



# NISELENKAY SMART LEARNING COMMUNITY

## PROJECT PROPOSAL



Project Details	
Project Name	<b>Selenkay Smart Learning Community</b>
Project Location	<b>Primary School at Eselenkei Group Ranch</b>
Geo Reference	<b>S 2.398564 E 37.218307</b>
School Name / Type	<b>Lenkisem and Iloirero Primary School</b>
Primary Sector	<b>Education - Pre Primary – Grade 8</b>
# direct beneficiaries	<b>1009 pupils and 21 teachers</b>
# indirect beneficiaries	<b>Eselenkei community</b>
# teachers male/female	<b>21 teachers (15 m/ 6 f) ( TSC trained 13 – Community teachers 8)</b>
# learners m/f	<b>1009 (580 Boys 429 Girls)</b>
# classrooms	<b>13 Lenkisem / 9 Iloirero</b>
Library	<b>No libraries are currently available at selected schools</b>
Power Infrastructure	<b>Small solar but needs new batteries. National Grid Power but not connected</b>
ICT Infrastructure	<b>Mobile Phones and a few tablets</b>
Internet	<b>Not available</b>
Project Partners	<b>PTA Community, Gamewatchers Safari</b>
Start date of project	<b>20. March 2021</b>
Duration	<b>24 month</b>
Project Coordination Office	<b>wiLearn 4 Life</b>
Local Contact Person	<b>Mohanjeet Brar, CEO Gamewatchers &amp; Porini Camps Amboseli</b>
Proposed Total Budget	<b>99'954 USD</b>
Date of submission	<b>23.02.2021</b>
Contact Person	<b>Roland Diethelm, wiLearn CEO</b>
Tel, Whatsapp, Email	<b>+41 76 215 09 63</b>



## SUMMARY

The Selenkay Smart Learning Project is a collaboration between Gamewatchers Safaris Kenya, wiLearn 4 Life and the communities of Lenkitem and Iloirero. Founded by Jake Grieves-Cook in 1989 Gamewatchers Safaris and Porini Camps have a long history of working together with the Maasai to preserve Kenya's precious wildlife heritage outside the National Parks of Amboseli and Maasai Mara. In his successful conservation approach a combination of exclusive eco-tourism, nature conservation, land leasing and community development form a delicate balance where all stakeholders are winners. In his wildlife conservation model the Maasai as native land owners play a pivotal role to succeed. The key to success has been the inclusion of local communities in the tourism project. Pastoralists who used to hunt down Kenya's wildlife have learnt from Jake and his Porini Camp Team where the true value of a wildlife conservation area lies. For over 30 years the Maasai community have earned a steady income through land lease and employment in the game watching with eco-tourism. To assure that the next generation can fully grasp the importance of an ecological balance a good basic education has been high on the list of Gamewatchers Safaris community support projects.

The Selenkay conservation area hosts 5 schools with over 2040 registered pupils. Only one of them offers secondary school Form 1-4 with a remaining 190 registered learners. Compared to lower primary schools who enroll over 500 pupils it is a stark reminder of how many children in rural areas drop out of basic education during their teenage years. Gamewatchers who employs locals in various functions share their concern of poor schools leaving too many children behind and too many teenage girls pregnant. The conservation and tourist company has been determined to lift the level of quality education in their constituency with the support of wiLearn 4 Life. The registered Swiss charity comes with a special education focus to empower offline communities with digital learning skills and multimedia competence. wiLearn provides expertise workshops and portable and solar powered digital libraries. The wireless learning lab enables the curious learners to dive into the realms of the multimedia information age without distractions of the internet or social media. In a two year project model called "Smart Learning Community" teachers, community facilitators and pupils are trained on using information and communication technology (ICT) to learn. The multimedia libraries contain adaptable education modules ready to be deployed with curriculum aligned content. Free access to self-oriented learning material during Corona school lockdowns was a privilege that never reached the schools in Maasai land, where most people still own a feature phone. We recognize that Kenya in crisis mode has increased inequalities in education and left rural children once again in a state of bewilderment.

Thus the exciting digital transformation project aims to give access to all generations of learners so that parents who missed some school attendance can get another chance to learn important life skills using ICT. It is our aspiration to reach from basic technology literacy to digital knowledge creation within the two years of the smart learning projects. The collaborative sharing of knowledge and culture as part of the learning skills can speed the process and opens new opportunities and perspectives for a professional career. The ICT equipment will be lent until the community demonstrates true ownership of education content by using and maintaining the library system responsibly, regularly and with care.

To keep all children in the conservation areas of Gamewatchers in the focus, the project is planned in Phase I to III. Phase I will start with library deployment and workshops at primary schools Lenkitem and Iloirero in the Selenkay conservation. Phase II will engage with the other 3 schools remaining in Selenkay. Phase III will be rolled out in the 12 Mara conservancy schools serving as a good example of project scaling. The total budget for Phase I comes to an estimated 85'000 USD and includes the training of professional staff who will develop workshops and support structure for the future Smart Learning projects. Smart learning opens the way to translate the Kenya Government policy of a competency based curriculum into practical action. We herewith looking forward for your wholehearted support to transform the rural classrooms into a bright future for the many Maasai children.



## GLOSSARY

- 100 SLC 100 Smart Learning Communities for East Africa – the wiLearn strategy
- CBO Community Based Organisation
- ICT Information and Communication Technology
- MoE Ministry of Education
- moLLi mobile Learning lab interactive
- PTA Parents Teachers Association
- SDG Sustainable Development Goals (United Nations)
- SLC Smart Learning Communities
- wiLearnCAP WiFi- Content Access Point with Harddisk
- wiLLi wireless Learning Lab interactive

## BACKGROUND

Gamewatchers Safaris founded in 1989 by Jake Grieves-Cook has been passionate ever since to advocate sustainable and responsible tourism in Kenya. The ground breaking concept of managing conservancies in collaboration with the local land owners has taken root in the tourism industry as an effective weapon against the depletion of endangered wildlife. The key to conserving Kenya's spectacular flora and fauna outside their national parks has been to engage the Maasai pastoralist communities and to provide tangible benefits from eco-tourism that exceed the returns that herders are able to generate from any other form of land utilization such as hunting or farming. The conservancy and tourism efforts have succeeded in making wildlife pay its way in the areas where they operate. Over 20 years Gamewatchers Safaris have participated in various projects to provide benefits and amenities for our partner communities living alongside the conservancies. Another key is a solid basic education for these communities to reap the full benefits of nature conservation. Gamewatchers has supported a number of education initiatives aiming to improve the lives of local communities.

**Selenkay Conservancy:** 10 miles north of the boundary of Amboseli Park is the Selenkay Conservancy where the Phase I of the project will take place. Selenkay shares the same eco-system as Amboseli and is established on 13,000 acres of land within the nearly 200,000 acres Eselenkei Group Ranch leased from the local Maasai by Gamewatchers Safaris with the aim of protecting the wildlife habitat and encouraging wildlife conservation as an alternative to farming as a means for the local population to earn a living.

<https://www.porini.com/about-us/responsible-tourism>

Lenkischem and Iloirero Primary Schools are situated in the Eselenkei area - Kiserian District of the Kajiado County. From these two communities out in the bush (see Map) children and teachers face the harsh reality of a challenging and often poor learning environment. From the lack of real food, to the lack of qualified teachers, school benches, reading books or even simple notebooks and pencils their school has not been spared from regular shortages. School attendance is based on the hope that someday life with a good education will be more uplifting.

On the other side, the Ministry of Education envisions information and communication technologies (ICT) as a universal tool in education and training and as such it aims to integrate ICT in education and training for improved access, learning and administration. Based on the national education policy the digital learning skills have become an essential priority subject within the new Competency Based Curriculum. But remote schools such as Lenkischem or Iloirero Primary have had no means to adopt and comply with these new education standards.

Hence the two locations above have been selected for our Phase I intervention because basic pedagogical tools are missing and teachers are without capacity to enhance classroom interaction. The project support team has realized the importance of an increased focus on digital learning skills to overcome some of these shortages. The Smart Learning project shall introduce simple tools such as smart phones, tablets, the offline library and projected videos in a community setup in order to give boys, girls and parents a new perspective of gaining knowledge and awareness of life changing consequences our behaviour can have. Next to basic learning skills and wildlife conservation the



example over some hot issues raised by the Parents Teachers Association could be tackled in a new way. The many unwanted teenage pregnancies that leave girls with little education and dire future prospects can be addressed with a focal educative program that can make a difference for life.

The Selenkay Smart Learning Project is the first Phase of a series of planned smart learning projects within the conservancy areas of Gamewatchers Safaris. Subject to evidence data, impact and funding resources another 3 schools including a secondary school in Selenkay form Phase II of the project. In Phase III the location will shift to the OI Kinyei Conservancy in the Maasai Mara where 12 Schools are listed for Smart Learning. Through Gamewatchers' longstanding relationship with the Maasai communities and land owners a deep trust and respect for each others culture has been established. This opens up the opportunity for a new and exciting way to reach out to these schools and communities with a great learning opportunity.

### GOAL AND BENEFICIARIES

The goal is that 21 teachers, and over 1000 pupils and their parents from the selected communities enjoy full and free access to a wealth of multimedia education content which can transform their learning methods, their literacy and understanding and increase their life skills and resilience. With the provision of an adaptable offline information library which contains relevant education content the 3 phased project may enhance self-oriented learning skills, livelihood, nature conservation efforts, and lesson planning under the Kenya school curriculum and for all generations.

### PROJECT DESCRIPTION

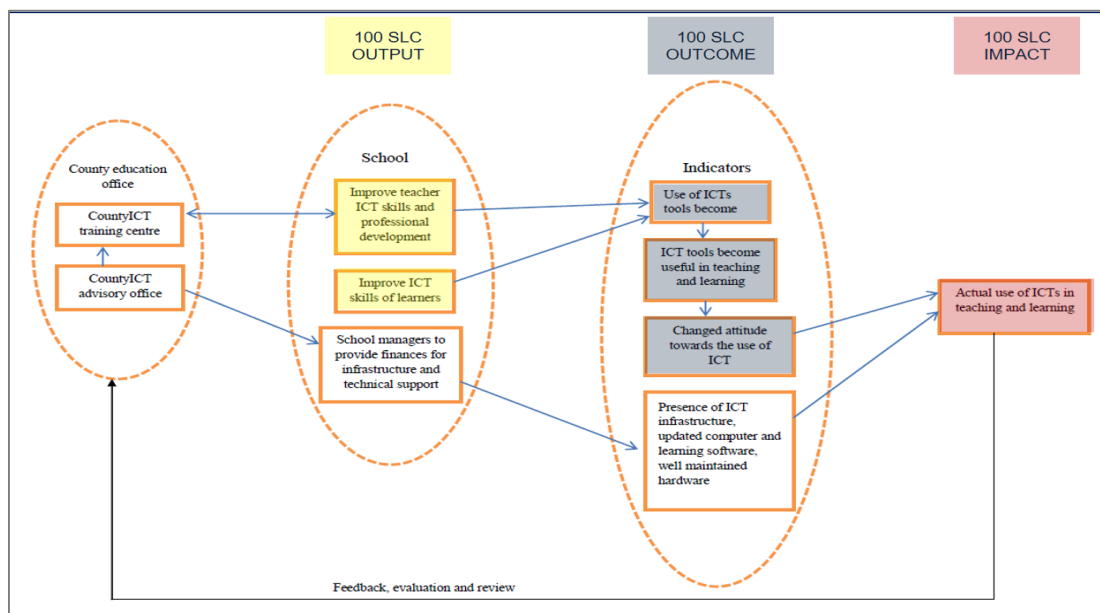


Fig. 1 Kenya County Framework for ICT Integration

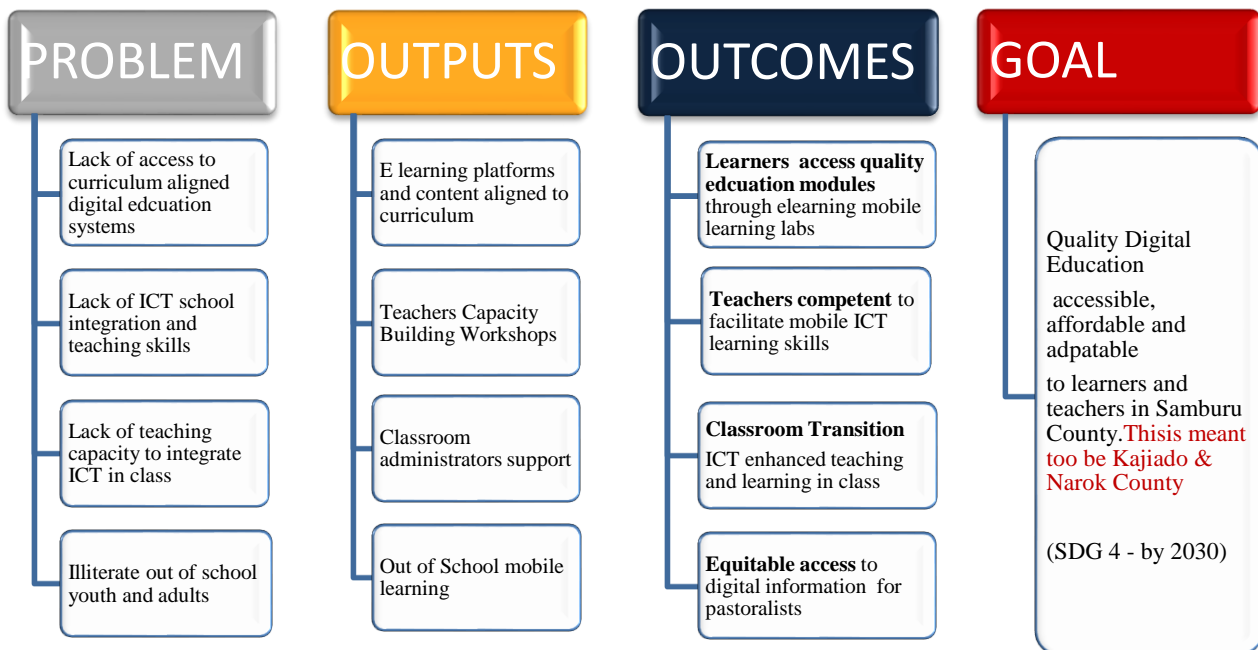
The selected primary schools within the conservancy will provide the classroom infrastructure and supervision for a safe use and secure ICT equipment storage including the provision of solar power for light and digital learning equipment where needed. Where no electricity is available the Smart Learning project shall plan for allowances to warrant an adequate energy supply, upkeep and secure charging and storage of the digital equipment.

wiLearn 4 Life has been the chosen project partner of Gamewatchers Safaris providing the technical expertise, hardware software and training to introduce the wireless Learning Lab interactive (wiLLi). As the founder and CEO I have a long track record supervising development programs around the globe. My engagement with eLearning projects began in 2013 and has since developed into a registered charity in Switzerland. wiLearn 4 Life has active projects in Northern Kenya, Kibera, Lucky Summer and is present in Zimbabwe, Tanzania, Lesotho and South Sudan.



Our role is to advise and support the local team to establish a sustainable digital learning environment. Basis of the wiLearn 4 Life concept is the theory of change as depicted below. With a collaborative attitude we seek to engage, empower and enable local youth to create value content and shape their own destiny under the universal sustainable development goal 4 (SDG 4).

## THEORY OF CHANGE



## PROJECT OBJECTIVES

**GOAL** Teachers and learners from schools within the conservancy are competent to use mobile learning methods to access quality digital education media relevant to the Kenya curriculum

**Outcome 1 Equitable ICT Access** - The Selenkay learning community access digital education libraries for curriculum relevant eLearning modules

Output 1.1 eLearning Hardware Provision for teachers and pupils community members

Output 1.2 quality digital education content aligned to Kenyan curriculum / Swahili and disability inclusion

**Outcome 2 Teachers ICT skills** - skilled to manage, use and create digital media in and out of class to enhance child focussed digital education and self-oriented learning competencies

Output 2.1 Teacher training - Smart Learning Workshops

Output 2.2 Classroom administrators trained to support teachers in ICT integration

**Outcome 3 Learners** – are digitally literate and competent to download and learn with eLearning offline and online lessons. They are skilled to use and produce digital media to create learning evidence.

Output 3.1 Primary school pupils trained to use ICT for-self study and school assignments

Output 3.2 Adult literacy training - women, out of school youth and parents access vital multimedia information relevant to their environment to enhance their life skills.



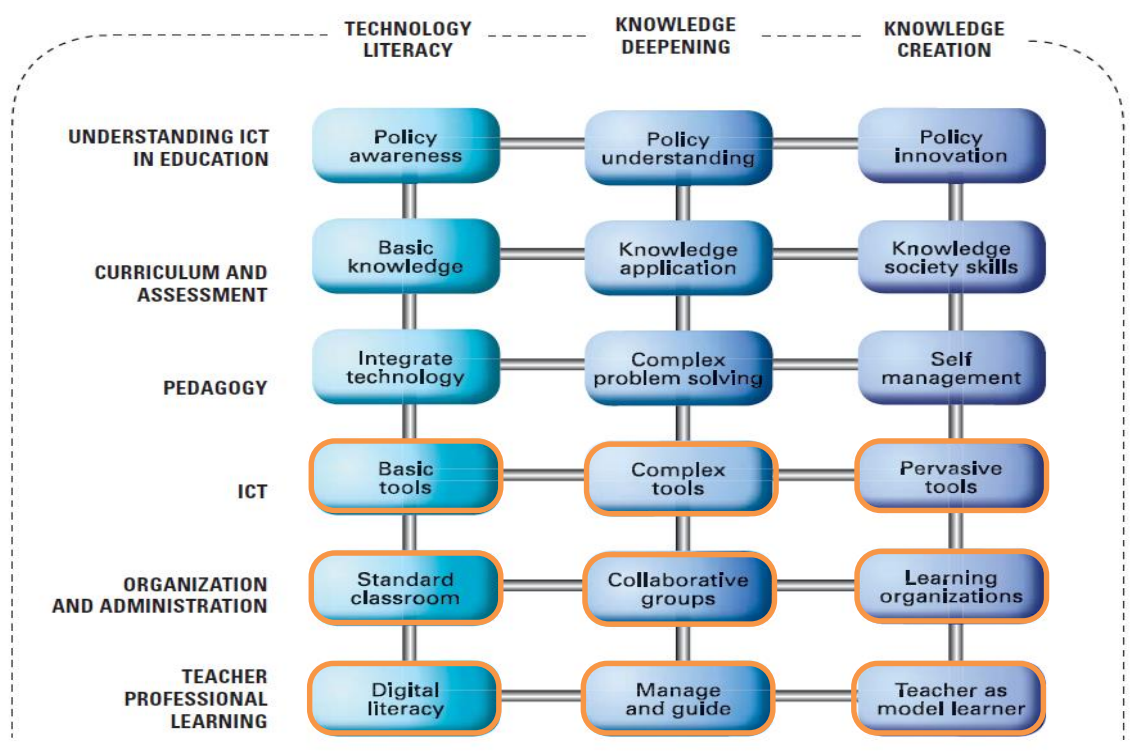
Output 3.3 Monitor and evaluate access data, library content, LMS enrolment and learning outcome reports to maximise learning outcomes

wiLearn developed a low cost digital education platform which is mobile and does support digital classrooms without internet connectivity. With professional training and mentoring teachers will also acquire pedagogical competencies using ICT technology to guide pupils towards self-oriented digital learning at zero cost.

These objectives are based on experience and learnings from the Smart Learning pilot project in Kibera, Yei and Mpumelelo. Details about the project design, monitoring and evaluation is found in the **Annex 1 Logframe/Budget**

## IMPLEMENTATION STRATEGY

The use of technologies in education implies new teacher and learner roles, new skills, adapted pedagogies and new approaches to learning techniques. wiLearn workshops will focus on the lower nine subjects of the UNESCO ICT competency framework.



Starting with ICT Basic tools familiarization the integration process from ICT literacy to knowledge creation depends on the regular access, practice, mentoring and continuation of a reflective learning process.

The schools will be familiarized with the wireless Learning Lab (wiLLi) our cost effective digital library system that wiLearn presents in a portable pilot case. The preconfigured wiFi server content is fully adaptable to local needs. The education resources based on open source licenses are free but curriculum aligned lessons optimized for self-oriented learning may come with a perpetual license fee. This software produced in country is approved by the Kenya Institute for Curriculum Design KICD. It forms part of the initial project investment and will not produce further expenses. The selected schools in the Selenkay region will be equipped with the mobile wiFi Libraries, and extensions to serve up to 4 classrooms. Learner tablets will be provided in protective charging cases that can be carried from one classroom to another. For local media creation and curation the project will provide tablets with keyboards or a laptop with Windows 10 to support the administration of the server. Through a careful weekly schedule for all classes the interactive learning with tablets will be available to all pupils attending school from Grade 1 to Grade 8. Children and adults will receive weekly access to multimedia learning content augmented with world class libraries,



games, health and life skills information. It is a project aspiration to make the library accessible for extracurricular activities. This digital transition does stage a disruptive component. Teachers need time to familiarize themselves with the new capabilities. To support the transition in a classroom the project has aligned with Kenya Government recommendations to have classroom administrators available. These administrators will ease the burden of technical equipment preparation and classroom organisation when tablets and/or projectors are used in class or for self-study.



The mobile Learning Lab shall be in use beyond school curriculum objectives giving access to out of school youth, parents and the wider learning community. The moLLi case designed by wiLearn 4 Life is an ideal companion to take to a community event. One moLLi kit includes 10 tablets, a wireless projector and a sound box which can be assigned to facilitators outside of the ordinary school to cater for special education needs among the pastoralist communities. It can serve to promote health messages and wildlife conservation among the various interest groups.

We anticipate that in the near future most pastoralist families will own a smart phone or even a tablet. Thus free offline learning can take place anywhere, anytime and despite the lack of internet access as soon as they master the download of free offline edutainment media.

## ORGANISATION

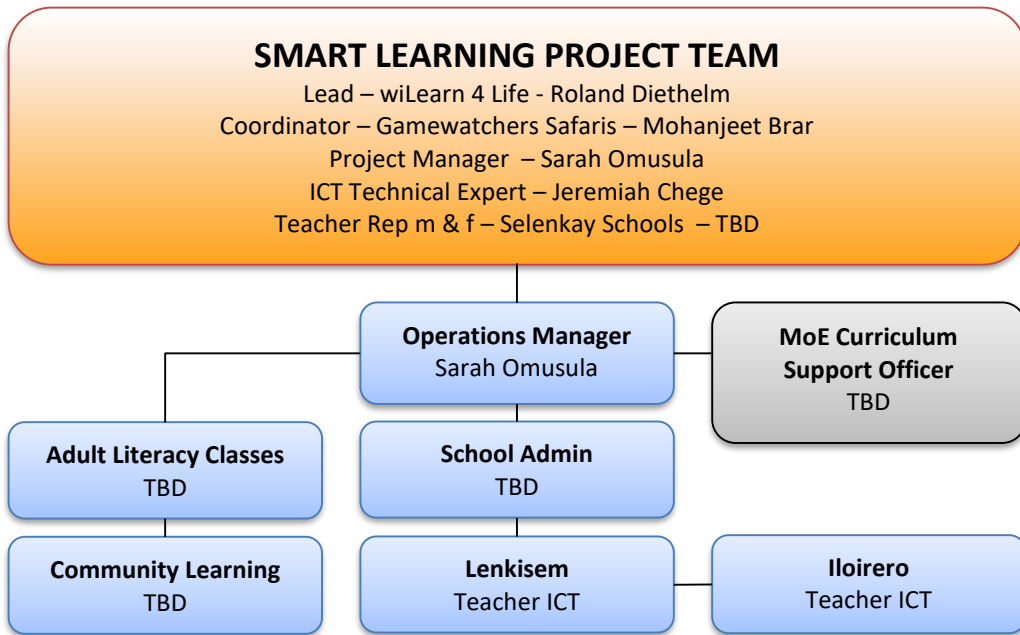
The project will be led by wiLearn 4 Life in collaboration with Gamewatchers Safari as the implementing partner in Kenya. The **Smart Learning project team** is comprised of (see Organogram):

- the Managing Director of each partner organisation,
- the IT Manager and the Conservation and CSR Coordinator, Head of Corporate Affairs and include
- two representatives from each community

The team will convene meetings minimum every 6 month to assure adequate project coordination and communication takes place to reach defined milestones and objectives. Meeting minutes shall be taken to reflect project progress, pending issues, action points, lessons learnt and budget/expenditure accounts.

**Project coordinator** assigned by the implementing partner Gamewatchers Safaris is the CEO Mohanjeet Brar. He will supervise all project related activities and assigns the operations manager. The coordinator takes financial responsibility for project related expenses according to agreed project budget and assures timely project reporting on a semi-annual basis.

The **Operations Manager** selects and supports the school headmaster and liaison teacher in each project location and guides community staff engaged in adult learning activities. The manager assures that the Ministry of Education is kept informed about the project plans and progress to assure alignment with the national education strategy. The manager supports classroom administrators when and if such support is available.



**School Management** of each location is responsible for a safe and conducive learning environment, adequate classroom infrastructure as well as the careful handling, upkeep and safe storage of ICT equipment. The school staff and parents, male and female shall be adequately represented in the annual project team meetings. They shall regularly report on project progress, challenges and staff changes.

**wiLearn 4 Life** (wiLearn) as applicant for the Selenkay Smart Learning grant provides expertise in ICT integration using sophisticated but simple to use technology for low resource environments. The Swiss registered charitable organisation has been accepted as an eligible grantee by CAF UK and the PD Foundation. They will manage all project accounts and disperse funds according the 2 year budget (Annex 2) directly to the partner Gamewatchers Safaris and potential short term contractors as required. wiLearn produces the learning labs, organises logistics and launches the initial workshop training for project team members, teachers and classroom administrators. The wiLearn CEO, Roland Diethelm, has over 7 years of active education project exposure and served most of his professional life in international NGO’s. With his technical knowhow, management and instructors experience he will report and account for project progress and finances with the grantor and the donor on a semi-annual basis.

**RISK AND MITIGATION**

Risk Electricity problems

Mitigation Measures:

- Lenkisem and Iloirero have national grid power that may need some repair and maintenance. WiLearn platforms can operate temporarily with portable solar power until national grid system is repaired.
- monthly progress reporting via WhatsApp to operation manager to assure system is operational
- technical support from Gamewatchers tech team
- school organisation for securing and charging ICT equipment is in place

Risk of ICT equipment damage or failure

Mitigation Measures:

- teachers and facilitators workshop to introduce proper handling of equipment
- WhatsApp support to rectify technical problems and issues re-occurring





- Quarterly data collection from the wiLearnCAP to analyze the system usage is operational practices
- IT specialist in the team to give technical support

Risk of theft of ICT equipment

Mitigation Measures:

- 6 monthly inventory of learning lab equipment shall be taken in each location and reported in the semi-annual progress report.
- Under a joint agreement with the beneficiary community all sponsored ICT equipment is lent for the duration of the project and owned by wiLearn 4 life as the borrower. Subject to regular data reporting the learning platform will remain available to the community. Should the system not be functional or unused for more than 6 months wiLearn reserves the right to withdraw the learning lab in order to install it in another community in Kenya.

## PROJECT SCHEDULE

	Activities	Responsible	Time Frame
1.	Grant acquisition	wiLearn 4 Life	Feb 2021
2.	ICT equipment production and Kenya import and conduct team training on ICT platform	WiLearn 4 Life	Mar 2021
3.	Kickoff in Selenkay, assign project staff and duties	wiLearn / Gamewatchers	Mar 2021
4.	Intro Workshop Teachers / Classroom Admin	wiLearn / School teachers	Mar 2021
5.	Baseline Survey / ICT skills	wiLearn / School teachers	Mar 2021
6.	Development of eLearning timetable	Head Teachers	Mar 2021
7.	Monitoring, Data collection and analysis	Gamewatchers	Apr 2021
8.	Smart Learning Team Meeting	wiLearn	Sep 2022
9.	Advanced Workshop - Content Creation	Gamewatchers / wiLearn	Sep 2021
10.	Monitoring, Data collection and analysis	Gamewatchers	Sep 2021
11.	Semi-Annual Report - Donor	Gamewatchers / wiLearn	Oct 2021
12.	Annual Report – Donor	CBO / wiLearn	Mar 2022
13.	Advanced Workshop – Content Curation	Gamewatchers	Sep 2022
14.	Semi-Annual Report - Donor	Gamewatchers / wiLearn	Okt 2022
15.	Final evaluation of project	wiLearn 4 Life	Mar 2023
16.	Community project handover	wiLearn / Gamewatchers/ PTA	Mar 2023
17.	Final Report - Donor	Gamewatchers / wiLearn	Apr 2023



## BUDGET SUMMARY

Activity	Description	USD Year1	USD Year2	Total USD	% Total
1.	Capital Expenditure	52854		52854	53%
2.	Project Expenditure	9850	3050	12900	13%
4.	Office Cost local	2400	2400	4800	5%
5.	Staff Cost local	2400	2400	4800	5%
6.	Project Management local	2400	2400	4800	5%
7.	Travel Cost Intl.	4000	4000	8000	8%
8.	Project Coordination Intl.	5400	6400	11800	11%
10.	In Kind Contributions pending				
<b>Total</b>	<b>Project Budget</b>	<b>79304</b>	<b>20650</b>	<b>99954</b>	<b>100%</b>

For detailed budget items read Annex 2

## IMPACT

Children from Lenkiseem and Iloirero who used to have little alternatives to their traditional rote learning methods will be equipped with vital 21<sup>st</sup> century learning skills. The mobile information age will become an enabler for Maasai children and create a more equal access to quality education. Rural schools enjoy modern digital education resources that will link the bright kids to a higher education. They will discover that whatever they learn for their personal growth is of great value to a prosperous life. Girls and boys harnessed with digital learning skills will make better informed choices towards a self-determined life and enjoy more freedom. If given a fair chance, some of these learners will excel beyond our expectations and strive for a career that makes them less dependent on traditional pastoralism and more likely to pursue a career of their choice.

## MONITORING AND EVALUATION

Monitoring and evaluation at the scale of Phase I with 2 schools is done by the project team with wiLearn 4 Life in taking the lead. Should the strategic plan for Phase II (all Selenkay schools) and Phase III (Maasai Mara conservancy) allow for greater numbers of school transformations an independent study board will be called upon. This decision can be taken after the first year of operations Phase I has been analysed.

The methodology for Baseline and Evaluation data collection include qualitative key informant interviews and skills testing as well as quantitative statistical data generated by the digital devices and registered learners using LMS systems. The statistical tool built in our wiLearnCAP is called AWstats. It allows to monitor any server operation and access of undisclosed users, on hourly, daily, weekly, monthly and yearly scales. The statistics do not contain any personal data.

Learning Outcome - depending on the software used by the school a Learning Management Software will cater for teacher and learner accounts to track lesson completion, exam results and comprehension level of individuals and class or teacher summaries. The ultimate and revealing outcome will be the comparison KCPE national exam



participation and results of the individual school. The project team has taken note of the current status of these KCPE statistics in each school to compare results under the Smart Learning program.

Under a bigger scale project wiLearn plans to engage iLab Africa from Strathmore University as our strategic partner in terms of an evidence based impact assessments. The external assessments performed by students from the University will be independent from project implementation thus will be seen as a welcome enhancement for the Kenya education sector.

## **SUSTAINABILITY & OWNERSHIP**

The Parents Teachers Association (PTA) and the school headmasters will be the key partners in terms of facility access, infrastructure and maintenance of the ICT equipment. Their active participation in each stage of the project implementation is key to a successful transition.

The assets deployed by the project team will build upon existing education infrastructure, policy and management and empower the community to be in step with the Government induced CBC policy. If the project Phase I has established a free and secure learning environment accessible and valued by the community then the equipment ownership can be transferred to the PTA or the education institution. The equipment shall belong and remain accessible to the learners of all generations. No individual shall claim ownership or sell parts of the digital library system to another individual.

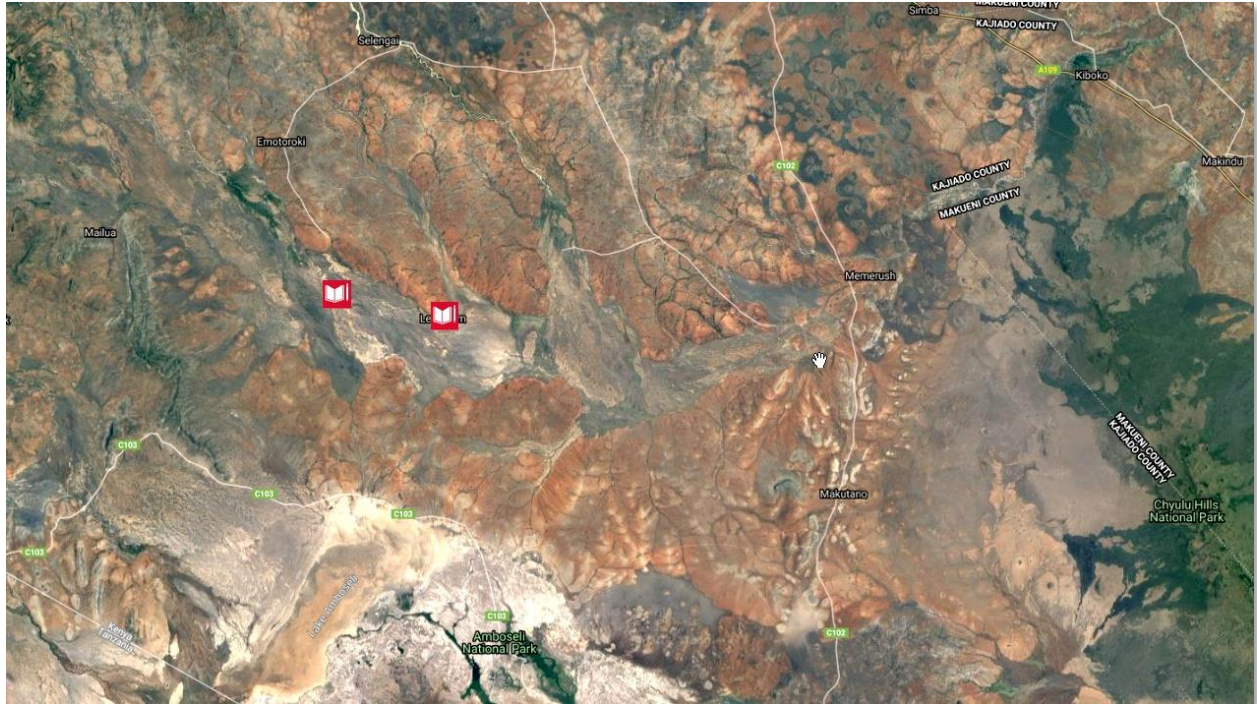
This project model is ready to be rolled out in further schools under the Phase II of the project plan. With the learning from Phase I we will seek to engage with additional funding partners to join our efforts. The project area is first extended in Selenkay and in Phase III transferred to school in the Maasai Mara. The economy of scale is an important aspect to consider to achieve an even greater impact at a lower cost factor. With a larger number of schools and beneficiaries the resources for logistics, monitoring and evaluation can be shared. This will reduce overall project cost and lower the entry level for schools interested to use an offline digital library system.

We cordially thank you for considering this project and look forward of an exciting journey to raise the quality of education for a promising and bright future.





## ANNEX 1 Map



## ANNEX 2 LOGFRAME & BUDGET

The Logframe and Budget for the 2 schools in Phase I are attached as an excel file for easy calculation. The total budget of 99'954 is calculated over 24 months Phase I project duration. The hardware and software capital expenses cover 53% of the budget. This contributes to a significantly higher expenditure during the first 12 months of the project. Kenya import tax of ICT hardware is estimated 25% but can fluctuate significantly depending on the officer in charge.

Due to the nature of Gamewatchers Safaris past community project engagement they are committed to provide the logistical support for the project. These contributions in kind include transport and accommodation, venues and staff for the project management and the workshops. Although this is a significant contribution to the project, it is not calculated in the budget. We appreciate any contributions in kind from any party and will reflect them in the reports.

An additional tab contains the Gantt Chart of project milestones and progress monitoring.

Further tabs on the same excel file contain basic data collections from the individual primary schools by Esther Malanga, Corporate Affairs Manager of Gamewatchers Safaris.