



MAZINGIRA YETU (MY) PROGRAMME

2022 ANNUAL REPORT

Stephen Gachagua and Jedidah Kamoiro

ACKNOWLEDGMENTS

The Mazingira yetu Programme would wish to sincerely thank Save the Rhino International (SRI) and other friends of Borana who through their technical and financial support helped the programme achieve its objectives in 2022.

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	1
TABLE OF CONTENTS.....	2
EXECUTIVE SUMMARY	4
CHAPTER 1: INTRODUCTION	5
1.1 Mazingira Yetu Objectives	5
1.2 Programme Resources	5
1.2.1 Personnel	5
1.2.2 Equipment and exhibits	6
1.2.3 Dormitory construction in progress.....	6
1.3 The Day’s Programmes	6
CHAPTER 2: PROGRAMME BENEFICIARIES AND OUTCOMES.....	7
2.3 Beneficiaries per month.....	8
2.4 Development of the Conservation Curriculum, structure, pedagogy, and mission purpose	8
2.5 Monitoring and Evaluation	9
2.6 Branding of the Bus (Mazingira Express)	9
2.7 Lekurruki Group meeting	9
2.8 The Elephant Queen Community Film	10
4.0 Mazingira Yetu Trainings and Other Activities.....	11
4.1 Snakes Training	11
4.2 The Long run annual meeting	11
4.3 Ecological means of Verification	11
4.4 Teachers inception meeting.....	11
4.5 Mukogondo Wild walk Event.....	11
CHAPTER 5: Borana Education Support Program (BESP).....	12

5.1 Total students Supported in 2022.....	12
5.1.1 Students Segregated by Gender	12
5.1.2 Students Segregated by Form/Class	13
5.1.3 Tertiary Students.....	13
5.1.4 BESP FINANCIALS	14
5.2 BESP Parent-students meeting	14
5.3 Mock Exams Support	15
5.4 Food Support.....	16
CHAPTER 6: CHALLENGES	17
CHAPTER 7: CONCLUSION AND RECOMMENDATION.....	18
Conclusion.....	18
Recommendations	18

EXECUTIVE SUMMARY

2022 was an extremely great year for Borana conservancy as the Mazingira yetu program was launched. The aim of the program is to inculcate conservation values to children and communities through in situ education into the conservancy. There has been a total of 353 students, 22 teachers and 90 community members that participated in the Mazingira yetu education program reaching out to 465 beneficiaries in total that came from the 10 adjacent communities.

Additionally, the Mazingira yet center held various meeting and trainings among them were the snakes training and ecological verification outcomes. In total the center held an additional 633 people through the year. The groups indirectly had a positive indication of increasing programme awareness in our neighborhood and greater Laikipia region. The year also saw an establishments of conservation education school working groups.

The year also had its fair share of challenges. Due to the squeezed school calendar and near impassable roads in some areas.

In general, the year was a success as it marks the beginning of a conservation program and development of new partnerships and reaching out to students and teachers with environmental conservation messages.

CHAPTER 1: INTRODUCTION

The Borana Conservancy Conservation Education Programme aims to provide a holistic conservation education and awareness to schools and communities in the region. In 2022, the Mazingira yetu educators engaged participants from various adjacent schools and communities through an interactive and informative sessions, presenting realistic scenarios to build environmental knowledge and skills as well as boost performance in schools.

The main activities used to deliver the conservation education entailed guided game drives, interactive exhibits, on site demonstrations, debates, discussions and presentations at the Conservation Education Centre and the conservancy at large.

1.1 Mazingira Yetu Objectives

The CEP has continued to focus on the following objectives:

1. To build knowledge about conservation issues, including the black rhino, among the BESP's primary audiences, i.e., schoolchildren and adults
2. To inspire participants to spread key conservation messages to secondary audiences, i.e., family and community members
3. To enable the wider community to take positive action to conserve the conservancies surrounding the Lewa-Borana Landscape

Since the programme mainly focuses on students, the school curriculum provides guidance in the development of most of the activities that we use to engage the students and teachers. Field exposure activities in the conservancy offer the learners an opportunity to interact with environmental resources thus giving them a practical understanding of issues covered theoretically in class.

This engagement thus far has also resulted to teachers and students to commit to actions that will positively change the status of their school and home environment.

1.2 Programme Resources

The Mazingira yetu program has invested greatly in resources that help in the delivery of experiential learning. These resources range from personnel, equipment, posters, exhibits and demonstration sites.

1.2.1 Personnel

The Mazingira yetu has four (4) personnel: Conservation Education Coordinator, Assistant Conservation Education Coordinator, a cook, and the Center cleaner. The four dedicated staff ensures that the Mazingira yetu objectives are delivered to all the participating groups.

1.2.2 Equipment and exhibits

The Mazingira yetu uses several equipment to deliver practical and informative programme to the learners who participate in the conservation education programme:

- ✓ A 31-seater bus converted for off road driving and better animal viewing during game drives is used by the learners for all field activities on Borana.
- ✓ 6 binoculars and 15 monocular that act as an aid to the students during the field excursions.
- ✓ Learners are guided during game drives in the conservancy to help them understand the relationships between the various living and non-living components of the environment such as plants, animals, water, air, soil etc. Negative human impacts on the environment are also highlighted during game drives and pragmatic solutions discussed along the way.
- ✓ A sound system equipped with projectors presents a great tool for learners to watch documentaries and for lessons' delivery as it gives learners a practical understanding of several issues through animations and hands on activities at the center.
- ✓ Interactive exhibits and hands on activities are embraced at the center to deliver lessons on animal adaptations, environmental benefits, environmental challenges, and solutions that can be embraced in school and at home.

1.2.3 Dormitory construction in progress

The Mazingira yetu center currently is undertaking the construction of a 12-bed capacity dormitory that will be used to host the residential/boarding groups looking to undertake research or trainings.

1.3 The Day's Programmes

The Mazingira yetu day programme runs between 8.00am and 4.00pm and is open to adjacent primary schools (10). The program has a dedicated bus that takes the students from the schools to and fro and immerses them in an interactive game drive and filled with learning activities at the center.

CHAPTER 2: PROGRAMME BENEFICIARIES AND OUTCOMES

Table: Summary of Conservation Education Programme beneficiaries in 2022

School Engaged	No. of Students	No. of Teachers
Enakishomi	31	2
Ethi	31	2
Chumvi	77	4
Ngarendare	32	2
Kanyunga	30	2
Aljju	30	2
Olkinyei	26	2
Sanga	30	2
Sieku	26	2
Lokusero	40	2
Oasis of Love	40	2

In 2022, 10 groups participated in the CEP reaching out directly to a total of 465 beneficiaries. Of these beneficiaries, 393 were students and 24 were teachers and 90 were adults/community groups.

This achieves the set targets as proposed in the grant and to a huge extent the students' numbers exceeded expectations by 53. Additionally, the center accommodates various students brought together through the Oasis of love initiative as a form of mentorship and education.

2.2 Community Meetings held and attended

Name of the group	No. of women	No. of men	total
Naramat Entim- Lokusero	15	0	15
Ethi Group	40	0	40
Namaiyana-Makurian	32	2	34
Osuguroi- Chumvi	33	5	38
	Grand Total		127

Findings

The communities adjacent to Mukogodo and Ngarendare forests, primarily rely on these forests for their energy and livelihoods. This in turn, continuously puts pressure on the natural resources.

It was evident that several groups already practice kitchen gardens and bee keeping and hence they would need training to better their management and scale up their produce. Water shortage issues were cross cutting among the different communities especially in Ethi and Lokusero.

The outcomes

A scheduled tour to Borana to be arranged and communicated to the groups. Identified the needs and areas of collaboration: i.e., on Water pans, Kitchen gardens, Poultry farming and tree nursery establishment.

Recommendations

There's an immediate need to establish area specific projects such as Poultry farming, honey value addition, water pans and kitchen gardens. This would improve the community livelihoods as well as scale up their interest and participation in conservation activities. Awareness and sensitization in Ethi community on water management and resources.

2.3 Beneficiaries per month

Some months such as April, September and November coincided with the rainy seasons that rendered the roads impassable. There were also changes in the school calendar that affected the school's program. These changes were due to the Covid 19 pandemic.

2.4 Development of the Conservation Curriculum, structure, pedagogy, and mission purpose

A conservation curriculum was developed for the purposes of guiding interaction with students on conservation messages and better align interaction that promote experiential learning. Further, in conjunction with Richard Henney, a consultant from SRI who made a second visit late in the year, the Mazingira Yetu further developed a pedagogy, streamlined the structure, reporting lines and developed a purpose that further aligns/grounds the activities of the program

The new purpose of the program is, *"Mazingira Yetu provides place-based, mutual and holistic education focused on regenerative action-based approaches, to engage and inspire all to secure global ecosystem health"*

2.5 Monitoring and Evaluation

For the year 2022, the Mazingira yetu program was able to pilot various monitoring tools that would be suitable for audiences. This was a rigorous exercise done in bid to flesh out tools that provide clear responses and indicators of the impact of the program. The tools have further been developed and will be used from 2023 onwards.

2.6 Branding of the Bus (Mazingira Express)

The “Mazingira Express” bus was branded with conservation themed messages to further promote well conserved ecosystems even to other members in the community.

2.7 Lekurruki Group meeting

The Borana Education team was among the invited members as stakeholders for the committee meeting. The objective of this among many was to address issues regarding Sieku Primary that lies within their group ranch.

Issues discussed and outcomes were.

- Scholarship/ Bursaries – The need for this was to iron out bursary selection and award to the best student and most needy in the school.
- Feeding Program – From the meeting it was agreed the School management would look for a sustainable solution that ensures provision of food in the school. Currently the school has little to no support in terms of food hence this was a critical issue as it also affects the performance in the school. – This was realized through the education team visits.
- The meeting also highlighted the urgent need for a stakeholder meeting between Borana, Sieku Primary BOM and community land management committee. With the goal of defining roles, sorting scholarship awards, and working towards enhancing teamwork amongst stakeholders.

2.8 The Elephant Queen Community Film

In conjunction with the elephant queen team (TEQ), we managed to show the Elephant queen film at the MY centre to all the 6 adjacent communities and 10 community schools with the aim of sensitizing the communities on the plight of the elephants and human wildlife conflict. The film was also shown to many Borana staff.

2.9 Team Talk

The education team was engaged in the Team talk mentorship activities in Ethi and Enakishomi Primary schools. A result of which was, a collaboration on mentorship programs for our scholarship students as well.

4.0 Mazingira Yetu Trainings and Other Activities

4.1 Snakes Training

The training was aimed at sensitizing the conservancy staff on snake handling techniques and snake species. This was conducted to 22 members of staff.

4.2 The Long run annual meeting

The annual TLR meeting was held at Borana, Mazingira yetu center with key deliberation on the progress and future of the TLR members. A total of 40 members attended

4.3 Ecological Outcome of Verification (EOV)

The Mazingira yetu center in conjunction with SNV and True range hosted 2 ecological verification workshops with the aim of sensitizing communities and project managers on ways to conserve and observe the health of their environments. A total of 40 members attended the training.

4.4 Teachers inception meeting

Prior to the launch of the Mazingira yetu program, an inception meeting with Head teachers and teachers was held to engage them on the developed curriculum and the aims of the program. A total of 30 teachers attended the meetings.

4.5 Mukogondo Wild walk Event

In conjunction with various conservation partners, we attended the inaugural mukogondo wild walk event. The aim of the event was to sensitize people of the forest as well as bring stakeholders on board for further participation of conservation activities in the forest. This was the first launch of the 10km walk which will be held annually.

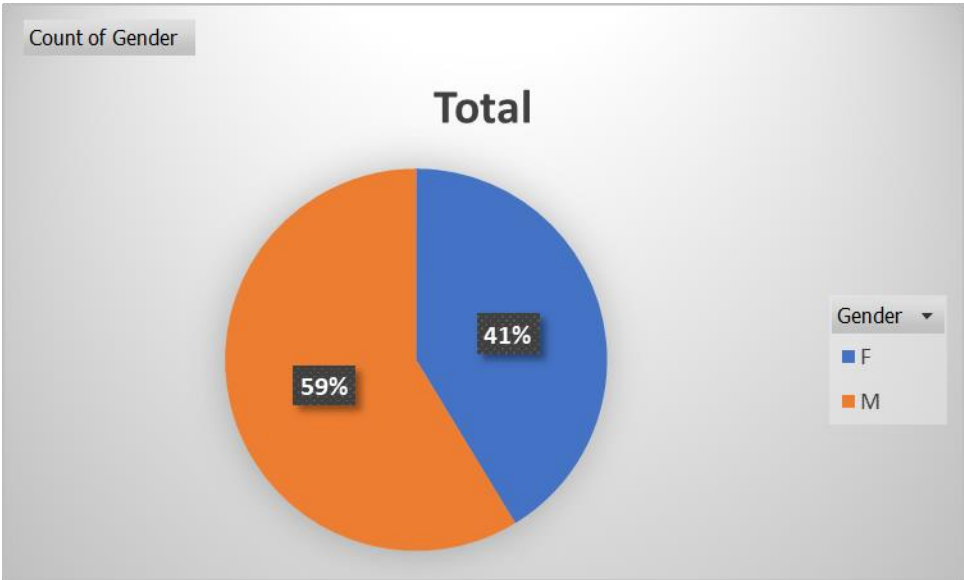
CHAPTER 5: Borana Education Support Program (BESP)

The BESP program which is a component under the Mazingira yetu center has worked throughout the year to support and provide mentorship to students in the program.

5.1 Total students Supported in 2022

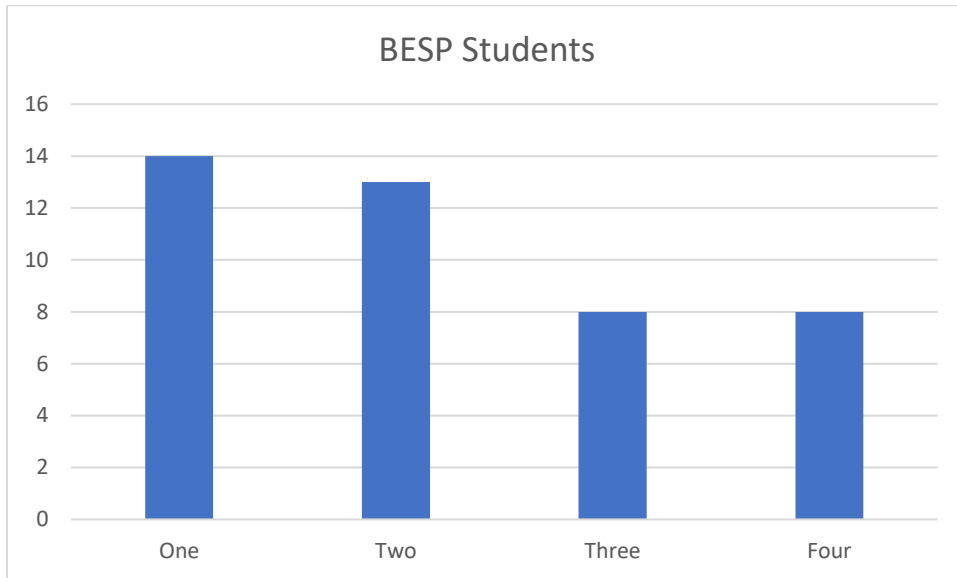
The BESP program has in 2022 supported, 46 scholarship students. Below is a breakdown of BESP for the year 2022.

5.1.1 Students Segregated by Gender



Gender	Count of Gender
F	19
M	27

5.1.2 Students Segregated by Form/Class



Form:	Count of Form:
One	14
Two	13
Three	8
Four	8

Additionally, the program also supports 3 special needs students, 2 boys and 1 girl.

5.1.3 Tertiary Students

- Currently as of 2022, the BESP program supports, 7 students, i.e., 6 boys 1 girls.

5.1.4 BESP FINANCIALS

Through the year, money spent on scholarships has been Ksh.1,905,961

5.2 BESP Parent-students meeting

A parent- students meeting was held with a critical aim of addressing several scholarship issues as detailed below.

- Performance: Through the meeting, our finding was that there was a huge gap on follow up which also contributed to poor performance.
- Role of the parents/ guardian: From the meeting, the education team emphasized the role parents and guardians play towards helping their children perform better. This was a point of concern earlier, as it was noted that Besp supported students were often neglected hence no follow up from the parents.
- Timely Results submission and fee structures: We often encountered cases that little to no information about the particulars of the scholarship students. Through the meeting, it was clearly emphasized on timely results and fee structure submission i.e., in hard copy for filing and immediately after schools close.
- Education Policy: The Education team emphasized, the current education policy to the parents and students and highlighted the bidding contract and requirements that assures them of their continuous support from the Besp program.
- Peer Pressure: As an emerging issue for both the boys and girls i.e. early marriages, school drop outs, relationships etc., The issue was discussed in length by the parents to their students to mitigate any future cases.
- Career Development: A key issue during the engagement meeting was the need to have mentorship programs that offer career development opportunities and have insights into areas to furthering their future studies.

Outcomes

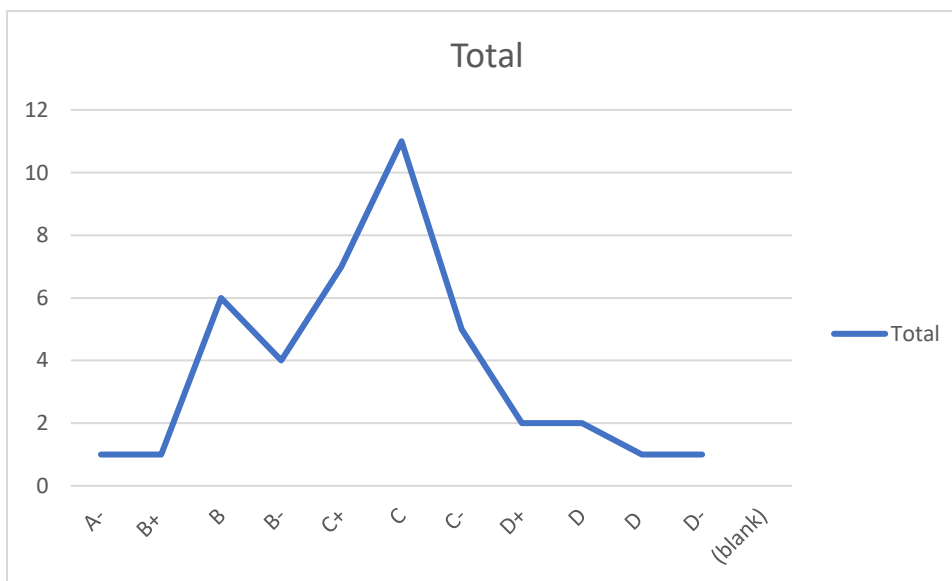
- Targets set: Each student was asked to sit with the education team, parent/guardian to help set next terms targets. The activity was geared towards the students committing to bettering their performance as well as having the parents as part of the process to enable more support for the students.
- Academic school Visits: As part of the education strategy, it was realized that the education team should visit several students in schools, for a follow-up with the teachers and school heads. E.g., Kalalu and St Loise Girls.

Recommendations

- Termly Student- Parent meetings: We recommend termly meetings i.e., at the end of each term meeting with the students and parents to assess the performance and progress of each student. These meetings would also help the education team in getting the updated school fees structures and results.
- Development of mentorship Program and career coaching: This was an arising need suggested by the parents and students in the meeting. We recommend that this be done at the very end of year after school and national examinations.
- Poor performing schools: this is an issue that has been raised by the students themselves where teachers do not adhere to the timetable, they do not go for lessons this has dragged the completion of the syllabus in some subjects.in some of this schools e.g., Lokusero and Doldol Secondary form two students are still working on the form one syllabus, hence results to poor performance. The recommendation was a) Transfer of the students, on this parent were asked to help look for alternative schools. b) The education team would ask the new students called to these schools and task the parents to help look for alternative schools

5.3 Mock Exams Support

The BESP program also supported mock KCPE exam to all the 10 focal schools. The resulted from the schools are as below,



From the graph, the students' performance was average. With many of them averaging between C+ and C-.

Total cost was, Ksh 66, 407

5.4 Food Support

BESP program also supported 4 schools during the national KCPE exams with food to aid in the smooth running of the school and motivate the students. The schools supported were Ethi, Arjiju, Olotasha and Olokirisiai

Total cost was Ksh 56,830

CHAPTER 6: CHALLENGES

Some of the challenges faced by the programme in 2022 include:

- So far, due to lack of resources, human, financial and material, the programme has not been able to carry out some important activities such as outreach conservation education activities and extension activities.

CHAPTER 7: CONCLUSION AND RECOMMENDATION

Conclusion

The year 2022 was a great success for the newly launched Mazingira Yetu program. Through the programme activities and the interactions with other institutions and individual partners, more partnerships were created giving the programme an opportunity to share ideas, resources, and expertise. Such partnerships with likeminded institutions can be capitalized to help develop the programme further for effective and quality delivery of the program.

Recommendations

- **Objective internship programme:** A rigorous and objective internship programme is necessary in the Mazingira Yetu to help in compensating for the human resource gap brought about when the education officers have to attend other functions as well as when engaged in other programme activities. The experience earned by the interns would also help nurture a dedicated horde of experts in the conservation education field.
 - **Outreach programme:** to maximize the impact of the CEP on the ground, the outreach programme is indispensable. The outreach programme thus needs to be developed to continue upscaling of conservation skills to schools and communities.
 - **Follow-up activities:** follow-ups, monitoring and evaluation are crucial in the successful implementation of the programme. Follow-up, monitoring and evaluation of the programme impacts should be made an integral part of the programme.
 - **BESP database:** currently the Besp program has no database that manages payments and students. This is crucial in ensuring that data is well stored and can be analyzed to track the program's progress. As such, its critical for a deliberate action to initiate one e.g., Salesforce
-
- 1.2: what are these resources?
 - Highlighted in the report, the resources are Monocular and Binoculars, Books, staff, bus, Audio-visual equipment and writing materials.
 - 1.2: what are the hands on activities mentioned here?
 - Web of life, soil activities, visiting the hydroponic center and jeopardy games
 - 1.3: what are the learning activities?

- Soil conservation, learning on endangered species, role of the different species in the ecosystem and learners as the agents of change in the communities, Additionally, incorporating the systemic thinking in dissecting environmental challenges in the community
- 2.2: is there an immediate need to establish poultry farming? Are we not already doing honey with Birds & Bees?
 - This is has often been requested by the women groups in the communities during their visits. As a way of promoting alternative livelihoods that also ties with climate adaptation strategies for our people. Thus, with resources, this would be an ideal program
- 2.3: Can we know the number of beneficiaries per month?
 - On average we had 70 beneficiaries per Month
- 2.5: What are these tools? And what were their findings?
 - These tools were the school assessment survey we conducted prior to the start of the program using the KOBO toolbox and pre assesment paper surveys.
- 2.6: any feedback on this from attendees?
 - As discussed prior, we did not get to analyze the feedback, and forms were to be sent.
- 4.0: it would be good to know the dates of these for any training which needs to be repeated
 - Discussed.
- 5.2: who will action the recommendations?
 - The recommendations will only be actioned by us(Borana). Through engagement of various stakeholders and partners.
- Chapter 6: Please could you explain this a little?
 - As also capture in the framework document, we envisage the program growing to conducting outreach to communities and schools. A critical component, of ensuring the continuous upscale and uptake of participatory conservation skills and actions.
- Chapter 7: who will action the recommendations? And I think we need to be very careful with establishing an internship programme – we do not want to take on interns for them to help in the kitchen or do the sweeping. I find it hard to believe that there is a human resource gap at the Centre?
 - As a center that encompasses both conservation and education this will be a critical component to have. It is also captured well in the framework we designed late last year with Richard.- As you note that interns are here to help in the kitchen and sweeping duties, is very harsh and not true –Looking at this, we do not have a gap in staffing but rather its more advancement of the program where by we get learners to gain skills on the different facets of conservation, program implementation etc., skills they need for their job market.
 - Additionally, these will be students from our BESP program that will also be a way to give back to their communities. Noting we have recently supported, several students doing community studies, environmental science, IT etc.