

REPORT OF KIJANI ASILI THAT TOOK PLACE BETWEEN 3rd JUNE -11th JULY

WHAT HAS KIJANI ASILI PROJECT ACHIEVED?

The thought process of Kijani Asili was full of uncertainties but at the end of the whole 4 weeks has proven that all is possible if we put our heart and mind into it. Kijani Asili has made two major achievements: community cohesion and personal development. The project had been well planned out for the duration stated but unfortunately I lost my passport just before travelling back home. This did not deter me from realizing a dream that I thought of last year and found the means to fulfill it. I received immense support from the school administration and other stakeholders who were part of the organised 4 week orientation and implementation of Kijani Asili. The school administration together with the 32 students were actively immersed and excited for the whole process. The full engagement is considered as an achievement for me given that with the rigorous curriculum the students and teachers made it out of their way to support their environment and spaces of work. During one of our cleanup of the local market individuals on their businesses helped the students out to promote a clean space. With now establishment of 4k club; regular market cleanups, consistent nursery planting and provision of seeds from Maji Moto Community Forest Association(CFA) at an affordable discount, the project is sure to be sustained for the next years with students being able to support themselves with just the right amount of support and self drive.

I believe that I made a first step of making a difference by creating awareness in my small community. The pioneer school(Ochok Kadongo), the Tido community, the stakeholders and myself through active indulgement we have been able to create a sense of appreciation and learning to this small community in the outskirts of the city with use of available resources sourced locally and promoting local businesses of families with children in the school. Engaging with the 4 different groups through zoom meeting was more impactful than imagined. Everyone was supportive and actively engaged seeing that a student far away from home was actively pursuing to make a difference in climate change. This situation being unique and possibly being the first put me in a position of personal development and helped me challenge myself and the students to push themselves beyond their comfort zone.

The achievement of Kijani Asili is all credited to the dedicated students and environmental counsellors who coordinated with me to create a foundation for future 4k member clubs and other schools expected to join in this project. The following have been attained so far:

1. A permanent established nursery area
2. A 4k club intended to be in charge of future plans for the project
3. An established routine for market cleanups (twice a month)
4. A connection with CFA for provision of seedlings at an affordable rate
5. A sense of responsibility instilled in the students
6. A source of income through sale of vegetables (to be planted in the next school term) that is expected to help running of the club for the next school year.

I am proud of the commitment that was shown by everyone including me. With a 10 hour difference I was required to be awake in the middle of the night for discussions and talks with the 4k club members and school as we discussed resource allocation and how best to utilize

our funds. I am proud that I gave my all to something that is assured of creating a permanent impact in the community and did so in a responsible way in service to my home community and also bringing different generations together to work on the betterment of the futures.

One of the enduring successes of the project is the establishment of a functional and sustainable school tree nursery. This nursery not only ensures a continuous supply of tree seedlings for environmental restoration within the school and community, but also acts as a practical learning site aligned with the CBC curriculum. Additionally, it opens up income-generating opportunities for the 4K Club through sales of vegetables grown , thereby supporting environmental stewardship by the young students and economic empowerment in the long term.

A key difference this project made for me and my team was the ability to successfully plan, coordinate, and execute a community-based environmental initiative entirely remotely. Despite the setback of not being physically present, I was able to lead from abroad, communicate effectively with on-ground partners, and keep the project on track. This experience strengthened my leadership, improved our adaptability as a team, and deepened our commitment to environmental impact and community collaboration, regardless of geographic barriers.

MONEY ALLOCATION

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| Books for nursery development for 4k club | \$160 | For future and present club participants |
| Environmental experts(2) | \$600 | For coordinate support and education |
| Tools for cleaning(brooms,gloves,masks) | \$70 | Used for market and school clean up |
| Refreshments for students after cleanup | \$100 | Water and snacks for students outside in the market |
| Miscellaneous costs | \$70 | Includes price changes and unforeseen needs |
| seedling/potting bags | 100 | Some were locally sourced(gunias) and remainder purchased |
| Development of nurseries+purchase of seeds | \$420 | This includes plus cost of transportation to school |
| Total | \$1520.00 | |

If circumstances were different I would do a lot of things differently. These include:

1. I would be physically present If circumstances allow.Ensuring my physical presence could enhance coordination, engagement with local stakeholders and problem-solving.

2. I would use more coordination tools to streamline daily updates, tasks, and team collaboration across time zones. I did all by myself and it was exhausting.
3. More Community Mobilization in Advance Early involvement of parents, local leaders, and community groups could expand the impact and sustainability of activities like cleanups and tree planting. Although I had informed the school prior to the preparations they were not fully met on their side.

Most importantly I learnt lessons that will forever be with me and I would be able to improve on next year as I do a personal follow up to the project next year. Coordinating the environmental project remotely taught me that effective leadership and impact are possible even across borders, provided there is strong communication and trusted local collaboration. One key lesson was the importance of empowering on-ground teams, teachers, pupils, and community leaders to take ownership of activities, which ensured smooth implementation despite my physical absence. The project also reinforced the value of early planning, especially when managing logistics and partnerships from a distance. Engaging the community, particularly the market leaders and 4K Club pupils, proved essential in fostering a sense of collective responsibility towards environmental stewardship. Most importantly, we learned that environmental education, when integrated into practical school activities, can inspire long-term behavioral change among young learners and their communities. These lessons have strengthened our approach to future projects and emphasized the need for adaptability, teamwork, and meaningful local engagement.

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