



Organisation Details		
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PROJECT DETAILS		
Project title:	WOMEN TREE PLANTERS OF THE MARA	
Project Registration number	3864172 DEPARTMENT OF SOCIAL DEVELOPMENT	
Reporting period:	July 2024	To: December 2024


## PROJECT ACTIVITIES AND OUTPUTS

### **Tree planting:** 10000 trees planted in 2024

1. **Schools:** Engaged with environmental and wildlife clubs' pupils/students in 6 schools. 5 primary schools and 1 secondary schools.
  - a. Enkipai comprehensive school 400 trees
  - b. Nabulu primary school planted 300 trees
  - c. Emarti comprehensive school planted 200 trees
  - d. Emarti secondary school planted 600 trees
  - e. Olmeoshi primary school planted 200 trees
  - f. Oloonkolin comprehensive school planted 400 trees

2. **Village: Rewilding the villages, tree planting in individual farms has been our greatest achievement:**

- a. J.N: 400 trees,
- b. N.K: 300 trees,
- c. F.S: 500 trees,
- d. F.N: 500 trees,
- e. N.K: 600 trees,
- f. N.L: 500 trees

many more other women came along see on attached tree planting summary list

3. **Along the Mara River:** 1000 trees planted along the Mara River in 2024 and at the Mara training center.
4. 3000 trees donated to local people in the community.
5. Tree nursery expanded to be able to accommodate more trees. We have more than 10,000 trees, 30 different species.
6. In partnership with the school's environmental and wildlife clubs, we have done different activities in schools and continued with the conservation/coexistence program in schools.

**March 21<sup>st</sup>** started Emarti school vegetable garden, this helps to provide hands-on learning experiences that enhance students understanding of subjects like ecology and nutrition. It also encourages healthy eating habits by exposing students to fresh homegrown vegetables, fostering an appreciation for nutritious food.

**June 3<sup>rd</sup> the environmental Day** at Enkipai school where we involved more than 300 school children, we started a vegetable garden and planted 200 trees, 50 fruit trees and 150 indigenous trees, this is to raise awareness about environmental issues and promotes actions that protect and preserve the planet, raises awareness to people about environmental challenges like climate change, deforestation and pollution encouraging them to take responsible actions.

**10<sup>th</sup> October World clean-up Day** - Joined by the rangers from Enonkishu conservancy and Mbokishi conservancy, we participated in collecting litter in the two conservancies, this is to raise global awareness about the environmental impact of waste and pollution. The day promotes the idea that small actions can collectively make a significant difference in protecting our planet for future generations.

**28<sup>th</sup> September Career Day** Joined 200 students at Emarti secondary school, celebrating this day helps raise awareness about environmental issues and promotes careers focused on protecting and preserving the natural

Activities and outputs that we delivered during the last 6 months 2024

world. By exposing students and young professionals to various roles in conservation, it encourages them consider paths in fields like environmental science, wildlife protection, sustainability and eco-tourism.



**PROJECT OUTCOME**

On a scale of 1-5 this was our Achievement for the 6 months

	Proposed Outcomes as per the proposal	What are the Achievements (Measurable indicators)	Key factors that led to success or failure to achieve outcomes
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<b>Outcome 1:</b>	Empower Women As Individuals and groups to Play A Key Role in Environmental Management We Will Work On A Group Of 30 Women In This Project	<b>5</b>	<ul style="list-style-type: none"> <li>- Community involvement and ownership, we have ensured women are actively involved in the decision- making process and take ownership of the project helps in long-term commitment.</li> <li>- Understanding the local environment, climate, soil conditions and cultural practices.</li> <li>- Providing women with access to necessary resources such as seedlings and helping to plant as a group.</li> <li>- Providing training and education on the importance of conservation, tree care and sustainable practices is vital.</li> </ul>
<b>Outcome 2:</b>	WORK ON A REFOROESTATION PROJECT ALONG THE MARA RIVER, PLANTING TREES, PROTECTING THE SOILS AND RIVER BANKS, - Provide 10,000 Seedlings to Local Forest Restoration Initiatives	<b>2</b>	<ul style="list-style-type: none"> <li>- The project provided 1000 trees in 2024 to restore the Mara river banks, it has been a challenge because of the wild life and uncontrolled grazing plans from the families along the river, we are planning for more success in 2025 to find better ways of safeguarding the trees using available resources.</li> </ul>
<b>Outcome 3:</b>	Agroforestry – Improving Education on Tree Planting, Sustainable Farming Practices - And We Aim to provide 10,000 Seedlings Enable 500 Farmers To Plant 50 Trees Each (25,000 In Total)	<b>3</b>	<ul style="list-style-type: none"> <li>- Community engagement and participation by involving local groups of farmers and women in the planning design and implementation of agroforestry systems ensures that the solutions meet their needs and are culturally acceptable.</li> <li>- Providing training and technical support to farmers about agroforestry practices, tree management, vegetable gardening with sustainable farming techniques.</li> <li>- Future contributions on food security, biodiversity conservation and sustainable livelihoods within the community made it a success for agroforestry in the community in 2024.</li> </ul>

<b>Outcome 4:</b>	Support Schools to Plant 5,000 Trees and to teach 1,000 Children About the Importance of Trees	<b>4</b>	<ul style="list-style-type: none"> <li>- Our success began with educating students, defining the purpose of the tree planting and teaching environmental responsibility.</li> <li>- Choosing planting spots that are safe, for the trees to grow without children’s interference.</li> <li>- Form a team (environmental club team) with teachers, students, parents, this has really helped to ensure that everyone is involved.</li> <li>- Create educational campaigns and set specific dates for the tree planting days and the invitation of local government officials to participate and even speak during the event.</li> </ul>

**PROJECT IMPACT**  
The emerging changes to **people’s live’s** that our project has brought about over this period.

- a. **Community building and social cohesion** – The project has brought the different communities together, fostering collaboration and creating a shared sense of purpose in the different villages within. It encourages civic pride and responsibility as people see the tangible benefits of their efforts in their surroundings.
- b. **Economic opportunities** –The project has created employment opportunities, through nurseries, landscaping in Naretoi, which has increased the ability for women to learn about landscaping, and environmental conservation.
- c. **Improved mental and physical health** – being involved in the project has really promoted better mental health and reduced stress and an overall sense of tranquillity due to the calming effect of nature.
- d. **Increased environmental awareness** – Participation in the project has raised awareness about environmental issues such as climate change, deforestation and biodiversity loss. It has fostered more sustainable behaviours and has encouraged broader environmental advocacy.
- e. **Education** – The project has offered opportunities to school children and young people, to learn about the environment, sustainability and nature conservation. This initiative has inspired future generations to become environmental stewards and foster a long-term cultural shift toward sustainability.

Emerging changes to the **natural environment** that our project has brought about over this period.

1. **Increased carbon sequestration** – the increased number of trees yearly in the project, we believe are helping to mitigate the effects of climate change in the community, over time, the large-scale tree planting can significantly lower atmospheric carbon levels, acting as natural carbon sinks.
2. **Restoration of ecosystems** - we have identified deforested and degraded areas and planted trees, this has helped to restore ecosystems by even providing habitats for various species of birds, grasses. This has also improved soil health and enhanced water cycles
3. **Prevention of soil erosion** – in the previous years we have had too much soil erosion because of degradation, but since we started involving more members of the community, we believe the tree roots have stabilized the soil reducing erosion.
4. **Reduction of greenhouse emissions.** We believe the trees we are planting will help to combat global warming by absorbing carbon dioxide, removing and storing carbon while releasing oxygen back into the air. They also reduce wind speeds and cool the air as they lose moisture and reflect heat upwards from their leaves. That's why we need to meet the targets for every year to ensure more trees are planted. And ensure people understand this.

## SUSTAINABILITY

Towards the longer-term sustainability of the activities

1. **Community involvement and education** – we have fully engaged the local community in planning, planting. Educating them about the importance of trees and how to protect them can foster longer term commitment.
2. **Regular monitoring** – regular monitoring on the health of the trees, and care provision is part of the project plan.
3. **Organic kitchen Gardens** - by teaching the community about organic kitchen gardens, they have significantly empowered women by providing economic opportunities, enhancing nutritional security, fostering skill development, and facilitating social change.
4. **Self-Help Groups** – we have formed small voluntary groups with the women to promote savings, access small loans and work towards collective economic goals. We have formed 2 more groups in 2024 of 15 members each and the goal is to promote women to make lives better.
5. **Water harvesting education** – Teaching the community on proper water harvesting helps the community to build resilience, improves water management and promotes sustainability, ultimately enhancing the quality of life for communities.
6. **Women empowerment opportunities** – we have trained more than 50 women on (soap making, candle making) this has been crucial for fostering empowerment, independence and sustainable development. When women are provided with opportunities to explore alternatives, through education, skills training or entrepreneurship, it leads to multiple benefits, both for women themselves and for the broader community.
7. **Partnerships and collaboration** – we have collaborated with different partners, stakeholders (Mara elephant project, Verity project) this has helped to maintain the project.



**PROJECT PARTICIPANTS and BENEFICIARIES:** The project participants, and How have they participated

Women, School children, rangers from different conservancies, community-based organisations, Lower Mara Wruas, Mara Elephant project are the main participants of the project. They have participated by creating awareness, tree planting and monitoring the trees to ensure they survive and participating voluntarily through the community coexistence program. Teaching the community on human-wildlife coexistence.

**EDUCATION:** Education activities that have been implemented as part of this project in this period

The coexistence program that was started in 2023, is working with 8 schools within the area by planting trees and creating different activities in various schools to strengthen the conversation of the environment while promoting a positive coexistence of communities with wildlife and while protecting the environment.

**CAPACITY**

- The women have visited various projects including the Mara Elephant project to instil more knowledge and skills.
- The verity group trained 26 community members on tree planting and how to take proper GPS co-ordinates to track the number of trees planted and their survival.
- We have established 2 more nurseries, one in the village and the other one in one of the schools, this will provide a consistent and local supply of saplings for reforestation projects and individuals which will help to reduce dependence on external sources. The tree nurseries have also created jobs in the community.
- The tree nurseries serve as educational platforms, teaching the community about sustainable tree planting practices.
- More than 50 women have been trained on soap, candle making and beading, this is an empowering initiative for women, offering both creative skills and entrepreneurial opportunities, an outlet and potential income generating initiative. We have incorporated cultural practices and available natural resources and sustainable materials, teaching women how to create eco-friendly products that meet the rising demand for sustainable goods. These skills have not only offered economic advantages but have also contributed to building self-reliance, community strength and personal development.

**PROJECT LOCATIONS:** Where is the project being carried out? Names and coordinates of planting sites/ project villages/ locations.

1. Enonkishu tree nursery  
Location (-1.056696,35.233434)
2. Olmeoshi primary school  
Location (-1.061763,35.205642)
3. Emarti Primary school  
Location (-1.02593, 35.13510)
4. Emarti secondary school  
Location (-1.052279,35.228506)
5. Jane Nashipae farm Emburkutia village  
Location (-1.056556,35.234272)
6. Noonkuta Kimiriny farm (Esoit village)  
Location (-1.050543,35.219343)
7. Kileleoni primary school  
Location (-1.096601,35238926)
8. Enkipai primary school  
Location (-1.069988,35.170027)
9. Noonkokwa Kaapei Emburkutia village  
Location (-1.056556,35.234272)
10. Nawuesupat Leina Olasakwana village  
Location (-1.56556,35.234272)

**MONITORING and EVALUATION**

It has been critical to do monitoring and evaluation in the project to ensure that the project's goals are being achieved, resources are being used effectively and the environmental impacts are positive. The key performance indicators we have been driving on are:

- check the percentage of trees that remain alive after a certain period
- check the height and canopy cover growth at regular intervals
- tracking the number of tree species planted and their distribution
- participation rates in planting activities and awareness programs in the community
- community feed back and satisfaction

## LEARNING

What we have learnt so far from delivering this project

**Environmental impact** – the project has highlighted the importance of environmental conservation and the role of trees in improving air quality, preventing soil erosion and supporting biodiversity.

**Collaboration and community engagement** – working with local communities, volunteers and various stakeholders emphasizes the importance of teamwork and effective communication in achieving shared goals.

**Sustainability practices** – a successful tree planting project requires an understanding of sustainable practices, such as choosing the right species for the area, long-term care for the trees.

**Public awareness and advocacy** – It provide an opportunity to raise awareness about climate change, environmental issues and the importance of ecological stewardship, inspiring others to take action.

**Monitoring and Evaluation** – we have learnt the importance of tracking progress, assessing success, and learning from any shortcomings becomes evident in order to improve future projects.

## CHALLENGES AND UNFORESEEN RISKS Challenges we have faced in delivering

1. Unprotected areas like some of the schools have given a huge challenge, we lose most of the trees to animals.
2. We have done monitoring and some trees are drying up because they are not fit in a particular kind of soil, we have identified what tree fits a certain soil.
3. During the dry season it becomes difficult to water trees because water sources are far but we now we target rainy season and plant trees accordingly. Mainly in March-April and November-Dec seasons.
4. In schools most of teachers are not interested in tree planting, we are now assigning individuals, parents, students the trees to be planted and follow up on their survival.

## PROJECT STAFF AND VOLUNTEERS

Details about the staff and/or volunteers who were involved in the project

Name	Job title	Project role	Start date	End date (if applicable)
J.N.	Coordinator	Coordination	01/07/2020	

F.S.	Schools' mobilizer	Mobilization in schools about environmental conservation	24/01/2023	
N.K.	Tree nursery assistant	Assistant at the nursery	01/12/2022	
F.N.	Tree nursery assistant	Assistant at the nursery	01/01/2022	
N.K.	Tree nursery assistant	Assistant at the nursery	01/10/2019	
N.L.	Tree nursery assistant	Assistant at the nursery	01/12/2022	
S.K.	Trees assistant along the river	Motorbike rider for movement of trees to different locations	01/08/2021	
F.C.	Tree assistant in Emarti school	Assistant at the nursery	01/04/2023	
N.N.	Tree assistant in Emarti school	Assistant in Emarti vegetable garden	20/03/2024	

STRATEGIC OBJECTIVES				
ENVIRONMENT: increase global tree cover, promote reforestation and appropriate tree cultivation	Number of trees:	Planted	Regenerated	Total
		10000	200	10200
	Hectares of land restored, protected, enhanced (please avoid double-counting)	Forest land restored	Forest land protected	Total forest land restored and/ or protected
		1.0	1.2	2.1
		Degraded land restored	Farmland enhanced (agroforestry)	Total non-forest land restored or enhanced
		1.0	1.0	2
	Has your project resulted in an increase	Yes/ no	Which biodiversity?	How has it increased?

	in biodiversity or ecosystem services?	yes	Genetic diversity Species diversity	<ol style="list-style-type: none"> <li>1. Create and hold soil together for a nutrient- rich forest floor.</li> <li>2. Create oxygen and absorb pollution</li> <li>3. Provide entire food chain</li> </ol>	
				<ol style="list-style-type: none"> <li>4. Slow flow of water.</li> <li>5. Grow plants human use as life-saving medicine.</li> </ol>	
EDUCATION: foster an understanding of the amenity, ecological and economic value of trees	No. of young people engaged in learning activities (in schools, colleges)	girls/women	boys/men	total	
		964	1229	<b>2193</b>	
	No. of teachers and youth workers trained (in schools, colleges)	women	men	total	
		18	24	42	
	No. of people reached through awareness raising and campaigns	women	men	total	
		<b>200</b>	<b>160</b>	<b>360</b>	
LIVELIHOODS: enable communities to develop (restore) sustainable and productive landscapes by tree cultivation	people that have participated actively in the project	women	men	total	
		30	24	54	
CAPACITY BUILDING: build capacity in community organisations to advocate for and	community group that the project has helped to increase their capacity for community forestry and agroforestry?			percentage of women in the groups	
		women	men		

implement community- based forestry and agroforestry	1. Esoit women group	10	-	100	
	2. Emburkutia group eleven	<b>16</b>	2	88	
	3. Mara lower Water resource association	10	<b>15</b>	25	
	4				
	5				

**CASE STUDIES**

Case studies of individuals who have benefited from the project.

**CASE STUDY 1**

Name; N.N.

Age: 34

Location: Kirok village

What has changed about their life as a result of the project? I have constructed my own semi-permanent house and that I can now shelter my children, I have taken my children to school courtesy of this project.



Since I joined the project in 2023, my life has changed completely, I can now plant my own trees and vegetables and sell the veges and get an extra income. I have learnt how to bead better and I can make better items to sell, I can also make my own soap for use and sell some. This has changed my family's life completely. We are so grateful to the Nicholsons Foundation for the opportunity they have given our community.





Figure 1: A nursery we helped to establish at the Mara Elephant project



Fig 2: A picture during the career day at Emarti secondary school, joined 170 students and the Mara Elephant project and creative thinking organisation.



Fig 3: A picture of the local children from the community visiting the tree nursery to pick trees for planting at home and touring to learn more on conservation



Fig 4: A pic of Emarti secondary students picking their seedlings at the tree nursery to plant in their school



Fig 5: A pic of the women on beading training getting more knowledge and skills on leather beading



Fig 6: A pic of the world clean up day, a section of the group joined by Enonkishu/Mbokishi conservancies rangers and Kenya wildlife service rangers

**CERTIFICATION:**

I hereby certify that the information provided in this report is a true and accurate account of the activity undertaken with the grant provided by the Nicholsons Foundation.

Name:	J.N.	Date:	20/01/2025
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