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| Project Title:  | Re-afforestation initiatives in Africa-Kenya. |
| Implementing Institutions  | International Centre for Environment, Social and Policy Studies in liaison with Retired Pastors for Mission. |
|  Project Strategy | * Project to start off in one region (e.g. Karura Forest Nairobi) and progressively roll out to other regions
* Initial 20 primary and secondary schools to be selected for participation using defined criteria to be designed as part of the project proposal
* Each school to plant at least 5000 seedlings within a period of 2-3 years
 |
|  Beneficiaries | 1. Primary and Secondary Schools
2. Youth Groups
3. Women Groups
 |
|   Budget | 1.      Budget: **KSH.2,400,000** OR  **USD.29,268.29** |
|  Account Details | **Name:** International Centre for Environment, Social and Policy Studies **Account Number: 0200934008****Swift Code:** Middle East Bank-Milimani Branch, Nairobi, Kenya  |
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**CONCEPT NOTE BY INTERNATIONAL CENTRE FOR ENVIRONMENT, SOCIAL AND POLICY STUDIES (ICESPS) AND RETIRED PASTORS FOR MISSION (RPM) FOR FUNDING**

**Project Title: Re-afforestation initiatives in Africa-Kenya.**

1. **Identifying the Need/Problem**

The East Africa Business Summit (2003) identified massive deforestation as one of the most critical environmental crises facing all East African countries (The East African, Sept 29th – Oct 5th, 2003). For instance, Kenya’s forest cover declined from 30% of land area in the 1960s to less than 2% at present. Many factors have contributed to this, including but not limited to: illegal logging to meet huge demands for fuel, wood, charcoal, carving, in addition to clearing of land for human settlement and agriculture. The statistics on the rates of tree planting (the supply)

and tree consumption (the demand) in Africa-Kenya are depressing. For instance, to achieve sustainable supply of tree products and services in Africa-Kenya, over 200 million trees should be planted annually but less than 35 million get planted while an estimated 65% of the national demand for wood goes unmet. Current tree planting efforts are severely constrained by a lack of good quality seed and slow, inefficient traditional propagation methods. The good news is that the establishment of International Centre for Environment and Policy Studies in 2006 has gone along way in removing the past barriers of lack of poor quality seedlings and slow, inefficient traditional propagation methods.

1. **Needed Intervention/Solution**

The major challenge in Africa-Kenya is to massively and progressively increase tree planting in a way that is sustainable, supports income generation (wherever possible) for small-scale groups and grass-root communities – with an eye on the long-term vision of increasing the country’s forest cover and conserving the environment. Examples of organized, small-scale and grass-root communities that can be supported and empowered to spearhead and expand tree planting include schools, churches, women groups, youth groups, wood carvers and charcoal makers.

1. **How can we get involved and make the difference?**

With its leading corporate position and unrivaled branch network, you can provide the much needed leadership and momentum for the envisaged tree planting efforts to take root and achieve the desired growth and impact. The following three approaches are proposed for getting you involved and making the difference:

1. **The Eco-Schools Approach:**

There are over 20,000 public primary and secondary schools spread out in Africa- Kenya. A significant number of these schools, particularly secondary schools, have boarding facilities and many more have lunch feeding programmes. Cooking and water heating in all these schools is done using firewood. Most of the firewood is harvested from forest areas within proximity to various schools leading to massive deforestation and in many schools, expenditure on firewood accounts for 20-30% of the total school’s kitchen/boarding budget. In 1989, the United Nations

Environmental Programme (UNEP) estimated that the total firewood by all institutions/schools in Africa- Kenya was approximately **500,000 tonnes** per year. Currently the demand has nearly doubled to 1 million tonnes annually due to increase in population and construction of more schools, particularly with boarding facilities.

The ecological damage of harvesting 1 million tonnes of wood for use firewood by schools is equivalent to degrading over **400 hectares** of forest cover annually. Moreover, the ban on harvesting wood from forests in 2000, and the resultant scarcity and high cost of firewood, schools have become highly sensitized and motivated towards tree planting. The most appropriate and sustainable solution is to support and encourage schools to establish their own tree woodlots, with a view to achieving self-sufficient in firewood supply in 4-5 years when the trees are mature for harvesting. Another major advantage of working with schools in terms of tree planting is that they are permanent institutions with adequate land, labor (especially students), and management capacity from principals and teachers. Tree planting is also a practical way of introducing and integrating **Environmental Education** in schools. Schools

in different parts of the country can also be mobilized and trained fairly quickly, with minimal logistical/administrative cost implications. Other value adding activities under the Eco-Schools



**Fig 1: Involving primary schools in tree planting activities**

1. Homa Bay Primary School- Homa Bay County
2. Nyacheki Secondary School-Kisii County
3. Roysambu Primary School-Nairobi County
4. Dagoretti High School-Nairobi County
5. Garissa High School-Garissa County
6. Tatu High school-Garissa County
7. Nasib Primary School- Garissa County
8. Garisaa Boys High School- Garissa County
9. Kitui Primary School-Eastern Province
10. Lions Primary School- Eastern Province
11. Kibabii Primary School –Western Province
12. Mnala primary school-Western Province
13. Kapsoya Primary School –Rift Valley Province
14. Munyaka Primary School-Rift Valley Province
15. Kanunga High School-Central Province
16. Kiambaa Primary School-Central Province
17. Sheikh Nurein Primary School-Coast Province
18. Makupa Primary School-Coast Province

Approach would include:

􀂃 **Income generation opportunities** – for Eco-schools that are within proximity to Tea factories, income generation opportunities exist by way of selling surplus wood to the tea factories. There are 45 tea factories in Kenya owned by KTDA and they consume 155,000 tonnes of firewood annually to produce 250 million kilograms of ready-made tea. Like schools, the tea factories are also bearing the brunt of the ban on harvesting wood from the forest in terms of scarcity and increased costs firewood. In addition, there is also a global and national trend

towards substituting fossil fuels (e.g., furnace oil) with firewood as the source of energy for running boilers in tea factories. Use of firewood will not only help reduce emissions of carbon dioxide (CO2) which contribute to climate change, but are also much cheaper and will help save foreign exchange. Moreover, growing trees will create local jobs and improve local environment. The current Energy Policy by the Government envisages and supports fuel substitution from fossil fuel to firewood in the tea industry. The Eco-Schools Project is, therefore, unique and innovative in the sense that participating schools will not only become self-sufficient in their internal firewood needs but they will also become the sustainable and reliable sources of firewood for the numerous tea factories, say in Mt. Kenya Region, in a way that generates income, creates local jobs while protecting both the local and global environment. Without out doubt, the Eco-Schools Project presents a unique opportunity and challenge where you can

take the lead and make the difference in reversing deforestation in Kenya.

􀂃 **Eco-Schools Trophy** – one unique style of ICESPS and RPM making the difference is to help schools become **Centres of Excellence** in Tree Planting and Conservation in Kenya; in a scope and magnitude that has not been attempted hitherto. Using a defined grading criteria (to be designed later), an Eco-Schools Trophy can be used for recognizing and rewarding the best performance and creativity in conservation activities. The Eco-Schools Trophy can also be introduced as part of the mainstream **Science Congress Competitions** that take place in secondary schools every year.

􀂃 **Conservation Walk** – sponsoring a walk dubbed “Conservation Walk” for Eco-

Schools would be another exciting and engaging undertaking for students and teachers. Each year, the Project Steering Team would identify a “**theme**” around which the walk would be organized, e.g., “Conservation Walk to Save Mt. Kenya Forest”, Conservation Walk to Save the Kenyan Elephant or Rhino”; Conservation Walk to Save the Kenyan Wetlands or Rivers, Lakes”, etc. The Walk would have the multiple benefits e.g., publicity, inculcating a culture of

conservation in the youth, fund-raising for other Eco-schools activities – thereby making their activities sustainable, leveraging additional corporate sponsorship in form books, computers, other learning equipment.

􀂃 **Energy-Saving cooking Stoves** – schools in Kenya are not only using firewood but are using it very inefficiently by cooking in the traditional open-fire (threestone) systems whose energy efficiency is no more than 20%. Energy-saving stoves for schools are designed to deliver 50-70% savings on firewood consumption. The resultant financial savings as a result of reduced firewood consumption can be directed towards the repayment of the improved stoves whose cost range between Ksh80, 000 to Ksh120, 000 (800 USD-120USD) per stove depending on the design, volume capacity and construction materials used. A typical school with 300-500 students and boarding would require 2-3 stoves to effectively their cooking needs. Introduction of an improved stoves component within the proposed Eco-schools would be another added advantage.

1. **Women and Youth groups Approach**

Women and Youth groups are another outreach approach through which ICESPS and RPM can make the difference in the re-afforestation initiatives. Kenyan boasts of a multiplicity of women groups involved in a wide range of self-help activities and initiatives. With proper planning, capacity building and co-ordination, the organized groups can be instrumental in the implementation of tree planting initiatives. Critical factors to take into account in this approach include the traditional/cultural and land tenure issues associated with tree planting in Africa-Kenya, land availability, etc.



**Fig 2: Involving women and Youth groups in tree planting activities**

Examples of women and youth that will be approached:

1. Kalacha Catholic Women Group-Garissa County
2. Smart Options Self-Help Group-Garissa County
3. Vijana Sushi Self-Help Group –Kisumu County
4. Kisii County Women Foundation-Kisii County
5. Kisii County Youth Foundation-Kisii County
6. **Youth Initiatives-Kenya (YIKE)-Nairobi County**
7. **Kenya Slum Youths Development Organization (KESYDO)-Nairobi County**
8. Migungani Youth Group-Mombasa County
9. Mumias Constituency Youth Group-Kakamega County
10. Pamoja Women Group-Kakamega County
11. Naivasha Partners for Change (NAPAC)-Nakuru County
12. Mabati Women Group-Kirinyaga County
13. Murang’a Youth Group-Nyeri County
14. **Conservation tree planting in degraded hot spots**

Another approach for ICESPS and RPM to spearhead targeted tree planting and rehabilitation in

highly degraded hot-spots.

 

**Fig3 Showing Mau Forest before and after depletion**

The following sites are recommended for planting indigenous seedling to enhance conservation due to degradation that threatens the important biodiversity.

1) Nyambene - Meru County

2) Karura Forest – Nairobi County

3) Mau Forest – Uasin Gishu County

4) Kakamega Forest – Kakamega County

5) Arabuko Sokoke Forest – Mombasa County

6) Abadares – Kirinyaga County

7) Kit Mikaye – Kisumu County

8) Sibiloi - Marsabit County

1. **Methodology of implementation**

Retired Pastors for Mission (RPM) are located in all the eight provinces in Africa-Kenya and they will be working with the communities, schools, youths and women groups on the project areas and International Centre for Environment, Social and Policy Studies (ICESPS) will spearhead the successful implementation of the project. The contribution of each partner will be as follows:

**For the ICESPS**

* Project design, planning & management Publicity & awareness creation
* Use ICESPS wide branch network as focal points for facilitating regular interactions and visits between ICESPS and schools with a view to enhancing and highlighting ICESPS corporate & social responsibility
* Leveraging additional funding from other development partners
* Supply of high quality, fast growing seedlings
* Technical support and oversight on tree planting and management
* Training of selected women groups and schools

**For RPM**

* Distribution of tree seedlings to schools, women and youth groups in Kenya
* Trainer of trainees on the importance of trees
* Community mobilization in the planting of trees

**5.0 Experience and Track record of ICESPS proposed project**

ICESPS is currently implementing project funded by UNEP and African Institute.

The project is development of the Gaps and Needs Analysis Report for strengthening the capacity of Kenya to control and manage chemicals and the transboundary movement of hazardous waste.

**6.0 Recommendations and way forward**:

* Without doubt, the Eco-Schools Project presents a unique opportunity and challenge where ICESPS and RPM can take the lead and make the difference in reversing deforestation in Kenya. It provides the best entry point for ICESPS and RPM with a long-term vision for growing and expanding into other approaches as more experience is gained and additional resources leveraged.
* Need to design and develop a full proposal for the project.

**7.0 Indicative budget estimates for the Eco-Schools Approach option**

**7.1 Assumptions**

* Project to start off in one region (e.g. Karura Forest Nairobi) and progressively roll out to other regions
* Initial 20 primary and secondary schools to be selected for participation using defined criteria to be designed as part of the project proposal
* Each school to plant at least 5000 seedlings within a period of 2-3 years

**Appendix 1: Budget estimates in US DOLLARS**

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| --- | --- | --- | --- |
| **Budget Item** | **Input Requirement** | **Unit Cost KSH** | **Total Cost KSH** |
| 1. Base line survey& selection ofEco-schools | - transport costs, consultation withschools and other stakeholders,design of selection criteria, fieldvisits to schools and educationoffices, data collection and analysis | - costed collectively | 50,000 |
| 2. Seedlings  | buying seedlings from Karura Nairobi | 10.00/ seedling x 5000seedlings/school x 20 schools | 1,000,000 |
| 3. Transport ofseedlings toschools | - delivery of seedlings to schools | 3/seedling x 5000seedling/school x 20 schools | 300,000 |
| 4. Training of Ecoschoolson treeplanting &management | - two seminars (one for 20 headteachers and education officials andone for 20 woodlot managers who arenominated teachers or patrons ofstudent clubs, training materials,resource persons, etc | 200,000 per seminar x 2  | 400,000 |
| 5. Publicity and value adding activities | - Eco-School Trophy, Conservation Walks, education trips for schools,posters, fliers, T-shirts, etc. | Costed Collectively | 300,000 |
| **Sub-Total (Project Cost)** |  |  | **1,750,000** |
| 6. Administrativecosts | - Project design, planning &management, field visits, continuousmonitoring & evaluation | 20% of Sub-Total (project cost)  | 350,000 |
| **Total Cost** |  |  | **KSH.2,400,000** |

**NB**: **The communities and the Kenya Forest Services in collaboration with other**

**Stakeholders will contribute in planting and maintenance of the sites.**