MAKERERE UNIVERSITY

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

DEPARTMENT OF CURRICULUM AND FOUNDATION STUDIES

SCHOOL-BASED ENVIRONMENTAL LITERACY PROJECT

STUDY SITE: ST. ANDREW KAGGWA GOMBE HIGH SCHOOL

Kawaala, Kampala

Group 10

No.	Name	Registration Number	Signature
1	Akandwanaho Onesmus	23/U/0165	
2	Tumuhaise Anclet	23/U/1477	
3	Kaale Ramzan	23/U/08482/PS	
4	Okiror Solomon	23/U/25036	
5	Mugisha Goodman	23/U/0815	
6	Peete Zaake	23/U/27529	
7	Ssebuufu Hassan	23/U/17405/PS	
8	Woniaye Sulman	23/U/26236/EXT	
9	Ntungura Derrick	23/U/16192/PS	
10	Lubwama Aghaton	23/U/0689	

Date of Submission: March 30, 2026 | **Academic Year:** 2025/2026

Figure 1: A Picture of Group 10 members at the school

Introduction

This report details the findings of a field visit conducted by Group 10 at St. Andrew Kaggwa Gombe High School in Gombe, Uganda. The visit was undertaken as part of the *Environmental Education and Communication* coursework requirements for Assignment 10, which focuses on assessing and improving school-based environmental literacy. The core objective of the assignment is to identify specific challenges stemming from environmental illiteracy among school leaders, staff, and learners, and to develop a comprehensive project plan to boost the school's overall environmental literacy, fostering environmentally friendly behaviours across the community.

St. Andrew Kaggwa Gombe High School was selected as the study site because it is a representative Ugandan secondary school that exhibits a range of common environmental challenges, including poor waste management, inadequate green spaces, and unsustainable resource use. The school therefore presents an excellent opportunity to design, implement, and evaluate a replicable environmental literacy intervention.

This report is structured to cover the objectives of the visit, the methodology employed, key findings and observations, identified challenges, recommendations, and a conclusion with proposals for scaling to other Ugandan schools.

Objectives of the Field Visit

The primary objectives of the field visit to St. Andrew Kaggwa Gombe High School were to:

1. Observe and evaluate the physical environment and ecological condition of the school compound.
2. Assess the level of environmental literacy among school leaders, teaching staff, and learners across the four key indicators: **knowledge**, **affect**, **skills**, and **behaviour**.
3. Identify specific environmental challenges resulting from illiteracy or a lack of environmental awareness within the school community.
4. Interact with school stakeholders to understand current environmental practices and prevailing attitudes towards environmental management.
5. Develop a comprehensive, SMART-objective-based project plan to improve the school's overall environmental literacy and foster sustainable behaviours across the community.

Methodology

To gather accurate and comprehensive information, Group 10 employed the following data collection methods during the field visit:

- **Direct Observation:** The team systematically toured the school premises, covering the classroom blocks, dormitories, sanitation facilities, kitchen and dining area, sports grounds, and the general school compound. Observations were recorded in field notebooks and supplemented with photographic documentation.
- **Interviews:** Brief semi-structured interviews were conducted with the Deputy Headteacher, the school's environmental prefect, selected subject teachers, and a sample of students from Senior 1 through Senior 6. Questions focused on existing environmental practices, awareness levels, and willingness to participate in improvement initiatives.
- **Document Review:** Available school records and public materials were reviewed, including the school's rules and regulations handbook, the notice board, and any environmental policies or guidelines displayed within the school.
- **Informal Group Discussions:** Small informal discussions were held with student groups to gauge peer attitudes and norms around environmental behaviour such as littering, water use, and energy conservation.

Findings and Observations

School Infrastructure and Facilities

Classrooms: The school has several classroom blocks serving students from Senior 1 to Senior 6. The classrooms are generally adequate in size for standard class populations; however, some upper-secondary classes showed signs of overcrowding. Ventilation was limited in a number of rooms. No waste bins were observed inside any of the classrooms visited, contributing to litter on floors and around desks.

Laboratories and Library: The school possesses a science laboratory that is functional but under-equipped relative to the number of students using it. The library holds a modest collection of textbooks, though environmental science and ecology titles were notably scarce. A computer laboratory exists but is shared across all classes, resulting in limited access per student.

Sanitation and Health: The washroom facilities, while present, showed evidence of poor maintenance. Several taps were leaking and water was visibly running to waste. The sickbay was operational but under-supplied. The dining area and kitchen were functional, but organic

waste from food preparation was observed being discarded in an open pit adjacent to the kitchen, with no composting system in place.

General Compound: The school compound is largely bare, with minimal tree cover and few designated green areas. Solid waste — including plastic bottles, paper, and food wrappers — was scattered across open areas. No clearly labelled waste bins were observed outdoors, and evidence of open waste burning was found at the back of the compound.

Academic Programmes and Curriculum

The school follows the Uganda National Examinations Board (UNEB) national curriculum for both the Uganda Certificate of Education (UCE) at O-Level and the Uganda Advanced Certificate of Education (UACE) at A-Level. Environmental science is covered as a component of integrated science and biology at lower secondary, but it is not offered as a standalone subject.

During interviews, teachers noted that environmental topics are delivered theoretically in the classroom but rarely translated into practical activities or school-wide initiatives. The teacher-to-student ratio was reported to be approximately 1:55 at O-Level, which constrains opportunities for project-based or experiential environmental learning.

Student Welfare and Discipline

Discipline at the school is maintained through a prefect system supported by the teaching staff and school administration. The school has a written code of conduct; however, environmental behaviour — such as proper waste disposal and conservation of resources — is not explicitly addressed within this framework.

A guidance and counselling teacher is stationed at the school, primarily handling personal and academic matters. Environmental counselling or eco-civic education is not currently part of the programme. Students generally exhibited polite behaviour during the visit, though a widespread indifference towards environmental cleanliness was evident in day-to-day conduct.

Extracurricular Activities

The school provides facilities and organises activities for football, netball, volleyball, and athletics. A scouts group and a Christian Union are active on the school calendar. However, no environmental club or conservation group was operational at the time of the visit. The former environmental club had become inactive due to a lack of a patron and reduced student interest. Several students expressed enthusiasm about reviving an eco-club when the possibility was raised during discussions.

Challenges Identified

During the visit and through interactions with staff and students, the following key challenges were identified:

1. **Absence of waste management infrastructure:** There are no labelled waste bins in classrooms or outdoor areas, no waste segregation system, and no composting facility. Solid waste is either burned openly or dumped in undesignated areas.
2. **Limited tree cover and green spaces:** The school compound lacks shade trees and designated green areas, contributing to heat, dust, and soil erosion. No tree-planting programme has been undertaken in recent years.
3. **Water wastage:** Multiple leaking taps were observed in the washrooms and around the compound. There is no rainwater harvesting system in place despite the area receiving adequate annual rainfall.
4. **Low environmental knowledge and awareness:** Both students and staff demonstrated limited understanding of key environmental concepts, including waste management, climate change, and biodiversity conservation. Environmental education is largely theoretical and not reinforced through practice.
5. **Inactive environmental club:** The school's eco-club is non-functional, leaving no student-led platform for environmental advocacy or practical action.
6. **No visible environmental guidelines or signage:** The school lacks environmental posters, notices, or signage that might prompt and reinforce pro-environmental behaviour among the school community on a day-to-day basis.

Recommendations

Based on our findings, Group 10 recommends the following interventions to improve environmental literacy and sustainability at St. Andrew Kaggwa Gombe High School and, in the long term, across other Ugandan schools:

1. **Establish a waste management system:** The school should procure and install colour-coded waste bins (organic, plastic, and paper) at strategic locations in all classrooms and outdoor areas. A composting unit should be set up to manage organic waste from the kitchen and garden.
2. **Launch a tree-planting and greening programme:** A school-wide tree-planting drive targeting at least 200 indigenous trees should be organised. A school garden can simultaneously serve as a living classroom for environmental education and a

source of fresh produce for the school kitchen.

3. **Install a rainwater harvesting system:** A rainwater collection tank on at least one school building would demonstrate sustainable water management, reduce dependence on piped supplies, and serve as a practical teaching tool.
4. **Revive and formalise the Eco-Club:** The school administration should appoint a committed patron, formally register an Eco-Club with elected student leaders, and provide it with a structured activity calendar. The club should be empowered to lead monthly environmental audits and awareness campaigns within the school.
5. **Conduct regular environmental literacy workshops:** Interactive workshops for students and staff should be held at least once per term, covering practical topics including waste segregation, water conservation, energy saving, and biodiversity. These should be facilitated in partnership with NEMA or a local environmental NGO.
6. **Integrate environmental responsibility into the school's code of conduct:** Proper waste disposal and conservation of school resources should be explicitly included in the school's disciplinary framework and reinforced by the prefect system.
7. **Scale the programme to other Ugandan schools:** A simple, illustrated replication guide should be produced (in English and Luganda) to enable other schools to adopt similar programmes. Partnerships with NEMA, district environment officers, and local NGOs should be established to provide the technical and financial support needed for scaling.

Conclusion

The field visit to St. Andrew Kaggwa Gombe High School was highly informative and successfully met the objectives of this assignment. It provided Group 10 with valuable practical insights into the environmental challenges facing a typical Ugandan secondary school, as well as the opportunities available for meaningful and lasting intervention. The school community — particularly the student body — demonstrated a readiness and willingness to engage with environmental improvement initiatives once provided with the appropriate support and structures.

The challenges identified, including inadequate waste management, limited green spaces, water wastage, and low environmental literacy, are not unique to this institution. They reflect a systemic gap in how environmental education is delivered and reinforced in Ugandan schools more broadly. Addressing these challenges effectively requires a coordinated effort involving school leadership, teachers, students, parents, and external partners.

Group 10 extends its sincere gratitude to the administration, teaching staff, and students of St.

Andrew Kaggwa Gombe High School for their hospitality and willingness to share information during the visit. We are confident that, with sustained commitment from all stakeholders, the proposed interventions will position this school as a model of environmental literacy and sustainability for the wider Ugandan school community.