

**Laikipia Wildlife Forum**  
**Environmental Education Programme**  
**Strategic Plan for 2010 – 2015**

**Introduction**

Between 2008 and 2009 the LWF in partnership with Chester Zoo and Save The Rhino International reviewed its Environmental Education Programme. The lead expert for the review process was Maggie Esson from Chester Zoo. The process, which included a review of performance and a consultative stakeholder workshop resulted in two reports: “*The Past Informing the Future 2004 – 2007*” (February 2009) and “*5 year review workshop*” (June 2009) (see annex I & II).

In 2009 the LWF also initiated an internal review of the organisation as whole, with the aim of developing a revised Strategic Framework for the LWF (see annex III) and a 5 year strategic plan. The process included incorporation of the findings of the review of the Environmental Education Programme.

The EEP is a core programme of the LWF and serves to ensure the LWF delivers its purpose and mission which ‘***promotes the conservation of wildlife and a healthy natural environment, by bringing people together to sustainably use the natural resources on which their lives depend***’.

The findings and recommendations from the review of the Environmental Education Programme (EEP), and the preliminary findings of the wider LWF review have been drawn together to form a 5 year strategic plan for the EEP, running from 2010 to 2015.

**Strategic Framework for the LWF EEP**

The review of the LWF as a whole noted that there is a need for greater understanding about sustainability and conservation in the membership and wider population, reflecting similar findings in the review of the EEP. The new LWF strategic framework identifies that one long term goal of the LWF is to ‘**increase understanding of the need for and value of wildlife and a healthy natural environment**’<sup>1</sup>. This primary goal for the LWF raises the importance and profile of the EEP within the organisation, recognising that increasing understanding is an educational process.

To achieve this long term goal the LWF strategic framework sets out shorter term objectives (2010 – 2015) and activities, and specifically in relation to the EEP the LWF

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<sup>1</sup>The Laikipia Wildlife Forum’s long term goals are to:

- Increase understanding of the need for and the value of wildlife and a healthy natural environment.
- Enhance natural resource management to create and maintain a healthy natural environment
- Optimise the value of and access to natural resources that support livelihoods.
- Capitalise on the value of the Laikipia Wildlife Forum to its membership and the wider population of Laikipia.

should ***provide action-orientated learning in schools, conservancies and through community leaders and structures, on environmental degradation, erosion and deforestation and the issues of land use that threaten the stability of natural resources<sup>2</sup> (including wildlife)***;

Examples of key Activities proposed in the LWF strategic framework, and drawn from the review of the EEP, include:

- Form an environmental education sub-committee
- Work in partnership with education professionals, Government, DEOs, education officers from conservancies, KWS, Chester Zoo and other education partners to develop common messages for each of the focus area and strategies for delivering messages to the target groups.
- Coordinate exposure visits to provide practical demonstrations to help develop ideas that can be adopted between communities to enhance their understanding of the economics of conservation.
- Develop and facilitate joint training opportunities for teachers and education officers in conservancies.
- Continue to carry out exposure visits for school students to conservancies in Laikipia.
- Work with a social scientist to monitor and evaluate perceptions of change.

To achieve these activities the LWF EEP has developed a strategic plan for the period 2010 – 2015 (starting in 2009), identifying a timetable of for the activities and resources required to achieve the LWF's objective and long term goal.

The revised LWF strategic framework also clarifies the role of the different components of the organisation, namely the secretariat (staff) and membership, as follows:

### ***The role of the Secretariat***

Through its secretariat the Laikipia Wildlife Forum will:

- Establish networks to work on critical issues affecting the membership, such as security crises and depleted natural resource crises.
- Establish working groups and sub-committees as necessary to help guide the delivery of its objectives.
- Act as a link between the membership, and on behalf of the membership and the wider community,
- Identify and facilitate the sharing of expertise both within the membership and by sourcing and introducing additional expertise available in Kenya or through international partnerships.
- Lobbying on behalf of the membership on issues identified as important to the majority of members.

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<sup>2</sup> Note that Natural Resources are understood to include wild animals (wildlife).

- Act as a monitor for its membership on local and global developments in natural resource management, evaluate initiatives, disseminate findings and find ways of developing models of best practice in the membership.
- Coordinate resource development to raise funds and create linkages to resources for members.
- Raise funds through its membership towards the running costs of the secretariat.
- Attract investment for members and partner community groups involved in conservation enterprises and help develop and link to markets.

**It will work through experts and other strategic partners to build capacity for**

- Natural resource conservation and management, including of wildlife, grass, trees, rivers, and critical environments such as rangelands and forests
- Livestock and rangeland management
- Conservation enterprise, including tourism enterprise and marketing
- Communication and awareness raising

***The role of the membership***

- To contribute financial support through membership subscription and donations.
- Participate in joint fundraising initiatives
- Periodically contribute resources in-kind such as expertise, information, transport equipment, community mobilisation.
- Implement and undertake wildlife conservation activities, natural resource management, and sustainable natural resource use.
- Share lessons learned and experience in wildlife conservation and sustainable natural resource use.

**LWF EEP Strategic Plan**

Activities within the EEP aim to achieve the LWF's mission and long term goals.

***Environmental Education Programme Sub-committee.***

- A Secretary who should also be the EEO of the EEP
- A professional educationalist - someone who understands at an academic level the process between the acquisition of knowledge and how that changes behaviour
- A representative from KWS
- A representative from the Ministry of Education – a District Education Officer
- A local leader or figure-head from one of the five units that Laikipia District is divided into. This could be rotational , with each unit taking a turn on an annual basis.
- A representative from NEMA, the National Environmental Management Authority
- Two members from the conservancies

- The Forum's Community Conservation Programme Manager to ensure a strong link to the bulk of activities carried out by the LWF and who can bring people together.

***Develop common messages for each of the focus area and strategies for delivering messages to the target groups.***

***Overview of activities:***

<b>Activity</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timing</b>	<b>Indicator of success</b>
Form an environmental education sub-committee.	EEO, Committee as per recommendations from EEP Workshop report. Develop ToRs for committee.	Telephone and stationary	Immediate (i.e. in 2 months) Meet at least 2x per year.	Committee formed and meeting. ToRs for committee in place
Develop common messages for each of the focus area and strategies for delivering messages to the target groups.	EEO to confirm focus areas and strategies. In partnership with education professionals, Government, DEOs, education officers from conservancies, KWS, Chester Zoo and other education partners.	Telephone. Consult experts to organise a day's workshop	By Oct 2009. The committee would therefore delegate work to do and always share through email quarterly	Common messages developed. Strategies for delivery defined and implemented.
Coordinate exposure visits to provide practical demonstrations to help develop ideas that can be adopted between communities to enhance their understanding of the economics of conservation.	EEO, CCPM, CLOs, Assistant/Driver	Resource persons to facilitate the demonstrations. EEO to liaise with CCPM, CLO,s and other members of LWF who would have suggestions on possible places to learn from	Visits done by December 2009	Exposure visits taken and a future plan drawn.

Develop and facilitate joint training opportunities for teachers and education officers in conservancies	EEO,	Resource persons/ expertise and the cost of hiring	Once per year and the first one to start early 2010	Training taken, increased collaboration towards one goal
Continue to carry out exposure visits for school students to conservancies in Laikipia.	EEO, Assistant/Driver	The bus and teaching materials	Continuous	The number of schools that use the bus for education tours
Work with a social scientist to monitor and evaluate perceptions of change	EEO, Develop ToRs for social scientist.	Transport and stationary.	To start immediately once the committee is in place	Compiled report on the findings

### **LWF EEP Structure for delivery**

The LWF EEP will expand its structure from the current Environmental Education Officer to include an Assistant/Driver and the sub-committee.

### **LWF ENVIRONMENTAL EDUCATION PROGRAMME 2009**

Since the LWF wants to encourage a change in the environment across the whole ecosystem and beyond, it would be very useful if any opportunity to encourage action by the people be maximized. One of the ways to encourage people to take action is to show them the way to do things and better of to expose them to working projects.

#### **Resources for the programme**

There is need for the programme to have teaching resources that demonstrate conservation activities that are easy to adopt and affordable. Though the wildlife conservancies in the district provide very useful information for people to see and learn about the almost original state of Laikipia environment, most schools and adults when they visit them may not really consider what they see as activities they can replicate in their communities by virtue of considering them as unequal partners. That is they consider the white-owned conservancies to have a lot of resources which they would not afford even when the technology being used is a simple one.

There is therefore need for both the LWF and the wildlife conservancies to encourage taking up conservation activities by the community they serve. These activities when taken up would be used as learning sites by the adults and children as a way of helping them realize that it is also possible in their homes or schools. There is need for the LWF and its members to give support to the community initiatives with relevant materials and personnel to enable them undertake activities such as water harvesting and conservation techniques, tree planting, range rehabilitation, etc...to ensure that the society is informed about the simple affordable ways to improve the environment.

Care should be taken on the complexity of the demonstrations the communities are advised to take up as some may not be really affordable by the community i.e. the demonstrations on energy conservation methods done by the LWF during the World forestry day was a great idea but i doubt the communities have taken it up.

There is therefore need to identify key people and experts to help support community groups identify technologies they could adopt that use the locally available materials for example in addressing the following:-

a) Water conservation

- Drip irrigation effectively conserves water, saves time and reduces the production cost when growing plants as compared to flood irrigation which most people use.

However this technology has rarely been taken over and most people opt to use the expensive and laborious flood and sprinkler irrigation. The two methods of irrigation require more water and are expensive.

- Roof water and runoff water harvesting is another area that people can maximize to ensure they have water available for domestic use. Harvesting of rain water through shallow pans or ground troughs need to be encouraged to be taken by both the community and institutions like schools. It is almost impossible for a school to harvest the total amount of water that runs through the classroom roofs in water storage tanks, therefore the excess overflows can be collected in water pans in schools, and then serve in providing water for cleaning classes, watering vegetables and tree nurseries and even for cooking and drinking. It is a shame that many schools complain not to have water for planting trees or watering a vegetable garden yet they leave alot of water to waste during the rainy season. Maximising in water harvesting together with water conserving measures such as drip irrigation can result a greatly changed environment.

b) Tree planting

When the right trees are planted in the right place and in the right season, alot can be achieved. Planting trees may be a challenging especially in areas where accessibility of water is poor and especially if the trees are not planted correctly. Our programmes, talks and lectures have aimed at informing the public about the importance of trees but might have not addressed how to plant and take care of trees. Many teachers have consider planting trees to be a futile exercise as they consider the lack of water in their schools to be a very big challenge. Water recycled from the kitchens, or that harvested in the water

pans can be turned to be very valuable for tree planting if the use of drip watering using bottles could be encouraged. It is therefore very important to teach and demonstrate that all is possible and this can only happen if there is a technical person visiting schools to help them achieve this.

c) Energy conservation

The continued decrease of tree cover in both the forests and community land is contributed mostly by the increasing need for fuel. Conservation of energy can play a very important role in reducing the rate of cutting down trees. This can be achieved if people can be taught on the methods of conserving energy such as the use of energy saving jikos. Such a technology need to be affordable to the local communities for easy take up. Training the local communities to make energy saving jikos using the locally available materials would contribute positively towards helping the communities to in picking up the idea as they could do it themselves.

d) Wildlife and Environment clubs in schools

Though many schools claim to have wildlife/ environment clubs, very few of the schools have active clubs that are focussed to making a difference in their environment. Many call themselves club members because they are involved in going for trips and excursions. The LWF EEP can play a very important role in encouraging action in schools if the services would be restricted to those that demonstrate serious action in schools and also can be used to give training opportunities to club patrons.

**Areas that would require resource persons/ experts**

	<b>Environmental issue</b>	<b>What to do</b>	<b>Expert</b>
1	Water harvesting	- Provide a simple booklet with adoptable technologies that address; water harvesting from rain and runoff especially through shallow pans and - Ways to conserve water i.e. drip irrigation	Mike
2	Tree planting	- How to plant a tree;- where, what type, care needed, - Nursery bed preparation - Benefits of trees - Taking care of trees	
3	Energy conservation		
4	Wildlife conservation		
5			

**The adult community groups**

To my opinion, the use of the LWF bus to handle community groups for environmental exchange tours is of great value especially if the purpose is clear to them from the planning stage. Since the

adults own land and can easily decide what to do on their land without much consultation (unlike the young), exchange tours aimed at equipping adults with skills and knowledge to transform their environment can yield a lot more than the children. This idea can also be applied in schools, where schools that initiate conservation activities become learning sites for the other schools to emulate. The LWF EEP can create the spirit of competition among the schools and those that have their environment well taken care of be awarded for their efforts. This can be done either through free sponsored trips by the LWF or through supporting the schools with resources that children can use to improve on their environment.

### **Role of wildlife conservancies**

In the current situation the EEO works as the driver and also coordinates bookings and requests to conservancies for admission.

Conservancies to work in complimenting what the EEO does and also help their immediate communities/ schools initiate activities that are affordable.

If the conservancies were to be engaged in supporting communities

### **Role of the EEO Assistant/ Driver**

He should actually be able to deliver lectures, handle children on game drives and assist in evaluation.

### **EE subcommittee**

To comprise of:-

- EEO
- KWS

### **Objective 1**

-Lwf big picture

-eep objectives and activities what to do clear

-how to do it