

## Impact and Knowledge Exchange

### Building Flood Resilience in Coastal Kenya

#### Project Report

### **Introduction**

In rural areas of Kenya, the effects of climate change are being acutely felt by the residents; increasing extreme weather patterns, and depreciating yields both on land and in the sea caused by over exploitation and bad management, are a part of daily life now. These issues are leading to economic hardship as the community can no longer survive through traditional fishing and farming occupations, meaning that crime and insecurity are on the rise.

Over the last five years, in partnership with the University of Exeter, SAFE Pwani has been supporting community led resilience with at risk coastal communities in Kenya through the Gangavazi Project. The project helps the community to identify their contribution to the stresses and strains brought about by climate change, and critically, it helps them to create resilience measures – allowing them to be better equipped to respond to extreme weather events and a changing and unpredictable climate.

### **Gangavazi Episode Three: January – June 2019**

#### **Project Activities:**

- Performance of episode three of the *Gangavazi* play addressing the most current challenges facing the communities as they implement strategies for flood and other extreme weather resilience.
- Workshops convened in communities with community environmental ‘Champions’ to identify and design resilience–building strategies.
- Action days, designed by the Champions to carry out actions to support flood resilience.

#### **Project Objectives:**

- Support the flood preparations by the Champions highlighted during previous work in these communities.
- Work with them to stimulate and facilitate collective action activities to contribute to economic and food security.
- Develop ways for these activities to become self–sustaining, and to improve communications within the community, and between the Champions and County Governments (who act as co–ordinators for government information on e.g. early warnings of extreme weather, and NGOs involved in disaster responses).
- Support the Champions to become activists and conduits for two–way flows of knowledge and information.

**Project Locations:**

Gazi, Majoreni, Kuwegu, Jimbo, Vanga

**Project Outcomes:****Gangavazi Tour – January 2019****Research & Mobilisation**

During research and mobilisation, the team gained the permission and support of the community gate-keepers, identified performance venues and mobilised partners for the performances. They also carried out interviews with the community environmental activists to understand the most up to date challenges that are facing the residents of the target villages as well as the successes/ challenges of any environmental initiatives.

**Research Findings**

- **Status of current environmental initiatives**

Local environmental groups such as Gazi Women and Mikoko Pamoja, as well as larger organisations such as KEMFRI are spearheading the environmental revolution within these villages. Waste bins have been introduced and tree planting activities are underway. Additionally, groups such as Vajik are bringing together the different villages in a coalition, focusing on marine conservation activities. Vajik were seeking validation for their work with the mangroves to start a carbon credit programme which will fund further mangrove and conservation work. Mikoko Pamoja have now secured carbon credits for their forest/mangrove protection and planting, and this money is now seen to be benefiting the community of Gazi.

However, the community at large do not all engage with these activities, and this leads to friction between them and the environmental activists. Activists report that the community are only interested in the initiatives if there is a financial benefit that can be shared equally. In some places, the community accuse groups of doing activities secretly, and then keeping any profits, therefore, worsening the conflict.

An additional challenge is that the community demand they should be paid for their time if they are to be involved in activities. However, these mostly small environmental groups do not have the funds to pay them.

In some places, mangroves are being planted, but not much thought is being put into restoring their habitat/soil before planting, or in keeping the area clean. There is also evidence that trees are not being reared to maturity, and instead are being left to die after the tree planting activities.

- **Education**

There are considerable challenges for the girl child that prevent her from finishing her education. Issues such as early pregnancy, early marriage, sexual exploitation and poverty are prevalent throughout the five villages. In Gazi, this issue is being addressed by COVAW who are helping girls through empowerment and advocacy. However, there is no structure to support girls in Vanga, Majoreni, Kiwegu and Jimbo.

### **Gangavazi Performance's**

<b>Venue</b>	<b>Male</b>	<b>Female</b>	<b>Children</b>	<b>Total</b>
<b>Gazi</b>	46	75	112	<b>233</b>
<b>Majoreni</b>	106	120	142	<b>368</b>
<b>Jimbo</b>	47	74	178	<b>299</b>
<b>Kiwegu</b>	80	82	184	<b>346</b>
<b>Vanga</b>	47	69	149	<b>265</b>
<b>Total</b>	<b>326</b>	<b>420</b>	<b>765</b>	<b>1511</b>

### **Arrival**

To create excitement ahead of the performance, the team arrive in a location and play popular music on the PA system, as the MC and the simbaropa (lion drummers) encourage community members to attend the play, literally drumming up an audience. When the crowd has gathered, games are played to break the ice, and then the play begins.

### **The Performance – Gangavazi Episode Three**

#### **Synopsis**

Having been elected as youth leader of Gangavazi, Halima together with her friends Aisha, Nyamvula and Sylvester are trying to bring the community together to support youth led initiatives such as tree planting, rubbish collecting, promoting girl child education and protecting marine life. The three elders, Chengo, Faisal and Omar are proving particularly resistant to join the youth's initiatives, having tried a few ideas themselves and failed.

Finally, after Sylvester falsely promises all attendees bread and milk, the youth manage to gather the community together for a meeting. However, it soon descends into chaos when it becomes evident that the bread and milk is not going to materialise. Frustrated, Nyamvula challenges her father Omar to think about their community's future, where are they going to be in 20 years? What will 2039 look like if they continue like this?

Omar finds himself thinking of the year 2039, and suddenly he is transported 20 years into the future. The landscape is barren, there are no trees, and all of the community are living in shacks made of plastic. He meets his old friends Faisal and Chengo who are amazed at his youthful appearance, as much as he is in their ageing. They tell him about the violence that broke out after the community's natural resources had run out, leaving armed groups of youths, without any other opportunities, free to terrorise the Gangavazi villagers. Most people have fled to Likoni which has become a sprawling slum, and from there they try and get a permit to travel across to the now restricted area of Mombasa Island to try and find work.

Omar returns to 2019, terrified of what he has seen and vows to support the youth in their environment initiatives and berates the other elders for their negligence towards these activities.

As change starts to become evident in the community Omar along with Faisal, imagine what 2039 would look like in Gangavazi if the village continued to thrive under the youth's environmental initiatives. Suddenly the two men are back in 2039. They marvel at the large homes, mature trees and then to their delight spot a university that has been built. Each of the youth have forged prosperous and successful lives, and Gangavazi is a thriving centre of sustainable activity.

### **Post-Performance Discussion**

After the play the audience were taken through a facilitated discussion to see what they had learnt from the play. They were asked to compare the village of Gangavazi to their own village, seeing what issues the two places shared and where their community would be in twenty years if more effort was not put into resilience building.

In all areas, people strongly identified with the play and reflected that they were suffering because man made environmental destruction was ruining livelihoods, making them more vulnerable to extreme weather events. They also talked about the importance of educating girls and avoiding early pregnancies as a way to improve community resilience.

SAFE Pwani also invited local environmental groups to speak to the communities to promote their work and share the challenges that they face when engaging the community in their activities. They outlined how their efforts benefited everyone and requested that the community attend their meetings and activities in larger numbers to make them more successful.

The play had an enthusiastic reception in all the performance sites and the time travel element delighted communities. As expected, it created an environment that allowed people to think in the long term, something that for people living a subsistence life is normally hard to do.

## **Monitoring and Evaluation (M&E)**

Upon arrival at each site, the team picked four people at random to fill in a pre-performance questionnaire. This questionnaire helped ascertain the level of knowledge that the community have on environmental issues and also their attitudes towards the community's ability to come together and implement resilience measures. This was repeated following the performance to measure the change in attitude and knowledge that had occurred during the performance. Revealing the impact of SAFE Pwani and other groups environmental education over the past few years, the results showed very little shift in opinions pre and post because the levels of knowledge on environmental matters are extremely high even before the performance. In the pre performance M&E between 91% and 99% of the respondents strongly agreed with all of the below statements:

- The destruction of the environment affects me and my family.
- It is the responsibility of the community to take action against the harmful environmental practices.
- Planting trees can provide protection against extreme weather events.
- Girls can grow up to be the future leaders of the community.
- As an individual, I can make changes to secure a sustainable future for my community.

After the performance, between 93% and 99% of the respondents strongly agreed.

## **Qualitative Data**

During the M&E, the respondents were asked specific questions about the performance and the impact that it had on them and what specific activities the community needed to do in order to mitigate the effects of climate change, these answers also confirmed that awareness and knowledge of the impact of environmental destruction was already high within the community.

## **What new things did you learn by watching Gangavazi?**

Most commonly given answers:

- We need to create a clean environment
- Educating girls can help reduce the rate of teenage pregnancies
- It is important to plant trees to protect the environment.

## What changes should the community take to better prepare for extreme weather events?

Most commonly given answers:

- Plant more trees
- Keep the community clean
- Build a pit for the waste
- Make sure to water and take care of trees that have been planted.

## What can you personally do to protect against the destruction of the environment?

Most commonly given answers:

- Plant more trees, especially mangroves.
- Ensure that the environment is kept clean.
- Get involved with conservation initiatives.
- Make sure there is education on the environment.

## The respondents were also invited to give any other comments.

### Gazi

- The play helps us understand difficult issues easily.
- Old people have cut trees which has exposed our houses to high winds.
- People in Gazi are lazy when it comes to environmental protection
- Our community has to be reminded about the benefit of protecting our environment from time to time

### Majoreni

- People catch small fish, they should wait and let the fish mature.
- Please come back after a few weeks and educate us more.
- I loved the play because it gave us a good education.
- Early marriages are bad for the community.

### Kiwegu

- People are continuing to cut the trees, even though they know the negative effects.
- The fishermen have been known to use mosquito nets, even though they know they catch small fish, destroying the ecosystem.
- We will conserve our environment for the future generations.

### Jimbo

- You have given us a good education, you should come back and educate us more in the future.
- Girls and boys should be treated equally when it comes to education.

### Vanga

- Trees helped to protect us during tsunamis.
- People should build latrines to make the community more hygienic.
- Personal hygiene should be adhered to – wash your mosquito nets, clean your

beddings, utensils and having a regular bath.

The high knowledge levels have been attributed to the fact that this is the third Gangavazi outreach tour to visit these communities with environmental education. Additionally, organisations and environment groups set up in the wake of the initial interventions have been very successful in educating the community between SAFE Pwani's visits. However, the results from these surveys were surprising to the team, who from the pre project research heard of the considerable challenges that were being experienced by these small environmental groups who were trying to engage the community in resilience activities. This information had led them to believe that community cohesion on environmental matters was partly caused by a lack of awareness, however, the M&E made it obvious that laxity towards environmental protection was caused by other factors.



*Gangavazi Episode Three in full swing*

## **Workshops**

The results from the performance M&E had shown that there are high levels of knowledge within the community, meaning that there were other reasons why the community were not coming together behind the environmental initiatives. There was obvious frustration amongst the different groups that they did not have full community support.

To explore this further, SAFE Pwani brought together representatives of the different environment groups, community and youth leaders to highlight the key environmental achievements that have happened so far, encouraging the groups to think of ways to build on what had already been successful. At the end of the workshops, they were then tasked with proposing an activity for the proposed community action day and how to engage the entire community in this activity.

## **Gazi**

The Gazi group reported the biggest success had been achieved by the beach management unit (BMU) who were educating the community on the dangers of illegal fishing practices, and Mikoko Pamoja who's carbon credit programme was bringing an income to the village. Additionally, there is some cohesion between the village elders and the local environment groups – they have been supporting tree planting initiatives and mobilizing the youth to carry out clean ups every week. The administration and other NGOs are providing support for poor students through bursaries. As a result, trees are being planted, fish stocks are increasing, the air and water are cleaner, and more children are in school.

## **Challenges**

The community do not see the importance of coming to community meetings. Therefore, although there were significant highlights within the community, there is still a lack of cooperation. Some people are still using illegal fishing nets, and there are also big barriers for girls trying to access education as families prioritise boy's education. Some tree planting is failing as trees are dying due to a lack of cooperation over their care.

## **Way Forward**

The group said that they wanted to call a community meeting and focus on the two key areas of education and the environment – creating a cohesive community plan centering on these two issues.

## **Three month follow up**

SAFE Pwani were encouraged to see that in the time between the SAFE Pwani workshop and when the team returned 3 months later to carry out the community action day, the following activities had been carried out:

- Those from the meeting went door to door in the community to impress on parents the importance of taking their children to school. An additional 16 children have since returned to school.
- Every Friday, the local environment group have continued to mobilise their community for a cleanup.
- With the help of the OCS, the community have rescinded the licenses for alcohol dens (Mangwes). These were seen as the cause of alcoholism and anti-social behavior within the community.
- The group had created by-laws to govern the community on sanitation and waste disposal, but these were yet to be presented to the community.

## **Majoreni**

The group in Majoreni agreed that the most progress had been made in the area of girl's education. More girls were in school as parents are being held accountable by the administration, and this had resulted in a decrease in child marriage. More farmers were growing trees, gaining an income from the nurseries and this had resulted in increased tree cover and rainfall. Work has also started to stop illegal logging.

## **Challenges**

There is not enough community cohesion between the administration and the farmers to stop the cutting down of trees. A lack of respect for the environment is leading to the laws that are created being broken, and there is no enforcement. There is a feeling that there is a gap between the administrative chief and the traditional leaders – customary and religious law is being ignored and this is the key source of conflict within the community.

## **What strategies can we put in place to build on our successes?**

- Create a partnership between leaders and villagers through calling meetings.
- Create awareness of the environmental issues.
- Dig dump sites and also dig latrines
- Report illegal activities taking place
- Monitor projects and follow up on them after implementation.

## **Three month follow up**

When the team returned three months following the workshop, SAFE Pwani were encouraged to see the progress that the group had made towards coming together as a community to combat the issues identified in the workshop. There had been a meeting of all of the stakeholders that had been hosted by the area chief. From this meeting, a committee was appointed to draft laws that would guide the community in the areas of education,

environmental conservation, and health.

### **Kiwegu**

Kiwegu is the area where the least progress has been seen. There has been some progress in improving school infrastructure and planting trees with carbon credit programmes in operation. These projects had also started to educate the community about the importance of maintaining the forests.

### **Challenges**

However, the community is still experiencing a decrease in fish yields, and the group discussed a rise in crime as a result of the loss of this livelihood. Although progress has been in tree planting, increasing drought and bad management is impairing their ability to survive. The community is also struggling to keep the area clean and manage their waste.

### **What strategies can we put in place to build on our successes?**

- Encourage residents to look for alternative sustainable ways of farming and fishing.
- Develop new cultures that will create a cleaner environment, especially through involving schools that can engage the pupils/students in environmental conservation.
- Engage the religious leaders to create awareness on environmental protection whenever people are gathered.
- Create a committee which can be part of transforming the attitude and behavior of the community at large in regards to environmental protection.

### **Workshop follow up**

The village chairman has reported that the proposed committee has been formed to transform the community, and that they would be responsible for mobilizing the community ahead of the SAFE Pwani action day.

### **Jimbo**

The group reported an improvement in the number of toilets, and the community were mobilizing themselves every week to do clean ups of the shoreline. This had decreased the number of water borne diseases and the incidence of malaria. Education was also on the rise, with the number of students finishing secondary school higher than ever.

### **Challenges**

Weather patterns, illegal fishing and arranged early marriages continue to be prevalent. However, the biggest issue the group discussed was a lack of community unity. They reflected what SAFE Pwani had observed during the performance tour – that knowledge of

environmental issues was high, but a lack of community cohesion was stopping any of the successful initiatives from really thriving.

At the end of the workshop there was agreement that a cross organisational committee should be formed in order to draft environmental by-laws which could then be presented to the community. It was hoped that this would unite the community, improving the success of the different ideas.

### **Three month follow up**

Disappointingly, the community in Jimbo had not yet come together as a community to form this committee, however the different community groups are continuing to work on their own initiatives.

### **Vanga**

Vanga had experienced some significant successes in their environment work. Fish stocks have increased, and species of fish that had previously been feared extinct were recovering. This had come about because of an increase in mangrove planting and maintenance, providing increased sites for fish breeding. Additionally, better adherence to fisheries laws by the community had contributed to this recovery. Most importantly, cohesion was improving as forums were being held for the community to give their feedback – making them more involved in environmental initiatives. However, the group reported there was room for improvement here.

More girls are in school and early marriage is decreasing, and resources are being mobilized to support young people's education. Weekly clean ups are also happening, however finding dumping sites continues to be a problem.

### **Challenges**

- There is no feeling of local ownership of the land and the sea. Instead people believe they are destroying the governments property.
- Illegal fishing practices are still being carried out, and the running of the BMU is perceived to be politically motivated and controlled, bringing about mismanagement and limiting the enforcement of laws.
- Those who have a formal education, and those with indigenous knowledge are not coming together for informed community planning.
- A lack of cohesion between groups who are working together for the same goal is hampering progress. Benefits and perceptions vary, and no one is willing to compromise.

## Way Forward

- Have consultation meetings involving all stakeholders to promote cohesion. A leader was chosen to spearhead this activity.
- Create and enforce laws that will guide the community on environmental protection.
- Be realistic about the issues that are facing Vanga.

## 3 month follow up

The chosen leader had been unable to arrange a meeting with the community stakeholders because he lacked the skills. Therefore, Harith, the leader of the local environment group VAJIK brought together representatives from 5 different organisations to draft a constitution that would be responsive to the community's needs. Previously, each organization had their own laws, which was the cause of much confusion within the community. The next step will be to present the constitution to the community for their input and approval.

## Recommended Laws

1. Every house and business must have a bin, and anyone found throwing waste in the community will face prosecution.
2. Weekly waste collection will be carried out by Jitihada, with each house paying a small fee for this service.
3. Every month the community will gather for a cleanup initiative
4. Every house must have a toilet
5. Every house must plant and look after at least one tree
6. Animal owners must ensure they do not roam around contaminating the environment

The group also discussed the mismanagement of the BMU, and an interim committee has been formed to run the affairs to bring greater transparency to the community. They want to focus on education, good fishing techniques and promoting the benefits of the blue economy that this time would be spearheaded by the local MP, a trusted local politician not involved in the previous difficulties. The committee will also help guide the community through the new laws about legal fishing grounds. However, these grounds cannot be accessed by the smaller boats, and fishermen need GPS to access them.

Additionally, the Jitihada environmental group was leading a waste disposal initiative.

During this time, VAJIK had also received approval for their carbon credit programme which will bring additional funds into the community. Due to this success other organisations have been drawn to Vanga:

- WWF – Carried out a survey on mangrove sites which had been destroyed with the aim of restoring these areas.

- Red Cross – Purchased mangrove seedlings from VAJIK and are organising tree planting activities.

By bringing the different organisations together, they are now working together towards a common goal. This has also allowed them to put pressure on the police to take action on drugs in the community, and also campaign for local politicians to address the community's needs.

## **Conclusions**

In all areas the groups struggled to come up with a unified activity which would bring the community together. In each of the locations, SAFE Pwani Project Manager David Kalume had to heavily steer the group towards forming a committee that could unify all of the different environmental interests and engage the wider community.

There were obvious frictions between environmental groups and the community leaders, and also amongst the environment groups themselves. During the workshops, it was clear to see disagreements during the discussions, particularly when it came to deciding on roles going forwards. Each group was keen to put their own representative in control of the activities, which often meant that individuals without the skills to mobilise the committee for a meeting were being selected.

## **Organisation/Community Conflicts**

- Conservation groups are seen to have taken charge of protection of the resources, but the profits are not being seen by the community – therefore they see them as blocking their lifeline.
- The youth are not being engaged, this means they do not see the point in protecting natural resources.
- Most of the people working in these groups have studied environmental conservation, making the education levels higher than most people in the community. Those with this specialist knowledge sometimes struggle to make information easy to digest for the community. This barrier in communication leads to the two groups perusing different priorities.

## **Organisational Conflicts**

- Competition for investment from larger NGOs or carbon credit schemes has led to frictions, as each group wants to gain investment for their projects.
- Most environmental organisations just focus on one thing, e.g. mangrove conservation or marine life protection. Therefore, each organization has different priorities of what the community should be working on.

- There is a lack of partnership/ cooperation between organisations with the same goal. For example, some organisations give out permits for tree cutting in areas which are protected by another group – leading to confusion in the community of where they can cut down trees, and creates conflict between the organisations.

The workshops brought these groups together under a common action and activity. The three month follow ups showed that in four out of the five villages, the committee met and discussed a way forward, the most successful of these meetings taking place in Vanga, where the committee were able to draft environmental bi-laws together. These bi-laws, which were created in partnership with all of the groups, brings all environmental initiatives together under the same constitution, lessening the chance of conflict and strengthening environment activities.

In the post workshop M&E, 100% of the participants said that the workshops had empowered them and brought them together on environmental matters. Participants said that they learnt how to deal with issues peacefully. Those who had previously felt left out because they did not have formal education, said that they felt like a valued and important stakeholder, and that now their indigenous knowledge had been appreciated.



*A group pose for a photo with the SAFE Pwani team after a workshop*

## Community Action Days

Following the workshops, the participants elected one person to carry out consultations with different community groups and make a recommendation of an activity that could be carried out with all community members. In all of the villages, the activity chosen was a community clean-up and a separate girls empowerment session.

### Clean Up Attendance

NO		CHILDREN	MALE	FEMALE	TOTAL
1	GASI	90	120	150	360
2	MAJORENI	180	140	100	420
3	KIWEGU	240	200	140	580
4	JIMBO	120	75	50	245
5	VANGA	230	180	150	560
		<b>860</b>	<b>715</b>	<b>590</b>	<b>2165</b>

### The Clean Up

SAFE Pwani arrived in each of the villages and played music to mobilise the community for the activity, whilst the MC announced details. The organisers had done well to spread word of the activity prior to SAFE Pwani's arrival and crowds had already gathered.

Following the mobilisation a community leader gave instructions, informing the community where and how the waste would be disposed. Following this, the team distributed tools and further motivated the participants by holding a competition where the best three cleaners would be given a prize. After the clean-up, speeches were made and the best cleaners were given their awards.

### Positive Outcomes

- **Community good will** – There was a high turnout of people at the activities and there were many people who were working hard during the clean ups.
- **Good community mobilisation** – The community leaders showed they could mobilise the people to a common cause, and this resulted in a good turnout from the community in all locations.
- **Youth involvement** – The majority of the participants were youth. They showed up in large numbers and were always the most active participants. This was in comparison to other activities in the Gangavazi programme that had been dominated by the older people from the community.

**Girl's Mentorship session**

	LOCATION	ATTENDANCE
1	VANGA	32
2	MAJORENI	24
3	KIWEGU	16
4	JIMBO	26
5	VANGA	25
	TOTAL	123

A key objective of the Gangavazi Project is to empower the women in the community by promoting girl's education. The girl's mentorship sessions gathered together girls from the community with female role models to provide guidance and inspiration. Mentors included a Master's researcher, a village administrator, and schoolteachers. These role models gave advice such as the importance of focus and determination, and the sacrifice needed to make ambitions a reality. They also talked about their personal struggles and challenges and how they overcame them.

Each session started with a group discussion where the girls were asked, 'What do you want to achieve in the next 10 years and what are you doing at the moment to achieve this'. There were girls in the sessions who were taking their education seriously and had ambitions to be nurses, teachers, beauticians and accountants. In these cases, the girls were either in school or college or were gathering the funds to do so. However, there were girls who attended the session because they believed SAFE Pwani were giving out funds and did not take it seriously. These girls had not had any support from the community, and did not see the point in making future plans.

The team also talked to the girls about the challenges they were facing in achieving their ambitions:

- Not getting support from their family and community, who tell them that a girl's place is in the kitchen.
- Lack of money for school fees or investment in businesses.
- Poverty driving them to perform sexual favours in return for sanitary products and transport, leading to early pregnancy.
- Long distances to travel to school or college.
- Tireless home activities, limiting the progress that they are able to make in their education.

## Session Successes

- The girls had a forum to share their ambitions, hopes and challenges
- Girls were empowered by the positive example set by the role models. This was evident by the change in attitude of girls during the session. When they arrived, most were submissive and shy, but they left changed, reporting a positive outlook, and stating they were ready to overcome their challenges.

## Session Challenges

- As the girls opened up there was too little time for an in-depth discussion about all the many challenges that are facing the girls. Additionally, there is a need to carry out life skills sessions with the girls, which would have taken additional time.
- The girls were very shy at the beginning and it took time for them to gain confidence. With more time the team could have been able to make more progress.
- Finding the female mentors from within the community was difficult and the use of school teachers from the local schools sometimes prevented the girls from speaking honestly as they fell back into the student teacher relationship.
- During mobilisation, the local leaders were sometimes biased in their recruitment, often bringing girls who were too young or older women.



*Youth take part in the Community Action Day clean up*

## Project M&E

The M&E was designed to measure the success of the Gangavazi Project to date, measuring the number of people who had taken part, which activities have been the most well attended, and the effect that SAFE Pwani's interventions have had on the community. For this survey, thirty people were reached in each of the five villages, a total of 150 respondents.

### Evaluation of the Gangavazi Project

Theme	Question	Answer
Participation in the Gangavazi Project	% of respondents who had participated	82%
	Number of activities respondents had participated in.	1 - 76% 2 - 15% 3 - 9%
	Which Activities did you take part in?	Performance - 31% Workshop - 8% Activity - 61%
	What were the top messages you learnt from the project?	Early marriage Environmental cleanliness Sustainable fishing methods Community cohesion and unity Importance of planting more trees Importance of education Conservation of the environment Gender equality
Feedback of SAFE Pwani's Project	Has SAFE Pwani empowered you to find solutions to your problems?	100% of those who had participated in the programme said they had been empowered by it.
	How/ Why?	Because they bring education to the community  Have environmentally sustainable practices  Help us come together and clean our village  Helped me create awareness on environmental protection and resilience  The trees provided by SAFE are beneficial to us.

	<p>They have increased people's investment in education</p> <p>I know that there are solutions to our problems</p> <p>They are promoting cohesion within the community</p> <p>Change or progress starts with me and my initiatives</p>
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These results were incredibly encouraging for SAFE Pwani. It was encouraging to see that 82% of those interviewed had interacted in the programme and that they all had had a positive response. This was significant due to the friction that exists between the communities and the different environmental groups. The success of the project lies in the power that forum theatre has to engage, entertain and inspire people. The performances give community members a voice and a platform to come together and create solutions – including everyone in these decisions, irrespective of age, gender or education level.

During the project M&E, the team were keen to see if there were any gaps in people's knowledge about the cause and effects of their vulnerability to climate change and extreme weather events in order to guide future interventions. The team knew that knowledge on environmental factors was high, but they wanted to understand what the most pressing community challenges were, such as unemployment and poverty – and if the community were making link to environmental solutions to these challenges.

Theme	Question	Answer
Community challenges	Key challenges facing your community?	<p>Unemployment</p> <p>Drug abuse</p> <p>Dirty Environment with lack of disposal areas</p> <p>Disrespect and lack of cohesion</p> <p>Drought</p> <p>Lack of fish in the sea</p> <p>School drop outs and a lack of quality education</p> <p>Poverty</p> <p>Cutting down trees</p> <p>Diseases</p>
	Where will you community be in 20 years if these challenges are not met?	<p>In a bad state</p> <p>Poverty in the region will increase</p>

		<p>Insecurity will be on the rise, as will theft</p> <p>There will be hunger due to famine</p> <p>There will be drought</p> <p>Lack of development</p> <p>Disease outbreaks and unhealthy residents</p>
	Why?	<p>Poverty</p> <p>Poor health and an outbreak of diseases</p> <p>No more trees which has led to drought</p> <p>People engaging in illegal activities</p> <p>Lack of education</p> <p>Unemployment</p> <p>Dirty Environment</p>
Community solutions	What can you do as an individual do to combat these challenges?	<p>Be an ambassador of environmental conservation.</p> <p>Education and gender equality</p> <p>Emphasise use of designated areas for waste disposal</p> <p>Mobilise others to form a group</p> <p>Plant more trees</p> <p>Cooperate in community activities and initiatives</p>
	How can the community come together to combat these challenges?	<p>Organising self-help groups</p> <p>Engage in activities which give out education</p> <p>Clean the environment</p> <p>Plant trees</p> <p>Have meetings to discuss community issues and solutions</p> <p>Acknowledge that the community is the cause of the problems and work towards solving these issues</p>
	Where will your community be in 20 years if positive solutions are implemented?	<p>Healthy people in the community</p> <p>The community will be developed</p> <p>There will be better living standards</p> <p>People will be educated</p> <p>Residents will be employed</p> <p>Financial state will improve</p>
E f f e	What makes your community	Cutting down Trees

	vulnerable to climate change/ changing weather patterns?	Waste dumped on land and in the sea A lack of preparedness Dry season drought
	What are the effects of extreme weather events/ changing weather patterns?	Drought Flood Death Uncertain rains Diseases Soil erosion and degradation
	What can be done to reduce the effects of climate change?	Plant more trees Conserve the land and the seas Take appropriate measures to reduce soil erosion Clean the environment and have designated disposal areas Educate the community

The results clearly showed these links. Respondents who had attended SAFE Pwani’s activities were able to accurately talk about the key messages of the project. Even though only a relatively small % of respondents had attended a performance or workshop, the key messages of project were widely known showing that the information is spreading through the community.

The M&E shows a recognition of the main challenges which are effecting the community, such as unemployment, poverty and drug abuse – and how these issues have partly been caused by climate change and man-made destruction of the environment. The respondents are also aware of the future if the status quo remains the same. There is a good understanding of how changes made to environmental practices now can deliver a future with higher levels of education, development and economic empowerment for the community.

## Project Highlights

- Engaging nearly four thousand community members across five villages in education around flood preparedness and food and economic security through environmental initiatives.
- Mobilising large numbers of youth, a previously hard to reach group, in the activity days, and connecting them with the different environment initiatives happening in their villages.
- Creating unity between the different stakeholders in the target villages, supporting

them to create new structures that will promote cohesion going forwards.

- Connecting young women with mentors to empower and support them as they strive to achieve their aims and ambitions.

## Way Forward

The project showed the power of SAFE Pwani's performances and workshops had in bringing together the community on environmental initiatives and issues. The performances accurately depicted the situation in these communities, the fears that people had for the future and challenges that were making them vulnerable.

The workshops had significant impact in creating community cohesion by bringing together the different organisations and creating a way forward based on the initiatives previous successes. The three month follow-ups in most areas were encouraging. The good turnout of people at the activity days were a result of this increased community participation.

The M&E reflected that 100% of people who had taken part in the programme had been empowered. SAFE Pwani have a unique and influential position within the community, they are the go-between for the community and the environment activists. Going forwards, SAFE Pwani intend to build on this to:

- Carry out more performances of Gangavazi to reach more of the community with the messages of Gangavazi, keeping the protection of the environment and resilience building at the forefront of people's minds.
- Partner with local environmental groups, helping them to disseminate complex scientific information to the community so that they feel included, increasing their participation in the different activities.
- Facilitate knowledge sharing between the different stakeholder groups within the community.
- Bringing together the different generations and those with formal education
- Promote and spread awareness of the different bi-laws which have been created by the cross-organisational committees set up in the wake of the SAFE community workshops.
- Create stronger links between the girls and the mentors within the community.
- Building in life skills training days for girls in future projects.

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Data Collected by the SAFE Pwani part time staff