



Rafiki wa Faru

Mkomazi National Park, Tanzania

Period June 2010 – June 2011

PLANNING

The aim of the project is for the Rafiki wa Faru EE programme to deliver strategic conservation goals in Mkomazi National Park, Tanzania using black rhino *Diceros bicornis michaeli* as a flagship. Rafiki wa Faru is becoming well known in the villages with secondary schools that take part in the programme. The branding of this programme has been a success; it is a popular and memorable name, with an easily identifiable logo of a rhino mother and calf. This logo is on the front of the bus and on all the activity sheets that are handed out to the students. Schools are queuing up for a place on the bus. In addition to the ongoing technical support the educators receive from Chester Zoo and the supply of education resources, the employment costs for the two educators on the project are funded by Chester Zoo as follows: 2010 £4713 and 2011 £5000.

The objectives for this period are:

- Consolidate the programme (refine message, delivery methods and, if necessary, audience)
- Resource the programme (develop teaching materials, provide vehicles, train staff)
- Monitor and evaluate the programme (putting systems in place, collecting data and evaluating it).
- Strengthen the identity of the programme

ACTIVITIES

School Trips

29 bus visits with school children to the Mkomazi Rhino Sanctuary and the environmental education centre took place between July 2010 and June 2011 with a total of 835 passengers being brought in. The pupils are all from Form One of the secondary schools (approx. 15 years old). 27 pupils and 2 teachers are collected at a time by the bus from Same or Kisiwani and brought into Mkomazi National Park. The daily session continues to follow the tightly structured outline as advised by Dr Maggie Esson, Education

Programmes Manager at Chester Zoo, to cover the four main issues identified as important to the Mkomazi Project:

- Habitat restoration of Mkomazi National Park
- Water conservation
- The black rhino breeding programme in the Mkomazi Rhino Sanctuary
- The wild dog breeding programme

A bus visit for a teacher group from Kiwanja Primary School also took place with 29 teachers being brought in. The teacher groups tend to be more knowledgeable on basic environmental education. The project has requested that Chester Zoo assists with designing a new-style experience as part of teacher training. This will be addressed when Dr Esson makes a field trip in September 2011.

TANAPA officers or rangers always greet the Rafiki wa Faru students as they enter Mkomazi National Park, either through Zange HQ or the Njiro Gate. TANAPA give the students a welcome to the Park and explain to them the differences between a game reserve and a national park. The Mkomazi TANAPA personnel are happy to be part of the Rafiki wa Faru programme. The officers or rangers tell the students about the history of Mkomazi, the devastation that took place with over-grazing, sport-hunting, poaching and relentless burning in the 1980s and the rehabilitation that took place to date to bring it up to National Park status with Tanzania's first rhino sanctuary as a flagship conservation project. TANAPA always talk to the students about the working partnership and cooperation between their organization and GAWPT, giving the students a chance for interaction with the wildlife authority of their nation. TANAPA and the two Rafiki wa Faru educators, Elisaria Nngo and Semu Pallangyo convey Mkomazi's approach to environmental rehabilitation to the students and demonstrate that the work is practical, managerial and sustainable. Being able to show the students wildlife conservation taking place is of great value.

As the bus is paused at the Park entrance (where there are some invasive plant species) and then again in the middle of the Sanctuary, Mr Nngo and Mr Pallangyo ask the students to identify the differences in what they see. Many of them have never been into "the bush" before: the places where they live have all been given over to human habitation and agriculture. This action immediately conveys the concept of plant biodiversity in a concrete way.

After driving through the National Park, the students arrive at Kisima base, where they see the vehicles, plant equipment and workshops. They see the water-catchment project and the educators explain how water is captured and stored. They visit the wild dog programme and have a talk by Sangito Lema, who is in charge of the wild dogs. Then they see the vehicles needed to maintain the Park infrastructure (grader, tractors, water bowsers and haycutters, etc): They see the vehicle workshops and how the vehicles themselves are maintained.

They then head to the Mkomazi Rhino Sanctuary (passing through the security gate and meeting the ranger in charge of rhino security, Philbert Shindano and the Environmental Education Centre. This is on

a hill in the middle of the Rhino Sanctuary with panoramic views of the Park. Despite the huge logistics that were undertaken to build the Centre here, it has been well worthwhile, as it has a positive impact on virtually all who visit it. The students feel safe on top of the hill looking down at the environment and the habitat where excellent bird-watching can take place using the bird ID card and monoculars supplied by Chester Zoo.

Here, they have a 20-minute lesson about conservation, a 10-minute custom-made DVD about rhinos and Mkomazi, followed by lunch. After lunch, they meet GAWPT's rhino trackers as well as fence maintenance personnel and security personnel, and learn about their work. Then they have a re-cap and an activity (current activities are about classification or the food chain, depending on the nature of each school group). The activity has been researched and materials sourced by Chester Zoo. At the end of the session, the pupils visit the rhino observation bunker, hopefully see a rhino (many of the students are lucky enough to see a black rhino from the safety of the observation bunker by the watering hole) and this contributes greatly to the conservation impact. If they are unlucky and do not see a rhino, they are able to see the recently installed fiberglass rhino models of a mother and calf. They are then driven through the park for a final game drive and taken back to Same or Kisiwani.

As outlined above, the students are able to interact with Elisaria Nnko and Semu Pallangyo and learn about their working lives. They meet rangers working on security and on rhino tracking and fence maintenance personnel. The MRS personnel, all of whom were trained from inception, are a disciplined and professional team of men, and their reputation is very high throughout Tanzania, with help requested from them on issues such as fence maintenance elsewhere, assistance with tracking and darting a rhino, etc. Being able to meet and talk to men of this calibre adds value for the students, and presents them with strong role models. By sending out a strong message, through those taking part in Rafiki wa Faru, about the dedication and expertise of Mkomazi Rhino Sanctuary personnel, we hope that poachers will be deterred from targeting the MRS. Those who visit MRS are all impressed by the measures and strength of security systems that are in place to protect the rhinos. They have more understanding of the conservation status of black rhino, the threat that these rhino are under and that to protect them is an enormous duty and challenge. Often, when Mr NNko asks at the end of a session who would like to work in rhino conservation, up to half of the students put their hands up

The educators and Tony and Lucy Fitzjohn are satisfied with the current lesson for the students. Tanzania has only made secondary education available to its citizens (regardless of wealth or intelligence) over the past few years. At primary level, the Tanzanian students (and those joining Rafiki wa Faru) receive no education whatsoever on wildlife or environmental matters. The educators therefore have to start at the very beginning with the basics, judging each class by its own merits and making the necessary adjustments. There is a marked difference between the students from the more expensive private schools and the Government schools. Many of the students who attend the expensive private schools come from all over Tanzania (Dar es Salaam, Mbeya, Mwanza and Arusha). The majority would have attended an English medium or Montessori primary school. Although they have no knowledge at all

about wildlife, they are quicker to grasp the concepts. However, the level of background knowledge is so poor that the current lesson is appropriate for all.

Mr Nnko and Mr Pallangyo are not full-time educators. One is the Operations Manager of the entire GAWPT Mkomazi Project and the other is the Mkomazi Rhino Sanctuary Manager. They both have an authoritative presence with the students and act as role models to the students, as do the Mkomazi Rhino Sanctuary trackers and security force that the students are able to meet. Mr Nnko has been given educational training in the past by Dr Esson. He is happy with the daily session and structure as it stands and at present the Rafiki wa Faru programme is manageable within the existing workload.

The educators only have the students for a part of the day and they strive to get as many of the basic messages across as possible within the time constraints. The lesson as it stands is simple, understandable and stimulating. Through this lesson, they endeavor to ensure that the students leave Mkomazi National Park with a different frame of mind to when they enter. The tightly structured daily session and current lesson helps them to achieve this. During Dr Esson's September 2011 visit, discussion will take place on any further lesson development for the students.

At the launch of Rafiki wa Faru it was thought that it would not be necessary to get involved with the Tanzanian Government's environmental education syllabus. However, we had underestimated quite how little the students would know and have had to start at a basic level of ecoliteracy. While educational standards remain low nationally, we need to keep Rafiki wa Faru as it is; we cannot "overtake" the national curriculum or we risk confusing the students.

One challenge which is becoming more evident is the size of the classes of Form One in these secondary schools. Secondary education has only recently become available in Tanzania to its citizens, irrespective of wealth or intelligence. In the past, there were very few secondary schools in the surrounding districts and the vast majority of pupils left school after their primary education at 13 years old. As the economy has improved, so has the number of secondary schools (GAWPT has played a major part in constructing secondary schools in the districts surrounding Mkomazi National Park). The fees set by the Government in these new schools are more affordable and, as a result, class sizes are increasing year by year. An average class size for Form One is now over 150 students. With Mkomazi National Park geographically placed over four districts with at least 41 boundary villages, keeping up with demand and giving all Form One students a chance to take part in Rafiki wa Faru is becoming increasingly difficult. Rafiki wa Faru can bring in 27 children and 2 teachers per visit (maximum capacity of the bus). The teachers' natural inclination is to select those who do the best in class, the most diligent, and there is a preference to select boys. Mr Nnko has repeatedly conveyed to them that the girls should be given the same opportunity as the boys and that a mixed school must send in a 50 / 50 mix. There are cultural adjustments to be made. Mr Nnko is also keen to discuss a solution as to who should be selected for a Rafiki wa Faru trip by talking to one of the Head Teachers, whose opinion he trusts, in one of the geographically closest schools. A potential solution could be for the Head Teacher of each school to run a competition for a place. It might be best to run this as a trial, to see if such a competition were an acceptable solution, and

to see what the pit-falls might be. An alternative option could be for the Head Teacher to select those students who would be the best at relaying the messages of Rafiki wa Faru back to those students unable to gain a place on the bus.

Bearing in mind that the students in Form One of the Tanzanian secondary schools surrounding Mkomazi National Park have no knowledge whatsoever on wildlife issues, their day out in Mkomazi with the Rafiki wa Faru programme is stimulating, enjoyable and educational on conservation issues. The schools are queuing up for places on the bus. The students come away with some knowledge of practical wildlife conservation, an environmental rehabilitation programme and endangered species programmes for the black rhino and African wild dog. The trackers are excellent role models for this age group, who are thinking about future employment. The students in the mountain villages are beginning to talk openly about the bushmeat trade that has reached their villages. Although this trade has decreased dramatically since TANAPA has taken over management of the Park, the students are beginning to question the trade. Fewer students are asking whether Mr Fitzjohn is mining for gemstones. The female students are impressed when they meet the female TANAPA officers and guards, as well as the MRS female guard, who are wearing uniform and carrying arms. Traditionally and culturally, girls from these poor, rural villages would not have thought that Park or wildlife protection was an employment opportunity available to them, but after meeting the TANAPA and MRS female staff, they are very interested in the job and this might encourage them to seek work in the wildlife conservation world when they are older. Mr Nnko is encouraged by the enthusiasm of these female students who realise that this opportunity might be available to them

Community Visits

Overall, Rafiki wa Faru has made tremendous progress, not so much in terms of changing or developing its offer, but rather in consolidating the activities and the format and in reaching influential members of the community. Three bus visits with community leaders to the Mkomazi Rhino Sanctuary and the Environmental Education centre took place from July 2010 to June 2011, with a total of 85 people being brought in. The community groups that visited were from Njiro, Igoma, and Same. The daily session for community leaders is similar to the session outlined above for the school children, but adapted for the leaders.

- Same East Community Leaders and Elders x 1 visit
- Njiro / Igoma Community Leaders and Elders x 1 visit
- Same Environmental Leaders and Youth Leaders x 1 visit

The community leaders and students from the Pare Mountain regions surrounding Mkomazi NP are obviously more distant to the Park than those living on the actual Park borders. TANAPA already has a good informer system on the Park borders and within the towns and villages on the main road, which are easily accessible. However, as the programme develops and as Mr Nnko develops a relationship with the students from some of these mountain communities, he has been advised that the bushmeat trade, which

traditionally was on the road systems closest to the Park borders, has now migrated up the hillsides and into their villages. Although the bushmeat trade has decreased significantly since TANAPA took over the management of the Park, the more these students from the mountains come into Mkomazi with Rafiki wa Faru and the more they learn about wildlife conservation, the more questions they ask about the bushmeat trade reaching their villages. These communities sometimes have no way of knowing what the origin of that meat is, as some of the meat sold is pre-cooked. Recently they were sold domestic dog and donkey meat. Despite their parents' desire to eat bushmeat, the students themselves are beginning to question this choice. Elisaria would like to focus more on a couple of schools in these Pare Mountain villages in the coming year, as he feels there is a conservation impact of Rafiki wa Faru within these communities.

Since the launch of Rafiki wa Faru, apart from visits by the TANAPA HQ management and Board of Trustees, Rafik wa Faru has also received group visits from:

- The TANAPA Chief Park Wardens of Kilimanjaro NP, Arusha NP, Manyara NP and Tarangire NP
- The TANAPA ecologists of Kilimanjaro NP, Katavi NP, Ruaha NP, Mikumi NP, Manyara NP, Serengeti NP and Tarangire NP

These groups have been sent in by TANAPA HQ to see the extent of the work that GAWPT has undertaken in Mkomazi and the type of programme GAWPT runs. All of these wardens and ecologists are impressed by Rafiki wa Faru and enjoy their visit to the education centre. Mr Nnko shows them how he runs the daily session. They see the 10-minute DVD and the activities and basics of the lesson. TANAPA (through its community officers) has also started its own wildlife clubs within the classrooms in the local primary and secondary schools and within this forum, they talk about the work of GAWPT within the Park. The TANAPA management has also asked Mr Nnko if he could join with them on the big meetings with the whole community in many of the villages to talk about conservation, black rhino and African wild dogs and the work of GAWPT, in partnership with TANAPA

In addition to these community visits, requests come in on an *ad hoc* basis from institutions such as MWEKA College for African Wildlife Management, which asks Mkomazi to take their students (who go on to become wildlife officers) on the bus to the educational centre. Mkomazi responds quickly to these requests. The MWEKA students are generally on field study trips in Mkomazi and come to Kisima with their own transport and then are taken on the bus to the Education Centre. Mr Fitzjohn and Mr Nnko discuss wildlife management, wildlife issues and endangered species programmes with them.

Development of new educational resources

With funding from USFWS two fiberglass rhino models (a cow and calf) were bought and painted by Chester Zoo in the UK and air-freighted to Tanzania. These fiberglass rhino models are an educational aid for the students and provide a level of interest to those students who are unfortunate enough not to see a live rhino. The rhinos were originally placed on the plains in front of the picnic area under an acacia

tree, where the students can spot them through the monoculars whilst they are in their lunch break. They will now be moved back to the Environmental Education Center, as it is considered important that the pupils have a rhino experience of some kind and the students can see and be photographed with the rhino models. They can sense the size and power of rhinos and the photograph is a souvenir of the day to take home to family.

Elisaria Nnko, the part-time EEO, has asked for A3 laminated sheets of mammals that can be seen in Mkomazi (similar to the bird identification sheets already provided by Chester Zoo) for the students to use on their game drives in and out of the NP. These will be developed at Chester Zoo and taken out by Dr Esson in September 2011. During this visit discussion will take place on any further new materials or lessons needed for the programme.

The Rafiki wa Faru bus is brightly painted in traditional tinga-tinga style with scenes from Mkomazi, and there is a lot of detail in these paintings for the educators to be able to teach brief lessons from them: what they will see, and how it relates to them. For example, rivers flow from Mt Kilimanjaro. Animals drink from the river, and people collect water from it to drink and to wash their clothes. Large groups of parents and villagers usually turn out to see the bus collect the children and by utilising the bus as a teaching resource, the educators are able to deliver an impromptu presentation to large and diverse audiences. The bus continues to be woredk hard because of the condition of the roads and the great distances involved. This remains a dry season operation only. Despite restricting the geographic scope of the programme, the distances involved are considerable. There is currently a discussion with TANAPA on the possibility of constructing a hostel in Mkomazi National Park, which TANAPA would have to manage and administer. Feedback from teachers' interviews indicates that teachers would welcome the opportunity to bring groups on overnight trips.



MONITORING AND EVALUATION

After each session, the teachers must complete review sheets and the two educators complete their own self-assessments. Chester Zoo analyses this data and produces the reports. At the time of the launch of Rafiki wa Faru in 2009, Dr Esson and Mr Nnko together carried out a longitudinal study with schools and teachers after a field trip. This investigation involved running focus groups with teachers and a Personal Meaning Map exercise with pupils. It is planned to repeat this exercise in September during Dr Esson's field trip.

Teachers' Focus Groups

Seven participating schools were visited a week after the Mkomazi visit. 28 teachers were interviewed in a series of focus groups. The themes that emerged from these focus groups are as follows:

Four of the seven groups were prepared to talk at length about rumours they had heard concerning activities inside Mkomazi. The conversations covered issues of:

- Ownership of the Park - that it was owned by 'Mr Tony.'
- This is the name used to identify Tony Fitzjohn OBE,
- Illegal mining for minerals including gold and rubies
- Mr Tony bringing in invited guest who paid him money to use the Park
- Illegal trade in wildlife
- Using the project plane to take resources out of the Park

"Mr Tony he takes those animals and kills them. Then he exports them. They say he uses his plane."

The nature of these rumours bears out what we already knew concerning the local suspicions about the activities inside the Park and demonstrates the need to raise awareness through the education programme of the true nature of the conservation effort. Teachers were confused to some extent about what National Park status meant and what animals were in the Park. They felt that there was a low level of awareness in the community too. In particular, the rumour that Rhinos had come from South Africa seemed to confuse them. They instinctively felt this was some sort of 'a deal.' Teachers stated they had changed their opinions of activities in the Park following their visit and now believed that conservation was taking place. They noted the quality of the environment as an indicator that positive work was happening. They said they would urge others to visit if they could to see things with their own eyes. Teachers were impressed by the credibility of the project staff who talked to them, though they confused the Rangers with 'soldiers.' Teachers felt the information they were given was genuine and this combined with seeing the infrastructure of the Park appeared to have changed their opinion for the better. Five of the seven groups talked positively and in some detail about what they had been told or shown by project staff. The

water catchment system and how machinery and heavy plant was used for conservation was noted by several teachers. Previously they had thought that the machinery was something to do with mining.

“The rain water, they have a project to keep water from draining.”

As was to be expected they were in awe of the animals they saw. It is interesting to note that many of the teachers had never seen the wildlife of their own country. It may be expected that seeing a rhino or painted dogs would be a new experience and rhinos and dogs were mentioned by many of the groups, but other more ‘common’ animals also formed part to the highlights of the trip for example:

“An ostrich, I have never seen an ostrich.”

“It was the first time for me to see the warthog. I thought the animal would be very dangerous but he came and wanted some kind of friendship with me, something I did not expect.”

Four of the seven groups also discussed the benefits of the National Park possibly being a source of employment in the future and in bringing in vital tourist revenue.

“Also the people can get employment at the National Park.”

“Rhinos attract tourists and when they come to see the rhino the government earns some foreign currency.”

The teachers felt that awareness of Mkomazi was low amongst their students and not surprisingly students very much enjoyed the experience of visiting the National Park and seeing the animals. Teachers felt aspects of the teaching and what the students observed would help them in their studies in school. Seeing the animals and helping to bring learning to life were seen as benefits to the students. Teachers observed that they had heard students telling their peers in school about the trip in a positive way. For teachers the disadvantage was that too few students had the opportunity to make the trip. One group talked in detail about the need for a hostel on site so pupils could stay the night to make more of the opportunity to see wildlife.

Teachers’ feedback forms from the first months of 2011 have been analysed by Chester Zoo and results are presented below.

Question	Results (n=30)	Further Comments
% of teachers that agreed with the statement: "Did the safari change your understanding of what goes on inside Mkomazi?"	100.0%	Common themes: Previously thought that Mkomazi was a small game reserve - many didn't know it was a National Park (11 comments). Only a few animals present that were heavily poached (7 comments). That the park was owned by foreigners and that park staff were 'cruel' (2 comments). Also, specific reference to Black Rhinos (2 comments) and Painted Dogs (2 comments).
% of teachers that felt that the safari could be improved	100.0%	Common themes: To allow more students to visit the National Park (7 comments). To improve transportation to Mkomazi (4 comments). To build hostels to allow for a longer stay (3 comments). To try and improve visibility of key species like Black Rhino (3 comments)
% of teachers that stated that they would use the Rafiki Wa Faru safari even if they had to pay	85.2%	
Average amount that teachers would be prepared to pay (ranged from 200-7000)	TSh 1335	

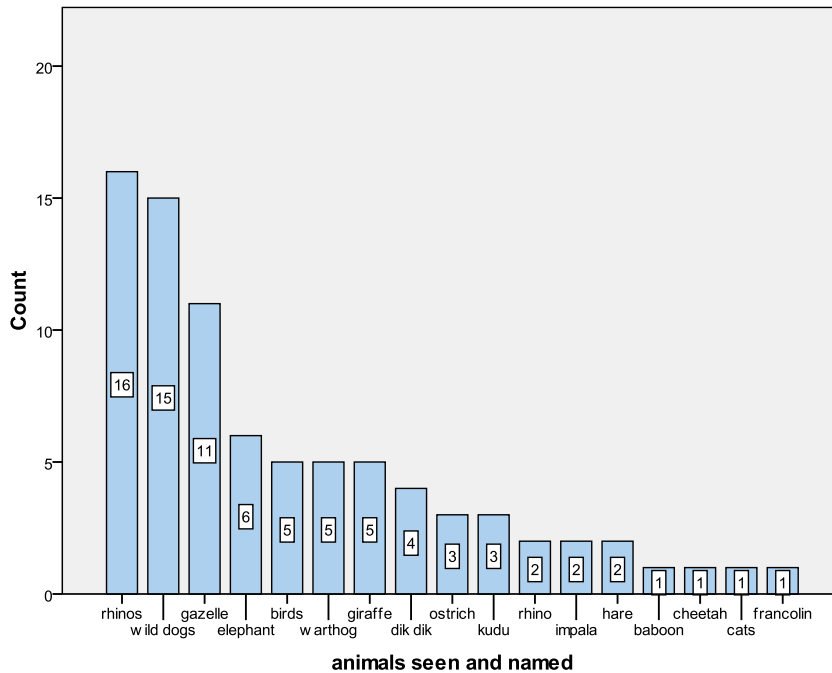
All survey respondents felt that the safari changed their understanding of what happens inside Mkomazi National Park. This is a very similar proportion to that found in the pilot-year study (2008-9), when 97.3% of respondents agreed with the statement. Also, the further comments made were very similar to the previous feedback, with respondents mentioning that their perception of Mkomazi was that of a small park or reserve, with little wildlife that was heavily poached. Saria commonly reported the major negative feeling by pupils/community groups prior to the safari was the suspicion that Tony was mining for gems in the park. Saria reported an improvement in this perception after he explained what actually happened within the park – and, of course, after the pupils/community groups actually visited the park themselves as part of the safari. The proportion of teachers that would be willing to pay for a Rafiki Wa Faru safari is slightly less than the previous study at 85%, down from 92%. And the amount they would be willing to pay is much less on average, TSh 1335 down from TSh 3048.

Areas of work in Mkomazi National Park	Number of times ranked first (out of the five areas)
Developing tourism to the region	3
Providing security for the park and the animals	7
Offering environmental education for the communities around the park	4
Breeding of endangered species like rhino and painted dogs	4
Improving the land for conservation in the future	2

Of the five main areas of work in the Mkomazi National Park, ‘providing security for the park and the animals’ was ranked first seven times – more than any of the other work areas. This has changed from the previous study, when the top ranked work area was ‘offering Environmental Education for the communities around the park’

Pupils PMMs Exercise

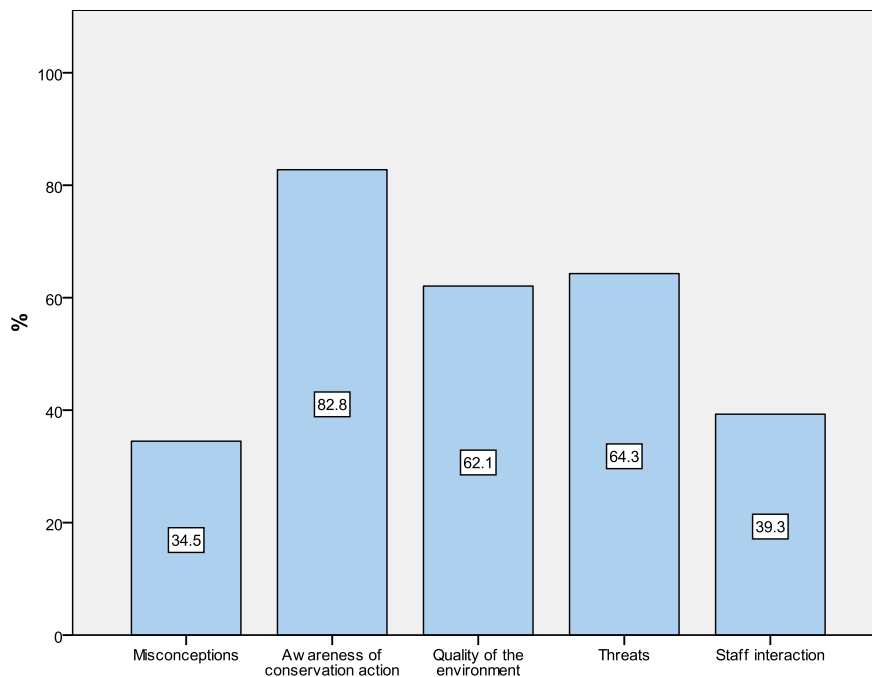
On the same post-launch occasion as teachers participated in focus groups, pupils were invited to complete Personal Meaning Maps. 117 maps were completed and 29 (25%) were randomly selected for translation into English. Pupils were asked to list the animals they could remember seeing on their trip to Mkomazi. Rhinos and Wild Dogs clearly are the two that are cited most often. In terms of quantity, the number of animals named on PMMs was between zero (three PMMs) and eight (one PMM), with the average number (mean) per PMM being just over three (3.14).



Analysis of the PMMs revealed five emerging themes:

- Misconceptions about what goes on inside Mkomazi
- New awareness of conservation action
- Noticing the quality of the environment
- Commenting on threats to wildlife
- The value pupils attributed to interaction with staff in the Park

In terms of other content, the chart below shows the percentage number of PMMs that contained each of the five categories that were scored for. Clearly, the category 'Awareness of conservation action' is the most represented, with 83% of PMMs containing some reference to this. Both 'Misconceptions' and 'Staff interactions' scored much lower, with only around 35-40% of PMMs containing references to these categories.



Pupils' Worksheets

Worksheet one: Living thing/Not a Living thing

In 2010 a further evaluation of Rafik wa Faru was undertaken in the form of a review of 20 pupil-completed worksheets (Living thing/Not a living thing). Out of the 20 responses, only one pupil managed to score all of the 'living things' correctly (nine out of nine possible answers). The vast majority of the other pupils (13) scored six correct answers. No pupil scored less than four. All pupils correctly identified the four animals in the worksheet so it is clear that the areas of difficulty lay with identifying plants as living things. This type of information is useful to feed back into the teaching agenda and identifies which teaching points need to be strengthened

20 pupils completed a second worksheet (All living things need food). Students did not seem to have a problem with this worksheet and 20 of the 20 pupils scored a maximum of four correct answers.

Community Group Feedback

The community leaders report to Mr Nnko that their perception of Mkomazi has changed because of their meeting with TANAPA management and GAWPT personnel, seeing the work in the field and becoming

part of Rafiki wa Faru. They have spoken about their original perceptions of the game reserve when it was run by the Wildlife Division (until 2008), with the rangers taking bribes for illegal cattle-grazing and commercial bush-meat poaching. This led to confusion and rumour-mongering about what was going on in Mkomazi. (The Wildlife Division rangers also put out rumours about GAWPT, as a smoke-screen to their own illegal activities in Mkomazi, adding to the confusion). Many of these community leaders also witnessed the devastation of Mkomazi throughout the 1980s. Some even admit that their family members had been poachers. Many of them are astounded at what they see on their trip. Some have been filled with regret that their families had been involved with poaching. One leader asked if he could become an informer to TANAPA. They enjoy their visit to Kisima camp to learn about the workshops and the wild dog programme and they thoroughly enjoy their visit to the Rhino Sanctuary. One old gentleman was moved to tears when he saw one of the Mkomazi rhinos. The community leaders always ask if they could come in with other villagers, friends and colleagues who are skeptical, but the core aim of Rafiki wa Faru is to focus as much as possible on the schoolchildren and hope that the community leaders can act as figures of authority and therefore message multiplies in their own communities.

Summary

The success of Rafiki wa Faru is due to a number of factors, not least the willingness and dedication of the staff who act as excellent role models for schoolchildren and are figures of respect in the community. Inevitably a free opportunity like this one will be popular and demand will outstrip supply. By staying focused on the project aims and staying true to the target audiences, the project remains manageable and sustainable. Stability in the staffing of the delivery team means that they are able to consolidate their teaching and learning experiences (educators, rangers et al) and learn on the job. Because they are hands-on conservationists with 'real' jobs on the project, they have credibility and a presence. This aura could not be achieved by employing a full-time professional educator. It is the vision of Tony and Lucy Fitzjohn that has driven the Rafiki wa Faru project from its inception.

Dr Maggie Esson

Education Programmes Manager

Chester Zoo

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