried out within the programme have been identified in the context of the objectives mentioned in the programme document. It envisages three development goals commented in some detail above (section 2.1).

The logical framework analysis (logframe) presented in the programme document, heading 17 (p. 58–63), however, is limited only to training activities stating the following aims/goals:

- i. To increase the level of environmental awareness among journalists and the general public in the Eastern Africa region through the training of 25 environmental journalists and communicators at postgraduate level per year through out the programme period.
- ii. To increase the level of environmental awareness in Eastern Africa region through the training of 250 rural environmental journalists and communicators from each partner country at certificate level per year until the 5<sup>th</sup> year of the programme.
- iii. To strengthen the institutional capacity at Makerere University by equipping the Department of Mass Communication with skills, equipment and resources in order to provide training of trainers skills to environmental journalists in the East Africa region.

A more specific log frame analysis of the certificate course modules was presented at the final Regional Narrative Report January–June 2003 (p. 71).

No other revised logframe document has been presented or made available for this mission.

There are several considerations to the programme logframe. First, Sida never adopted the original programme proposed in the Programme Document. The proposed five years were reduced to three years and the amount of total funds was adjusted, thus the total amount to be produced outputs must be adjusted accordingly.

Even with the above consideration there is a mismatch in the proposed efficacy, the output in terms of number of trained community-based journalists and communicators, between the main programme document text (p. 36) and in the logframe presented as part of the same document. Thus in the text it is envisaged an average of 100 trained per country and year (altogether 500 trainees per year), in the logframe (p.59) it is stated 250 per year and country (a total of 1250 per year) only at certificate level.

Secondly, there is a mismatch between development goals and the activities covered by the log frame. The log frame is limited to only one specified activity, training. No specific logframe is presented for the other proposed main activities, networking and advocacy.

In the original log frame it states as the goal the “reduced environmental degradation in Eastern Africa region” and subsequently uses objective verifiable indicators and means of verification accordingly assuming that “an environmental journalism administration, financial flows and accountability training programme /.../ is the most effective means of reducing environmental degradation in the region”. The correspondence and plausibility of this goal and the assumptions on the role of mass media is questioned by this mission and has been discussed at some length point 2.3.

Some of the objectively verifiable indicators in the logframe are about technical implementation capacities much beyond the control of this programme. Furthermore, in means of verifications are stated comparisons with a never implemented baseline survey information or any more rigorous documented surveys on numbers of environmental newspapers in each country or numbers of participatory research covering formerly degraded areas.

The general conclusion of this mission is that the log frame presented in the programme document is careless made and has never been implemented.

*Recommendation:* This mission proposes a recurrent updating and an implementation of an updated logical framework that reflects the changes and improvements made during programme improvements. It should reflect all the development goals, relevant objectives, and activities but also specify both quantitative and qualitative aspects.

## 3.2 Action plan

A revised action plan named “Strategic plan for implementation of the regional training programme, February 2002 – June 2005” was made available to this mission as an updating, up to September 2003, by the RPS. According to the title of the document, the plan has been appended in one- to this mission – unknown project report as appendix XIX. It is even mentioned (but not physically attached) as appendix IV to the final Regional narrative report January – June 2003 presented to this mission.

All of the activities in the strategic plan within the reviewed period had been completed in accordance with the revised plan. However, there are some consideration to be made regarding the time frame and reporting.

The time frame concerns the difficulties in timely disbursement of funds from donor to the regional secretariat and transfer of funds from the regional secretariat to the participating countries (see 4.5.1). The reporting issue concerns the completeness of reporting, where country coordinators are not delivering country reports on time to the secretariat.

It was envisaged that there should be a bi-annual narrative and accountability reporting and an annual external audited report. This reporting has been made to satisfy Sida’s demand for six-months reporting in order to qualify for next six-month fund budget requests. The problematic situation is that there is little stability in timely funding availability and therefore making it difficult to have a longer horizon in report planning. The practical consequences of this untimely disbursement from Sida (from 20 days to 5 months after requisition), the delays in handling budgets within the secretariat, and the transfer and availability of funds disbursed from the RPS (from 3 days to 2 months delay) is that country coordinators tend to hasten to produce quantitative results in order to justify received funds and qualify for next round or delay reporting. In the case of external audited accounts for Rwanda for the first funding year, it was produced one and a half year after receiving the first amount. Either way, a report is sent to Sida, sometimes not complete, other times forcing hasty and less qualitative work to fulfill reporting requirements.

See below (section 4.5) for more detailed comments and recommendations related to funding and to report time.

## 3.3 Internal evaluation

Internal evaluations were carried out in June of 2003. The results were presented in the Narrative Report January to June 2003. The assessment was based on a semi-structured questionnaire prepared by the RPS. The target was the coordination and administration of the country program, financial arrangements, programme impact and challenges to be met.

This mission sees this self-assessment as a valuable and important activity. However, no information is provided on the criteria used to choose the different teams, except that they work at the Mass Communication Department at Makerere. The team of the Uganda internal evaluation is not mentioned in the evaluation document.

The internal evaluations points out shortcomings and positive experiences, but also improvements and challenges to be met by each country. There is however, no specific information on how the team cross-checked and assessed information obtained that was not readily available in the office or already presented in country achievement reports.

The country coordinator provided most information, therefore there are risks for biased information. There is no baseline information on country situation prior to programme implementation of activities and no systematic follow-up on training has been made in the countries.

A questionnaire was also used to interview some former participants in training activities. Invariably the interviewed former trainees were positive to the training although some pointed out the difficulties to absorb the amount of information in the short training period, the too theoretical approach and the lack of proper training equipment.

The self-assessment produced plenty of information on efficacy (outputs) and need of further improvements. The view of this mission is, however, that it did not produce and corroborated sufficient evidence to make possible an assessment of the efficiency and effectiveness of country activities, i.e. on optimal use of resources and on the resulting impacts on public awareness on environmental issues in line with the stated objectives.

## **4. Outputs and assessments**

### **4.1 Training**

The major concern of this mission, besides efficacy, is the quality of the training, i.e. improvement in the level of cognition. Eventually the impact and the sustainability of the training efforts in society will depend on quantity and quality of training. The latter intimately linked with the quality of the learning process, i.e. the level of re-conceptualization of knowledge achieved by trainees' on "natural" environment and reporting.

Another concern is the target groups for training in order to make way for the desired impact. As has been discussed and proposed above (section 2.1) there are needs to focus training to more specific development objectives and on the necessary corresponding target groups, specially on management and senior personnel of media houses and other natural environment communication providers such as government agencies, CBOs and NGOs.

It is important to acknowledge that former trainees in some narrative reports and participating at the different stakeholders' workshop testified to that the training activities actually resulted in more media products related to environmental management after their completion of training courses in this programme.

Some country coordination offices, e.g Rwanda, have made an attempt to organize a filing cabinet system or collect information on improved quantity of environmental reporting to be able to show the impact in the media of programme activities,. It must be considered, however, that there were relatively few media products available and that some of the media products are often produced on a contract basis with the country coordinator, e.g. in Tanzania and Burundi.

The aspired improved quality of reporting as a result of the training was furthermore difficult to ascertain due to lack of baseline comparisons and even that the linkages to the training program is not very clear. Similar type of media products in environmental journalism and communication were already reported in the Sida feasibility study of the programme by Bjerström, dated November 1999.

Several participants of previous training courses at the various stakeholders' workshops gave also testimonies to that organized broader environmental related efforts were being made. Examples were given that local groups working with specific environmental issues had been started and claims were made that this was a result of training activities in environmental journalism and communication.

There are, however, no detailed records of these actions and less so on eventual resulting effects directly connecting them to environmental journalism and communication activities. Groups may have many other influences, good reasons, and intentions to start environmental management related actions.

A concern is if the technical recommendations provided by this programme are faulty or can have other unforeseen negative environmental side effects due to the limited environmental knowledge of most trainers.

Environmental extension towards the general public should not be the primary goal for this programme as argued before. These actions are unpredictable, beyond control of the programme and of what should be its scope and development objectives focus.

It is still not possible to establish effectiveness and the extents of any actual tangible impacts of these programme activities or the direct causal relationship to the actual training activities. No such records are available in the programme. This is even more problematic, if we focus into the effectiveness vis-à-vis impacts in media houses (and media) due to lack of baseline studies.

At community level impact there are only very few ad hoc attempts, not rigorous enough, to actually follow-up any tangible impacts in the media.

Additional factors add to the complexity of the assessment of tangible impact for the reviewed period. Factors such as the largely indirect environmental effects envisaged in activities within sub-sector programs in education and, in communication and information, as well as the relatively short time the programme has been in place. Furthermore, the lack of baseline values makes it difficult to assess more profound tangible and/or intangible effects due to the increase of quality in environmental information.

Baseline surveys should cover both media houses and other organizations involved in natural environment communication as well specified according to different types of media productions. In order to do so there are needs to specify criteria for “quality” of reporting.

Furthermore special emphasis should be given to the training of management and senior personnel in media houses and communication organizations. Training does not necessarily imply formal lecturing, but could be organized as management/editors breakfasts, seminars, in-house training or coaching, organize meetings and field visits with environmental scientists or relevant organizations.

*Recommendation:* This mission proposes the realization of envisaged baseline studies on quantity and quality of natural environment reporting in mass media at local, country and regional level for future monitoring and assessment of training impacts. Training activities should also focus on management and senior personnel in media houses and other organizations involved mass communication.

#### **4.1.1 Postgraduate diploma course**

At the time of this review only one batch of postgraduate students have been trained. It was envisaged that there would be 25 students per batch, 5 students from each of the participating countries.

At the beginning of the first course only 18 students (72% of places available) were deemed academically qualified and enrolled, of which 4 were Tanzanians, 4 Ugandans, 3 Rwandans, 3 Burundians and 4 Kenyans. One year later, 11 students (44% of places) graduated and 4 students are pending course work or failed exams.

The three Rwandans absconded due to alleged security reason after registration and receiving allowances for the first semester. The understanding of this mission is that the reasons are to be sought in family situations, living conditions at Kampala and the non-academic recognition of a diploma degree

in Rwanda and, for some, employment security. The programme never reclaimed the advanced allowances. Even one Tanzanian student absconded later on. No justification was available and only a notification was made that it would be notified to university. There was no information available about how this was followed up by the programme.

For the second course, starting October 2003, the governing board decided that there should be 30 students in total, 6 from each country. Only 23 students (76% of places available) were registered from participating countries plus one from Cameroon, with own funding arrangements.

Thus the performance for the first postgraduate course in terms of efficacy and efficiency are not very favorable. The course clearly underperformed, and this before any measurement of effectiveness in terms of quality of learning. Learning quality is further influenced by low English language proficiency for students from Burundi and Rwanda, and low computer literacy. It is also influenced by living conditions for participants as will be discussed below.

*Recommendation:* This mission proposes that the secretariat and the Regional governing board seriously consider and develop strategies, policies and implement activities to improve efficacy, efficiency and effectiveness of postgraduate courses. Part of these considerations should cover possibilities for extra tutorial arrangements on a need basis and develop assessment for quality of learning.

After interview with 7 of the 11 graduating students they pointed out several issues that influenced the performance of students in the first course. One is the lack of equipment (e.g. computers and printer) due to late arrival. Equipment for technical skills in media technology training was ordered in November 2002, one month after the start of the course. Due to cumbersome procurement procedures they were delivered in July 2003 with exception of course books. Course books were expected by December 2003, thirteen months after ordering and two months after the commencement of the second one-year course.

Replacement literature for the courses was not always available due to too few copies in other department libraries. Students also complained of the uneven quality of lecturers. According to them some lecturers were well qualified, others were taken in to fill gaps. Some pointed out issues of fragmentation of the knowledge, i.e. inability to relate to other topics or modules in the course, and the too theoretical approach contrary to the stated objectives.

Most of the negative experiences of students are related to not sufficient allowances and poor accommodations. All students interviewed (7 in the first course and the collective in the second course) complained that allowances were not sufficient. Some at the first course even told that they had to forgo meals to be able to pay for copying, computer work and printing to deliver required course work.

Postgraduate students receive a scholarship in Ugandan shilling corresponding to between 900 – 1000 US dollars<sup>15</sup> per academic semester (17 weeks) plus tuition fees. Calculating with needed five months presence at Kampala, it is roughly 180 to 200 US dollars per month and little less than the basic monthly salary<sup>16</sup> of the lowest paid lecturer and much beyond any support provided for any ordinary postgraduate students at Makerere. Allowances are not paid for internship and fieldwork periods and are inclusive costs in required course materials and assignments.

Although recognizing the general difficult situation for students and staff at the university, the concern of this mission and of the programme is with learning situation and performance for students within

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<sup>15</sup> Variation due to exchange rate variations.

<sup>16</sup> Basic salaries can be supplemented with extra curriculum lecturing in night classes and consultancy based training. Basic salaries at Mass Com. Department vary from about 200 to 500 US dollars per month.

this programme. There is no point to provide for a costly course when efficacy, efficiency and effectiveness performance are questionable.

A thorough discussion and scrutinizing of students' budget management with the on-going course students indicate that allowances paid are not sufficient and interfere with the quality of learning. After costs for food and lodging students remain with about 100 US dollars per semester (5 months) to cover health and medicine, hygiene articles, clothing, telephone, stationeries, photocopies, printing and research costs. During the internship of two months and for the major project research work, students have to provide for their own costs and support.

Hostel accommodation situation for the students are beneath reasonable living and learning conditions. Most students share crowded rooms (4 in a small room) with only one minor working/study table. Collective sanitary conditions are very basic and cooking is not allowed for security reasons. Thus the physical and psychological conditions for studying and learning in hostel are not appropriate. The RPS claims that this situation is self-inflicted because students are free to choose their own accommodations. Given that all students complain, this is an issue that needs to be resolved with the support of the programme secretariat as it has serious implications for the quality of learning process and ultimately on the effectiveness of the training.

*Recommendation:* This mission proposes that the secretariat immediately start discussions and consultations with students to resolve issues of scholarship allowances and accommodation for postgraduate students in order to contribute to improved quality of learning and effectiveness in postgraduate training. Considerations should also be taken towards possible increase in allowances to cover internships and project research costs. Programme management support should also be given to provide for suitable accommodations and learning conditions.

In the general comments to the learning objectives of training courses made earlier (section 2.2), discussion and recommendations are made concerning skills and understanding in learning processes and the participants desire for more possibilities and higher academic specialization.

It is not sufficient to hope and believe that the information provided by interested journalists and communicators may have direct tangible impacts in environmental management. There is, therefore, a need to increase and emphasize the exploration and possibilities for expanding linkages, contacts and better opportunities for internships in media houses. There are also needs to improving support and advocacy roles in the promotion of diploma post-graduate students within the regional training partners, other training institutions and within organizations concerned with information in management of natural environment.

However, there is much to be said that the possible and feasible improved communication skills that students have acquired during the post-graduation course could well be used for gainful employments as facilitators and in collaboration with some more technical oriented natural environment management projects within different organizations and agencies such as those dealing with fisheries, forestry, agriculture, land husbandry and animal husbandry.

*Recommendation:* That the programme develops strategies for linkages and possibilities for internship, research projects and/or gainful employment within media houses and other natural environment related organizations with needs and wants for facilitation and communication knowledge as part of their activities. Strategies, policies and management support should also be developed to encourage students to do internships and/or project research in another country in the region to improve regional practical learning.

#### 4.1.2 Training of trainers' (ToT)

Training of trainers' courses has been arranged in Uganda, Kenya and a one-day ToT in Tanzania. The first a two week training with 17 trainees from Burundi, Tanzania, Uganda and Rwanda, of which five women. The second also two weeks had 15 participants, of which seven women, from Kenya and Tanzania. The Tanzania was only to inform trainers on the objectives of the programme.

These training must be considered a very basic introduction to the field bearing in mind the time and content of training. The overall emphasis was on basic information on natural environment management, less so on media and communication reporting and production, and about some skills necessary to appreciate basic natural environment situations.

It is important that lecturers and trainers in environmental journalism related activities have some understanding of what environmental management is all about. But one should not fall into the illusion that the trainees have become fully-fledged natural environment technical experts after a crash ToT-course in environmental management, this would be very close to dilettantism.

The field of environmental reporting is a new subject field for the majority of the participating lecturers/trainers. The implication is that this acquired superficial natural environment knowledge can be seriously questioned and/or misused in any more advanced type of environmental extension activities such as is indicated by some of the encompassing and more ambitious objectives of training activities.

However, there are needs for further training of trainers in the field of environmental journalism and reporting, and in education/pedagogy. This training should be done by more experienced trainers in both specified fields. Some of the other programme lecturers in social and science subjects should also be given opportunity to participate in this ToT-training to increase their understanding for the inter-linkages between science and mass media production.

The involvements of specialized environmental journalist from other countries proposed in the programme document have not been realized. Claimed reasons are the demand for too high training fees<sup>17</sup>. It is this missions understanding that this issued has not been vigorously enough pursued by the regional secretariat. There are possibilities to pursue the matter further through contact with the Nairobi based UNEP or IUCN environmental journalist networks.

The further academic training for M.A. and PhD. in environmental journalism and communication envisaged by the programme document has not taken place.

*Recommendation:* This mission proposes that continued and more persistent efforts should be made to provide for further qualified ToT-training in environmental journalism and in education/pedagogy for trainers in the programme. The participation of some programme lecturers in other relevant social or science subjects should also be made possible to increase the mutual understanding and of challenges in the subject field. The programme should also make more efforts to accomplish the planed higher academic training in the subject field as part of the sustainability of the programme.

#### 4.1.3 Certificate level

Length of training at certificate level varies from two weeks up to six weeks<sup>18</sup>. In the programme document it is, inconsistently, stated that they should be of one month (p.32) and three weeks (p. 34).

Different curriculums have evolved for this training- this mission has seen one produced centrally by the regional secretariat and another produced by SAUT.

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<sup>17</sup> The programme pays a professional fee of \$ 400 US dollars per day to trainers in ToT courses plus subsistence and accommodation at a rate of \$150 US dollars per day.

<sup>18</sup> A certificate course of six weeks was being planned in Tanzania when the mission visited SAUT in December 2003.

In the process of curriculum development the broadly specified eleven course modules in the original programme document have been extended to 22 and 23 modules respectively. Course length has been reduced from three weeks or a month to two weeks according to RPS and extended to as much as six weeks in a discussed course in Tanzania. The internal programme evaluation went as far as to recommend Rwanda to conduct certificate training for one-week (residential) course.

In terms of efficacy (output) the participating institutions have largely produced the amount of trainees envisaged for the period. In total 270 trainees received certificate training during the reviewed period. Altogether 85 women (31 percent of participants) were trained, but the proportion varying in different countries and courses. From an unspecified “few” in Rwanda to as much as 50 percent in one course in Tanzania, most courses varying between 30 to 40 percent women participation. But efficiency and effectiveness, in terms quality of learning, can be questioned.

Although many former students testify that the training has meant much for their understanding and the way they report on environmental issues, it is not very clear what it means in practice, because of the lack of baseline studies, organized filing systems on media products and of follow-up on training.

Very few trainees are likely to not have learnt something out of the training and even fewer are likely to admit it while expecting continuing favors or possibilities to obtain further training and career improvements. Furthermore, many former students and course organizers, in various countries, have clearly indicated that there are too many modules and/or content for too short time of training. There have also been complaints that curriculum are too theoretical. This is even more demanding for most of the unaccustomed students at certificate level. It takes special educational efforts and time to re-conceptualize their environmental knowledge. In addition, the experience and knowledge background of participants vary considerably.

The regional secretariat claims that it is not feasible to have a three weeks training course due to family commitments and need to earn wages for the participants. The Tanzania experience points in another direction, that it is not feasible to provide for a reasonable qualitative learning with all the modules in only two weeks course. Thus both are problematic. It depends from which angle one is looking. From one side, the wage earning needs of participants and from the other, how much can low educated pupils learn in few weeks of intensive and multifaceted training course without having the necessary study and learning skills?

This mission proposes an improvement that tries to meet both perspectives. The proposal is reducing the course to three weeks with not more than 12 modules. The course would be divided into two periods with a wage-earning practical journalism pause of one to two weeks in between. This would provide for an initial week concentrating on basic skills in journalism and broad environmental reporting. It would then be followed by a course pause for practice, wage earning, family rearing and on-the-job practical training, etc. of one or two weeks. Finally, a concluding two weeks course for deeper learning based on previous knowledge and acquired experiences from practical writing skills during the practical period.

Another improvement could be to target different levels of knowledge and adapt curriculum suitably to the level of experience and knowledge of the targeted trainees.

Yet another issue here is the low rate of women participants in most of the certificate courses, especially in Rwanda and Burundi. This could be resolved by making and adapting courses in form and content so that it meets the needs and requirements of female participants as has been discussed above.

*Recommendation:* This mission proposes that certificate courses should be three week divided into two course periods with a practice pause after the first basic training week. Institutions should limit the

amount of modules to maximum twelve during the courses to avoid learning fatigue and loss of effectiveness. More efforts should also be made to improve recruitment of women participants in training.

The training and the certificates issued by the programme in the different institutions are not comparable in form or in content. On the other hand, different institutions issue the certificates and the programme document does not establish criteria for the issuing of the certificate, whether it is for participation or for merits.

At present no institution is giving award for knowledge acquired, only for participation. And even so, there are no specific criteria for how much participation is required. Thus, the eventual value of a certificate in career development or as a manifestation of possible knowledge and impact in reporting quality varies considerably.

To contribute to developing basic skills is not a very high level of learning process as has been discussed before. Besides, many other organizations are often involved in environmental awareness work at district level. The question that arises is whether this basic skill development can be done with greater efficiency in other contexts, such as in collaboration with churches, schools, community based organizations (CBO's), non-governmental organizations (NGO's) or governmental agencies, such as agricultural extension or community development authorities.

It is this mission's firm belief that there is much to be gained in efficiency and effectiveness by improving on collaboration through networking and linkages with other agents of environmental change at district and country levels.

It should further be considered whether there are always need for highly qualified and more expensive academic personnel to facilitated certificate training. In terms of costs and learning efficiency as well as social proximity, it may be better to make use of former good diploma students and even some of the more experienced certificate holders as teachers in certificate training. This would generate a desired multiplying effect, create job opportunities for trained students, and improve sustainability as some of the already trained can use their knowledge in practice instead of becoming unemployed or search for higher academic training outside the subject field.

While looking at efficiency and sustainability issues, it is also deemed important to seriously consider how many employed journalists and communicators and active earning persons in this field are there need for at this level of knowledge. This pondering is relevant given the lack of enabling environment, e.g. political will, environmental law enforcement, conflict of interests in resource use, livelihood conflict, but also the low status of (environmental) journalism, and the high unemployment rate for low level trained journalists in some countries, such as in Kenya, Uganda and Burundi.

*Recommendation:* It is proposed that the governing board and the RPS seriously considers the possibility to improve on the costs and learning efficiency of the certificate training through networking and collaboration with other stakeholders in the field and in the areas where the training is to take place. The use of former trainees at diploma and certificate would also improve costs and learning efficiencies as well as sustainability of this activity.

#### **4.1.4 Community Outreach**

An assessment of efficacy of the community outreach training indicates that about 210 trainees have participated in training during the period reviewed. Of these about 9 percent are women participants, varying from nil to 27 percent in different courses.

The needs for collaboration in facilitation with institutions with more science and technical knowledge have been emphasized in previous recommendations.

The case and challenge is to work out a system that in a methodical and efficient manner will collect and critically assess information on the needs, wants, knowledge, and motivation of the local community in relation to environmental journalist communication training. This will also be a basis for future follow-up assessments of impact and sustainability of the interventions. A proposal along these lines has already been dealt with in an earlier recommendation on environmental journalism and communication baselines studies.

This mission has serious considerations as to the type of training been given in the outreach training. Although some are very ambitious and (seemingly) very good<sup>19</sup>, they do not focus on media and communication but on “traditional” community development or technical environmental extension. In the opinion of this mission, this should not be continued, because this should not be the primary objective of this programme and there are serious risks of acting in a dilettante way.

With few exceptions, lecturers do not have the qualification for this type of work. There are plenty of other institutions and organizations that have personnel with better qualifications, resources and focus on this type of work. The focus for this programme ought to be related to media and communication.

However, there is a case and a challenge to train local communities in other means of communication not used in present more academic and extension type of outreach training. These are the development of communication forms utilizing the common heritage in oral tradition like folktales, drama, local village radio or even village loudspeakers systems etc. to inform, motivate, discuss and make aware on environmental management local issues in the same manner that e.g. TASO and other health communication institutions are successfully using local radio stations to improve awareness in HIV/AIDS communication.

A word of caution is needed, however, due to the tragic role of local radio in the recent conflicts in Rwanda and in Burundi. Lessons should be learned from these events and avoided in future communication work.

*Recommendation:* This mission proposes that the regional governing board should reconsider the appropriateness of the extension emphasis in community outreach training in this programme. Part of these reconsiderations should be on improving efficiency and effectiveness through identify, develop, train, promote, use and assess impacts of other less common and prestigious means of mass communication to be used in local community settings in collaboration with other local community organizations.

## 4.2 Networking and advocacy

The objective of enabling and establishing network among journalists and communicators at district and community level is stated in several places in the programme document. The question is how to achieve this network. Former trainees clearly wanted possibilities to keep up linkages and networking with colleagues. Diploma graduate students were disappointed with what they perceived as the lack of interest and support from the secretariat to their tentative ideas to form a network among former students.

It is this mission's view that networking and linkages with other institutions and organizations have largely been neglected at a regional level. Some environmental organizations have participated in certificate and outreach trainings at country level. But even so, there have been little efforts to systematically involve, share experiences and collaborate with other institutions and organizations in the field of natural environment or sustainable development to improve environmental reporting.

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<sup>19</sup> See community outreach reports from SAUT, Tanzania.

The RPS claim that this is due to Sida's cuts on disbursed funds. But this mission does not share this view. As will be discussed below in section 4.5, even though Sida has not provided funds as envisaged, there are large amounts of unutilized disbursed funds, about 340 000 US dollars<sup>20</sup> by the end of October 2003, in a rapidly increasing contingency budget line and below budget expenditure of the programme. This balance (unspent funds) corresponds to roughly 27 percent of the total Sida disbursed funds from the start of the programme up to December 2003.

There are possibilities and needs to increase networking with already existing networks in the field, such as the Network of environmental journalists for lake Victoria (IUCN/Sida project) involving all riparian countries and the UNEP environmental journalism network with attachment to several other regional African networks.

Therefore there is an urgent need to improve in quantity and quality of networking and linkages with other national, regional and international institutions in the field of environmental journalism and communication.

The benefit and advantages of networking and linkages with related organizations are several and with high returns on efficiency, efficacy and effectiveness of the programme. Thus networking and cooperation allows for sharing of resources in terms of time, energy and information, avoid duplication of efforts, and create internship possibilities, contacts and possibilities for future employment for trainees and for complementary activities to mention just a few.

*Recommendation:* That the RPS and CCUs' put more efforts on networking and linkages with other organizations, agencies and institutions to improve the general performance of the programme.

Below (section 4.6) and in line with this recommendation it is proposed the recruitment of a person attached to the RPS to work with information flows, networking and linkages within and outside the programme.

Other proposed networking activities came out as suggestions of the stakeholders workshops organized in connection with this mission, such as bimonthly "editors' breakfast" to inform and make advocacy for environmental journalism, creating special activities to work with special target groups such as schools and women associations.

### **4.3 Research and publication**

Research and publication have only recently been discussed in the last meeting of Regional Governing Board. Minutes from the meeting had not yet been approved when this review took place, but the regional secretariat has already been receiving proposals for research activities from some participating countries.

The concern of this mission is with the focus of research and publication activities. As has been discussed through this review, there is a need to focus on activities related to media and communication, and environmental journalism. Research and publication funds should not be granted to use in financing activities not directly related to the focus of this programme. There are other institutions, organizations and publishers that willingly do and might finance or publish other more general forms of environmental research.

What needs to be done now is to work out possible fields of activities (what?) for this research and publication field.

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<sup>20</sup> Calculating with an exchange rate of 1990 Ugandan shilling per US dollar, the same rate as in the last fund disbursement in September 2003.

It stands clear that the requested baseline studies on the status, perceptions and quality of (natural) environmental reporting should be the primary and most obvious fields of actions for this research. This will eventually lead to defining subsequent needs for further research in environmental communication.

Concerning the publication of an academic journal, this mission is not so enthusiastic. A qualitative media product such as the proposed journal is very resource demanding and difficult to keep in terms of quality and sustainability. Such a journal publication is very likely never to become sustainable due constant lack of all kinds of resources, e.g. qualified peer review personnel, quality of research, income from subscription and advertisement.

The consideration is that, in spite of the recent interests in this academic field, which implies very few now working with research in the area, most qualified researchers will be interested in using any good quality research in an academic career situation. This implies publication in good, well renowned, recognized and peer reviewed international journals where copyright clauses invariably prohibit unauthorized pre- or re-publication in a regional journal.

However, on a tentative basis, it is feasible to produce an efficient and cost efficient journal on Internet with less costs, greater ease of mass distribution in the region and less (indirect) environmental damage. There should also be considerations for practical cooperation with other environmental journalists' networks, such as UNEP and IUCN, and with other ICT initiatives in the region such as, but not exclusively, the Sida/SAREC ICT programme at Makerere and at NUR.

*Recommendation:* This mission proposes that the initial priorities of research activities should be on the status, quality, possibilities, and constraints to environmental reporting in the region through various baseline studies at local, national and regional levels required for future monitoring and evaluation.

*Recommendation:* This mission proposes that the publication activity focus on more effective and cost efficient virtual (Internet) publication as well as collaboration with other environmental journalism networks in the region, notably UNEP and IUCN. The programme should, however, be inspiring and provide moral support for the publication of qualitative results in more renowned regional and international publications

## **4.4 Regionalism and gender sensitivity**

### **4.4.1 EAC Lake Victoria initiative long-term strategy**

It is stated in the programme document that the activities within the programme will focus on the basin of the Lake Victoria. It is therefore envisaged and anticipated that the programme will make positive contribution towards the long-term strategy and development of the basin. It should therefore agree to the long term objectives of the East African Community (EAC) and World Bank initiative for Lake Victoria as stated in the 2003 final report of "The vision and strategy framework for management of Lake Victoria basin project".

An assessment by this mission of the most recent document of the Lake Victoria initiative (above) indicates that the goal, objectives and training activities of Regional Training Programme in Environmental Journalism and Communication are in line with the mentioned document. The programme can contribute positively to effectiveness of various sector strategies in the stated prioritized long-term policy strategies of the EAC Lake Victoria management project.

The review can also understand and foresee that this programme can positively contribute to the Sida "Strategy for Swedish support to the Lake Victoria Region for the period 2004 – 2006". The main

concern and overall objective for the Swedish support is to contribute to poverty reduction within a framework of sustainable development. But this mission envisages possible synergistic effects due to Sida's multidisciplinary understanding of poverty and its holistic perspective of what needs to be addressed in relation to poverty issues in the basin of Lake Victoria. The cross-cutting concerns on poverty and environment of this programme is very clearly pointed out, discussed and emphasized in Sida's Environmental Policy Division document "The environment and poverty" (Sida, 2001).

#### **4.4.2 Gender**

Gender sensitivity in all levels of training is expected in the programme document. Thus, where possible, 50 percent of participants should be women. Some efforts have been made to comply with this requirement and many courses have aspired to reach a more equal gender representation.

However, certificate and community outreach courses in different countries (especially Burundi and Rwanda) have had difficulties in meeting this requirement (see 4.1) for various reasons. These are mainly due to the lack of applications from women wanting to participate in training and the low number of women in this field of work. Both are directly related to gender issues in respective national society.

If this were not part of the problem, there would not have been reasons to specify gender sensitivity in the programme document. It is precisely for this gender differentiation in the field of media and communication that this requirement is put forward. There, are of course, limits to the efforts to be devoted to meet this requirement. It should not become the major limiting condition for the implementation of courses.

Nevertheless, there are great possibilities to improve on the efforts and performances for this requirement. Already in advertisement there could be mention that (qualified) women applicants are especially welcomed due to gender sensitivity of the course and programme. There could also be courses specifically targeting women participants with curriculum adapted to specific women gender sensitive topics, such as environmental communication related to e.g. water, sanitation, health, child rearing, family planning, firewood use.

Advertising and recruitment of trainees could also be targeted to specific communication fields where female employees are more common, such as in public relation work, health and sanitation.

In some shorter courses such as the proposed new certificate (1 + 2 weeks) courses there could be provision of facilities that would make the participation of women easier, such as day care or time of classes and activities that are not hindering women other roles in e.g. family activities or even facilitating paid daily transportation to and from training.

Thus, it is not the lack of opportunities and imagination that is the major hinder to improve on this performance. The concern of this mission is that learning processes about gender roles are not readily facilitated, available or sufficient. The required gender sensitivity is not an automatic process. There are needs to be more active learning processes about gender issues at all levels in the programme. It is only through focused learning processes that a re-conceptualization of gender roles is ever going to take place and the participation of women in media and communication can be improved.

*Recommendation:* This mission proposes that the programme consciously put more emphasis on the recruitment and training of women to improve on the required gender sensitivity of training and advocacy. Discussions and activities related to gender sensitivity should be emphasized at all levels of training courses. It is also proposed that some curriculum be developed and courses target and are adapted to facilitate women participation.

## 4.5. Funding

### 4.5.1 Donor funding

There are provisions in the agreement for temporary reductions in the amount of yearly disbursement from the funding agency, Sida. Disbursement amounts agreed upon are subject to short-term priorities made by the Swedish parliament.

The amount disbursed during the first two years, of the agreed three-year period, is about 60 percent of the agreed amount in Swedish crowns for the same two-year period.

Sida has continuously assured and pledged that there is no reason, so far, not to fulfill their obligations in the three-year agreement with Makerere University and with the regional programme.

However, it is envisaged that the amount of funds not disbursed and accrued under this first two years (up to December 2003) is too large to be disbursed, absorbed and deployed within the programme in a qualitative manner during the third agreed year. It is therefore proposed that Sida and Makerere University will extend the period of agreement, tentatively with one to two years, within the same frame of funds.

*Recommendation:* It is proposed that Makerere University and Sida should agree on an extension of the present agreement within the already agreed frame of funds and disbursement subject to continuing fulfillment of the present to this agreement and agreed improvements to it.

Another concern is the delays in funding disbursement from donor to the programme. The system of disbursement after the reporting for the immediate previous 6 months budget period causes discontinuities and uncertainty in programme implementation due to possible delays in reporting and/or in donor possibility to act promptly on requisition. The delay between programme requisition and donor actual disbursement has been between 20 days up to 5 months for the three disbursements so far.

It is well understood that Sida wants to have control of what has happened with the funds disbursed. For various reasons country narrative and accountancy bi-annual reports may not come immediately after the end of the bi-annual budget period. If and when they eventually arrive to the RPS, it takes time to check, compile and edit a consistent and coherent report to be sent to Sida. Thus, it is counter-productive to demand reporting after the latest budget period before a new disbursement can be made on a regional programme of this type.

It is therefore proposed a postponing of reporting time up to three months after the budget period. It is also proposed that Sida should advance funds for the next following budget period before the reporting is made to donor. This would demand additional six months fund advancement in the first year. After the first year Sida would have a control opportunity for every following sixth month period, although the control period is the period before the on-going budget period. This would allow for a three-month period of discussions, if needed, before the disbursement for the next advancement period, a better continuity of fund disbursements and some more flexibility in programme activities.

*Recommendation:* This mission proposes that 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.

There is a need to clarify and specify how the various transactions and exchange rates costs are accounted for within funding disbursement procedures. It is unclear if these costs should be part of programme costs or cost to be carried by Sida.

*Recommendation:* This mission proposes that Sida clarifies the accountancy of transactions and exchange rates costs in relation to funding disbursement from donor to the programme.

#### **4.5.2 Regional funding and disbursement**

The largest parts of programme funds remain in Uganda. Roughly 60 percent of the total amount<sup>21</sup> disbursed up to December 2003 stayed in Uganda to cover costs for regional administration, including governing board and other regional costs, but also training based in Uganda. The remaining funds were distributed equally to the other four countries, about 10 percent to each.

Of course this availability of funding resources has implication for the regional development of environmental reporting in the various countries. Thus, in-built in the programme is a differentiation in resources availability and opportunities.

This difference in availability of resources can create animosity between regional institutions and involuntary concessions by the RPS towards the other institutions.

*Recommendation:* This mission proposes that the regional board carefully considers and takes measures to revise the differentiation and availability of resources between countries in the programme.

A major concern and challenge is the timely transfers of funds between the project bank account in Uganda to the national bank accounts of the other participating institutions. Anti-terrorist measures force the funds to be vetted by banks and institutions in USA and, in for Rwanda and Burundi, also in Europe. This creates long delays, between one to two months, before regional partners can receive them. There are additional delays, between 3 weeks to 2 months, within the regional secretariat before the received disbursement is sent as budgeted amounts to regional partners.

A possible solution to speed the process is to have well prepared budget when making requisitions and to transfer regional funds through the Swedish Embassy from Uganda to partner institutions. This has already been enquired when in contact with the Swedish Embassies in three countries, Uganda, Kenya and Rwanda. The reaction was positive. The Swedish Embassy at Kampala also informed that the embassy is already providing this type of service to other projects in Uganda.

It is not expected that the Swedish Embassy in Tanzania will have objections to the same procedure. However, an additional challenge is to put in place a timely transfer of funds to Burundi where Sweden has no diplomatic representation. Sida can pursue alternatives through further contacts with the Swedish Foreign Office and the regional officer at the Swedish Embassy in Nairobi in charge of Swedish humanitarian aid to Burundi.

*Recommendation:* This mission proposes that the programme and Sida vigorously pursues the resolution of timely regional transfer of funds. This has great negative results and repercussions in time and quality of training deliverance as well as in reporting, monitoring and evaluation timelines.

A critical consideration and concern on programme budget planning must be raised on the budget line contingency fund as we have shortly mentioned above. In the original budget proposal the contingency budget line was envisaged to twenty percent of the budget, which is at least twice as much as customary. It does have an advantage of allowing for plenty of unforeseen costs, but also for use, or not used, in a discretionary and non-efficient way.

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<sup>21</sup> Of this 60 percent, little less than half (42 percent) is "balance outstanding", i.e. unspent and contingency funds according to a balance statement sent to this mission by the RPS on January, 9, 2004.

This contingency budget line of about 20 percent has been automatically continued in all Sida funding requests, but unforeseen costs have not been at the same proportion. In addition, Sida has disbursed more funds than requisitioned in all three occasions, varying from 5 to 18 percent more than actually requisitioned by the programme.

Consequently funds in the contingency budget line and unspent from other budget lines have been accruing in the programme bank account (in Kampala) as a result of this continuity. Part of this is due to lack of proper budget calculations in requisitions, where requests are based on outdated exchange rates.

There is provision in the agreement to request changes in amounts in the various budget lines. There should also be more control on exchange rates between Swedish crowns and US dollars while preparing budgets for fund requests to donor. Both currency exchange rates are noted everyday in Ugandan newspapers.

At an explicit request of this mission, the secretariat calculated a balance of about 340 000 US dollars, at the end of October 2003, of unspent and available funds in the programme bank account. This is about 27 percent of all funds received so far by the programme. This is the balance after the transfer of funds to the other countries for the July to December 2003 budget period.

These funds could have been distributed and used for programme activities in the region, such as networking or for the country-wise stakeholders meeting proposed by Sida as part of this mission<sup>22</sup>.

The major concern of this mission is that the regional secretariat does not seem to have control over cash flows in the programme. The first information requested by this mission in the end of November 2003, and calculated by the secretariat indicated about 90 000 US dollars unallocated funds. When discussed at the debriefing meeting in Kampala, the secretariat deemed this sum was faulty and too large. The secretariat requested to make a more thorough control of funds and reply within one week after the debriefing. When the revised figures finally arrived four weeks later the unspent balance was about 340 000 US dollars of which about 172 000 US dollars are accrued in the contingency budget line.

*Recommendation:* This mission proposes that contingency funds budget line be reduced to maximum ten percent of the requested budget. The total amount of unallocated funds in the current budget period should never be more than ten percent. If more, it should be distributed to the participating institutions for use in activities according to a revised and approved country budget.

Computerized double accountancy (bookkeeping) procedures (credit and debit for each expenditure in a budget line) for expenditures would avoid the above mentioned and similar lack of continuous control of cash flows and financial status for the various budget lines.

Such accountancy programs are available and used by many registered professional accountants and most major businesses. Choice of programs should be made in consultation with registered country-wise accountants to cater for possible national accountancy requirements for tax purposes.

*Recommendation:* This mission proposes the immediate procurement of computerized accountancy programs with double accountancy procedures (credit and debit) to be used in regional and all country offices of this programme. Training opportunities (on a need basis) should be provided for all accountants and administrative personnel connected with finance, accountancy and cash flows in the programme.

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<sup>22</sup> As it turned out, country coordinators in Tanzania and Rwanda managed to organize such stakeholders meetings, in spite of, the negative answer for the Sida request to the regional secretariat to provide unallocated funds for this purpose.

### 4.5.3 Funding support from external sources

It is stated in the programme document that the programme should enquire for other possible sources of external funding to improve sustainability of the programme.

In several reports payments to country training activities by the Sida/IUCN financed Network of Environmental Journalist for Lake Victoria has been mentioned as a co-sponsoring institution of the programme.

This mission consultation with the IUCN regional office in Nairobi clearly indicates that the payment is nothing but payment fees for participation in training by members of the Sida/IUCN supported Environmental Journalist for Lake Victoria Network. Thus there are, so far, no other external sources of funding support.

It is, however, remarkable that IUCN have been paying fees for participation of their network journalists in training activities within this programme. It is even more so, if we consider that the IUCN participants come from the same countries and are involved in environmental journalism related to lake Victoria and that this regional programme receives Sida funds to support exactly this type of journalists with training.

In addition to this, there are questions as to how this programme income of 2,555 US dollars (USD), 3,008 USD and 14,633 USD from IUCN has been accounted for in the three respective countries Uganda, Kenya and Tanzania. The IUCN payment is only reported as an asset for in the Uganda audited accounts, but this mission has not seen any verification of this income in the Kenya and Tanzania programme accounts.

*Recommendation:* This mission proposes that training fees from IUCN should be refunded. It is also proposed that there should be no demand or acceptance of fees for organizations or institutions from the participating countries that share similar objectives as this programme.

## 4.6 Administration, financial flows and accountability

### 4.6.1 Organization structure

The Regional Governing Board (RGB) of the regional programme has 12 members representing four senior administrative and academic staff of Makerere University, including the Academic Registrar, the Bursar, the director of School of Postgraduate Studies, and the head of the Mass communication Department. Other members are the regional coordinator (RC), the country coordinators (CC's) of each partner countries<sup>23</sup>, and one representative each from the media, environment sector and the Inter-University Council of East Africa.

The programme document specifies the detailed qualifications and roles and functions of the originally proposed Regional Advisory Board (RAB). The RAB according is to meet twice a year. Besides to lay down general policy guidelines and strategies the document also specifies decision-making functions beyond policy and strategy recommendations. In effect, the RAB decided to become the present Regional Governing Board (RGB) at its first constitutive meeting in order to fulfill the requirements stated in the programme document.

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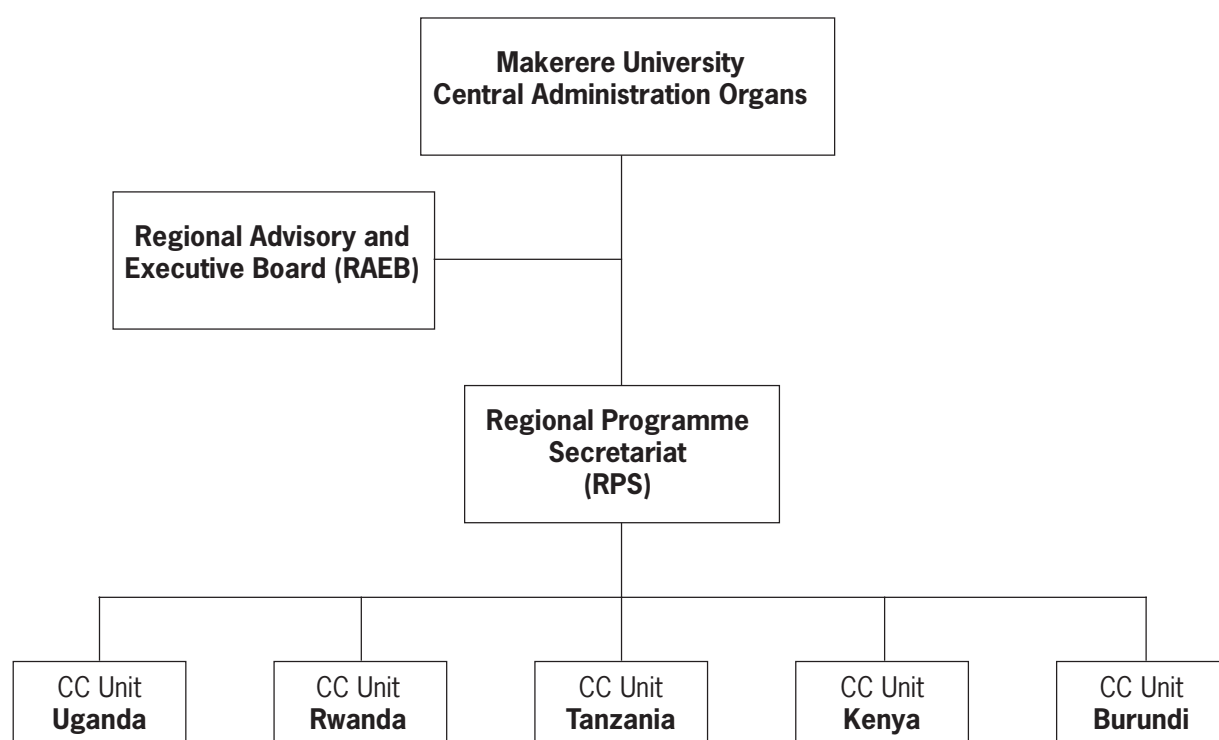
<sup>23</sup> The Country Coordinator for Uganda and the Regional Programme Coordinator is the same person.

This mission is, however, concerned about roles, lines of commands and the needs and wants for support and clear implementation directives to the Regional Coordination Secretariat (RCS).

In order to improve equality in regional partnership, it is proposed that the governing board seriously consider the implementation of a modified regional organizational structure with less potential ambiguity in roles and functions in administration, implementation, and monitoring and evaluation of the Regional Coordinating Secretariat (fig. 1).

This organizational structure will facilitate more equal considerations in resources availability for country activities (see fig. 2). It would make more explicit and emphasize the regional unbiased supportive function of the secretariat.

**Figure 1. Proposed modified organization structure for the programme.**



The above proposed organization (fig.1) underlines and accentuates the formal role of administration, implementation, monitoring, evaluation and reporting position and responsibility of the Regional Coordinating Secretariat. The position of the secretariat is proposed to be directly under the central administrative organs of Makerere University and the governing board. The Mass communication Dept. at Makerere will continue to take the entire responsibility for the Uganda Country Coordinating activities including the academic training at post-graduate diploma level. The advantage of this organization is that it provides for a more independent and more focused administrative, coordination and networking role for the RPS.

*Recommendation:* This mission propose that the formal organization of the programme should be revised so that the Regional Secretariat is placed direct under the supervision of the central administrative organs of Makerere University and the Regional Board.

The proposal above envisages a dual role (and a two-tier function) for the Regional Advisory and Executive Board. The dual role would be of a policy-making and strategic decision combined with an operational working group role and function.

The first role is the function of setting and deciding on policy and strategic issues and the way forward for the regional programme. This function will be performed and include all the members of the RAEB. This group will meet twice a year as today and, if needed, can delegate specific tasks and/or decision power to the working group.

The second role/function is that of a working-group concerned with operational matters and timely implementation of the decisions taken by the entire RAEB.

Members of this working group within the regional board should be fewer and meet more often, tentatively four times per year, two times in connection with the entire regional board and two times at the RPS to deal with monitoring, implementation and operational matters. This working group should include the board member representing Makerere University Bursar Office, the five country coordinators and some board representatives from media and/or environmental organizations.

The Regional Coordinator of the programme should be attached to the board, i.e. with no voting rights, in his/hers capacity of responsible for the implementation of the decisions of the RAEB.

This reorganization of the RGB would when fully implemented contribute in a more timely fashion to the development pace of the programme, thus avoiding some disturbing operational delays due to the constraints to meet the whole board and to operationalize the policy and strategic guidelines and decisions.

*Recommendation:* This mission proposes that the present RGB will be reorganized and that an internal organization will be done in line with the proposed and described division of labor with the larger board and a working group within the board.

#### **4.6.2 Organization and management flows**

It is proposed that there should be a more focused division of key roles and key functions within the regional programme.

There are needs for a separation in functions in decision-making, implementation and, monitoring and evaluation at regional and country levels (fig. 2).

The Country Coordination Unit (CCU) is to be responsible for country level adaptations (minor adjustments in line with RAEB policies and decisions) and possible minor modifications to budget allocations taken at regional level. These decisions need to be worked out with the participation of other stakeholders in the country, such as hosting institution, representatives of lecturers, media and environmental organizations.

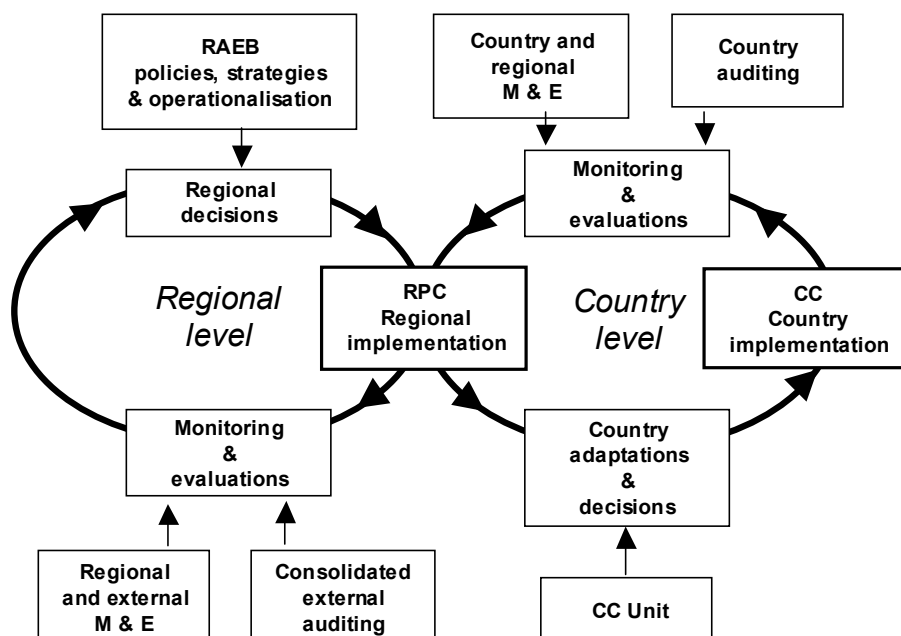
The country coordinator (CC) should be attached (with no voting rights) to the CCU. The country coordinator is responsible for the implementation of the decisions by the CCU and this attachment avoids then possible conflicts of interests.

*Recommendation:* That a Country Coordination Unit (CCU) is put in place in all countries to support and ensure the relevance, quality and timely implementation of activities in the country.

It is proposed that some part time functions as secretary and accountants should be provided for all Country Coordination Units. Costs for these part time support services should be included in the requested budget lines of respective countries.

*Recommendation:* This mission recommends that, on a need basis, there should be part time support in secretarial and accountancy services for the Country Coordinators to improve on implementation, administration and monitoring/evaluation and reporting at country level.

**Figure 2. Feedback loop representing major key roles and functions within the regional programme.**



It is assumed that the regional agreement and participation processes by stakeholders at different levels indicate approval of the programme and commitment to the activities agreed upon.

It also implicates that participating countries and their personnel are committed and dedicated to the ideals, aspirations and objectives of the programme as well as to equal rights, duties and responsibilities for relevant management, implementation of activities and monitoring or evaluation among the participating institutions.

Countries are now largely free to decide on whatever criteria they wish to use on whom they want to employ for the various positions within the programme or as external personnel e.g. external auditors and trainers. This flexibility largely applies also for the criteria used in choice of areas, subjects and participants in the certificate and outreach training activities.

This mission endorses this basic principle assuming and expecting that personnel will be recruited for key positions and to act as trainers according to the stipulated and established relevant experiences in the subject field, other relevant subject fields and/or pedagogical qualifications. This allows for stakeholders' participation in recruitment of administrative and trainer personnel.

This mission is concerned about how to improve on transparency of these basic democratic and participatory processes. It must be clearly realized that this freedom of action is based on and assumes re-

sponsible and committed actions by the regional and national implementation institutions. However, they can also be misused to promote allegiances, patronage, and political and other kinds of favors in proposal and appointment for administrative or lecturing positions and/or for training.

It is this mission's view that there should be some basic minimum level criteria established by the board to be used by participating countries whenever considering recruitment/replacement of key personnel, for recruitment of trainers within the programme, for decision on clients/target groups, and for subjects, areas and participation in training. These criteria should be developed by the regional board and need to allow for possible adjustment of criteria above a certain minimum level to increase the level of flexible adaptations by the CC Unit in respective countries.

*Recommendation:* This mission proposes that the RGB together with the RPS develop some common basic principles, minimum level criteria and considerations to be used in recruitment of personnel in the programme. These should stipulate the minimum level of merits (both qualifications and pedagogical experiences), gender participation, and quality of experiences and dedication to the goals and ideals of the programme.

*Recommendation:* This mission proposes that some minimum level of criteria should be defined and stipulated for considerations on choices of relevant subjects, target population and areas for training to avoid possibly patronage and other more personal or political criteria.

It is envisaged that there are needs to reinforce the regional secretariat with a full-time position of a Regional Communication Officer (RCO), under the Regional Programme Coordinator (RPC).

The RCO is to implement and manage internal and external communications and information flows as well as exchange and monitor relevant research information, publications and regional networking, including support for present and former students.

The RCO should also provide for contact, exchange information and support collaborations with relevant projects such as the Sida/SAREC CIT project in Rwanda and Uganda, with Sida funded and IUCN supported Network of Environmental Journalists for Lake Victoria, the Lake Victoria Environmental Management Programme (LVEMP) and other relevant country wise and regional stakeholders.

*Recommendation:* This mission proposes that the programme secretariat (RPS) make a job description, recruit and employ a full time qualified person to the position of Regional Communication Officer (RCO), under the Regional Programme Coordinator (RPC).

There are also challenges to be met both regarding timely and relevance of information flows between participating institutions, key personnel, students/trainees and possible support for alumni associations. These challenges are also applicable to flows of information and exchange with other outside institutions in the subject field providing for relevant Internet sites and databases that can be accessed via Internet for personnel as well as for students/trainees. The proposed position of RCO would partly be in charge of these activities together with the Regional Administrative Officer.

The proposed strategy should also aim to improve capacity and capability of information retrieval and exchange of information within the programme e.g. filing systems, software for double entry accountancy, Internet site for internal and external information and communication and information management.

There are also needs to improve on timely information flows and reach a higher levels of transparency on agreements, funds, implementation decisions, management, reporting and monitoring and evaluation.

By December 2003 it is expected that the RPS will be connected to the local area network (LAN) of the Makerere University Campus. The National University of Rwanda Campus at Butare has already installed a local area network and continues to implement facilities for improving internal flow of information. However little was known on the occasion of this mission's visit and discussion about the possibilities to link up or exchange information with a large Sida/SAREC ICT support cooperation project in the campus.

*Recommendation:* That the governing board together with the RPS identifies further needs, develops a strategy, decide on division of labor and an implementation schedule on how to improve on information flows and transparency within the regional programme.

#### **4.6.3 Monitoring and evaluation**

The organization proposed above assumes that certified and independent external accountants should make country external auditing as described in the original programme document.

It is also proposed that a consolidated external audited account should be made as part of the regional accountancy reporting to the funding agency.

*Recommendation:* This mission proposes a follow-up on the requirements, and if needed an enforcement, to that all external auditing of accounts should be made by independent recognized certified accountants to assure quality of auditing results. It is also proposed that the regional secretariat presents a consolidated external audited account to the funding agency.

This mission firmly believes that the programme improve on the quality of monitoring and evaluation reporting so that it can better reflect the impacts and performances of the programme. Therefore there are needs to establish criteria for measurement of performances in the programme.

It is proposed that the five E's (below) be applied as performance criteria for all monitoring and evaluation of activities in the programme. Whereas the first three should always be considered for measuring performance of all activities, the later two should be considered when relevant and applicable.

The five proposed criteria are:

*Efficacy* – Is the envisaged and agreed output being produced?

*Efficiency* – are optimal levels of resources being used to obtain the envisioned output of the desired quality?

*Effectiveness* – Is the activity worth doing? Does it contribute (necessary and sufficient) to the development objectives of the programme and in line with the long-term objectives?

*Ethics* – is the activity ethically correct and morally accepted?

*Elegance* – Is the activity result/transformation aesthetically pleasing?

*Recommendation:* This mission proposes that the five performance criteria defined above, i.e. efficacy, efficiency, effectiveness, ethics and elegance should be applied in monitoring and evaluation of activities within the programme.

## 5. Conclusions and risk assessments

Concerns have been raised about the costs, both in terms of increased bureaucracy and funds, to comply with some of the preliminary draft recommendations presented and discussed at the debriefing in Kampala at the end of the field work.

This mission understands and sympathizes with these concerns. However, it is felt that the programme must consider that there are no or very few reasons for the funding agency to continue the provision for funds by Swedish taxpayers for a programme that in crucial aspects is performing below standards in terms of efficiency and effectiveness due to excessive streamlining.

Thus the desire to streamline the organization, costs and bureaucracy is to no avail if the overall outcome is not at a satisfactory level of performance and quality in accordance with the development objectives aspired.

Having said that, there are and will always be possibilities for future further improvements as well as risks assessments to be made in considering future performances.

The programme and its institutions are part of larger e.g. socio-economic and political environments that preconditions performances and presume the resolution of conflicting interests at local, national and regional levels.

This larger environment also preconditions commitments and motivations to legislate and to enforce environmental laws and regulations. It conditions and is conditioned by the role of “the market”, and in the specific context of this programme of target groups for advertisement and the economic conditions for media house. Ultimately it preconditions the possibilities for mass media houses to provide for mass-mediated (rural) natural environment awareness when a majority of politically and economic interesting consumer population are urban based and primarily identify with urban environmental issues.

This large societal environment is invariably referred to as cross cutting issues in the programme. Thus the management and sustainability of natural environmental resources in rural areas is closely linked to poverty and distribution of wealth, health, social conflicts, technology, national political aspirations, etc. These issues are beyond the scope and, direct possibilities to control and determine by this programme and must therefore be assessed as part of the risk assessments of this programme.

# Appendix 1: Terms of Reference

## 1. Introduction

- 1.1. The State of Journalism and Media Sector in the Eastern African Region
- 1.2. The State of Main Features and Trends of the Environment Field of Concern in the East-African Region
- 1.3. The State of Environmental Reporting and Communication in the East-African Region
- 1.4. The State of Training for Journalists in the Field of Environment in the East-African Region
- 1.5. Development of the Regional Training Programme

## 2. Objectives of the Review

A Mid Term Review is foreseen in the project decision DESO 0068/02 and the parties have agreed that the review will take place in the period October-December, 2003. The review will cover the period from the start of the programme in February 2002 until September 2003. The objectives of the mid term review are to:

- Examine the activities of the Programme during the period to be assessed, to determine the quality, relevance, impact and sustainability;
- Assess the degree to which the objectives of the Programme have been met, and identify any problems and challenges that might have been experienced during this phase;
- Draw conclusions and make recommendations for the future.

## 3 Scope of the Review

The review shall cover all activities carried out by the programme. It shall include, but not necessarily be limited to examination of the following aspects:

- Assess the interim results of the programme and activities implemented this far compared to those foreseen in the Programme Action Plan<sup>1</sup>, Expected Output of the Programme<sup>2</sup> and LFA<sup>3</sup>.
- Assess the programme performance from the perspectives of effectivity, efficiency, relevance and impact.
- Assess the programme impact in the public, especially in communities focused by the programme and in government institutions.

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<sup>1</sup> Programme Document, p.64

<sup>2</sup> Programme Document, p.27-58

<sup>3</sup> Programme Document, p.58

- Assess the programme strategy <sup>4</sup> and design as described in the Programme Document;
- Assess the administration and management of the project including the regional secretary and country coordination offices as well as the cooperative relationship with Sida.
- Assess the impact of the programme on institutions, including the media, environment NGOs and training partners, which benefit from its support;
- Assess programme impact on gender disparities <sup>5</sup> ;
- Assess factors outside the scope of the programme, which have hindered and/or enhanced the programme.
- Assess the programme from the point of view of the General Development Objective <sup>6</sup>

#### **4. Issues to be addressed by the Review mission**

The mission should to the extent relevant and possible address the following cross-cutting concerns in its assessments and recommendations:

- The relevance of the programme in the Lake Victoria Region Development Programme context and from the general objective of this Programme.
- The continuing relevance when it comes to general approach and implementation modality in view of any development in the prevailing sectoral context since the time of project design and approval.
- The sustainability of the programme, giving an assessment of the likelihood that the programme results will endure after the programme has ended;
- The development of local ownership through participation and capacity-building;
- The possible impact of the approach being used to address Poverty Reduction, HIV and AIDS, Democracy and Human Rights issues.

#### **5. Products expected from the Review**

Products expected from the Review are:

- A draft Mid-Term Review Report submitted to the regional secretariat in Kampala prior to a debriefing at the end of the mission's visit to the East-African Region. The report should include the main observations, conclusions and recommendations for the future, ensuring a comprehensive coverage of all the points mentioned under points 2, 3 and 4 above.
- A final report (paper and electronic version) to be submitted to Sida, Stockholm not later than the 31<sup>st</sup> of January 2004

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<sup>4</sup> Programme Document, p.40

<sup>5</sup> Programme Document, p.8

<sup>6</sup> Programme Document, p.27

## **6. Methodology**

The mission is expected to use at least the following modalities for assessing programme performance:

- Review of the programme documentation, including the Programme Document, the progress reports and other relevant documentation.
- Interviews of staff, participants, board members, partner institutions and other relevant actors.
- Travel to identified programme sites and partners in the region, to assess programme progress. Rwanda and Tanzania shall be visited as well as Uganda.
- In cooperation with a local consultant carry out a one-day workshop to facilitate stake-holder participation in the evaluation.

Once fieldwork completed, the consultant should prepare conclusions and recommendations and present them through the following steps:

- Elaboration of a draft mid-term review report;
- Debriefing on preliminary findings;
- Elaboration of a final report.

## **7. The Consultant for the Mission**

The Consultant shall be independent and have practical experience of project and programme implementation. He or she shall have good knowledge of the East-African Region, The fields of Environment and Rural Development as well as Media and Communication, including training aspects of these fields. The consultant shall be fluent in spoken and written English.

## Appendix 2: List of acronyms

CC	Country Coordinator
CCU	the proposed Country Coordinating Unit in each participating country
IUCN	International Union for Conservation of Nature
NUR	National University of Rwanda
PhB	Press House of Burundi
RAEB	the proposed Regional Advisory and Executive Board
REJCP	Regional Environmental Journalism and Communication Programme for Eastern Africa Region
RGB	the present Regional Governing Board
RPC	Regional Programme Coordinator
RPS	Regional Programme Secretariat
SAUT	Saint Augustine University of Tanzania
Sida	Swedish International Development Cooperation Agency
Sida/SAREC	Sida's Department for Research Cooperation
TASO	The Aids Support Organization, Uganda

## Appendix 3: Major Documents read

- Abiri, Elisabeth (2001): *The environment and human rights – links and conflicts*. Sida, Stockholm.
- Anonymous (no date): *A report on Environmental Journalism and Communication Certificate course and Outreach activities from 19<sup>th</sup> august to 2<sup>nd</sup> November 2002*. Saint Augustine University of Tanzania, Mwanza.
- Anonymous (no date): *Certificate courses in environmental journalism and communication*. Regional Programme Secretariat Environmental Journalism and Communication Programme, Kampala.
- BEGA (2003): *Report on the financial report and on the balance of banking special account at June 30th, 2003*. Bujumbura.
- Bjerström, Erika (1999): *Environmental journalism in Tanzania, Uganda and Kenya. A feasibility study for Sida*. Sida.
- BLV & Co (2003): *Audited financial statements period 1 December 2001 to 31 July 2003 – report on Regional training programme for Environmental Journalists in Eastern Africa*. Kampala.
- Carr Stanyer Gitau & Co (2003): *Audited final financial statement for the five-month period ended 30<sup>th</sup> June 2003*. Nairobi.
- Chonya, I.; Silvin, M.; Makilika V.; Mlacha J.; Ng wanakilala, N.; Nyanda, E. & Ruzangi, C. (no date): *Towards sustainable community based environmental management of natural resources – a case for Kiagata Division, Musoma Rural District in Mara Region*. Saint Augustine University of Tanzania, Mwanza.
- Damodar & Co (2003): *Statement of accounts for the year ended 31<sup>st</sup> July 2003 and the income and expenditure*. Mwanza.
- Department of Mass Communication (2002): *Proposal for the introduction of a training programme in environmental journalism and communication for the Eastern Africa Region*. Makerere University.
- Department of Mass Communication (2003): *Draft minutes of Special planning, Finance and Development Committee meeting with Peter Erichs*. REJCP, Kampala.
- Ildefons, Chonya; Nyanda, Ernest & Ruzangi Ciprian (no date): *Community outreach report on the management of natural resources – A case study for Nyanja Division Musoma Rural District, Mara Region*. Saint Augustine University of Tanzania, Mwanza.
- Musoke, B. (no date): *An environment information packaging and reporting (electronic media) descriptor handbook*. Uganda Management Institute, Kampala.
- Nsiima, V. & Miruko, R. (no date): *Report on community outreach activities – Bukumbi wetlands on Lake Victoria shore in Tanzania*. Saint Augustine University of Tanzania, Mwanza.
- Ntongani, Doreen; Simba, Charles & Lweikila, Alexander (no date). *Workshop report on community outreach concerning Sayaka Forest*. Saint Augustine University of Tanzania, Mwanza.
- Regional Programme Secretariat (2001): *Report of stakeholders' workshop on Environmental Journalism and Training – Jinja, May 28 – 1 June 2001*. REJCP, Kampala.
- Regional Programme Secretariat (2002): *Regional narrative report for the period April – November 2002*. REJCP, Kampala.

Regional Programme Secretariat (2003): *Budget for one-day review workshops in three countries*. REJCP, Kampala.

Regional Programme Secretariat (2003): *Financial transfers from Sida and to partner countries for May 2002 to December 2003*. REJCP Kampala.

Regional Programme Secretariat (2003): *Narrative report for the period November – January 2003*. REJCP, Kampala.

Regional Programme Secretariat (no date): *Community outreach courses in Environmental Journalism and Communication*. REJCP, Kampala.

Regional Programme Secretariat (no date): *Terms of reference for ToT trainers in Environmental Journalism and Communication*. REJCP, Kampala.

REJCP (no date): *Requisition for funds for support of training in Environmental Journalism and Communication Programme for the Eastern Africa Region during July – December 2003*. Kampala.

Ruma Certified Public Accountant (2003): *Independent auditors report on Sida funded programme on training environmental journalism and communication for the period of twenty-two months ending 31<sup>st</sup> October 2003* (Draft Report). RUMA CPA, Kigali.

Sida (1995): *Freedom of expression*. Sida, Stockholm.

Sida (2000): *Policy for Sida's international development cooperation in the field of culture*. Sida, Stockholm.

Sida (2001): *Agreement between Sida and Makerere University on support of Training Programme in Environmental Journalism and Communication for Eastern Africa region during February 2002 to June 2005*. Stockholm and Kampala.

Sida (2002): *Tools for sustainability*. Department for Research Cooperation, SAREC, Swedish International Development Cooperation Agency (Sida), Stockholm.

Sida (2003): *Performance analysis Lake Victoria 2000 – 2003*. Swedish International Development Cooperation Agency (Sida), Stockholm.

Sida (2003): *Strategy for Swedish support to the Lake Victoria Region for the period 2004 – 2006*. Swedish International Development Cooperation Agency (Sida), Stockholm.

Statkraft Gröner (2003): *The vision and strategy framework for management of Lake Victoria basin – main report*. East Africa Community & World Bank, Arusha.

Sterner, T. & Segnestam, M. (2001). *The environment and poverty*. Sida, Stockholm.

## Appendix 4: Travel schedule for the Mid-term Review

November 14, 2003	Departure Sweden via Copenhagen Airport and Amsterdam to East Africa;
November 14	Arrival Nairobi, Kenya;
November 16	Departure Nairobi Airport to Entebbe and Kampala, arrival at Kampala;
November 17 to 22	Makerere University, stakeholder workshop and consultations with Swedish Embassy Development Office and Country Coordinator for Burundi at Kampala, Uganda;
November 23	Departure to Mwanza, Tanzania via Nairobi, Kenya;
November 23 to 26	Saint Augustine University of Tanzania (SAUT) Mwanza;
November 26	Departure to Nairobi, overnight stay;
November 27	Departure Nairobi Airport for Kigali, Rwanda;
November 27	Arrival Kigali, Rwanda;
November 27	December 2 – Stay at Kigali with visits to NUR at Butare, field visit to Gysenyi, stakeholders workshop at Kigali and consultation with Swedish Embassy Development Office in Rwanda;
December 2	Departure and arrival to Nairobi, Kenya;
December 2 to 7	Stay in Nairobi with consultation with IUCN and Swedish Embassy Development Office;
December 7	Departure Nairobi Airport for Kampala via Entebbe;
December 7 to 12	Kampala and Makerere University including meeting with present postgraduate students and debriefing;
December 13	Departure from Kampala to Sweden via Nairobi, Amsterdam and Copenhagen.

## Appendix 5: People met

### Uganda

Basutama, Judith, former student (Burundi) Postgraduate course in Environmental Journalist and Communication, Mass Communication Department Makerere University, Kampala;

Bongyereirwe, Henry, teaching assistant, Mass Communication Department Makerere University, Kampala;

Chibita, Monica, lecturer and former acting head Mass Communication Department, Makerere University, Kampala;

Coutinho, Alex (Dr.) Chief Executive Officer, TASO, Kampala;

Forsberg, Finn; First Secretary, Swedish Embassy, Kampala;

Goretti, Nassanga (Dr.) Head Mass Communication Department Makerere University, Kampala;

Jjuuko, Margaret, ass. lecturer, Mass Communication Department Makerere University, Kampala;

Kandyomunda, Basil, Deputy Executive Director Uganda Debt Network, Kampala;

Kanyamurwa, John Mary, Regional Administrative Officer at REJCP and lecturer, Mass Communication Department Makerere University, Kampala;

Karaze, Alistidia, former student (Tanzania) Postgraduate course in Environmental Journalist and Communication, Mass Communication Department Makerere University, Kampala;

Kawesa, Charlotte, ass. Lecturer, Mass Communication Department Makerere University, Kampala;

Lubowa, Angel, journalist, The New Vision, Kampala;

Lupia, Victor; former student (Kenya) at Postgraduate course in Environmental Journalist and Communication, Mass Communication Department Makerere University, Kampala;

Mbaine, Adolf, ass. lecturer, Mass Communication Department Makerere University, Kampala;

Mirembe, Lydia, ass. lecturer, Mass Communication Department Makerere University, Kampala;

Musoke, Fredrick, lecturer, Mass Communication Department Makerere University, Kampala;

Namuwaya, Dorcas, former student (Uganda) Postgraduate course in Environmental Journalist and Communication, Mass Communication Department Makerere University, Kampala;

Nasirumbi, Violet; former student (Kenya) Postgraduate course in Environmental Journalist and Communication, Mass Communication Department Makerere University, Kampala;

Ndayikeza, Barnabe, former student (Burundi) Postgraduate course in Environmental Journalist and Communication, Mass Communication Department Makerere University, Kampala;

Ndikumana, Cyprien, Country Coordinator Burundi for REJCP and Director of Press House, Burundi;

Ngabirano Sempira, Gertrude, Programme Officer, Swedish Embassy, Kampala;

Nkusi, Alphonse; Regional coordinator and Country coordinator Uganda for Regional Training programme in Environmental Journalism and Communication for Eastern Africa (REJCP) and lecturer, Mass Communication Department Makerere University, Kampala;

Orach-Meza, Faustino (Dr.), member of Regional Governing Board of REJCP and Executive secretary Lake Victoria Environment Management Project;

Sseppuuya, David, member of Regional Governing Board of REJCP and deputy Managing Editor The Monitor Newspaper, Kampala;

Tabaire, Bernard, ass. lecturer, Mass Communication Department Makerere University, Kampala;

Tayebwa, William; ass. lecturer, Mass Communication Department Makerere University, Kampala;

Tenywa, Gerald, reporter The New Vision, Kampala;

Weetaka, Abbas Wadala; former student (Uganda) Postgraduate course in Environmental Journalist and Communication, Mass Communication Department Makerere University, Kampala;

Participants at the stakeholder workshop in Kampala.

## **Kenya**

Achoka, John (Dr.); Head of Science Department, Daystar University, Nairobi;

Buigutt, K.S.A.; Technical editor, National Environment Management Authority (NEMA), Nairobi;

Kizito, Mary; Head of Department of Communication, Daystar University, Nairobi;

Mwinzi, Muusya (Dr.); Director, Environmental Education, Information and Public Participation, National Environment Management Authority (NEMA), Nairobi;

Nguru, Faith (Prof.); Country Coordinator, Kenya and Dean of Faculty of Arts, Daystar University, Nairobi;

Onyango, Maurice; lecturer in Urban Environmental Management at Daystar university, Nairobi;

Owino, Fred, Project officer. Lake Victoria Project and Network of Environmental Journalist for Lake Victoria, IUCN, Nairobi;

Talitwala, Steven E. (Prof.) Vice-chancellor; Daystar University, Nairobi.

West, Kelly (Dr.); Coordinator Wetlands and Water Resources, IUCN Eastern Africa Regional Office, Nairobi;

Wikström, Per; Programme officer Swedish Embassy, Nairobi;

Students at the November – December Certificate Course at Daystar University.

## **Tanzania**

Butingo, Mark, national project accountant, Saint Augustine University of Tanzania (SAUT), Mwanza;

Chacha, Emmanuel, former certificate trainee now at IPP Media branch Mwanza;

Chonya, Ildefons (Prof.); Dean of Faculty of Business Administration, Saint Augustine University of

Tanzania (SAUT), Mwanza;

Kitima, Charles, Fr. Vice-chancellor, Saint Augustine University of Tanzania (SAUT), Mwanza;

Kitururu, Beatus (Prof.), Deputy Vice-chancellor, Saint Augustine University of Tanzania (SAUT), Mwanza;

Majenga, A., lecturer, Saint Augustine University of Tanzania (SAUT), Mwanza;

Makilika Venancy (Br.) Country Coordinator, Mwanza,

and the 43 participants of the stakeholder workshop at Malimbe Campus, SAUT, Mwanza.

## **Rwanda**

Badege Aloys, Radio Rwanda, Gisenyi;

Diesel, Sandra; Development Programme Officer, Swedish Embassy, Kigali;

Gatinzi, Jean-Pierre, Director School of Journalism, National University of Rwanda (NUR), Butare;

Kwahiri, Charles, Executive Director REASON, Kigali;

Karuranga, Canisius, Vice-Rector Finance and Administration, NUR, Butare;

Mugenzi, Viateur, Deputy Director of NUR Computing Centre, Butare;

Munyakazi, Jack, Programme Account Officer for REJCP at National University of Rwanda (NUR), Butare;

Rushingabigwi, Jean Bosco, Country Coordinator for REJCP and Deputy Director School of Journalism, National University of Rwanda (NUR), Butare;

Uwineza. Elva, former Country Coordinator Rwanda, assistant lecturer National University of Rwanda (NUR), Butare;

The 45 participants of the Stakeholders meeting at Kigali.





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