

# UNDERSTANDING YOUNG PEOPLE'S ATTITUDES TOWARDS WILDLIFE AND CONSERVATION



**ESCAPE**  
FOUNDATION

ENDANGERED SPECIES CONSERVATION  
AND PROTECTION EXCHANGE





# UNDERSTANDING YOUNG PEOPLE'S ATTITUDES TOWARDS **WILDLIFE AND CONSERVATION**

## ABOUT THIS REPORT

This research sought to understand the diversity of young people's perspectives towards wildlife and conservation, particularly the forces of support and opposition they experience. The aim is to provide a foundation for creative strategies to motivate Kenyan youth to conserve their natural resources.





## EXECUTIVE SUMMARY



The wildlife conservation industry is confusing for Kenyan youth. The relationships between conservancies, communities and wildlife are often conflicting; the ways for youth to engage and the rewards for doing so are not obvious. This results in youth feeling detached and disengaged.

Young people have varied levels of awareness about wildlife and conservation. Depending on their levels of awareness, youth vary drastically in their attitudes and beliefs about what constitutes conservation efforts, who the stakeholders are and their roles, what constitutes poaching, etc. Youth who have exposure to wildlife as well as academic knowledge about wildlife are more likely to be motivated to engage in conservation efforts.

There appear to be four segments of youth determined by their proximity to conservation zones and level of exposure to wildlife. Two of the segments are highly motivated to contribute to wildlife conservation – one may be interested in direct engagement and the other one in advocacy and fundraising efforts. The other two segments do not see a benefit to being involved.

Engaging young people requires a well-planned strategy, targeting each segment with individual, relevant messages and rewards in terms of emotional, social or financial capital offered in exchange for interest and engagement.



**ESCAPE**  
FOUNDATION

ENDANGERED SPECIES CONSERVATION  
AND PROTECTION EXCHANGE



## TABLE OF CONTENTS

|              |                                 |    |
|--------------|---------------------------------|----|
| Chapter I:   | Methodology                     | 4  |
| Chapter II:  | Youth knowledge and attitudes   | 10 |
| Chapter III: | Youth segmentation              | 21 |
| Chapter IV:  | Positive deviant stories        | 31 |
| Chapter V:   | Conclusions and recommendations | 34 |
| Appendix     |                                 | 38 |



**ESCAPE**  
FOUNDATION

ENDANGERED SPECIES CONSERVATION  
AND PROTECTION EXCHANGE





# CHAPTER 1: METHODOLOGY

## Study Goals

---

- To understand the current state of young Kenyan's attitudes, beliefs, norms and behavior related to wildlife conservation and to identify the forces that can trigger or hinder positive social change
- To explore opportunities to motivate Kenyan youth to care about and participate in the conservation of Kenya's wildlife and habitats

This study was commissioned by the ESCAPE Foundation  
([www.escapefoundation.org](http://www.escapefoundation.org))

# Why Do The Study Now?

Social & demographic and context changes affecting conservation of wildlife and natural resources

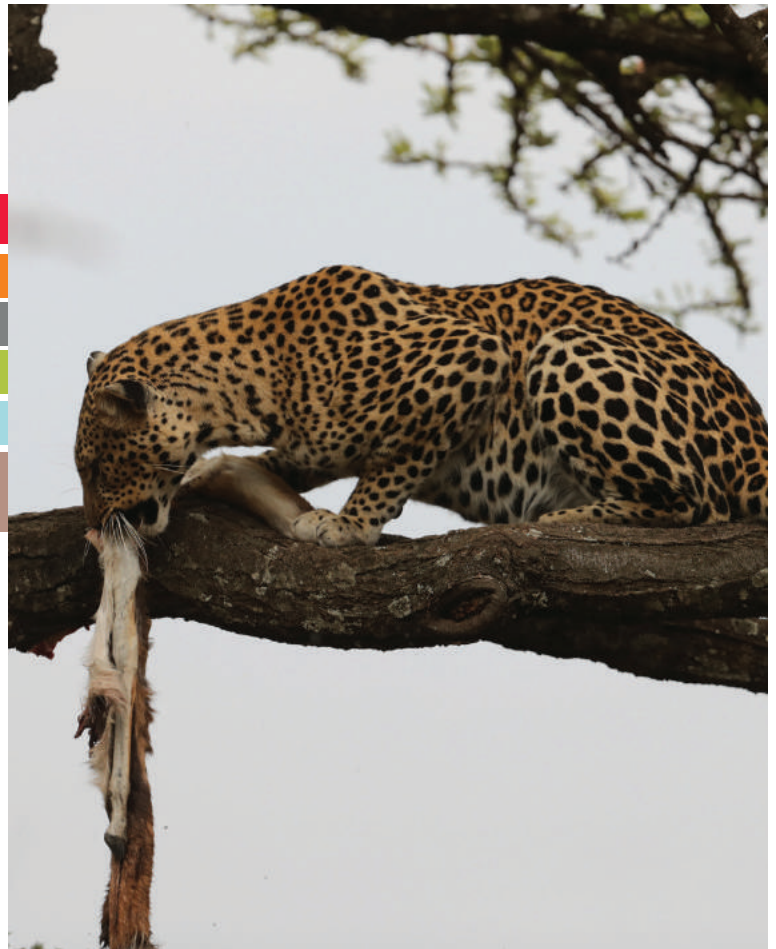


## SOCIAL & DEMOGRAPHIC

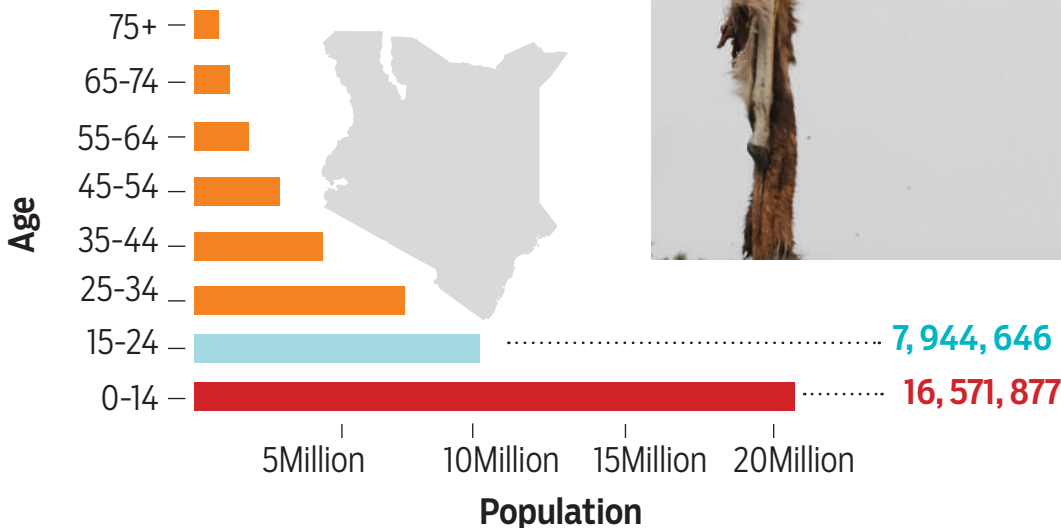
1. Growth and expansion of human population, growing dominance of the youth demographic
2. Changes in land use patterns and migration patterns -Urbanisation
3. Demographic changes such as the youth bulge
4. Socio-economic changes such as increasing income and education
5. New communication technology

## CONTEXT OF WILDLIFE & CONSERVATION

- Loss and fragmentation of habitats
- Biodiversity loss
- Enclosure and fencing off
- Increasing human-wildlife conflict
- Rise in poaching
- Increasing numbers of wildlife conservation interest groups



## KENYAN YOUTH IN NUMBERS





## Study Objectives

- Understand the meaning/image of “wildlife” among Kenyan youth – what it includes and excludes and how close these definitions are to the reality
- Capture the knowledge, experiences, attitudes, beliefs and behaviours of the target audience when it comes to wildlife and wildlife preservation
- Understand which elements may need to be addressed and in which order
- ‘Triangulate’ the issue by looking at young people’s experiences at the level of their personal views, ‘peer-narrative,’ and social norms and the broader ‘social reality’ around the issue
- Understand the pressures on our target audience from other actors in the community rather than, local, national and global actors
- Understand the agents/forces of support and opposition to social and behaviour change
- Provide the basis for developing a creative strategy that informs, engages and motivates our target audience of Kenyan youth

## Study Objectives

| Locations visited         | Selection criteria  |
|---------------------------|---|
| Lewa Wildlife Conservancy | Location with deliberate conservation efforts driven by known indigenous people/communities as well as non-indigenous people/outside          |
| Kakamega Forest           | Location where conservation is driven largely by motivations, including by cultural endearments among indigenous populations and young people |
| Maasai Mara               | Location where the conservancy model has been used to enhance human-wildlife co-existence and co-benefit                                      |
| The Aberdare Ranges       | Location with endangered habitats and encroachment by human activity  |
| Tsavo, Sagala, Voi        | Location that is prone to human-wildlife conflicts  |
| Nairobi                   | Location with limited and very specific human-wildlife encounters   |

## Study Design and Participants

### DESCRIPTION OF APPROACH:

- Desk review\*
- Focus groups
- Key informant interviews
- Observations
- School debates

### DISCUSSIONS

- Focus groups
- Individual interviews
- School debate

### SELECTION OF PARTICIPANTS:

- Shujaaz fans and other young people living inside, close to and far from the conservation areas
- Employees working in protected areas such as KWS and KFS rangers
- Stakeholders in the conservation industry

### FINAL COUNT:

**121** participants • **75** pages of notes • **40** drawings from participants

\*While working on the desk research, we were not able to find any previous studies on youth attitudes and behaviours related to wildlife and conservation





## **CHAPTER II**

# **YOUTH KNOWLEDGE AND ATTITUDES**



**ESCAPE**  
FOUNDATION

ENDANGERED SPECIES CONSERVATION  
AND PROTECTION EXCHANGE

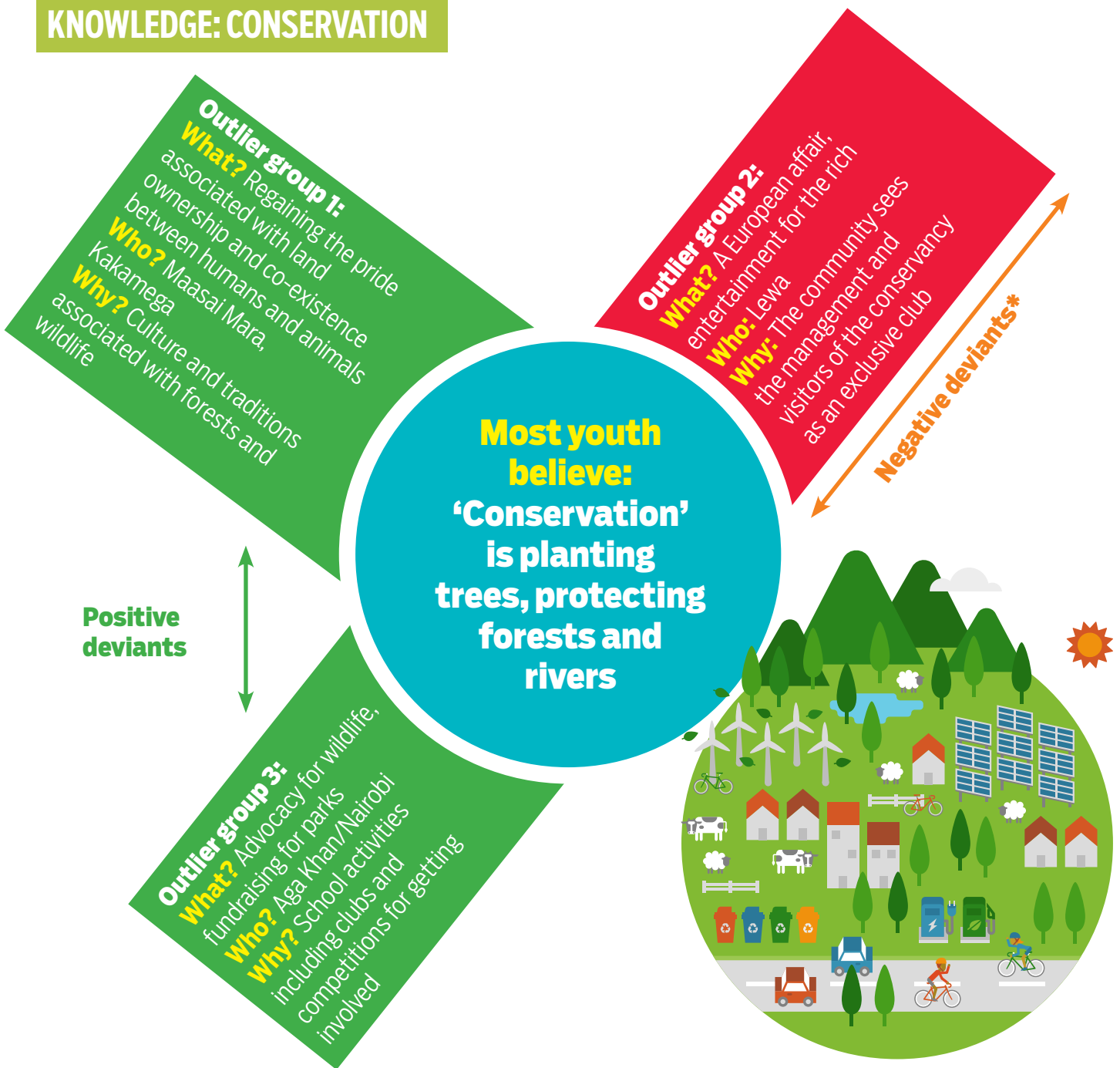
## KNOWLEDGE: WILDLIFE



\*Positive deviants – people, who demonstrate attitudes, knowledge and/or behaviours that are uncommon for their group but nevertheless positive. They can enable them find [better] solutions to the challenges common for their group. Positive deviants often serve as role models in attitudes/behaviour change interventions.

\*\* Negative deviants -- people, who demonstrate attitudes, knowledge and/or behaviours that are uncommon for their group and negatively unsuccessful. Such people tend to struggle even more than their group majority with the common challenges.

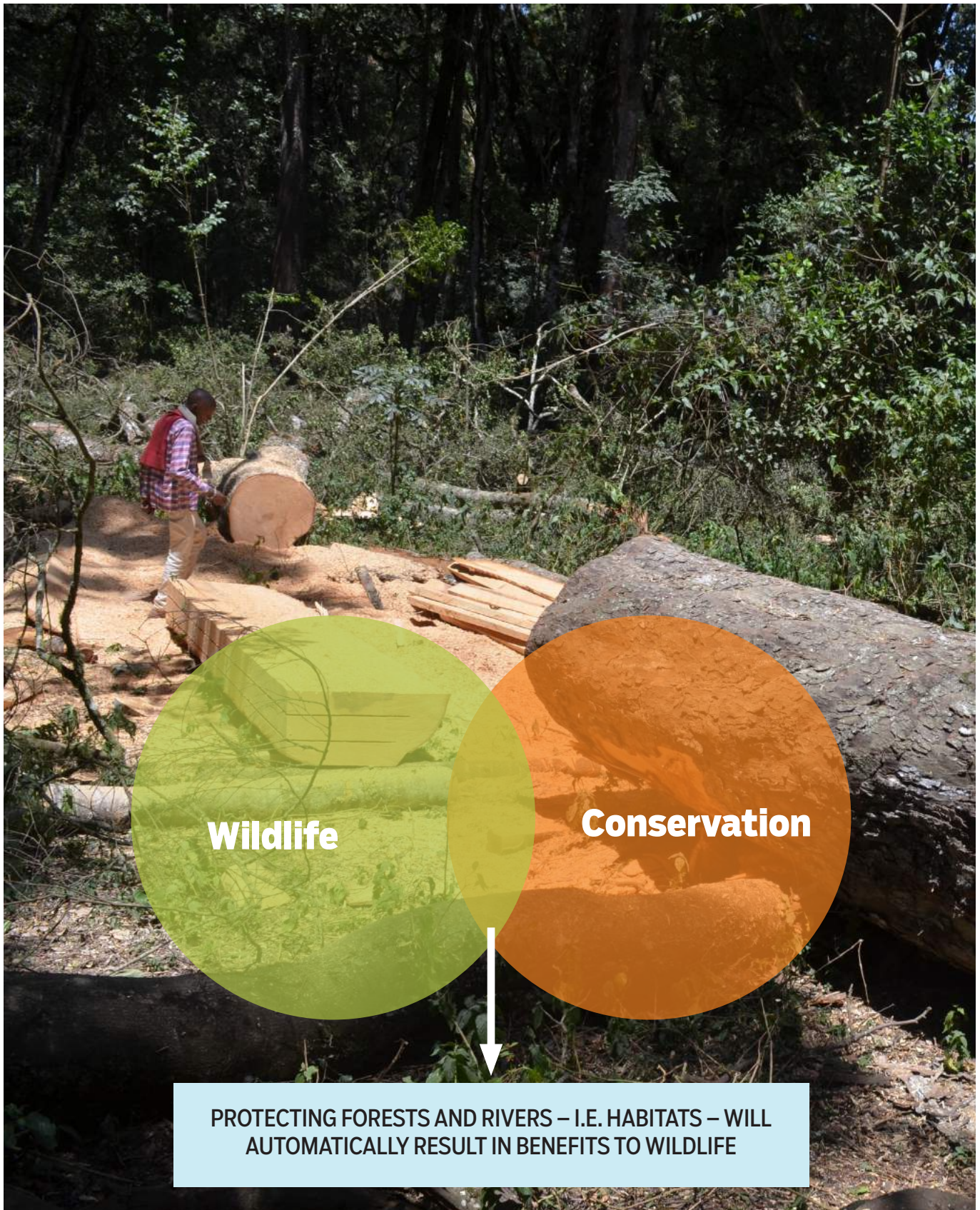
**KNOWLEDGE: CONSERVATION**



**Youth's definitions of "conservation" activities**

- Growing silk worms
- Going camping and paying camping fees that are used to pay park expenses
- Participating in conservation activities, e.g., a marathon or a Rhino Charge
- Planting and watering trees
- Weeding
- Collecting litter
- Fundraising and advocacy activities
- Taking water to animals during droughts
- Reporting poachers and suspicious activities
- Feeding wild birds
- Guided tours
- Introducing visitors to wildlife

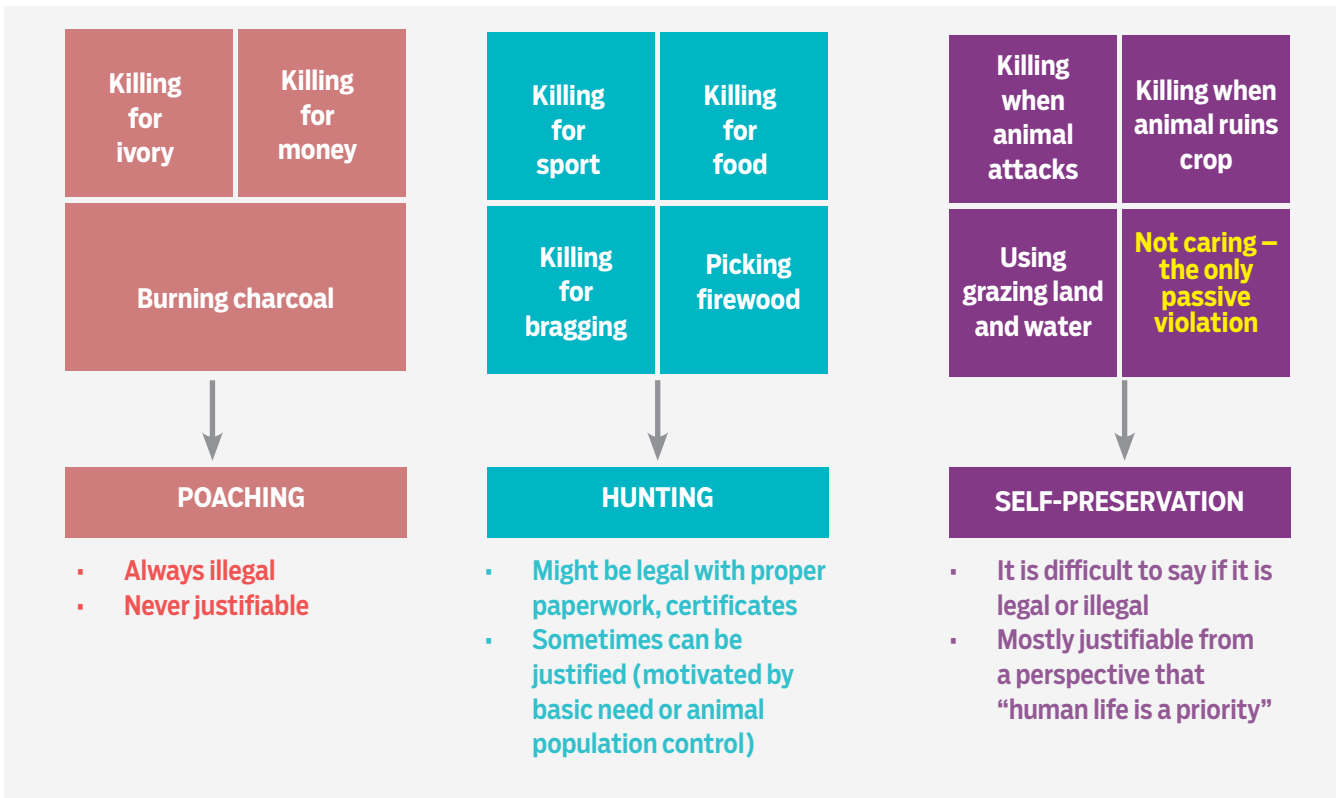


**KNOWLEDGE: WILDLIFE AND CONSERVATION OVERLAP**



## ATTITUDES: POACHING

According to young people, there are three groups of activities that constitute wildlife violations, which can be aligned as below in terms of how grave the violations are:



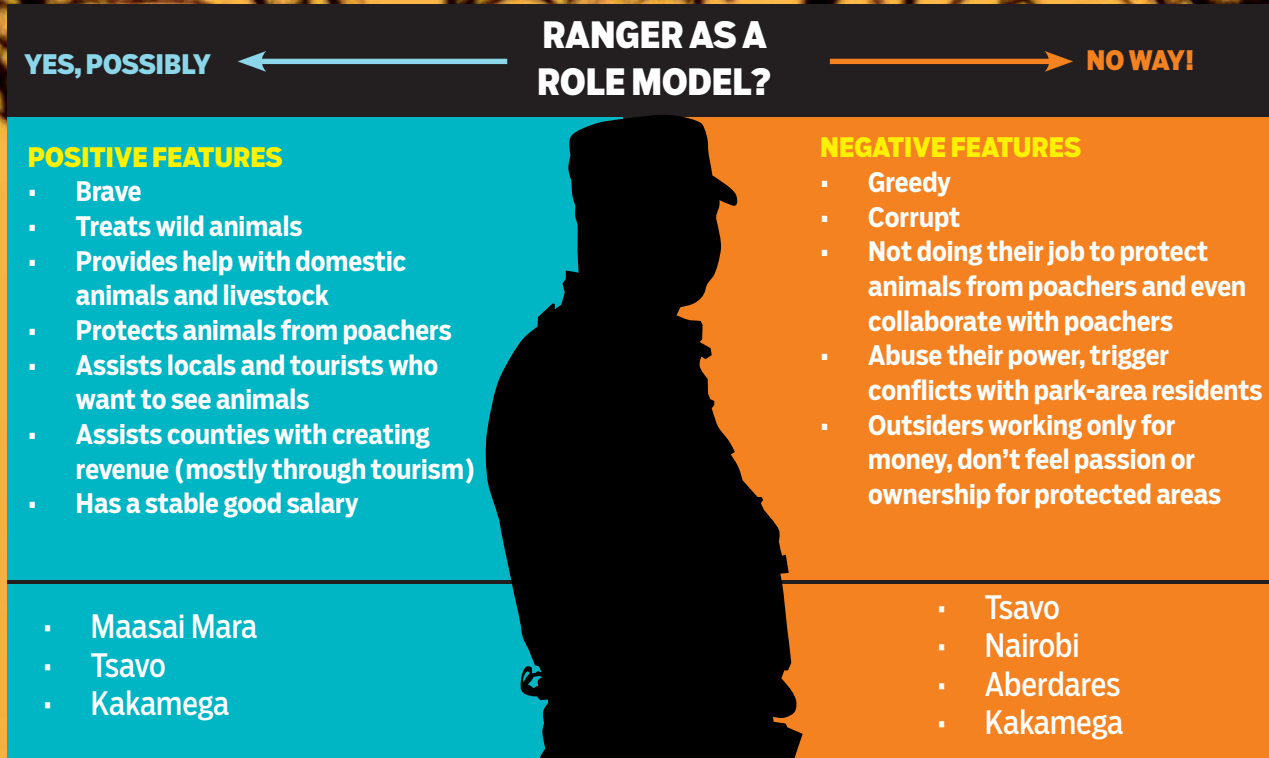
### There are several types of poachers:

- **Rich foreigners or locals** who hire park-area residents to assist with any part of poaching (guiding, transportation, killing, etc.). Such people abuse the despair of the locals for their gain. They are criminals and their activities cannot be justified.
- **Poor park-area residents** who agree to participate in poaching activities (as guides, transporters or killers) out of despair. In such cases, poaching might be a means of self-preservation and it is possible to justify it as such. IMPORTANT: Most understand that this is a very risky way of earning money, yet some still do it and suffer the consequences.
- **Greedy park-area residents** or even park workers/rangers who assist in any poaching activity, or facilitate it by “looking the other way.” Such people assist in poaching purely for the money and this cannot be justified.

**RANGER = UNIFORM, BOOTS, A HAT,  
A GUN, CAR AND A SALARY**







**Whether rangers are viewed as role models is a direct reflection of:**

- The image the ranger has in the community (positive vs. negative).
- The frequency and circumstances of a person's interactions with rangers – e.g. whether they are harassed on a weekly basis when they collect firewood or they only hear heroic stories about rangers at school.
- The perception of the balance between risks of the job and the reward (the salary).

## ATTITUDES: STAKEHOLDERS IN CONSERVATION



- Most stakeholders in wildlife protection invest time, skills and/or money AND gain something in return – e.g. profits, fun, career, networks, social capital, etc.
- Most youth gain very little or nothing from protection. They cannot afford to care because for many time-is-money. They need to invest time and money in themselves and their businesses: they cannot afford to care.





# CHAPTER III

## YOUTH SEGMENTATION



**ESCAPE**  
FOUNDATION

ENDANGERED SPECIES CONSERVATION  
AND PROTECTION EXCHANGE



## SEGMENTS BY LOCATION

### ATTITUDES TOWARDS CONSERVATION BY SEGMENT

#### GROUP 1 CLOSE & LOW

Lewa  
Sagala

**Conditional conservationists** – contribute low effort to conservation and only because of the fear of losing their tangible benefits (e.g. scholarships, employment, security)



#### GROUP 2 CLOSE & HIGH

Kakamega Forest  
Maasai Mara

**Self-starting conservationists** – put high level of effort into conservation because they are genuinely passionate about conservation (e.g. culturally inclined to conserve in addition to receiving direct and other social benefits)



#### GROUP 3 FAR & LOW

Kibera

**Non-conservationists** – never engage in conservation because they do not see how it is relevant/beneficial to their lives (e.g. constrained by various factors for example money, knowledge, time)



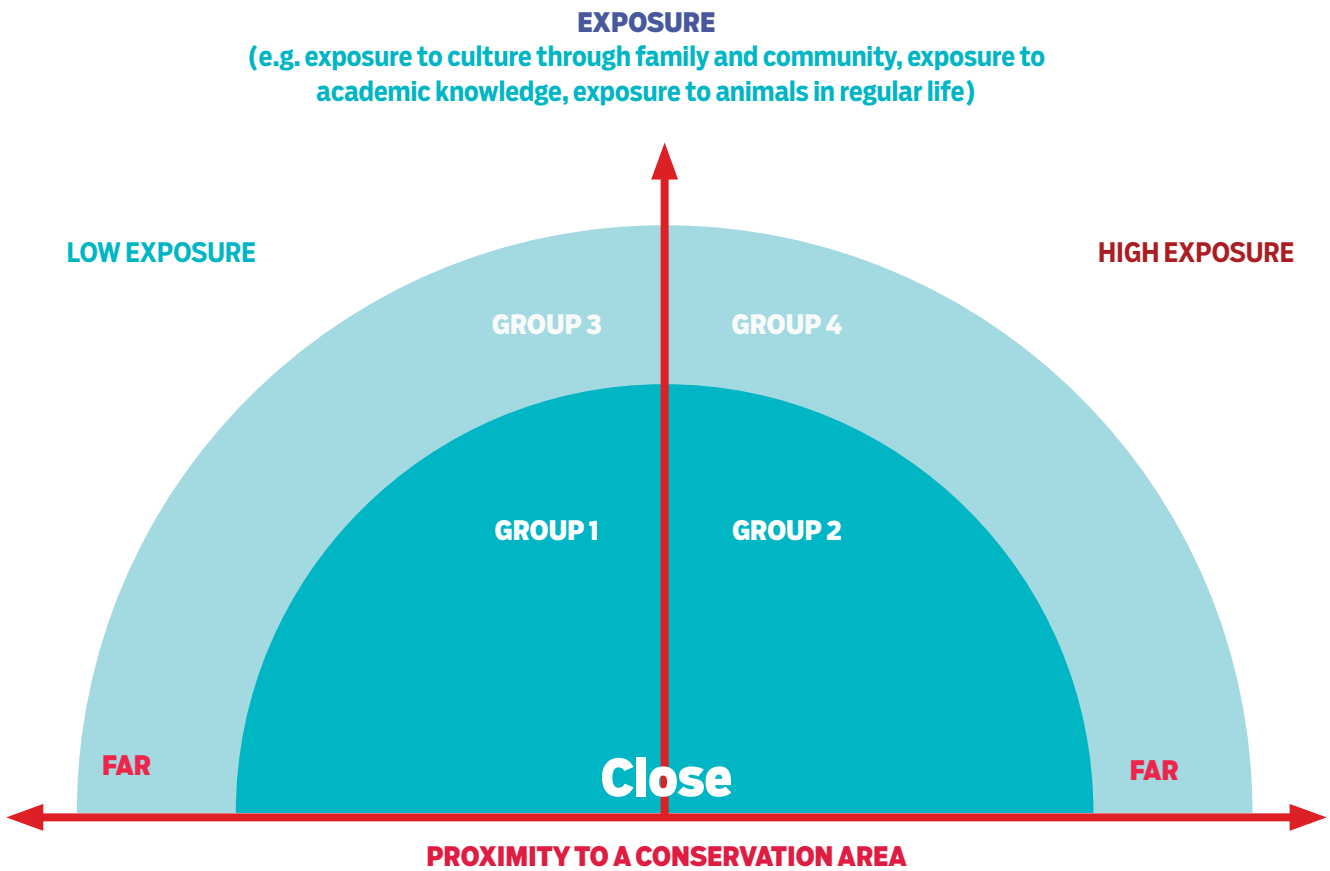
#### GROUP 4 FAR & HIGH

Aberdares  
Nairobi (Aga Khan and  
Makini Secondary Schools)

**Philanthropic conservationists** – put moderate-to-high level of effort into conservation to gain social capital (e.g. advocacy for crises such as the Standard Gauge Railway, Southern Bypass)



## YOUTH SEGMENTATION: DEFINING FACTORS



## YOUTH SEGMENTATION: RESULTING SEGMENTS

| Live Close (Low Exposure)<br>Group 1  | Live Close (High Exposure)<br>Group 2  | Live Far (Low exposure)<br>Group 3   | Live Far (High Exposure)<br>Group 4   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>Receive tangible benefits (bursaries, security, boreholes, schools, dispensaries, etc.)</li> <li>Can gain financial capital (e.g. can earn money by renting land or selling crafts to tourists, etc.)</li> <li>Enjoy social capital (knowledge of the animals and self-defence tactics)</li> <li>No emotional attachment/emotional capital</li> <li>No historic rooting or traditions</li> </ul> | <ul style="list-style-type: none"> <li>Receive tangible benefits (bursaries, security, boreholes, schools, dispensaries, etc.)</li> <li>Can gain financial capital (e.g. can earn money by renting land or selling crafts to tourists, etc.)</li> <li>Enjoy social capital (social events e.g. birthday parties, gatherings, knowledge of the animals and self-defence tactics)</li> <li>Emotional attachment/emotional capital (passion)</li> <li>Have historic rooting and traditions</li> </ul> | <ul style="list-style-type: none"> <li>Do not receive tangible benefits (bursaries, security, boreholes, schools, dispensaries, etc.)</li> <li>Have no emotional attachment/emotional capital (passion)</li> <li>Can gain financial capital (e.g., can earn money through employment, entrepreneurship such as tour guide company, etc.)</li> <li>No historic rooting and traditions</li> <li>Do not receive social capital for being engaged</li> </ul> | <ul style="list-style-type: none"> <li>Do not receive tangible benefits (bursaries, security, boreholes, schools, dispensaries, etc.)</li> <li>Have no emotional attachment/emotional capital (passion)</li> <li>Can gain financial capital (e.g., can earn money through entrepreneurship such as tour guide company, etc.)</li> <li>No historic rooting and traditions</li> <li>Receive social capital for being engaged (e.g., go for hikes, camping trips and post pictures on social media)</li> </ul> |

## KEY BARRIERS TO CONSERVATION

### SHORTAGE OF KNOWLEDGE

- What does wildlife protection do and achieve? *"All I see and interact with is destruction"*
- Negative perceptions of conservation as a part of tourist industry with "rich" tourists *"enjoying" private entertainment opportunities*
- Very few informational channels that are (a) accessible to young people, and (b) relevant to young people

### LACK OF RELEVANCE

- Lack of overall interest
- Competing priorities: *"if I don't have money to buy something as basic as food then conservation will be the last thing on my mind"* and *"show me how to conserve food"*

- Academics, researchers and practitioners only come to educate at either upper-class Nairobi schools or at schools inside conservancies; other youth do not receive interesting information on wildlife to make them care

### CONFLICTS

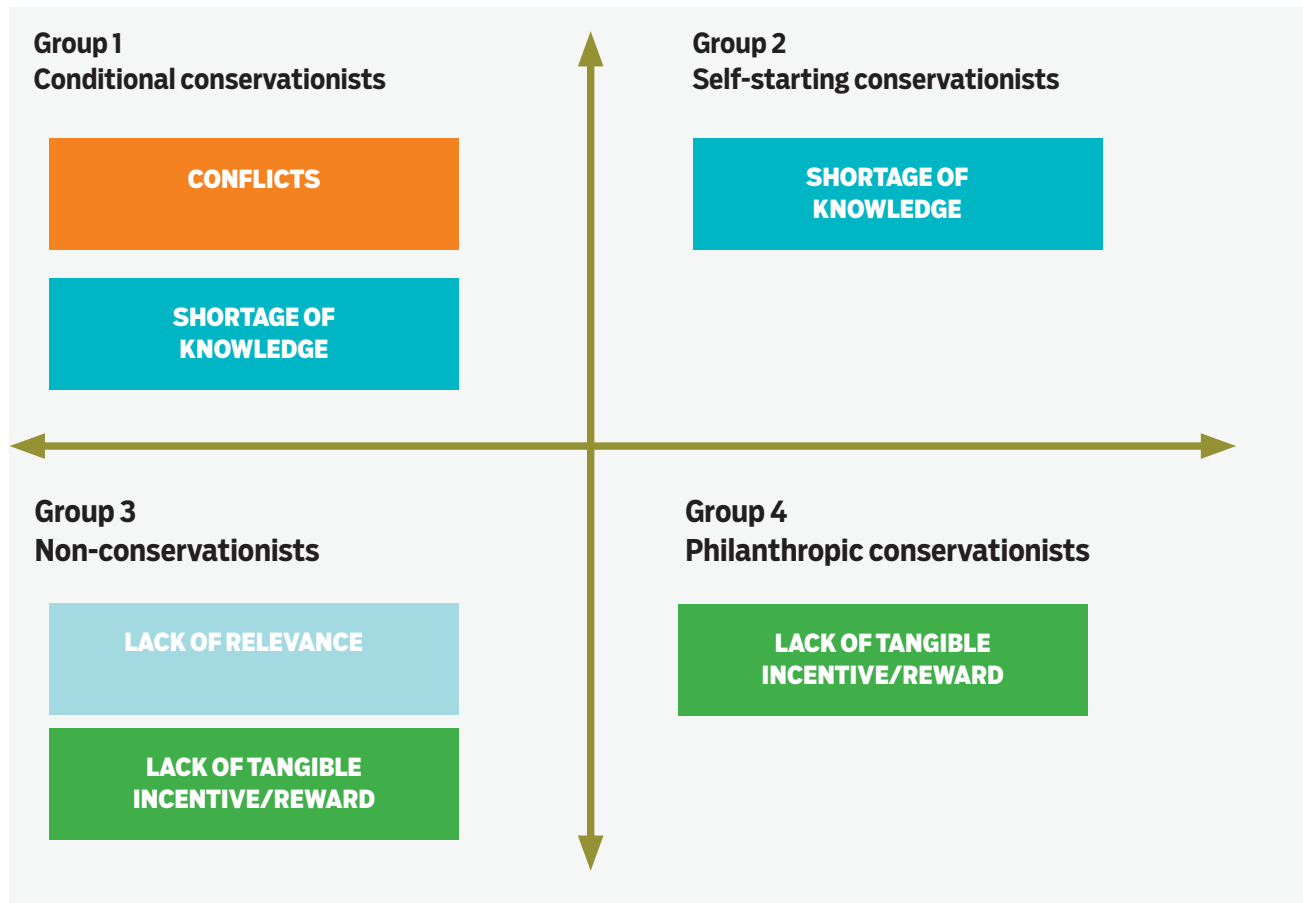
- Ownership of wildlife – if a conservancy owns and enjoys wildlife, they should protect them and pay for their "misbehaviours"
- A perception that a lot of efforts to protect animals are at the expense of people: *"Whenever a person is attacked... KWS never reacts as it does as when wildlife is killed. This is quite demoralising!"*
- Conflicts with KWS and conservancy guides over grazing land, firewood

and hunting for food

### LACK OF TANGIBLE INCENTIVE AND REWARD

- Lack of role models *"...Young people grow up seeing no one around them caring for wildlife"*
- Some conservation activities are perceived as childish (e.g., visiting parks) and might damage one's social status while other activities (e.g., planting trees) are seen as financially unrewarding/financially damaging
- The rewards/benefits – tangible or intangible – of having wildlife around are not clearly stated, aside from Maasai Mara

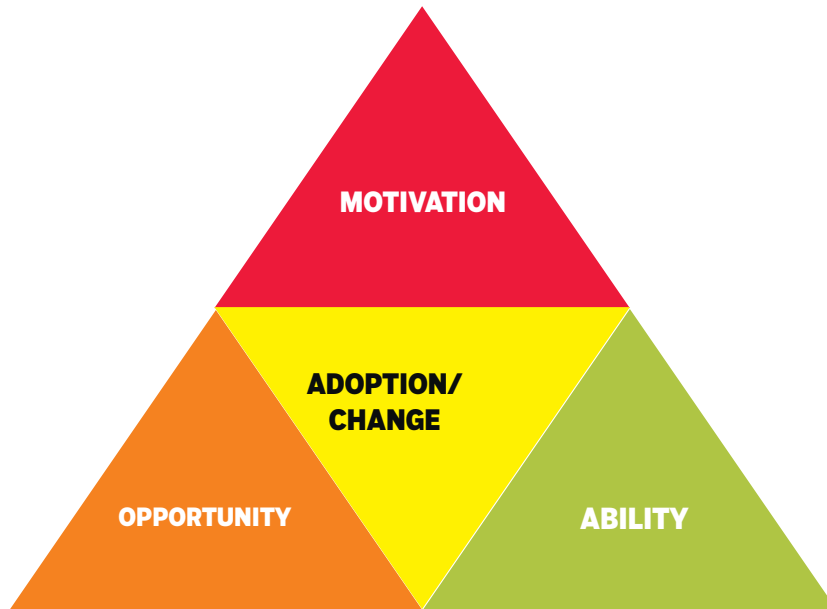
## BARRIERS TO CONSERVATION BY SEGMENT





## MOTIVATION, OPPORTUNITY, ABILITY (MOA) MODEL\*

\*The MOA model requires that all three must coincide for social change to occur



### **MOTIVATION:**

1. I realise it's important
2. I know what's in it for me
3. It's high on my list of priorities

### **ABILITY:**

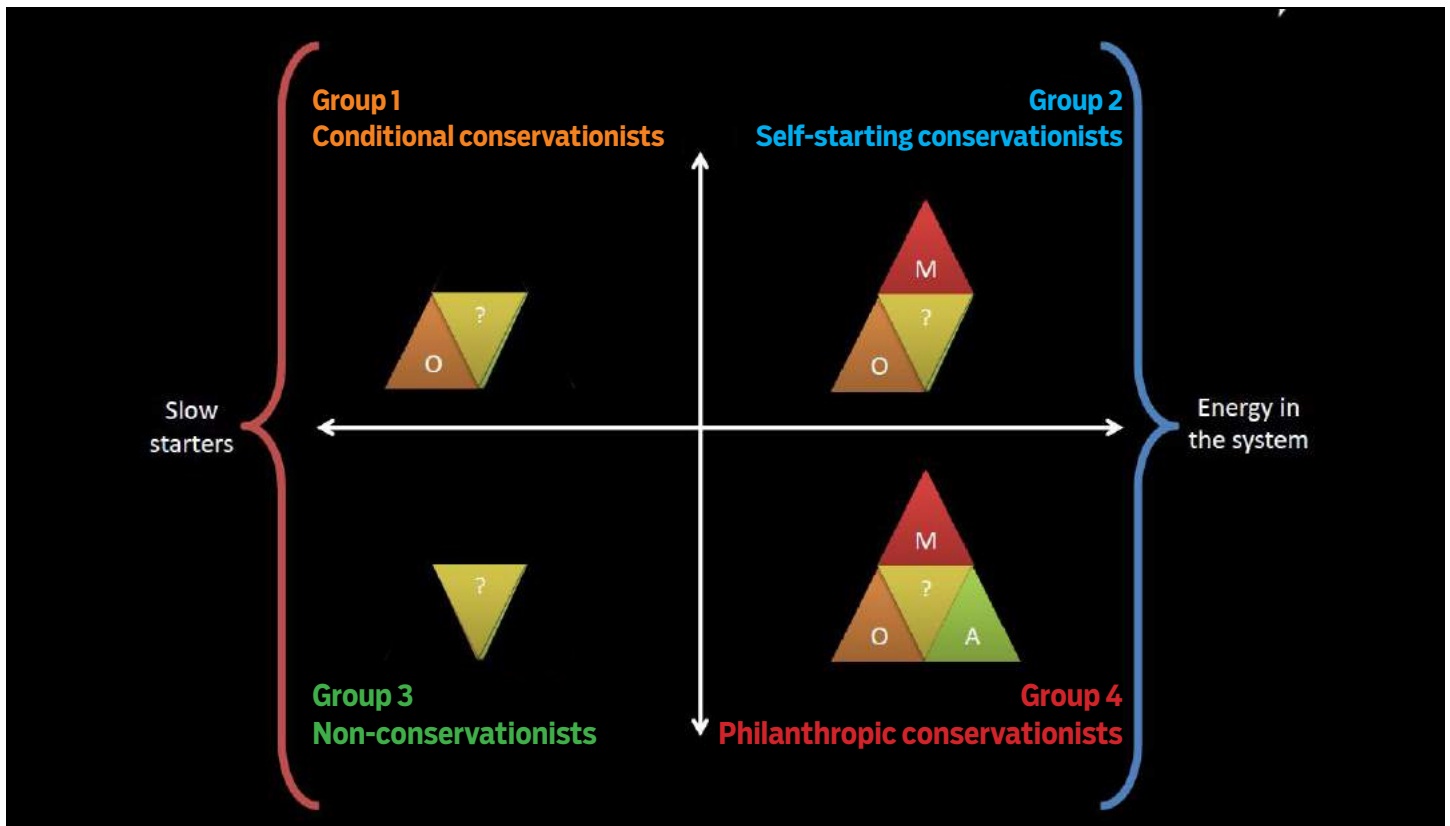
4. I know how I can make a difference
5. I have what I need to get engaged – e.g. time, clarity, money

### **OPPORTUNITY:**

6. A person like me can learn more
7. A person like me can get engaged in relevant projects



## MOA MODEL BY SEGMENT



### Group 1 Conditional Conservationists

This group has ample opportunity to engage in conservation efforts as they live in close proximity to protected areas and are usually closely engaged with conservancy staff because that's where they receive their benefits.

However, their motivation is immediately linked to benefits – if benefits are there and are good, conditional conservationists are willing to help conservancy staff by not killing animals and following rules.

Once the benefits are gone, they will stop helping and start interfering by burning charcoal, killing animals, etc. – to replenish the financial void. Most know little about how they can engage actively in conservation and are not interested in learning more.

### Group 2 Self-starting Conservationists

Self starters genuinely care about wildlife; they link their life and identity to it. Hence, they have intrinsic/internal motivation to engage in wildlife protection; while external monetary stimulation helps, they do it mostly for emotional capital not financial gain. Since they live close to conservancies, self-starters have opportunities to interact with conservancy staff and find ways to engage. However, many do not have enough ability to be effective because (a) they do not have enough knowledge, and (b) they have competing priorities in life, i.e., earning their living. Most successful conservationists in this group are those who had some sort of a formal training about conservation and manage to make it a part of an income-generation activity.

### Group 3 Non-conservationists

For this group, wildlife is part of a fairy tale not part of reality. They almost never come in contact with wildlife because they live far from conservancies and do not have money to pay for a visit. They might come across a wild animal if it escapes a park, but such encounters are scary and reinforce their detachment.

Even if they wanted to engage, they would not know who to approach and what to do; they do not have the network to connect them to the world of conservation. But most are not even interested because wildlife is irrelevant to their lives.

### Group 4 Philanthropic Conservationists

Philanthropic Conservationists are in conservation to be seen – every engagement earns them social capital, i.e., helps them expand their networks, enhance reputation, improve future perspectives or prospects, improve their chances for dating the right person, etc. They have genuine motivation in being engaged, even though it is rooted in self-promotion. They also have opportunities to engage through their existing networks of relatives, teachers and school clubs. Finally, they are well-informed and well-educated and are able to identify creative ways of becoming successful conservationists.





## CHAPTER IV

# POSITIVE DEVIANT STORIES



**ESCAPE**  
FOUNDATION

ENDANGERED SPECIES CONSERVATION  
AND PROTECTION EXCHANGE



## KNOWLEDGE: WILDLIFE AND CONSERVATION OVERLAP

**Name: Emiphas**

**Age: 22**

**Location: Nyeri**

**Segment: Living far from a conservancy**

### Story:

- She was born and brought up near Mt. Kenya but moved at the age of 10 because of school.
- Her early encounter with wildlife was as a menace because they destroyed her grandfather's crops.
- She liked hunting hares and antelopes

for food with her neighborhood friends after school.

- She encountered conservation as a girl scout where she learned about nature & wildlife, finally understanding the pressures that brought animals to her grandfather's & neighbour's farms.

### Key lesson from the story:

Exposure to wildlife through park proximity & scout membership as well as a natural interest in nature were key motivations for Emiphas' keen interest in wildlife conservation.



**Name: Daniel**

**Location: Maasai Mara, Motorogi Conservancy**

**Segment: Living inside a conservancy**

### Story:

- Born in a Maasai extended family in Aitong he grew up among animals, wild and domestic, and generally liked animals. Culture forbade harming animals except in self defence.
- He started school because school had started overtaking livestock as source of future livelihood support.
- He got interested in and joined a wildlife club, eventually becoming the club leader.
- After he completed school he started working as a tour guide and pursued further studies in wildlife management.
- Education and exposure to the

wider world transformed Daniel from a livestock keeper to a wildlife conservator. He now leads an association of conservancies in the Maasai Mara.

- He appeals for community education and empowerment to manage and obtain substantial & meaningful benefits from wildlife people must enjoy the benefits of wildlife – *“if it does not pay your bills why bother if there is no direct return?”*
- The approach to wildlife conservation must be holistic to include fauna, water resource management, garbage management, and large ecosystem benefits, in order to involve more people.

### Key lesson from the story:

Getting substantial benefits from wildlife conservation can nurture and grow long term interest in wildlife conservation.



# CHAPTER V

## RECOMMENDATIONS



**ESCAPE**  
FOUNDATION

ENDANGERED SPECIES CONSERVATION  
AND PROTECTION EXCHANGE

## RECOMMENDATIONS

- Currently, neither the conservation stakeholders nor youth have a clear idea of what is the sector's "ask" of youth. Many young people are already contributing to conservation efforts; some think they are but their activities are often not relevant. To engage young people more effectively, the "ask" has to be very clear and doable with buy-in from youth and all key stakeholders in the industry.
- Increasing youth awareness about conservation efforts is critical to sharing their view on wildlife conservation. However, youth engagement campaigns – from awareness to outreach – have to be youth-friendly, i.e. use appropriate language, channels and timing.
- Youth engagement campaigns have to be transparent, inclusive and holistic. There needs to be disclosure about how conservancy revenues are spent. Communities neighbouring protected zones should be part of conservation management. Wildlife conservation cannot be separated from environmental conservation and conservation of water towers.

## RECOMMENDED ACTIVITIES BY SEGMENT

### Group 1

#### Conditional Conservationists

- Awareness campaigns on the value of wildlife and conservation, risks and adoptive mechanisms
- Utilize youth-friendly wildlife conservation activities to act as entry points for conservation
- Activities and other advocacy events to be passed through community-friendly channels to encourage ownership & participation.

### Group 2

#### Self-starting Conservationists

- Utilize youth-friendly wildlife conservation activities to encourage participation in conservation
- Activities and other advocacy events to be passed through community-friendly channels to encourage ownership & participation.

### Group 3

#### Non-Conservationists

- Awareness campaigns on the value of wildlife and conservation
- Utilize youth-friendly wildlife conservation activities to act as entry points for conservation

### Group 4

#### Philanthropic Conservationists

- Utilize youth-friendly wildlife conservation activities to encourage participation in conservation
- Use young role models who are active conservation champions to encourage and reinforce participation of young people



# POTENTIAL CAMPAIGN, HIGH-LEVEL OVERVIEW



## SHUJAAZ

Multimedia and engagement campaign



Non-conservationists  
&  
Conditional conservationists

**REFRAMING SHARED PERCEPTIONS**

All Shujaaz media

>4 million youth




Self-starting conservationists

New dialogue with industry, educating on effective ways to engage

Special events, FM radio, social media conversations

Hundreds of Kenyan youth directly plus industry stakeholders



Philanthropic conservationists

Encouraging current activities, using them as role models

Shujaaz social media groups

Thousands of youth directly

Feedback loop

Millions of free monthly comic books



constant interactive SMS



conversation



Authentic role models



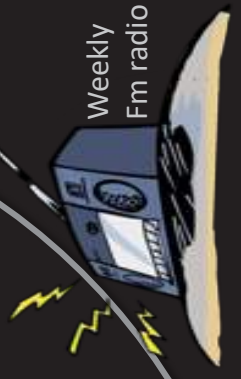
Shujaaz uses multiple media to engage millions of young people with powerful ideas and inspiration to improve their lives



constant social media & online interaction



Youtube & TV



Weekly Fm radio





# APPENDIX



**ESCAPE**  
FOUNDATION

ENDANGERED SPECIES CONSERVATION  
AND PROTECTION EXCHANGE



## SAMPLE QUOTES FROM STUDY PARTICIPANTS

"It costs money to engage in conservation. Even with planting trees, someone has to buy the seedlings. There is a group in Nyeri called Nyeri Youth Mountain Climbers they engage in sensitization activities out of their own motivation but are unable to raise money to further this cause,"

### Aberdares

"Show locals alternative sources of survival and they will engage in conservation efforts"

### Tsavo East

"There are those who pretend to care and get involved in conservation efforts because they want to be seen doing it (social currency),"

### Aga Khan School, Nairobi

"Use children as agents of change. It is easy for a child to change a parent's outlook on wildlife and conservation because they are wowed by wildlife"

### Aga Khan School, Nairobi

"Weather programmes would be a good avenue to disseminate information on habitat preservation. The programmes could highlight worrying trends on the environment"

### Aga Khan School, Nairobi.

"Our land contains our stories and our stories make up our culture"

### Maasai Mara

## IMAGES OF WILDLIFE BY STUDY PARTICIPANTS



## SAMPLE QUOTES FROM STUDY PARTICIPANTS

“Human activities vs. wildlife habitats – when is it more important to preserve habitats at the expense of human activities necessary for survival? Is peaceful co-existence between humans and wildlife possible if a “lion cannot take care of me or wildlife cannot bring back the food that the elephants have destroyed or give me alternative source of livelihood?”

“Ownership vs. protection – Ownership of wildlife is unclear compared with land, property and other possessions. The one who owns wildlife should protect it and also take responsibility when it damages property and lives of non-owners.

“Where do we draw the line between what is considered acceptable ‘destruction’ for the sake of development versus destruction of land for wildlife? E.g. the Southern Bypass, the Standard Gauge Railway (SGR).”

“What is the future of the current wildlife conservation models? The Kenya Wildlife Service (KWS) parks and national reserves are constrained financially; communal conservancies such as Maasai Mara have time-bound land leaseholds; private conservancies and ranches are mainly foreign-owned and perceived to be exploitative.”

## LIST OF PARTICIPANTS BY LOCATION

### KAKAMEGA

- Chairman, Mueleshi Community Forestry Association (Kakamega Forest)
- Community Forest Association Chairman
- Community Forest Scout
- Form Four Leavers and University students from Shinyalu.
- Income Generation Activities Coordinator, Mueleshi Community Forestry Association
- Kakamega Forest Conservancy Manager (employee of KFS)
- Kapkofa Vice Organizing Secretary in charge of On-Farm Plantations
- Management Committee Member, Mueleshi Community Forestry Association
- Vice Chairman in charge of Tree Nursery
- Vice secretary general in charge of community plan, Mueleshi
- Youth Coordinator, Mueleshi Community Forestry Association (Kakamega Forest)

### SAGALA

- Form Four Leavers and University students in Voi
- Informal Tour Guide – Sagala
- Sagala Lodge Manager
- Sagala Lodge Workers
- Young people living in Sagala

### LEWA WILDLIFE CONSERVANCY AND ITS VICINITIES

- Chairman of Manyangalo Community
- Chairman of Manyangalo Herders
- Community Development Programme Manager – Lewa Wildlife Conservancy
- Community outreach workers
- Manyangalo Women’s Micro Credit Programme Representative
- Manyangalo Resident in charge of security
- Manyangalo Youth Programme Representative
- Mother figure, Isiolo
- Form Four Leavers and University students from Isiolo and Meru

### MAASAI MARA

- CEO at the Maa Trust
- Chairman of Grazing
- Chief
- Nashulai Conservancy owner
- Koiyaki group ranch in Motorogi conservancy
- Programmes Officer – Mara Conservancy
- Village elder
- Young people from Sekenani Community
- Workers from Nashulai Conservancy
- Program Director, Maasai Mara Wildlife Conservancy Association (MMCWA)
- Manager, Mara North, Mara Naboisho and Olchorro Conservancies

- NCG ranger, KWS ranger
- Youth representatives of MEP
- Chair of MEP and member of KWS board
- Wildlife Club School teacher

### NAIROBI

- Aga Khan School 2016 student graduates
- Communications Officer, Save the Elephants
- Environmental Education Programme Officer, Nairobi National Park
- Head of Awareness, Save the Elephants
- High School and University students during Kenyatta University’s Career Week
- Makini Secondary School Students
- Secretary Conservation Education Office, Nairobi National Park
- Form Four Leavers and University students from Kibera and Langata

### NYERI

- CEO, Aberdares Tour Company
- Former Rhino Ark Charitable Trust Fence Maintenance Worker
- Kenya Wildlife Service Senior Warden
- Kenya Wildlife Service Assistant warden
- Kenya Wildlife Service Finance Officer
- Village Elder, Mweiga
- University students living in Nyeri



# ESCAPE FOUNDATION

ENDANGERED SPECIES CONSERVATION  
AND PROTECTION EXCHANGE

## UNDERSTANDING YOUNG PEOPLE'S ATTITUDES TOWARDS WILDLIFE AND CONSERVATION

4000 W. 106th Street Suite 125-238 | Carmel, IN 46032 | Brian | [www.escapefoundation.org](http://www.escapefoundation.org)

