

**SUSTAINABLE AGRICULTURE COMMUNITY
DEVELOPMENT PROGRAMME
SACDEP KENYA
CONCEPT PAPER**



School Pupils and Youth Learning about Nature and Environment conservation in Laikipia County

PROJECT TITLE: SCHOOLS AND YOUTH ENVIRONMENTAL CONSERVATION ACTION (SAY – ECA) PROJECT

THIKA – KENYA
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1. INTRODUCTION.

In the past 25 years, Environment and Development factors have been linked whereby each is dependent on the other. Especially that once environment is damaged, development process and growth rates are affected negatively. At the same time, some development programmes are implemented without due considerations of their short and long term effects on the environment.

When such negative effects on the environment take place, they later damage the developed facilities.

For instance, once a road or buildings are built through a forest, the said infrastructure will damage the environmental balancing. The forest will be interfered with. Soils may be left bare such that erosion through rain water become a menace. If no remedial measures are taken quickly to return parts of the forest and control water speeds uphill, the danger of the road being swept by torrent water is evident. Parts of the road may be swept away. Further building may also collapse, get flooded or be condemned for human occupation in a few years.



Damaged areas on Lusoi Hill – damages due to soil erosion

Environmental science subjects are taught in Schools and Colleges. They are involved in clean-up exercises especially in urban areas. Upon such events covered in the press, there are possibly no follow-ups.

Schools are taught environmental science that include water quality, collection of garbage and reducing tree felling.

The subject on Climate Change has started to transcent among Environmental debates. The information shared rotates around the trms, Global warming, rising Oceans, rainfall shortages, El Nino phenomena etc. terms are relevant.

It is to be noted that all the activities, debates and education on the environmental issues remain too theoretical. As such, no adequate efforts have been effected to the level where school students and Youth able to to connect the same with their daily lives. Especially the link between Environment and Development (EaD) within lives of today and the future.



Pupils of a Primary School in Laikipia being taken through the Nature Conservation Awareness and Action Day.

2. SCHOOL AND YOUTH ENVIRONMENTAL EDUCATION ; THE MISSING LINK

As mentioned above students and Youth have been well treated with the theory of EAD from books, lectures, internet, newspapers, Newsletters, magazines e.t.c. the subject is documented.

However, many have never visited areas that provides them with practical feeling of nature. Pupils and and youth have not visited a clean river, natural forest, virgin grasslands, nature conservancies and so on. Further, they have not had the opportunity to visit a damaged forested area. They also have little practical knowledge in beekeeping, fish, trees and soils. They have never practiced tree germination, grafting or field planting.

Students and youth consumers of energy. However, while most may use energy from Hydro sources tapped from the National Grid, they may never link the same with dangers of future shortages as a result of environmental damage. Further, for those using wood fuel, cutting down trees and bushes may be their occupation. Linking their damaging of trees without their replacement may never been thought by them.

It is a well thought fact that some youth have potential to become Environmentalists as a life time career. They may be willing to be distinguished environmental scientists making a huge contribution as researchers, writers, activists or educators. Unfortunately, due to lack of enough inspiration and early exposure to nature and conservation, they move to careers that they have little contribution to its innovations.

The missing link? Practical exposure, inspiration challenge and information from a practical point. Nature conservation exposure at an early age and opportunity.

3. SACDEP'S APPROACH TO LOOPING IN STUDENTS AND YOUTH

Sustainable Agriculture is based on 4 principles. These include Economic Feasibility, Environmental friendliness, social justice and cultural acceptability. Within this composition, it is clear therefore, that environmental integrity is a core component of sustainability of agriculture. As such, environment and Nature conservation is an integral component of sustaining Agribusinesses and wealth creation. This fact cuts across families, students and youth.

SACDEP is implementing projects in 11 Counties in Kenya. In all the project designs and implementation, Nature and Environmental conservation are integral components of wealth creation.

4. RELEVANT INITIATIVES CURRENTLY ON GOING

Based on the conviction that students and youth are the future Managers of the environment SACDEP has initiated practical work aimed at providing knowledge. The initiatives are as summarized here below.

4.1 Lusoi Hill

This is a 249 Hectare Government forest area which was once a thick natural forest. Before 1980, the area teemed with Elephant, Buffalo, Zebra, Antelope and an assortment of smaller wildlife.

The area around Lusoi Hill received heavy human settlement in the 1970s and recently in 2009. Over the years, the adjacent communities continued to collect biomass from the forest area. By 2013, Youth were uprooting tree stumps to sell for charcoal and firewood. The forest was gone while soil was been washed away leaving bare rock where once there was an indigenous forest.



The Lusoi ENCEF- Pupils take a group photo after a whole day session.

The total removal of the forest constituted negative effects to the surrounding. Farmlands, water got scarce, temperatures rose and biodiversity got damaged. In 2014 SACDEP commenced work on the hill in liaison with Kenya Forest Service – KFS. Activities included tree planting, community education on environmental issues and setting up of an Environment and Nature Conservation Education Facility – ENCEF. The facility has seen a lecture and training hall built and nearing completion. Elephant migration is common in the region as wildlife travels from Mt. Kenya to the Aberdares. So, a perimeter fence has been erected around the ENCEF powered by wind energy.

In order to provide education to Schools, SACDEP and KFS have initiated a programme under the Title “Schools and Youth Environment and Conservation Action” (SAY-ECA). This title has naturally “grown” into a moving slogan among the youth shouted in lectures as SAY-ECA!

The Programme commenced in July 2016. It entails training in Environmental and Nature Conservation lectures for organised groups. Lasting 1 day, participants not only get lectures

they also take hikes to expose them to the damaged forest and witness the impact on surrounding farmlands and people.

The Programme is so popular that SACDEP has a waiting list of over 10 Schools and Youth groups. Within 5 Months over 300 students and about 100 youth have attended the Nature Conservation Awareness and Action Days – NCAA Days.

5. THE IMPLEMENTING ORGANIZATION

Sustainable Agriculture Community Development Programme is a leading Kenyan Organisation registered as an NGO in 1993. For the past 23 years, the organization has expanded work from 180 families (1993) to 75,000 by 2016. At the moment, work is ongoing in 11 Counties in the Rift Valley, Central, Eastern and Coast Provinces of Kenya. 5,700 families are in our development Programmes at the moment.

Sustainability of Agriculture industry has been a challenge especially among Kenyan small Holder (0.5ha) families. The matter of Sustainable Agriculture is well connected with Sustainable Development. To achieve both, Nature conservation and implementing activities which are Environmentally friendly are of paramount importance.

In recent years, the climate change (CC) phenomenon has shifted into the Centre of all development considerations. This is more so in Agriculture SACDEP – Kenya has developed and used Nature and Environmental factors as tools for sustainability of Agriculture whereas Conventional Agriculture locks itself in the farm, Sustainable methodologies get out of the farm. Dynamics that take place (Externalities) outside the farm have to be strongly responded to. Such include forests, rivers, temperature changes, rainfall patterns e.t.c. The factors indicate that one of the principles of Agriculture is Environmental Balancing on and outside the farm.

In forests, adjacent farming communities are always tempted to get vegetation materials from forests. When the put animals (especially goats) in forest areas, they kill trees and damage soil cover.

The Challenges.

Lusoi Hill Forest is at the moment suffering from hundreds of livestock head put in for grazing and browsing. The solution is in putting up an Electric fence. Youth are the environmental damaging elements for tomorrow. The same may be said that they will protect the environment. So, in order for them to be a reliable team/agents for environmental conservation, the time to enable them change attitude is now.

SACDEP has been working with schools and youth in agriculture. Experiences are that once clarity of the subject is made, they quickly become Nature Enthusiasts. Lusoi Hill has started to be a big inspirational , awareness and educative tool for such orientation.

6. PROJECT GOAL

To build a team of Nature and Environment Enthusiasts fully inspired to become highly professional practitioners who will take the subject to the centre of sustainable development agenda at educational, Research, Policy and Political levels in Kenya within the next 5 years.

7. PROJECT OBJECTIVE

To enable primary School pupils, Secondary School students, and Youth obtain practical knowledge and skills in matters of nature, Environment conservation and climate change mitigation empowering 3600 Environmental practitioners in 2 years operating in Laikipia, Nyeri, Meru, Isiolo, Samburu and Nyandarua Counties and beyond.

8. PROJECT ACTIVITIES

To achieve the project Goal, and objective, the following activities will be implemented at the Lusoi Hill Nature Conservation and Environment Education Facility – NCEEF

8.1. To put up a 7km fence powered by solar and wind, keep of livestock while providing practical training on green energy.

8.2 Complete construction of the existing phase of NCEEF by putting up information reading materials, furniture and catering unit – 3 structures using naturally found building materials.

8.3. To construct and equip 3 overnight sleeping bandas for school, pupils, students and youth with capacity to host 30 female and 30 male environmental education beginners and enthusiasts.

8.4 Construct and operationalise 1 wind power generation plant able to power the fence as an alternative to solar sources including the NCEEF 3 buildings.

8.5 To organize and hold 30 nature conservation and Environmental Education induction courses each lasting 2 days at 5 sessions

8.6 To plant and have established 200,000 indigenous trees through watering and after plant care for 3 years.

8.7 To provide personnel support to 2 trainers and 2 site caretakers for 3 years.

9. PROJECT SUMMARY BUDGET - LUSOI HILL NCEEF

NO.	ACTIVITY	AMOUNT
1.1	Solar and Wind powered 7km as Livestock control measure	5,000,000
1.2	NCEEF structure completion stocking information materials and catering unit – 3 structure	3,000,000
1.3	Construction and equipping of 3 overnight sleeping Bandas for pupils, students and Youth accommodating 30 persons.	3,000,000
1.4	Construction and mounting of 1 wind power and 1 solar power equipment for production and training on Green Energy.	5,000,000
1.5	Organise and hold 30 Nature conservation and Environment Education days each lasting 2 days.	4,500,000
1.6	Planting and establishment of 200,000 indigenous trees on 700 acres	1,000,000
1.7	Provide personnel and administrative support for 2 years 2017 – 2018 at 2 trainers / educators and 2 site caretakers	3,600,000
	Total Estimate	25,100,000

Budget Notes

- i) As stated above, work on Lusoi Hill is started and has been ongoing for the past 1 year. Experiences so far obtained from the pilot phase will be phoughed into this proposed phase.
- ii) The activities in the budget are not necessarily inter-tweened. So, all budget lines can be funded independently depending on the financial ability of the contributing partner. Item 1.7 is a cut across line to be funded as a continuous Human Resource demand. It runs for 24 months while the rest are one – off.
- iii) SACDEP contribution will be drawn and detailed when the stage to submit full proposal is reached.

10. Conclusion

SACDEP – KENYA will use the 23 years experience it has gathered in successfully implementing such projects. More detailing of the project document will be completed upon SACDEP receiving initial comments from the funding partner.

They will protect the environment. So, inorder for them to be a reliable team / agents for environmental conservation, the time to enable them change altitudes is now. SACDEP has been working with Schools and Youth in agriculture. Experiences are that once clarity of the subject is made, they quickly become Nature enthusiasts. Lusoi Hill has started to be a big inspirational awareness and educative tool for such orientation.

In Nanyuki, the Climate Change Mitigation Initiatives (CCMI) Centre has began to be popular with farmer groups and other environmentalists. In both centres, therefore, the challenge is how to use the piloting stage and use the learning points so far obtained by SACDEP and KFS personnel. Further, how to stabilize and make the training programmes sustainable. Such is the Justification of this Project Concept Paper.