



KACCE ORGANIZATION PROFILE

Kazuramimba Catchment Conservation and Education (KACCE) is a non-profit, voluntary organization established by local community and registered under the Community Based- Governmental Organization Policy with No. KDC/CBO/051/2012 On October 09th, 2012 to operate at the Kigoma District Council level, currently divided into Uvinza District and the former Kigoma District in the Mainland of Tanzania.



KACCE is prior committed to providing a local platform to carry out and promote both environmental improvement and practical conservation, to educate, encourage and support the local population in Environmental practices, Art and culture development, Education, Water supply and Community livelihoods improvement by working with and for the target communities.

“KACCE strives to fight poverty, global warming, environmental and cultural degradation in the rural and peril-urban areas so as to promoting the health and well-being of the residents of the area and working together as residents regardless of age, ethnic origin, ability, sex, belief or political affiliation recognizing the value of our many differences.”





WHY KACCE WAS FORMED: VISION, MISSION & OBJECTIVES

Vision

To become the center of excellence of envisage society with a clean and safe environment that can benefit all citizens equally and in a sustainable way.



KACCE



Mission

To conserve the environmental and natural resources through education, protection, reforestation and environment laws and policy advocacy.

Objectives:

Main Objective:

The overall objective of KACCE is conserving the environment and improving live hoods in local communities with a gender, human rights and community based organization integration through participatory approach.



Specific Objective:



To enable and support communities, provide justice and integral human development lifting people at the grass root level to immediate and active participation in improving the environment and natural resources, education for all and livelihoods to the benefit of the communities.

Goals:

Is to educate and sensitize youth and children at the grass root level on the environment and natural resources issues, to combat the un-controlled fire bush and wildlife hunting. The clubs are very motivated and active in their respective villages, they have each 25 members who meet monthly within the community.





WHAT WE DO:

KACCE empower and work with the community in terms of organization to;-

- Improve health and availability of safe and sustainable water at rural schools and underserved communities
- To provide education towards beneficial environmental protection
- Increased household income and economic activity by providing entrepreneurship skill
- To promote community sensitization for improvement of environmental and practical conservation.
- Reduce malnutrition and food insecurity that cause irreparable damage to livelihoods, thereby reducing self-sufficiency through introducing sustainable food security and livelihoods improvement initiatives.
- Build the capacity of small local groups, like women groups, youth groups, children groups and disabled groups in better management practices, service delivery etc.
- To enhance education and skills training access to youth and adults to promote employment opportunities.
- To promote and advocate for cultures diversity and exchange to enhance inter-communities education and exchange by strengthen the participation and involvement of vulnerable groups (child, women and youth) in organization and partners' programs.
- Animal Protection, Conservation and Management



Importance of Environmental Conservation and Catchment Education Methodology.

The role in public environmental education and awareness by non-governmental organisations **KACCE** is becoming increasingly important as social mobility and affluent lifestyles are more prevalent among her citizens. Environmental conservation and education groups have long been lobbying those in power and financiers of projects to implement sustainable environmental policies, be responsible for environmental management and at the same time, educate the general public. Without the educational component, KACCE will not be successful in lobbying for change in public policy and public perception.



KACCE defines environmental education as a process of developing “a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards solutions of current problems and the prevention of new ones”.

Environmental education is not just restricted to working with children in schools. The key to **KACCE**'s success is its ability to communicate with the general public, decision-makers and stakeholders.



Through an astute combination of social marketing, traditional (formal) environmental education and behaviour modification processes, **KACCE** has to equip itself to convert the apathetic, persuade the opposition and change attitudes for the good of the planet.



In many countries, the implementation of Environmental Education (EE) tends to occur in a “piecemeal, diffuse and uncoordinated manner” and much of the work is left to the teacher. Because of this, environmental literacy remains low as teachers do not feel competent enough due to a lack of training and exposure especially when it comes to experiential learning. Environmental education activities are easier to start in the non-formal education system, through youth group activities and field visits that engage learners in the hands-on approach.

The dissemination of information to the public about a cause or concern and to instigate, reinforce and entrench attitudinal and behavioural changes can be termed as social marketing and communication.

The objectives would include creating awareness, gathering knowledge on issues, positive attitude change, acquisition of skills, active participation and providing opinions on issues related to the environment.



PROGRAMME ACTIVITIES AND TEACHING METHODOLOGY

2. HOW does Environmental Education work?

2.1. School-based environmental education

2.1.1. Passive education

At the most passive level, **KACCE** can create awareness by giving talks during school assemblies or lectures supplemented by exhibition panels, poster displays and the distribution of other relevant reading material. At this level, there is minimal two-way interaction. Increased knowledge does not necessarily lead to appropriate (desired) behavioural or attitudinal change

2.1.2. Interactive education

Workshops, discussions or other in-class sessions would allow for more interaction between the students and **KACCE** representatives. This enables the initiation of detached problem-solving thought processes. The students are not taught “what to think” but “how to think”, giving them skills to analyze Information, make “sound” judgments and respond with their solutions, ideas or further questions. The interactive method (discussions and experiments) internalises the behaviour. This method is still confined to in-class sessions and the quality of the responses from the students largely depends on their own life experiences, prior exposure to the topic by their teachers or the amount of information that they have picked up from an earlier talk or lecture by **KACCE**.



2.1.3. Hands-on education (experiential)

First-hand experience in the actual ecosystem is always an effective way to encourage empathy and students can become environmental stewards by conducting research to better understand their local environment, or work with local scientists to monitor and collect data on specific species in their vicinity .Teaching students to develop critical-thinking and problem solving skills as well as nurturing more empathy for the ecosystems that they have worked in will create a lasting impression and impact on the students.



Structures fieldwork and outdoor classroom experiences add value to their classroom experiences. These will have positive impact on students' long-term memory and can improve attitudes towards the environment. On top of that learning becomes fun. This learning while having fun is not only restricted to children but is also very much applicable to adult learners.

2.1.4 Empowerment

With adequate awareness, facilitation and positive experiences in the environment, students can be encouraged to design and implement their own research projects. When people commit to a course of action that is their own idea (bottom-up), the results are more likely to succeed and continue than when ideas are imposed from the outside in a top-down approach. It has been shown that stakeholders who design their own communication strategy, message and campaign improve the environmental education programme, add credibility and strengthen their own skills to do similar work in the future Once this level of initiative, self-motivation and environmental leadership is achieved, **KACCE** has come full circle in its contribution to the nurturing of highly aware and concerned citizens of the future.



2.2. Awareness and environmental education.

2.2.1. KACCE business –behaviour modification.

Environmental education for the public should move away from institutionalized pedantic protocols to social marketing and behaviour modification practices. Underlying these practices is the concept that people will change their behaviour in exchange for benefits, and not necessarily as a function of increased knowledge or awareness. Therefore, for a public awareness campaign to succeed, **KACCE** must identify Social and Behavioural Sciences the specific behaviours that need to be changed and the benefits available to the target audience for them to commit to those behavioural changes. Instead of telling the audience what the **KACCE** feels they should know, participants need to be shown how the information is relevant to them and their daily needs

Social marketing principles applied to a successful **KACCE** environmental communication campaign include the adoption of consumer orientation, audience segmentation and research, development of clear and realistic objectives, pre-testing of messages, use of multiple channels and outcome evaluation .In line with standard marketing practices, social marketing and communication for environmental **KACCE** should



2.2.2. The Approach.

Crucial to the success of **KACCE**'s awareness campaign is the organisation's ability to understand its target market and their behaviour. Initial assessments



with open-ended questions to gain knowledge about an issue and people's everyday attitudes, beliefs and behaviour are essential. Formative Research is also important in order to identify the behaviour to be promoted or modified and the barriers of the desired behaviour. Identifying the reasons behind daily behaviour (whether desired or undesired) provides the **KACCE** with an idea of the benefits that can be 'sold' to the audience in return for behavioural change.

The concept of 'place' or easy access can be dealt with by ensuring that it is easier for the target market to adopt the desired behaviour. This might entail offering training so that appropriate skills are learnt (e.g. how to recycle, how to access information), ensuring proper infrastructure is available to support the use of those skills (e.g. making recycling bins available or providing information about the location of recycling centres) or offering other incentives (e.g. a 10¢ discount if a shopper brings his own bag, or if he/she introduces a friend to recycling). In composing a message, it is vital to keep in mind that effective messages are those that minimize energy expenditure, psychological dissonance and threat.



The message source and placement also affect behavioural change and the message must be kept clear and simple. The goal of message design is to gain and hold the target audience's attention. This is mainly determined by how well they understand the message and whether it offers just entertainment or clear instrumental utility. **KACCE** has also found that people are more likely to carry out the desired actions if they are perceived to be achievable or if they have been empowered to carry them out.

With a portrait of the intended audience in mind, a message that is relevant to its target market, meets their needs, appeals to their desires and offers them benefits or incentives that they want.

2.2.3. The channel

The channels through which a message is delivered to its target audience can be pivotal for the success of an awareness campaign. The choice of the channels to use would depend on the behavioural social and behavioural sciences characteristics of the target audience.

This again emphasizes the importance of initial assessments and formative research to clearly understand the nature of the target market. The volume of communication and its effectiveness are usually positively related, though with diminishing returns

Studies have shown that multiple channels are more effective in conveying a message, comprising tools such as advertising and public relations, publicity through the mass media, special events, celebrity endorsements, testimonials and advocacy campaigns cite 5 stages through which a 'non-doer' evolves into a 'doer' or advocate: unaware contemplative preparing / making decisions trying maintaining behaviour,



Reinforcements should be provided to keep positive attitudes and behaviour on track. These reinforcements could be positive peer pressure by informing

potential doers how many other people are behaving positively, such as through petitions ; public recognition for action taken via prizes, certificates, and gifts; incentives and keeping the doers informed of the positive consequences of their actions e.g. increase in fish catch, increase in tourism arrivals, increase in environmental quality.

In order to complete the social marketing process, the awareness campaign should be constantly evaluated for pre and post attitude or behavioural changes towards the campaign. The programme should be flexible to accommodate changes or innovations if they are deemed necessary as a result of the periodic evaluation of behavioural change. Sharing evaluation and research results with stakeholders allows all parties to benefit from capacity building knowledge and experience.



2.3. Challenges & Considerations in Implementation

2.3.1. Financial constraints

The availability (or lack) of funds is always an issue for **KACCE**. However, it is possible to run a ‘minimalist social marketing campaign’ by keeping the desired behaviour and the target audience in mind at all times; making the behaviour required fun, easy and/or popular for the audience; ensuring that decisions are made based on hard facts; being innovative in verifying assumptions made; building partnerships with the media, local corporations, schools, local religious and cultural groups and politicians; realizing that every meeting is a marketing opportunity; and remaining realistic but positive,



by offering praise before criticism. Funds related to environmental education and awareness, and community development projects should be made available via the Corporate Social.

Responsibility (CSR) component of major corporations and industries, local councils, state and federal Agencies.

2.3.2. Effectiveness of the education plan

There are several considerations to keep in mind when planning environmental education. Sometimes these factors are forgotten or not adequately emphasized, leaving the **KACCE** struggling to meet its objectives of carrying out its plans effectively.

Social and Behavioural Sciences needed. **KACCE** staff members tend to be overworked and underpaid. To offset this difficulty, it is imperative to build and train local stakeholders for **programme continuity**.

Officials (state and federal) and local authority figures are not educated in environmental issues but they have direct control and influence over policy issues and laws.



The concept of Corporate Social responsibility (CSR) by corporations can be emulated in a new form that can be termed as Corporate Environmental Responsibility (CER). Large corporations and industries, and banks must be accountable for the environment and should put aside a certain amount of profits for environmental education and community development programmes.

SUCCESS OF THE PROGRAMME ACTIVITIES

2.4. Keys to success

There are several factors that can make or break an environmental education programme, whether it is a school-based or a public awareness campaign.

2.4.1. Accessibility

It is important to be able to relate to the target audience. Beyond ensuring that the message is tailored to the existing knowledge and interests of the target market, it must also be clear and uncomplicated. The language used in the message is crucial. The use of technical terms will more likely turn the layman away from the cause and students will not respond to vocabulary that they do not understand or content that too closely resembles their daily curriculum. The **KACCE** must be able to think like the audience, and reach out to them in a way that makes sense to them. This requires simplifying the message so that it makes more sense to the target audience and breaking down the desired behaviour into smaller elements or steps so that they can learn and practise the components one at a time.



The amount of information given to the target audiences is also important. Too much information at the beginning of a relationship with a student or a member of the public will inevitably be confusing and result in a refusal to listen or react in the desired manner. Messages that invoke a litany of technical terms will likely reduce most peoples' willingness to attend to and process the information. All environmental education and communication products, messages and materials must be capable of commanding the attention of the intended audience so that they will want to stay on or keep coming back for more.

2.4.2. Stakeholder participation

The participation of community stakeholders in an environmental awareness campaign is crucial for its success. Assessments of a target audience's needs and wants allow **KACCE** to determine how to adapt their conservation goals to the desires of local stakeholders. However, allowing stakeholders to have a say in the development of the message, the choice of marketing mix channels and then involving them in the implementation of the awareness programme, create opportunities for interactive learning and sharing.

This interactive communication enhances common knowledge and awareness and promotes dialogue and open discussion.

The **KACCE** must be fully committed to participation, even to the extent of literally stepping into the shoes of the local stakeholder who is faced with an environmental problem. Time has to be spent with them, living amongst them and working with them. Commitment to stakeholder participation to this extent, levels the playing field, shows all concerned parties that everyone's knowledge and opinion is valuable, and ensures that the campaigning **KACCE** truly understands the mindset and life challenges of the local stakeholder



2.4.3. Empowerment

Self-efficacy is the perception that a person has of his own ability to “organize and execute courses of action required to attain designated types of performances”.

In other words, it is the self-confidence to affect a new behaviour or develop a new attitude. According to this behavioural theory, perceptions of self-efficacy and the positive or negative outcome expectancies of that behaviour are the keys to behaviour change. Attitudes are a function of a person’s salient beliefs about the consequences of behaviour

The more a person believes that there are positive consequences to behaviour, the more positive the attitude and the higher the likelihood that (positive) behaviour change will be affected and ingrained into habit. Increased self-efficacy and thereafter empowerment can be brought about by reinforcing positive behaviour, offering timely and targeted information on the positive consequences of this behaviour and encouraging repetition of simple processes and practices to build the skills required to perform the behaviour.



2.4.4. Small incremental step leads to large movements

The concept of “heating up” addresses both the varying rates of change amongst those in a target audience and the complexity of change. While change (especially to a cash-strapped **KACCE**) can seem unbearably slow, it is a positive step to begin with groups of receptive people who are already prepared to make a change. This first group of converts can gain competence



and confidence in their ability to try more complex actions or behavioural changes in future.

They can then influence the other segments of society to follow in their footsteps either as models to emulate and mimic or through positive peer pressure.

“Heating up” takes place when the collective movement of several individuals becomes a force to be reckoned with and its enthusiasm motivates others to do the same. Thus, adopting new positive attitudes and behaviour will become a trend. The nature of environmental social marketing is such that change always has to begin on an individual level and it has the potential to move beyond the singular towards a community activism to make a real difference

This potential for success needs to be pointed out by the **KACCE** to its target audience to encourage and empower them to move beyond a sense of helplessness. This empowerment allows them to believe that they can and know how to make a difference as individuals.

Animal Protection, Conservation and Management

Wild animals have been a critical resources for human beings. Historically, food, fur, and leather were key to human survival –more recently, wildlife has assumed high economic cultural significance. Wild animals provide entertainment in circuses, zoos, and wildlife parks, they form a central attraction in international tourism, and they are key members of ecosystems on which humans rely for vital services, Equally, wild animals can be seen as threatening to human instance, they can be sources of new human diseases (zoonotics), and they can damage or consume human crops. What matters here, whether as resources or threat, is how useful-or otherwise wildlife is to human beings. Environment ethicists often call

KACCE has the responsibility to educate the community the importance of wild animal’s protection and to give education and awareness of illegal hunting and protection of forest burning in order to reduce death for babe wild animals.





3. Conclusion

Environmental education is the crux of an **KACCE**'s work. Without it, there is no way to convince theirs to accept the cause that an **KACCE** is trying to promote.

The manner in which environmental education and communication is carried out and the strategy used to engage and motivate the target audience will determine the success of an **KACCE**'s campaign.

Without the education of youth in schools or the general public, there will be insufficient knowledge of a cause. Without knowledge, there can be no action, and without action there can be no change.

It is vital that **KACCE**'s realize that effective, well planned environmental education programmes will stand them in good stead in achieving their ultimate goals.

Location

The office of organization is located in Kazuramimba village with four field covered areas as the villages of Nyanganga, Mwamila, Kidea and Kazuramimba, and target to serve over 5000 people on the environment and natural resources conservation and preservation issues.



Address

(KACCE) KAZURAMIMBA CATCHMENT AND CONSERVATION EDUCATION

Kazuramimba, Uvinza District,

P.O.Box 265,

Kigoma,

Tanzania, East Africa.

