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KUZITA

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TOOL KIT

Lake Tanganyika Environmental
Education and Action Program

Teacher Club Guide



KUZITA TOOL KIT

Lake Tanganyika Environmental Education
and Action Program

Teacher Club Guide

Implemented by:

SMART Youth Effort for Advanced Community

Project: KUZITA School Conservation Clubs (Pilot Phase)

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Pilot Schools: Kirando, Usesula and
Kipili Secondary Schools

INTRODUCTION

The KUZITA Toolkit is a comprehensive environmental education and action system designed to empower schools, teachers, and students to actively participate in the protection and conservation of Lake Tanganyika and surrounding ecosystems.

- It responds to the growing need for practical, youth-centered environmental learning that goes beyond the classroom and into real community action.
- The toolkit is built on the belief that true environmental change happens when knowledge, skills, and action are combined.
- It is made up of three integrated components that work together to create a complete school-based environmental program:

1. KUZITA Teacher Club Guide

A practical guide designed for teachers, club patrons, and school management teams to support the establishment and running of KUZITA environmental clubs.

It provides step-by-step guidance on:

- How to establish and organize KUZITA Clubs in schools
- How to deliver environmental lessons and activities
- How to engage students in conservation actions
- How to monitor and evaluate club progress
- Lesson ideas, facilitation tips, and reporting templates
- Strategies for involving the wider school and community in Lake Tanganyika conservation efforts

This guide ensures that KUZITA Clubs are well-structured, active, and sustainable in every school.

2. KUZITA Student Handbook

A learning guide for students and club members that introduces the importance of Lake Tanganyika and environmental conservation.

It helps students understand key issues such as:

- Pollution and waste management
 - Climate change and environmental degradation
 - Sustainable fishing practices
 - Biodiversity and ecosystem protection
- It also builds essential life skills such as:
- Leadership and teamwork
 - Communication and public speaking
 - Environmental responsibility and awareness

The handbook prepares students to become informed and responsible environmental stewards.

3. KUZITA Student Activity Booklet

An interactive workbook that turns learning into action.

It includes:

- Quizzes and knowledge checks
- Puzzles and environmental games
- Drawing and creative expression activities
- Environmental missions and challenges
- Field action documentation and tracking tools

Students are encouraged to:

- Participate in clean-up activities
- Complete conservation missions
- Record their environmental actions and impact

This booklet ensures students apply what they learn in real-life environmental action.

OVERALL PURPOSE

Together, these three resources create a complete school-based environmental learning and action system.

They empower:

- Teachers to guide and lead environmental clubs
 - Students to learn, act, and lead change
- Schools to become centers of environmental action

Final Outcome:

- Through education, action, and community engagement, the KUZITA Toolkit aims to:
- Protect Lake Tanganyika, build environmental awareness, and develop a new generation of young environmental leaders in Tanzania.

SECTION A

KUZITA SCHOOL CONSERVATION CLUB

Teacher /Facilitator Guide

TEACHER TOOLKIT

A practical guide designed for teachers, club patrons, and school management teams to support the establishment and running of KUZITA environmental clubs. It provides step-by-step guidance on how to organize clubs, deliver environmental lessons, engage students in conservation activities, and monitor progress. The toolkit also includes lesson ideas, facilitation tips, reporting templates, and strategies for involving the wider school and community in Lake Tanganyika conservation efforts.

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01 FOREWORD

This toolkit is developed to support teachers in facilitating KUZITA School Conservation Clubs. It provides structured guidance to ensure effective implementation of environmental conservation activities in schools. The toolkit strengthens youth participation in environmental protection and promotes long-term sustainability of school-based conservation initiatives.

02 INTRODUCTION

The KUZITA School Conservation Club initiative is a youth-led environmental program designed to promote climate action, environmental awareness, and conservation practices in schools. Teachers play a central role as facilitators, ensuring students actively lead conservation activities while receiving structured guidance.

03 BACKGROUND OF KUZITA

The KUZITA School Conservation Club model was developed and approved through a participatory technical process involving teachers from Kirando, Usesula, and Kipili schools. The process was facilitated by Bahri Remedies in collaboration with SMART Youth Effort for Advanced Community, and supported by The Nature Conservancy.

The program was co-created to address environmental challenges in schools and surrounding communities through structured youth engagement.

The KUZITA model focuses on:

- Environmental education
- Practical conservation action
- Youth leadership development

KUZITA is a co-designed school-based initiative, ensuring that teachers play a central role in developing, validating, and implementing conservation club systems within their schools.

This participatory approach ensures:

- Local ownership by schools
- Practical relevance to school contexts
- Sustainability of conservation clubs beyond the pilot phase

04 PURPOSE OF THE TOOLKIT

This toolkit provides a practical framework for teachers to effectively establish, manage, and sustain KUZITA School Conservation Clubs in a standardized and coordinated way across participating schools. It is designed to achieve the following:

- Guide teachers in implementing school conservation clubs
- Standardize club operations across schools
- Strengthen environmental learning
- Support student-led action
- Ensure sustainability and scalability

These resources are designed to work together:

- The Teacher Toolkit guides teachers and club patrons in facilitating and managing club activities.
- The Student Handbook builds students' understanding of conservation issues and leadership skills.
- The Student Activity Booklet enables students to apply their learning through practical environmental actions and interactive activities.

Together, these resources create a comprehensive school-based conservation learning system that promotes environmental stewardship, youth leadership, and sustainable conservation practices within schools and surrounding communities.

05 OBJECTIVES OF KUZITA CLUBS

The KUZITA School Conservation Clubs are established to empower students and schools to actively engage in environmental protection and sustainable practices through structured learning and action. The specific objectives are to :

- Promote environmental awareness
- Encourage practical conservation actions
- Develop student leadership
- Strengthen school environmental systems
- Support climate action education

06 TEACHER ROLE AND RESPONSIBILITIES

Teachers act as facilitators who provide guidance, coordination, and oversight to ensure effective implementation of KUZITA School Conservation Club activities.

Key roles:

- Supervise club activities
- Guide student leaders
- Ensure safety and discipline
- Support planning and reporting
- Connect clubs to school administration

07 CLUB STRUCTURE AND GOVERNANCE

The KUZITA School Conservation Clubs are organized through a simple leadership structure that promotes student participation, accountability, and effective coordination of activities.



08 PHASE 1: ESTABLISHMENT

The establishment phase was a foundational stage conducted through participatory engagement with teachers and students to set up functional KUZITA School Conservation Clubs. This phase ensured that each school had the required governance structure, planning tools, and student leadership in place before implementation.

Duration

This phase was conducted over 2–4 weeks per school, depending on school schedules.

Activities

- Teacher inception and technical workshops
- Development and approval of club constitution
- Creation of school-based work plans
- Development of annual club calendars
- Student enrolment and registration
- Selection of club leadership teams
- Orientation of club members and leaders

Outputs

- Functional KUZITA clubs established in participating schools
- Approved club constitution per school
- School-specific work plans and annual calendars
- Trained student leaders and enrolled members

09 PHASE 2: IMPLEMENTATION

This phase focuses on activating KUZITA School Conservation Clubs by implementing planned activities, mentorship sessions, and environmental actions as outlined in the work plan and annual calendar.

Duration: This phase runs throughout the school year for approximately 8–10 months, aligned with school terms.

9.1 Weekly Implementation Cycle:

Each club operates through a structured weekly cycle guided by the teacher patron and student leaders.

- Club meeting (discussion and planning)
- Selection of weekly activity from work plan/calendar
- Assignment of roles to students
- Implementation of activity
- Documentation and reporting

9.2 Monthly Implementation Cycle:

Each month, clubs are expected to implement a minimum of 1–2 major conservation activities, combined with mentorship sessions and reflection.

- Implementation of 1–2 conservation activities per month
- Conducting at least one mentorship session per month
- Review of progress and challenges with teacher patron
- Adjustment of plans where necessary

9.3 Key Club Activities:

These are core activities implemented throughout the year:

- Clean-up campaigns (school and surrounding areas)
- Tree planting and environmental restoration
- Waste management and recycling activities
- Environmental awareness campaigns and sessions

9.4 Mentorship Delivery Framework:

Mentorship is delivered during club meetings using participatory methods such as discussion, games, and group activities.

Key topics include:

- Climate change awareness
- Waste management and recycling
- Water and natural resource conservation
- Environmental leadership and responsibility
- School sustainability practices

9.5 Documentation Requirements:

All clubs must maintain proper records for accountability and reporting purposes:

- Attendance registers for each activity
- Activity report forms after every implementation
- Photo documentation of activities
- Monthly summary reports submitted to teacher patron

10 PHASE 3: SUSTAINABILITY

This phase ensures that KUZITA School Conservation Clubs continue functioning effectively beyond the pilot support period by strengthening ownership, systems, and integration into school structures.

10.1 Objective:

To ensure long-term continuity and institutionalization of KUZITA School Conservation Clubs within schools.

10.2 Implementation Timeline:

This phase begins in the final 2–3 months of the school year and continues into subsequent academic years through school ownership.

10.3 Sustainability Strategies:

To ensure long-term success, the following strategies are applied:

- School ownership: Clubs are fully integrated into school systems and supervised by teacher patrons
- Student leadership continuity: Leadership rotation and mentoring of new leaders
- Teacher integration: Clubs included in school planning and extracurricular systems
- Community engagement: Involvement of parents and local stakeholders in selected activities
- Institutional embedding: Clubs become part of school environmental programs

10.4 Expected Outputs

- Self-sustaining student-led conservation clubs
- Clubs integrated into school systems and annual planning
- Continuous implementation of environmental activities without external facilitation
- Scalable model ready for replication in other schools

11 ANNUAL PLANNING SYSTEM

The KUZITA Club Annual Planning System is designed to help schools organize conservation activities in a structured, coordinated, and sustainable manner throughout the academic year. The planning system ensures that conservation education is not implemented as a one-time event, but as a continuous learning and action process that allows students to gradually build knowledge, leadership, teamwork, and environmental responsibility. Dividing activities into school terms helps clubs balance academic schedules with environmental activities while ensuring consistent participation, proper coordination, and measurable impact within schools and surrounding communities.

Term 1: Setup and Awareness

This phase focuses on establishing the club structure, introducing members to KUZITA values, and building basic awareness on environmental conservation and sustainable fisheries practices. During this stage, schools are encouraged to register members, elect student leaders, orient teacher patrons, and develop annual club action plans. Awareness activities such as conservation discussions, introductory campaigns, school assemblies, and educational sessions help students understand the importance of protecting Lake Tanganyika and their role as environmental stewards.

Term 2: Action and Implementation

This phase focuses on practical environmental action and active student participation in conservation initiatives. Students begin implementing eco-actions and awareness activities within schools and communities. Activities during this stage may include school clean-up campaigns, tree planting, waste segregation, peer education, environmental debates, conservation drama, and community outreach events. The implementation phase helps students transform conservation knowledge into practical behaviour change while strengthening leadership, teamwork, and problem-solving skills.

Term 3: Campaigns and Reflection

This phase focuses on showcasing achievements, strengthening community engagement, and reflecting on lessons learned throughout the year. Clubs organize awareness campaigns, participate in environmental celebrations, conduct peer learning sessions, and document their achievements and challenges. Reflection meetings allow students and teachers to evaluate progress, identify areas for improvement, and plan for future sustainability.

WEEKLY CLUB SYSTEM

The Weekly Club System provides a consistent operational structure that guides how KUZITA clubs function throughout the school year. Regular meetings and organized participation create discipline, accountability, and continuity in club activities. The system is designed to encourage active student engagement while ensuring that all members have opportunities to contribute to conservation activities, leadership, and decision-making processes. A well-organized weekly system helps clubs remain active, focused, and sustainable within the school environment.

Weekly Meetings:

KUZITA clubs should conduct at least one meeting every week to discuss ongoing activities, review progress, plan upcoming events, and provide conservation learning opportunities. Meetings should follow a simple agenda and include attendance recording, updates on previous activities, planning discussions, and reflection sessions. Weekly meetings create a consistent space where students can share ideas, strengthen teamwork, and maintain momentum in club implementation.

Rotating Leadership Roles:

To promote participation and leadership development, responsibilities within the club should rotate among members on a regular basis. Rotating leadership roles encourage confidence-building, accountability, communication skills, and teamwork among students. Suggested rotating roles may include meeting facilitator, environmental reporter, documentation officer, activity coordinator, and timekeeper. This approach ensures that leadership opportunities are shared fairly among members and helps prepare future youth conservation champions.

Activity Tracking:

All club activities should be properly documented and tracked to support learning, accountability, and monitoring of progress. Activity tracking should include the date of the activity, type of activity conducted, number of participants involved, lessons learned, and any challenges experienced. Where possible, clubs should also collect photographs and evidence of activities conducted. Regular tracking allows schools and project coordinators to measure participation, monitor impact, and improve future planning and implementation.

MENTORSHIP FRAMEWORK

The KUZITA Mentorship Framework is designed to provide continuous guidance, support, and capacity building to students participating in conservation clubs. Mentorship plays an important role in helping students build confidence, practical skills, leadership abilities, and positive environmental values. Through mentorship, students are encouraged to become active environmental ambassadors within their schools and communities while strengthening their understanding of sustainable fisheries conservation and climate resilience.

Waste Management

Students will receive mentorship on proper waste management practices, including waste segregation, recycling, safe disposal methods, and reducing environmental pollution within schools and communities. Mentors will guide students in understanding the environmental and health impacts of poor waste management and encourage practical solutions that promote cleaner and safer environments.

Climate Change

Mentorship sessions on climate change will help students understand the causes and effects of climate change, particularly its impact on freshwater ecosystems, fisheries resources, biodiversity, and local livelihoods around Lake Tanganyika. Students will also learn about adaptation practices, resilience-building measures, and the role young people can play in promoting climate action within their communities.

Leadership

Leadership mentorship aims to strengthen students' communication, teamwork, public speaking, problem-solving, and decision-making skills. Students will be encouraged to take initiative, lead activities, coordinate campaigns, and support peer learning within the club. Leadership development helps build confidence and prepares students to become responsible conservation advocates and community role models.

Conservation Skills

Students will gain practical conservation skills related to biodiversity protection, ecosystem conservation, sustainable fishing practices, environmental stewardship, and community awareness. Mentorship activities may include demonstrations, discussions, practical eco-actions, and field-based learning experiences that strengthen students' ability to apply conservation knowledge in real-life situations.

CLUB ACTIVITIES GUIDE

The Club Activities Guide provides practical direction for implementing conservation activities within schools and surrounding communities. The purpose of this guide is to help teachers, facilitators, and student leaders organize activities in a structured, safe, engaging, and educational manner. Activities should promote active participation, teamwork, environmental responsibility, and behavior change while strengthening students' practical understanding of conservation and sustainable fisheries management. Each activity implemented by the club should include:

- Activity objectives
- Materials and resources required
- Step-by-step implementation instructions
- Roles and responsibilities
- Time required
- Safety considerations
- Reflection questions
- Documentation and reporting guidance

Suggested club activities may include:

- School and shoreline clean-up campaigns
- Tree planting and environmental restoration
- Waste segregation and recycling activities
- Environmental debates and public speaking sessions
- Drama, theatre, poetry, and storytelling activities
- Conservation awareness campaigns
- Art, poster, and essay competitions
- Community outreach and peer education
- Observation visits and eco-learning journeys
- Environmental celebrations and commemorations

Teachers and facilitators are encouraged to adapt activities based on school context, available resources, environmental priorities, and student interests while ensuring inclusiveness and safety throughout implementation.

MONITORING AND EVALUATION

Monitoring and Evaluation (M&E) helps KUZITA clubs measure progress, track participation, identify challenges, and assess the overall impact of conservation activities. A strong M&E system supports accountability, learning, continuous improvement, and proper documentation of achievements throughout the implementation period.

Monitoring should be conducted regularly by teachers, student leaders, and project coordinators to ensure activities are implemented effectively and objectives are achieved.

Participation Tracking

Participation tracking helps schools monitor student involvement in club activities and meetings. This includes:

- Number of active club members
- Attendance during meetings and activities
- Gender participation balance
- Participation of students with disabilities
- Student leadership involvement

Participation records help identify levels of engagement and areas where additional support or mobilization may be required.

Activity Tracking

Activity tracking helps document all conservation actions conducted by the club. This includes:

- Number and type of activities implemented
- Dates and locations of activities
- Number of participants involved
- Materials used
- Key outcomes and lessons learned

Activity tracking ensures proper reporting and helps schools monitor implementation progress throughout the year.

Progress Indicators

Progress indicators help measure the impact of club activities and conservation learning. Indicators may include:

- Increased conservation knowledge among students
- Improved environmental practices within schools

- Increased student leadership and participation
- Number of awareness campaigns conducted
- Community engagement achievements
- Environmental improvements observed within school surroundings

Monitoring findings should be reviewed regularly to improve planning, strengthen implementation, and support decision-making.

16 REPORTING TOOLS

Reporting tools help document activities, achievements, challenges, and lessons learned throughout implementation of KUZITA club activities. Proper reporting strengthens accountability, supports monitoring processes, and provides evidence of project impact and student participation. Teachers and student leaders should ensure that reports are completed accurately, stored safely, and submitted on time when required.

Attendance Sheet.

Attendance sheets are used to record participation during club meetings, trainings, campaigns, and environmental activities. Attendance records should include:

- Name of participant
- Gender
- Class level
- Signature or confirmation of attendance
- Date of activity

Attendance tracking helps monitor active participation and club membership trends.

Activity Report

An activity report should be completed after every major activity conducted by the club. Reports should include:

- Activity title
- Objectives of the activity
- Date and location
- Number of participants involved
- Summary of activities conducted
- Achievements and lessons learned
- Challenges experienced
- Recommendations for improvement
- Photos and supporting evidence

Activity reports help document project implementation and support future learning and planning.

Monthly Summary Report

Monthly summary reports provide an overview of all activities conducted within a specific month. The report should summarize:

- Meetings conducted
- Activities implemented
- Participation levels
- Key achievements
- Challenges and risks encountered
- Planned activities for the following month

Monthly reporting supports continuous monitoring, accountability, and communication between schools and project coordinators.

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SAFEGUARDING AND INCLUSION

KUZITA clubs must provide a safe, inclusive, respectful, and supportive environment for all students participating in club activities. Safeguarding and inclusion are essential to ensure equal participation, protect student wellbeing, and promote positive learning experiences for every club member regardless of gender, background, or ability.

Teachers, facilitators, and student leaders have a shared responsibility to promote safety, respect, and fairness throughout all club activities.

Equal Participation

The club should promote equal opportunities for all students by ensuring:

- Balanced participation of girls and boys
- Inclusion of students with disabilities
- Respect for diversity and individual differences
- Equal access to leadership opportunities and activities

Inclusive participation strengthens teamwork, learning, and community ownership.

Child Protection

All club activities must prioritize child protection and student wellbeing. Teachers and facilitators should:

- Ensure respectful communication and behavior
- Prevent bullying, harassment, and discrimination
- Provide supervision during activities
- Follow school safeguarding procedures
- Address concerns or incidents appropriately and confidentially

Students should feel safe, respected, and supported during all club engagements.

- Ensure respectful communication and behavior
- Prevent bullying, harassment, and discrimination
- Provide supervision during activities
- Follow school safeguarding procedures
- Address concerns or incidents appropriately and confidentially

Students should feel safe, respected, and supported during all club engagements.

Safe Environment

Environmental and safety risks should be assessed before conducting activities. Clubs should:

- Avoid unsafe locations or hazardous conditions
- Ensure proper supervision during field activities
- Use safe tools and materials
- Follow school safety procedures and guidance

Safety considerations should always be integrated into planning and implementation processes.

18 COMMUNITY ENGAGEMENT

Community engagement strengthens collaboration between schools, families, local leaders, BMUs, and surrounding communities in promoting environmental conservation and sustainable fisheries practices. Engaging the wider community increases awareness, strengthens ownership, and supports long-term sustainability of conservation efforts beyond school settings.

KUZITA clubs should encourage students to become active conservation ambassadors within their communities.

School-Community Campaigns

Schools may organize campaigns that bring together students and community members to promote conservation awareness and action. Activities may include:

- Community clean-up campaigns
- Tree planting events
- Awareness walks and rallies
- School exhibitions and open days
- Conservation sports events

These activities help strengthen relationships between schools and communities while promoting shared responsibility for environmental protection.

Awareness Activities

Awareness activities help communicate conservation messages in creative and engaging ways. Clubs may use:

- Drama and theatre
- Poetry and storytelling
- Posters and art competitions
- Debates and public speaking
- Songs, music, and dance
- Peer education sessions

Interactive awareness approaches help increase participation and improve understanding of conservation issues.

Stakeholder Involvement

Strong partnerships with stakeholders improve support, coordination, and sustainability of club activities. Stakeholders may include:

- Beach Management Units (BMUs)
- Village and ward leaders
- Fisheries officers
- Parents and guardians
- Environmental organizations
- Community conservation champions

Stakeholder involvement strengthens mentorship, technical support, and local ownership of conservation initiatives.

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RISK MANAGEMENT

Risk management helps clubs identify potential challenges that may affect implementation and develop strategies to reduce disruptions and improve project effectiveness. Early identification and management of risks support smooth implementation and help maintain continuity of club activities throughout the school year.

Teachers, facilitators, and student leaders should regularly review potential risks and identify practical solutions.

Low Participation

Low participation may affect club effectiveness and activity implementation. Possible causes may include limited motivation, academic pressure, or lack of awareness.

Possible mitigation measures include:

- Conducting motivational activities
- Recognizing active members
- Using peer mobilization approaches
- Encouraging inclusive participation
- Scheduling activities appropriately
- Resource Limitations

Limited financial or material resources may affect implementation of activities.

Possible mitigation measures include:

- Using locally available materials
- Conducting low-cost activities
- Seeking support from stakeholders and partners
- Encouraging resource sharing within schools
- School Scheduling Conflicts

School academic schedules, examinations, or other events may interfere with club activities.

Possible mitigation measures include:

- Coordinating closely with school administration
- Aligning activities with school calendars
- Conducting flexible meeting schedules
- Planning activities in advance

Regular risk assessment helps improve preparedness and implementation efficiency.

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SUSTAINABILITY STRATEGY

The Sustainability Strategy ensures that KUZITA clubs continue functioning effectively beyond the pilot project period. Sustainability focuses on strengthening school ownership, student leadership continuity, institutional support, and long-term integration of conservation activities within school systems.

Institutionalization

Schools are encouraged to integrate KUZITA club activities into school structures and annual plans to support continuity after external project support ends. This may include:

- Recognizing the club officially within the school system
 - Including conservation activities in annual school calendars
 - Allocating time and support for club activities
- Institutionalization strengthens long-term sustainability and ownership.

Teacher Ownership

Teacher patrons play an important role in ensuring continuity and guidance of club activities. Teachers should:

- Support planning and implementation
- Mentor student leaders
- Coordinate reporting and monitoring
- Promote continuity of activities across academic years

Strong teacher ownership improves consistency and sustainability.

Student Leadership Continuity

Outgoing student leaders should mentor incoming leaders to maintain continuity and transfer knowledge and experience. Leadership transition processes should include:

- Leadership orientation
- Mentorship and peer support
- Documentation of activities and lessons learned

Strong student leadership continuity helps maintain club momentum and institutional memory.

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SCALE-UP STRATEGY

The Scale-Up Strategy provides guidance for expanding KUZITA club approaches and lessons learned to additional schools and communities beyond the pilot phase. Scaling up successful conservation club models increases youth participation, strengthens conservation awareness, and supports broader environmental stewardship across the Lake Tanganyika region.

Replication in New Schools

Successful activities, systems, and learning approaches developed through KUZITA may be introduced in neighboring schools and communities.

Replication should consider:

- School readiness and interest
- Availability of teacher patrons
- Local environmental priorities
- Existing school structures
- Toolkit Adaptation

Toolkits and learning materials may be adapted to suit different school contexts, languages, and age groups. Adaptation may include:

- Simplifying content
- Translating materials
- Adding locally relevant examples
- Adjusting activities based on available resources

Flexible adaptation supports wider usability and effectiveness.

Training of Trainers

Experienced teachers, facilitators, and student leaders may support training and mentorship for new schools. Training of Trainers (ToT) approaches help:

- Expand technical knowledge
- Build local capacity
- Strengthen peer learning
- Support sustainable expansion of conservation clubs

A strong scale-up strategy increases long-term impact and strengthens youth-led conservation efforts across the region.

ANNEX 1: SCHOOL CLUB WORK PLANS (ACTION PLANS)

Each school developed a structured work plan to guide implementation of KUZITA activities

Work Plan Components:

- Activity description
- Timeline (per term/month)
- Responsible persons (teachers and students)
- Expected outputs

These work plans serve as the strategic implementation guide for each school club.
Link:

ANNEX 4: MENTORSHIP THEMES FRAMEWORK

Mentorship topics were developed to guide student learning and club engagement.

4.1 Core Mentorship Themes

- Waste management and recycling
- Climate change awareness
- Water and natural resource conservation
- Environmental leadership and responsibility
- School-based sustainability practices

4.2 Cross-Cutting Themes

The following cross-cutting issues are integrated into all mentorship sessions:

- Life Skills Development
- Leadership
 - Communication
 - Teamwork
 - Decision-making

Gender Inclusion

- Equal participation of boys and girls
- Inclusive leadership opportunities
- Gender-sensitive club activities

Safeguarding & Child Protection

- Safe learning environment
- Protection of children during activities
- Respect and non-discrimination

Link :





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