# ORGANIZATIONAL INFORMATION

PROGRAM TITLE: Education for the Environment (E4TE)

PROGRAM IMPLEMENTER: Mazingira Safi Initiative (MSI)

PROGRAM LOCATION: Nairobi, Kenya

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ORGANIZATION HISTORY AND INSPIRATION: Mazingira Safi Initiative (MSI) was founded in November, 2013 to help reduce litter in Nairobi through education and behaviour change and encourage communities to take an active role in maintaining a clean, green and beautiful urban environment

VISION: Clean Environment, Communal Responsibility.

MISSION: To inspire, educate and support communities to daily choose and take actions that lead to a clean, green and beautiful environment.

GOALS: Increase litter awareness to reduce littering, enable communities to acquire knowledge, values, attitudes and skills to protect and improve the environment, improve economic livelihoods of women and youth and make Kenya beautiful.

ORGANIZATIONAL STRUCTURE:

# PROGRAM DESCRIPTION

Littering is an inherent fact of today’s living that exists in one way or another in our communities. A quick informal survey will show you that the habit is not only in adults but is fast gaining ground among children. This is partly because our children are disconnected from nature because of growing up indoors hence environmental stewardship is not taught in school and also, the habit of not littering hasn’t been ingrained in them during their upbringing. This lack of education hurts individuals, communities and the environment. Numerous studies have shown how formal or informal education changes attitudes, behaviours and perceptions. For example, a lack of education and awareness is a major influencer of littering behaviour be it positive or negative.

Education and behavior change are the foundations of MSI. Thus our mission as MSI is to inspire, educate and support communities to daily choose and take actions that lead to a clean, green and beautiful environment. To this effect, MSI has developed an eight week environmental education curriculum aimed at educating primary school on various aspects of the environment related to litter and waste This program is called the Education for the Environment (E4TE).

We are focusing on schools because Africa’s population is not only the youngest in the world but by 2045, Africa will have the largest population of people who are 15-25 years’ old. The parents of these 2045 children are in today’s classrooms. We are also focusing on primary school children because they are in a very important period of their development into responsible individuals (ages 10-14) as they seek to pass through adolescence and prepare for adulthood. This means that this generation needs skills, knowledge, attitude, motivation and commitment to work individually and as a community to ensure a sustainable environment. We believe that environmental education is the key to that future.

The E4TE program will be done in schools under the environmental clubs. It will be run by MSI through by volunteers who want to give back to the society through their time or skills in the E4TE program and the school teachers. The aims of E4TE is to:

a) Foster clear awareness and concern about the environment as a whole and problems related to the environment.

b) Provide opportunities to acquire positive attitudes, knowledge, values and skills to protect and improve the environment.

c) Develop and reinforce new patterns of environmentally sensitive behaviours among school children.

d) Provide children with an opportunity and the motivation to actively get involved in creating a sustainable environment and in decision making.

Environmental Education is essentially an education for life. In the long run, MSI would like to create a generation of environmentally aware and empowered children because they are the greatest agent of change for the continual protection and stewardship of the environment. MSI also wants to have the government adopt the curriculum and make Environmental Education a mainstream class from lower primary to university because if we don’t educate the community, how will they learn about, understand and value the environment? How will they care about it and be good stewards of its resources?

## How it works

MSI will use the curriculum to train primary school children on litter prevention once a week at a time allocated by the school’s head teacher. To begin with, we shall work with **five** schools, classes 5-8. Most schools have an average of **50 students per class** and **at least three streams.** For a better and in depth experience, MSI will begin by training 30 students from each school who will form the environmental club. In addition to the theoretical classes, there will be three practical activities: a cleanup-which will be done around the area closest to the school- a 3R’s activity, where they will be make a school garden by planting spinach seedlings in 2L plastic bottles and a tree walk to learn more about trees. There will also be a competition where the children will design a litter bin poster, where the top three winning design will be used to design the bins for the school. Once they have gone through program, they will be able to put all these lessons into practice culminating to a Graduation Day event at the end of the school term. The teachers will be volunteers who will have signed up as volunteer teachers for the project. They will be interviewed and once selected, they will be trained on their roles before the project begins. This will give the public an opportunity to give back to the community in exchange for a certificate of participation. There will also be as a lead Teacher who will be from the school’s environmental club. The waste for recycling will be sold to recycling companies to support the school and MSI.

## Activities

1. A call for volunteer teachers who will be part of the project.
2. Pre-screening and interviewing the selected candidates.
3. Training of the winning candidates on the curriculum, their responsibilities and the expected outcomes.
4. Introducing the volunteer trainers to their respective school’s head teachers and students for better integration.
5. Weekly training of the school children.
6. Weekly meetings with the volunteer teachers to discuss the following week’s class.
7. On the ground preparations for the cleanup and flower planting events which will include site locations and visits and communication with the relevant authorities.
8. Buying of the materials needed for the cleanup, flower planting and bin designs.
9. Conducting the bin design competition, cleanup and the flower planting events.
10. Reviewing the designs and choosing the top three designs.
11. Making bins for the school using the winning designs.
12. The recycling competition and evaluating the winners
13. Monitoring and evaluation of the project.
14. Awarding certificates to the volunteer teachers.
15. Feedback and improvements in preparation for the next cycle.

## Outcome

1. A clear understanding of the student’s civic personal responsibility to the environment
2. Have clear and fostered environmental knowledge, develop in their problem solving skills and competencies
3. Develop positive attitudes, display environmentally conscious values and view points
4. Display a positive behaviour change in their day to day actions

## Indicators

a) Skills and problem solving and competencies

- Experimental design

- Planning and organizing activities

- Collecting, analyzing and organizing information

- Working with others in teams

- Creative thinking and designs

- Questioning, reading, listening and writing

b) Attitude, knowledge, values and viewpoints

-Aesthetics

-Recognition and appreciation of:

i) The importance of their own actions as individuals

ii) Benefits of the environmental conservation to the community

iii) The interdependence of nature on one another

-Care for the environment

-Individual acceptance of the need for a sustainable lifestyle

-Changing perceptions towards the environment

c) Positive behaviour change and action

-Energy conservation in school/home

-Litter reduction in classrooms and in the school compound due to use of bins

-School environmental projects e.g., tree/flower planting or formation of environmental clubs in schools with none

-Waste segregation and minimization in school/home

-Turning knowledge into action

-Promotion of recycling rates in school

-No burning of waste in school

d) Number of students participating in the program

# BUDGET

Mazingira Safi Initiative will account for the money given to the cent and link the money provided to the impact created at the individual and community level.

## CONCLUSION

We cannot over-emphasise the importance of teaching the children about litter and waste because it is a crisis in itself in our world. We hope that you will consider partnering with us on this great opportunity to invest in the minds of the future and create conservation leaders. As the Bible says in Proverbs 22:9- *“Train up a child in the way he should do, and when he is old, he will not depart from it.”*