

Maji Mazuri Filmmaking Programme

Post-Project Review

Niall Houlihan

July 2026

nh201@st-andrews.ac.uk | +447826995477

Executive Summary

The Maji Mazuri Filmmaking Programme was a five-week, hands on documentary making training scheme aimed at giving young people in Mathare, Kenya, a chance to learn the basics of filmmaking through hands-on engagement. Additionally, the project created a collection of high-quality visual content to be used on the Maji Mazuri website, and footage for a short-documentary about the charity itself. The programme was a great success, both sparking an interest in filmmaking among youth group members and building a collection of high-quality visual content from across Mathare through collaboration with local community networks.

Table of Contents

Executive Summary and Table of Contents	1
The Setting	2
Project Goals	3
Project Timeline Overview	4
Week-by-week Progress Review	5-12
Feedback Form Evaluation	13-22
Final Evaluation of Achievements	23
Key Takeaways	24
Acknowledgements	25
Appendix - Daily Progress Logs	26-45

The Setting

Mathare, with an estimated population between 250,000 and 500,000¹, is the second largest informal settlement in Kenya. Of these, nearly 80% are under the age of 35². A large proportion of this group find themselves in a position in between education and formal employment, often working casually in the informal sector while looking for new skills and steady income, described locally as 'hustling'³. This project worked with roughly 30 young people (18-35), mostly from Mathare (with some also coming from Kibera and Kangemi). The group involved in the filmmaking project were brought together initially by the Maji Mazuri team in Mathare, and subsequently through word-of-mouth. Selection for the programme did not take employment status into account, and data on this were not gathered. Given the population demographics and time commitments involved in the programme, however, it is expected that the group was comprised mainly of those engaged in the informal economy and those at university.



Niall Houlihan, 2026. Four images all taken on the same morning which reminded me of Thieme's opening vignette of Mathare in the morning.

1.Celentano, Giulia, and Habert Guillaume. "Beyond Materials: The Construction Process in Space, Time and Culture in the Informal Settlement of Mathare, Nairobi." *Development Engineering*, vol. 6, 1 Jan. 2021, p. 100071, <https://www.sciencedirect.com/science/article/pii/S2352728521000130>, 10.1016/j.deveng.2021.100071. Accessed 11 Sept. 2026.

2.Fitzgibbon, Catherine. "Youth Enterprise Grants (YEG) Pilot Project in Mathare, Nairobi." *FSD Africa*, May 2021.

3.Thieme, Tatiana. "'Youth Are Redrawing the Map': Temporalities and Terrains of the Hustle Economy in Mathare, Nairobi." *Africa*, vol. 91, no. 1, Jan. 2021, pp. 35–56, 10.1017/S0001972020000832.

Project Goals

The 6-week in-person engagement with Maji Mazuri was structured around three separate strands: The youth group filmmaking programme; visual content creation for Maji Mazuri fundraising; day-to-day engagement with the children at the school. Each of these strands was broken down further into concrete goals, as follows.

Youth Filmmaking

1. Deliver lessons to all participants on planning, the basics of camera operation, composition and lighting and post-processing.
2. Finish engagement with 5 youth-made mini documentaries.
3. Arrange personalised feedback from industry expert on all films.
4. Deliver certificates confirming participants had undertaken work.
5. Undertake end of project survey to gauge satisfaction and perceived learning outcomes.

Visual Content Creation

- ~~1. Five fully finished short fundraising videos delivered by the end of the LiA period.~~
1. Talking head interviews comprehensively covering the main elements of the Maji Mazuri Programme
2. Shoot B-roll covering education, sports, infrastructure and general conditions of Mathare.
3. Shoot photos covering education, sports, infrastructure and general conditions of Mathare.
4. Produce plan and shoot content for one 5-10 minute documentary about Maji Mazuri
5. Engage teachers at Maji Mazuri to help with planning and shooting

School Engagement

- ~~1. Active engagement in 18-40 minute lessons~~
1. Active engagement in Wednesday sports (2 hours per week)

Note

within the first week at Maji Mazuri, we made a few changes to the goals that were originally set out in the project proposal. This was done in order to maximise efficient use of my time and was necessary due to political unrest which slowed project progress and higher than expected demand for filmmaking training. The goals set out above detail the changes that were made.

Project Timeline Overview

The project timeline proceeded broadly as follows:

Pre-Arrival	Youth Filmmaking - Recruiting group - Upgrading computers - Improving Swahili - Purchasing equipment	Visual Content Creation - Speaking to Maji Mazuri trustees - Safeguarding paperwork	School Engagement Safeguarding paperwork
Week Zero	- Adding software to computers - Briefing group and splitting down - Supervision rota	Planning teacher involvement	Planning weekly engagement
Week One	Full day planning with each group (lesson and practical)	3 planning sessions with teacher group to decide how to show Maji Mazuri	- Involvement in 3 Maths lessons - Involvement in sports lesson
Week Two	- Lesson on basics of camera operation and composition - First interviews for most groups	Initial interviews with teachers	
Week Three	Continued interviewing and B-roll shooting	- Continued interviewing with teachers - B-roll shooting begins	Reevaluation of future engagement due to time pressure
Week Four	Review of interview content, basic editing begins and additional B-roll is shot	- More interviews are conducted - Teachers begin editing practice	Involvement in sports lesson
Week Five	- Editing is done and teams export their final projects - Projects are sent to Peter James (ASC ACS) - Documentary premiere event - Feedback given - Certificates awarded	- Final interviews are conducted - Teachers continue to practice editing - B-roll shot	
Week Six		- Final B-roll shoots conducted around Mathare - Classroom based interviews	Involvement in donor Visit

Pre-Arrival

In order to ensure the project hit the ground running, there were a few actions undertaken prior to the beginning of the official Leadership in Action period when I arrived in Kenya. They were as follows:

1) Upgrading Maji Mazuri computers

During our explorative phase, we discovered the need for a few key upgrades to Maji Mazuri computers in order for them to comfortably run DaVinci Resolve. These upgrades were made by the Maji Mazuri team prior to my arrival, and were funded by a portion of my stipend.

2) Recruiting Initial Participants

In order to have a group to begin working with as soon as I arrived in Mathare, the Maji Mazuri team circulated information about the programme in the weeks prior to my arrival and gathered an initial group of participants for the programme. It was made clear throughout that the programme was unpaid.

3) Swahili Learning

In the months leading up to programme commencement, I made a sustained and consistent effort to learn basic conversational Swahili, using Duolingo and [Languagetransfer.org](https://www.language-transfer.org/).

4) Equipment Purchases

While I already had most of the equipment required for the programme, two dedicated hard drives for the project. Both would be loaded with identical footage for backup and one would be left behind in Kenya so the Maji Mazuri team would have access to the footage.

4) MMUK Trustee Meeting

I spoke to Maji Mazuri UK trustees to present the project plan and establish any particular lines of content which have done well for fundraising in the past. Here we agreed that any narratives presented should emphasise agency and investment in futures, and avoid pity and poverty tropes where possible.

5) Safeguarding Paperwork

I read through and signed both the Maji Mazuri Kenya volunteer agreement, and the Maji Mazuri International safeguarding policy.

Week Zero

10th - 13th June

My first three days in Nairobi served as a critical setup period, allowing us to prepare properly to begin work on all three work streams from the following Monday. The concrete setup steps taken in each of the work streams are detailed below.

1) Initial Meeting with Maji Mazuri Youth Group

This initial meeting with the youth group was broken down into four distinct stages: Introduction, brainstorming, self-grouping and ground rules.

- We began by gathering the group. I gave a brief presentation to remind people what the project involved and an introduction to myself. We then went around the room and people gave their names.
- Next, we ran a brainstorming activity. I asked every member of the group to shout out at least one idea for a short documentary they would like to make, and wrote their idea on the board. Some members offered multiple suggestions.
- When we had finished the brainstorming activity, we asked the group to form smaller groups based on those with similar interests and ideas. I then went around the groups and collected names, ideas, and WhatsApp numbers in order to set up communication channels. Each WhatsApp group also included a vetted supervisor to comply with safeguarding policy.
- We then gathered the large group together again as a whole and asked them to lay out some ground-rules that they felt would make the project a success.

In addition to this initial meeting, we also added DaVinci Resolve editing software to the upgraded Maji Mazuri computers

2) Meeting with Teachers

When I arrived at Maji Mazuri it was expressed to me that some of the teachers at the school were also interested in learning some filmmaking skills. We held a roundtable meeting with all those interested and designed an engagement model that could allow them to be involved in filmmaking without detracting from their primary focus of teaching classes. The model we came up with was for the teacher group to help plan and shoot elements of the main Maji Mazuri documentary. This would allow them to gain experience without having the same time commitments or pressure to deliver a final project as the youth group teams.

During this meeting we also made a basic plan for classroom-based engagement where I would be involved in one or two of the morning classes before the youth group teams arrived at 10am.

3) Tea Group Meeting

Each Saturday, the Maji Mazuri youth group meet for a business focussed 'tea group'. I was informed on the Saturday that to maximise my input with Maji Mazuri, I was to take the lead on the activities of the tea group over the weeks I was there. I took the first half of the session to go over the basic mechanics of photography, then let the group members borrow my camera around the school to practice taking photos as they liked.

Week One

15th - 20th June

The first full week in Nairobi focussed heavily on planning the future projects and establishing how to make each team's idea achievable.

1) Youth group activities this week consisted primarily of planning sessions.

- Each day the teams would begin with a brainstorm, writing as many ideas on the board as they could think of.
- They would then narrow down the ideas based on what was actually feasible, what made an interesting and coherent narrative and who they personally knew for interviews.
- Once the group had an idea, they would structure it as a narrative, giving consideration to their introduction, main story and conclusion.
- Finally, teams would finish off the day by putting together a provisional shot list and interview list.
- Additionally, the Monday group returned on Friday to take some photographs around Mathare that they planned to put at the start of their film.

2) Teacher Group Sessions

As with the youth group, the focus this week was on brainstorming and planning.

- During the first session we went through and wrote down all the elements which make Maji Mazuri what it is.
- The second session we identified which of these would be most important to show in a film and who would be suitable to speak on each one.
- The third we went over the basics of photography and composition.

3) Classroom Engagement

This week I was involved in:

- Teaching 3 Maths classes
- Invigilating 1 exam
- Wednesday sports

Disruptions

Progress this week was marred slightly by violent protests which kicked off around midday on Friday and continued throughout the weekend. This meant that planning could not quite be finalised with the Friday group, and that I was not able to run the tea group session on Saturday.



Smoke from burning tyres rises from the street just behind Maji Mazuri
Niall Houlihan | 2026

Week Two

22nd - 27th June

As the mid-term break for the school, the second week posed a perfect opportunity for running interviews while the school was quiet.

1) First Interviews

The primary goal of the youth group sessions this week was to have each group run their first interview. With some variation group to group, a typical day this week consisted of:

- A crash course on interview composition and equipment setup/use
- A short discussion on the ethics of interviewing and release forms.
- Interview setup
- Running the interview
- Uploading, suitably labelling, and backing up the footage.

2) Interview Basics

This week, like the youth group teams, the teacher group learned the basics of interview composition and equipment setup. They additionally wrote questions for upcoming interviews and conducted their first interview.

The Saturday Tea group broke into two with some practicing on the camera while others tried their hand at photo editing on the computers.

Disruptions

As with the week before, local disruptions meant that some sessions could not go ahead as planned. There is a detailed day-by-day account of exact progress included in the **appendix**.



Interview with Hassan, behind the scenes



Papparazzi with my camera at the Saturday Tea Group

Week Three

29th June - 4th July

Moving into the third week youth group teams were in slightly different places with one making a start on their editing and one still just shooting their first interview. The main focus of this week was to catch up with the teams that were a little behind and to continue shooting interviews for the main documentary.

1) Youth group filming

For the teams that were in line with where we expected them to be at this stage, the main focus of this week was to finalise all the interviews they needed and make a start shooting B-roll, time permitting.

In order to achieve this effectively, many groups rewatched their previous footage and reevaluated exactly what they needed to shoot to bring their film together.

2) Interview Filming

With a significant number of interviews to be done for the main documentary, this week was mainly spent with the teachers shooting these. As their experience grew, I took more and more of a step back, putting them in charge of set-up, filming, audio monitoring and backing up the footage afterward.

3) Reevaluation of Classroom Based learning Aims

Given the delays caused by the unrest, and the fact that a number of new programme members had joined during the first week, the team and I reevaluated and decided it would be best for me to focus my time and attention fully on the filmmaking initiatives.

This week I needed to film the sports, so did not actively take part.

The tea group this week began to think about how camera skills could be turned into a business. We did a brainstorm and put in place a plan for each team to pitch their business at the final tea group meeting.



Teacher Joel, framed for an interview by the other teacher



Sports teacher, Kevin, showing grade 5 how it's done

Week Four

6th - 11th July

By the fourth week, the majority of groups had finished shooting their interviews. Citywide 'Saba Saba' protests mean I was unable to be in Mathare on Tuesday, but the rest of the week progressed smoothly.

1) Evaluation and B-roll

Most of the groups began this week by evaluating their progress, reviewing their footage, and planning what final bits of footage they needed to shoot to bring their films together. I also delivered lessons on editing to most of the groups, allowing them to make a start cutting down their footage and creating the outline of their final films.

2) Further Interviews and Editing

The teacher group continued running interviews throughout this week. Toward the end of the week, they also began learning the basics of DaVinci Resolve.

3) Wednesday Sports

I took part in the 2 hour Wednesday sports session with the kids.



Hard at work in the editing room, snapped on my camera by a youth group member



Henry, Prudence, Simon and Samson, busy cutting down their main interview



Arnold and Wholfen review their shot

Week Five

13th - 18th July

With a hard deadline to have the youth group projects finished off by the end of the week, week five was a full on week of editing. On the Saturday we ran the celebration and premiere event, a full day event including team-building activities, a film screening and feedback.

1) Editing and Exporting

Day by day teams put the finishing touches on their projects and I showed them how to export them.

Once films were complete, they were sent off to Peter James (ASC ACS) to provide personalised feedback on each one.

On the Saturday, the films were screened and groups completed the feedback questionnaire, giving their experience of the programme anonymously. This is one of the main methods used to gauge the success of the goals initially set out, and the results are described in detail in the next section. At the end of the day, certificates of completion were also presented.

2) Editing with Teachers and B-roll shooting

While the teachers will not be the ones to edit the main documentary, this week we ran a couple of editing classes with them, allowing them to practice cutting and overlaying the clips that they had taken in the preceeding weeks.

Additionally, I spent a few mornings around Mathare shooting some of the extra B-roll footage needed for the main documentary.



The group gathered for the premiere event



A panoramic view of Mathare from behind the camera

Week Six

20th - 23rd July

With youth group projects finished, the focus in the final days was to finalise all of the filming needed for the main documentary.

1) Filming around Mathare

Each of the final three mornings, I went out, along with a respected local community leader for protection, and shot video and photo footage in and around Mathare.

We also filmed a classroom based activity where each of the children shared their dreams for the future.

2) Involvement with Donor Visit

On one of the final days, we had a visit from some American donors. I helped to show them around the school and engage in some classroom based activities with the kids.



Feedback Form Evaluation

Introduction

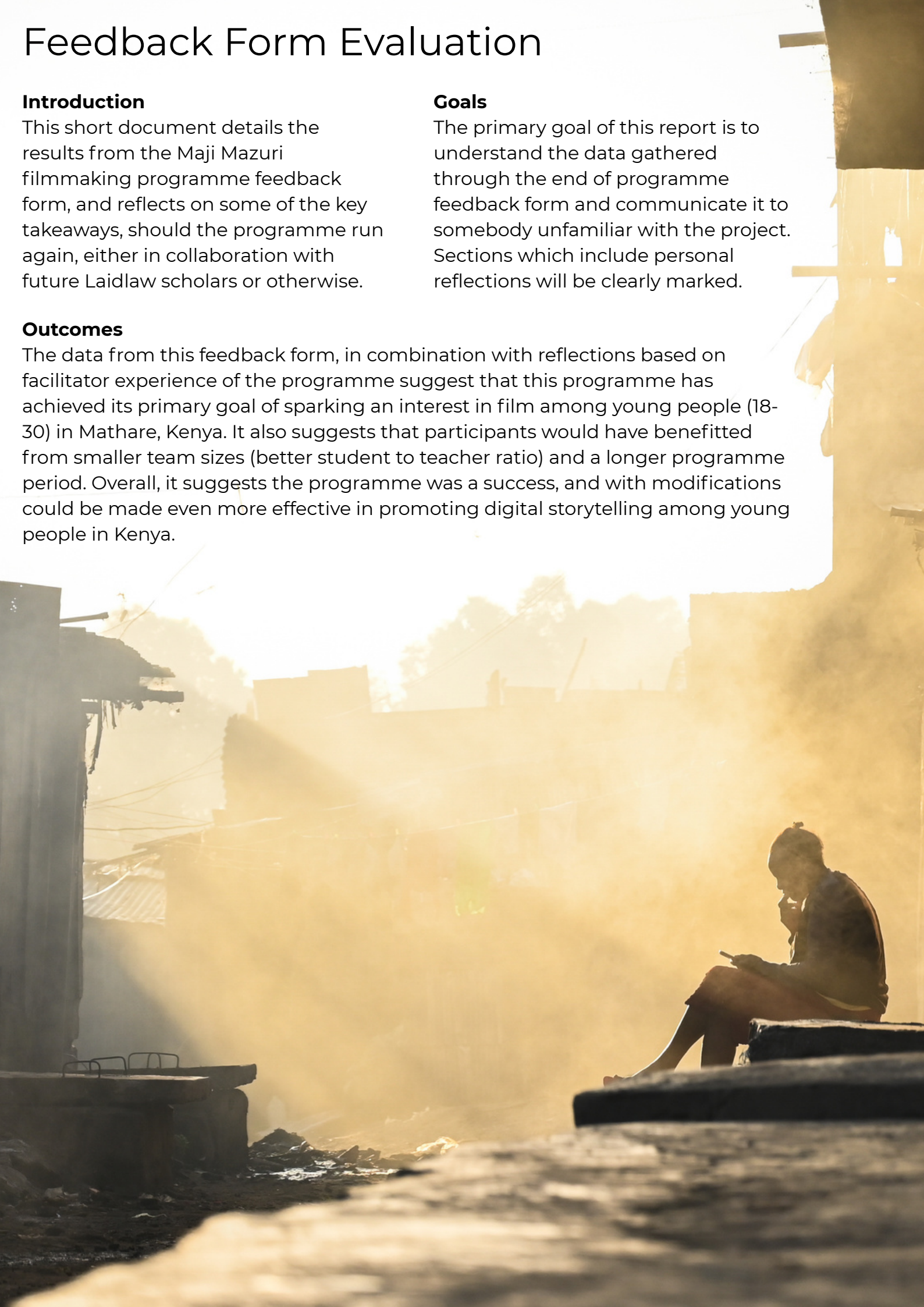
This short document details the results from the Maji Mazuri filmmaking programme feedback form, and reflects on some of the key takeaways, should the programme run again, either in collaboration with future Laidlaw scholars or otherwise.

Goals

The primary goal of this report is to understand the data gathered through the end of programme feedback form and communicate it to somebody unfamiliar with the project. Sections which include personal reflections will be clearly marked.

Outcomes

The data from this feedback form, in combination with reflections based on facilitator experience of the programme suggest that this programme has achieved its primary goal of sparking an interest in film among young people (18-30) in Mathare, Kenya. It also suggests that participants would have benefitted from smaller team sizes (better student to teacher ratio) and a longer programme period. Overall, it suggests the programme was a success, and with modifications could be made even more effective in promoting digital storytelling among young people in Kenya.



Questions and Data Overview

Describing the Data

The Data

The data used in this evaluation comes from the end of programme feedback form. The feedback form comprised of a total of nine questions and included both numerical and freeform answers. The form received a total of 20 responses, hence the sample size for all data representations is 20. Questions were written in both English and Swahili and any answers given in Swahili were translated with Google Translate before inclusion in this report. The data was gathered during a 24 hour window immediately following the premiere event.

Limitations

There are a couple of limitations with this data that should be considered when interpreting these results.

First, the small sample size would make it difficult to draw concrete conclusions to any high degree of confidence, even where patterns appear to emerge. As a result, this report reflects on patterns in the data with significant reference to the facilitator's qualitative observations throughout the programme.

Second, participation in this feedback form was incentivised by withholding individual project feedback from Peter James (ACS ASC) until 20 responses had been reached. This may have resulted in an element of selection bias where those who were more engaged with the project were more interested in hearing feedback and as a result completed the form at higher rates than less engaged students. There is a real possibility that this bias would exist both with and without the incentive structure due to more engaged students being more likely to also engage with the feedback form. All interpretations of this data should consider that this incentive structure may have resulted in positively biased quantitative responses and rushed freeform responses.

Questions and Data Overview

Project Satisfaction and Confidence in Skills

1) Overall, how happy were you with your final project?

Responses here suggested a range of feelings about students' final projects. Overall, these were more positive than negative with exactly 50% of students giving the maximum satisfaction rating.



2) If you were to make a short documentary on your own, how confident would you be in planning it?

Overall, responses showed a large drop off at the bottom end, suggesting few students feel totally under confident about the planning process. However, a large proportion of the cohort are also not fully confident.

3) If you were to make a short documentary on your own, how confident would you be in shooting interviews?

A striking number of students felt very confident in the interview process with an interesting drop off at the second highest level. This may reflect a limitation of the programme in that not all students got to practice all of the interview roles.

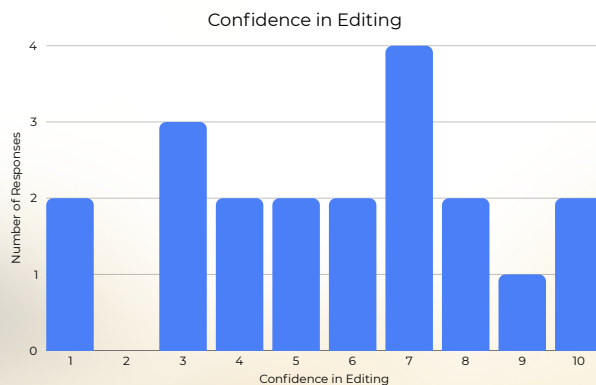


Questions and Data Overview

Confidence in Skills

4) If you were to make a short documentary on your own, how confident would you be in shooting B-roll?

Similar to the A-roll responses, these responses find quite an even distribution of confidence levels until the maximum level where there is a spike. This may reflect the individuals who regularly had hands on the camera during sessions.

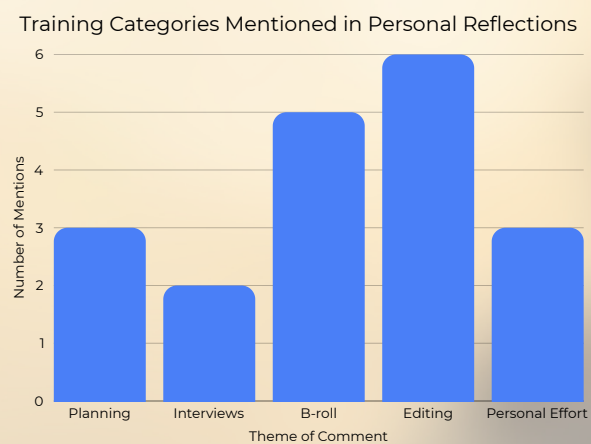


5) If you were to make a short documentary on your own, how confident would you be in editing it?

Responses here are very mixed, it is difficult to draw any conclusions from them. They may partially reflect prior computer experience leading to natural differences in editing proficiency.

6) If you were to make another documentary, what would you do differently next time?

Responses to this question were vastly different and ranged across all areas of training. The graph, right, shows how often each area was mentioned and reflects where students are most keen to improve next time.



Questions and Data Overview

Extended Programme Evaluation Questions

7) What do you feel worked well about this programme? (Be specific)

The responses to this question find that students generally enjoyed the interview stage and felt the mentorship was effective.

editing
commitment
teamwork support
interviews
mentorship
effort planning
teaching-model
time-management

student-confidence
student-proactivity
more-lessons
more-mentors
longer-programme
power more-equipment
sound-editing
time-management
no-major-improvements
working-materials

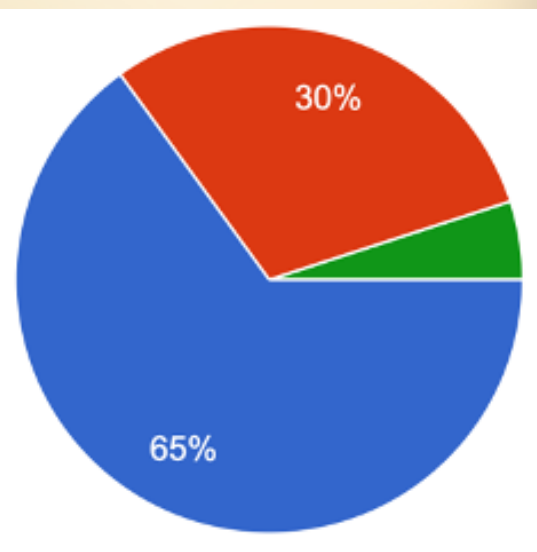
8) What do you feel could be improved about this programme? (Be specific)

Overwhelmingly, students felt that a longer programme would have been more beneficial, helping them to develop their skills independently, and allowing them time to digest each one.

9) Please choose from the following:

- I would like to pursue film seriously in the future
- I would like to continue filmmaking casually (short amateur projects)
- I am not interested in continuing with filmmaking
- Other

Overwhelmingly, by the end of the programme students wanted to pursue filmmaking seriously in the future. No participant selected that they were not interested in continuing with filmmaking in the future. This must be caveated with the possibility of selection bias (perhaps those who did not wish to continue simply had no interest in completing the form).



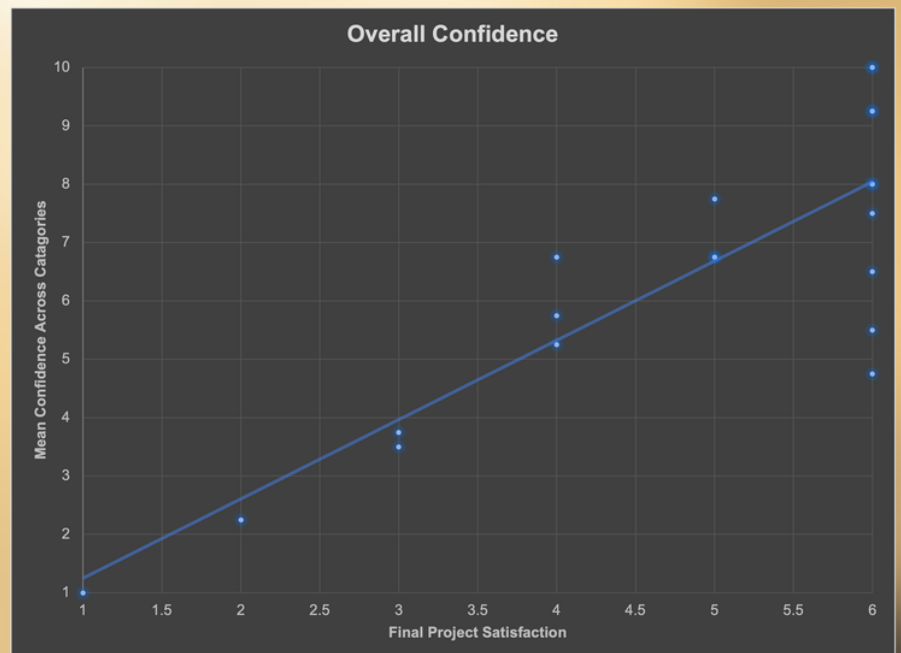
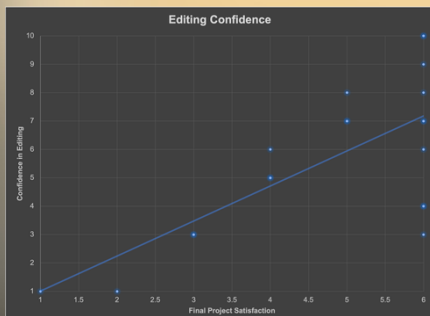
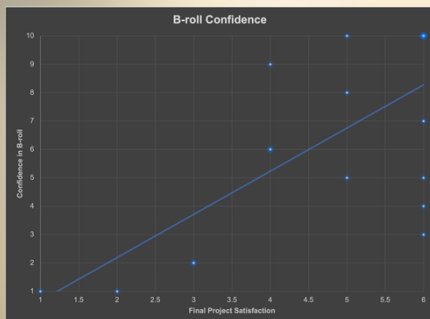
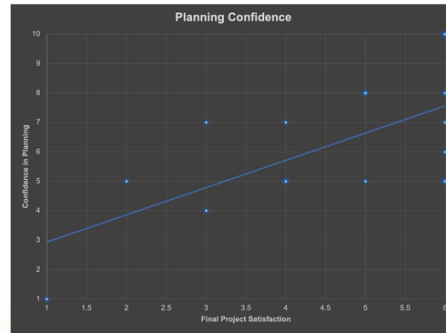
Observations & Reflections

Confidence, Satisfaction correlation

There appears to be a strong correlation between final project satisfaction and average confidence across all areas, potentially suggesting that those who were more involved in the production process both learned more skills and had a greater influence on how the film turned out.

This squares with my own observation of the dynamics within the group where some members were significantly more proactive than others and hence got more practice in all areas than more reluctant learners.

Crucially it is not possible to establish causality. It could equally be that those who were satisfied with their final project felt more confident precisely because they were satisfied with their final project.



Observations & Reflections

Confidence in Planning

Student confidence in the process of planning a documentary was notably centrally weighted with few students feeling either highly confident or under confident. This stands in contrast with other confidence measures which are either positively weighted or evenly distributed across the range.

In order to increase overall confidence in planning, I feel more concrete materials and templates could have been used (shot lists, storyboards, etc). This would have provided students with a solid resource that could guide them when attempting the process alone.



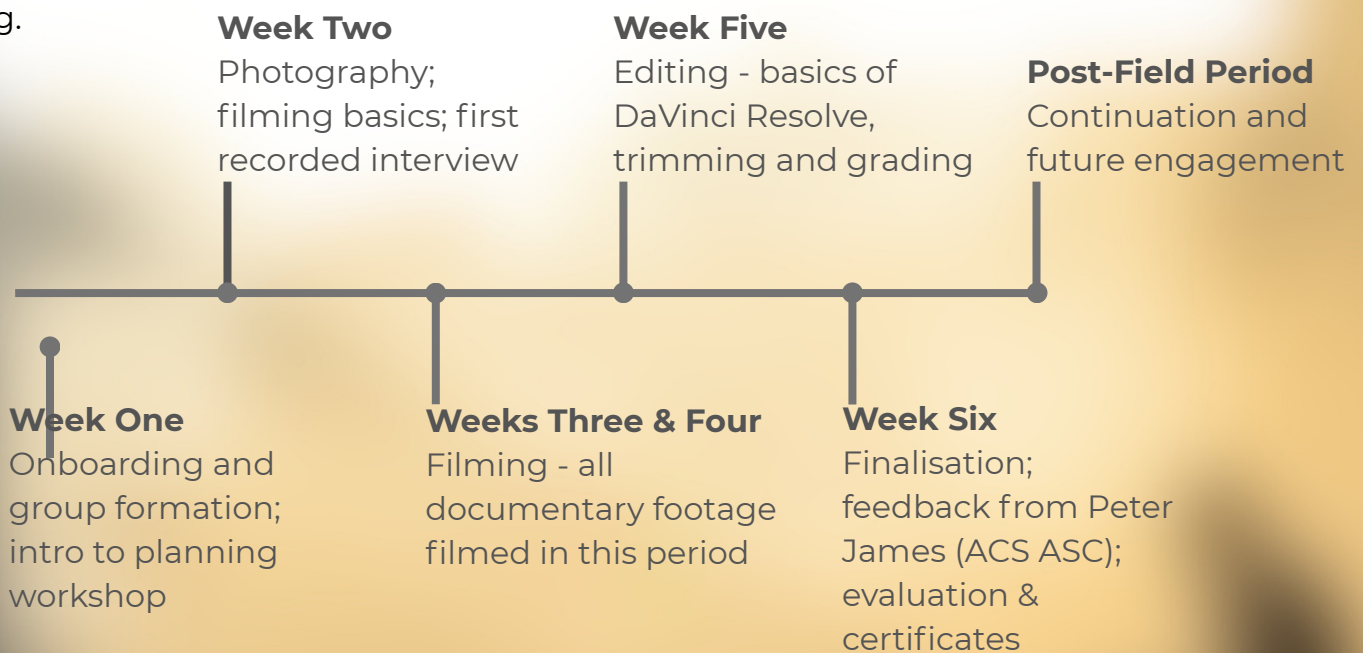
Observations & Reflections

Programme length

By far the most mentioned suggestion for improving the programme was to lengthen it in order to give more time for students to practice the skills that they had learnt independently. This would make sense, as the production schedule was tight and at times students did have to be rushed through the process.

One of the specific limitations with this project was that due to the nature of a Laidlaw LiA, it was limited to six weeks. *If* in future this model were to be continued and Laidlaw scholars were to be involved as instructors, it might be prudent to begin some of the training prior to the arrival of the scholars themselves. This could be done by running online sessions on planning, storyboarding and script writing prior to the scholar's arrival which would facilitate shooting immediately and allow the films to be better thought through at the beginning of the filming process.

Outside of the Laidlaw LiA limitation, I feel that with a longer engagement period a collaborative approach where a filmmaker works closely with a group of inexperienced youth could result in both high-quality outputs and effective skills training.



Observations & Reflections

Participant to Mentor Ratio

The second most commonly mentioned improvement if the programme were to run again was that there should be more teachers (or fewer students per teacher). Originally, while the programme was being designed, the plan had been to have three to four students in each group. In the end, because students told friends and we were not clear on where to draw the line, many groups ended up with between seven and nine. The one group that did have four was much more manageable, and I felt they all received more even learning outcomes as it was easier to track the progress of each one. This resulted in a situation where some students faded into the background and did not get such a good opportunity to practice the skills they were being taught.

I wonder if this issue links to the correlation between satisfaction levels and confidence in learned skills and hence whether those at the bottom end of both of these scales would have felt more confident and more satisfied had they been enrolled in a similar programme with smaller groups.

Data Limitation

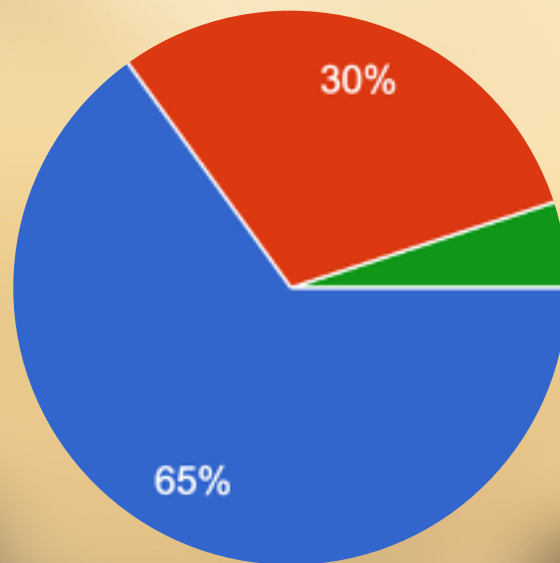
Unfortunately, we did not include in the survey any identification for different groups due to potential identifiability of respondents. This makes it impossible to check for any correlation between group size and satisfaction/confidence scores.

Observations & Reflections

Planned Continuation Rates

With 65% of respondents reporting that they would like to pursue filmmaking seriously in the future, and nobody reporting they would not like to continue filmmaking, the programme appears to have been a resounding success when compared to the main effort of providing a spark in filmmaking.

This observation is caveated by the fact that not every participant completed the survey, and due to the incentive mentioned in the limitations section, those who would like to pursue filmmaking seriously potentially had greater incentive to complete the survey. That said, even if we assume that 100% of the non-respondents would have reported no interest in continuing filmmaking (which is extremely unlikely), this would still leave us with roughly 50% of students indicating they would like to continue filmmaking. I find this worst case scenario deeply encouraging.



Final Evaluation of Achievements

Evaluating the success of all three strands

Overall, the programme delivered on the majority of the goals, as they were broken down into each strand at the beginning of this document.

Lessons were delivered to all regular attendees on planning, the basics of camera operation and composition, lighting and post-processing. These appear to have been successful based on the confidence of programme participants to do these things on their own going forward.

5 youth-made mini documentaries were successfully produced. At the point of writing they are currently with the Maji Mazuri social media team awaiting upload across platforms.

Personalised and actionable feedback from an industry expert was delivered on all films.

Certificates of participation in the programme were awarded to all those who participated to a great enough degree to be deemed to have learned from the programme. These were cross-checked with attendance records by the Maji Mazuri team.

An end of project questionnaire was carried out, and the results interpreted above.

Talking head interviews were carried out in line with the key areas discussed by the Maji Mazuri teachers.*

B-roll and photos covering all identified areas were shot, in line with the plan produced for a short documentary about Maji Mazuri itself. All of this engaged the teachers in filmmaking and helped them learn the skill

Classroom based engagement with children did take place, but it was limited and not prioritised. While this differed slightly from the original plan, it was an intentional switch and allowed me to apply my skills where they were most effective and leave teaching to those more qualified than me.

Note:

While we were successful in filming talking head interviews with almost all interviewees identified by the teacher group, we were unable to record an interview with a parent at the school. This is because last minute personal issues for the interviewee posed significant ethical risks in going ahead with the interview.

Key Takeaways

What is next?

If a programme like this were to be run again, I would recommend a ratio of no more than four learners to each facilitator at a time. Broken down into the five teams per week model we employed here, this means 20 students for each full-time facilitator. Additionally, training could be improved by beginning online planning sessions in the weeks preceding in-person engagement. This would largely depend on internet reliability in any given field site.

Adaptations of this model could potentially be used in a more professional filmmaking context with experienced filmmakers working very closely with a very small group for an extended period. This would increase the cost of training per capita, but also increase the depth of training and result in more marketable filmmaking outputs.

A mix of programmes could be used, with a foundational, widely delivered programme like this one serving to connect with local talent and extended close collaboration then being employed to deepen training for specific individuals and collaboratively explore complex global issues from a stakeholder led perspective.

Further Programme Evaluation

If possible, a second impact evaluation will be carried out in December 2026 to gather some indication of real-world programme impact.

Acknowledgements

The programme was made possible by the generous support of the Laidlaw Research and Leadership Scholarship and Maji Mazuri Kenya.



Maji Mazuri hosted the project at the Headstart Primary School in Mathare. They provided a physical space and electricity along with the support of their fantastic team.



The Laidlaw foundation covered personal travel costs, living expenses, additional equipment needs and security costs where necessary through a personal stipend and separate travel fund.

A huge thank you to everyone at Maji Mazuri from whom I learned so much during my time in Kenya, and without whose endless support this project could not have gone ahead.

A huge thank you also to Lord Laidlaw and all the folks at the Laidlaw Foundation whose support, both financial and otherwise, made this programme possible.

Appendix - Daily Progress Logs

LiA Progress 11/12-06-2026

11-06-2026

0900 - Arrived at Maji Mazuri and had a planning meeting with Dr Kironyo, Tr Caroline (head teacher), Wycliffe, Grace and Wambui.

0945 - Had an introductory meeting with 19 youth members who are going to be undertaking the filmmaking training. I introduced myself, got an introduction from each of them. We subsequently ran a brainstorming activity where they wrote their ideas for films on the whiteboard.

1030 - Moved outside and asked youth members to form groups with people who had had similar ideas to them at the brainstorming stage. 5 groups were formed covering the following topics: Animation, modern relationships, sport in Mathare, drug and substance abuse among young people and 'ghetto life'. Once groups were formed I moved around and took down WhatsApp numbers and briefed groups on the next steps.

1130 - Final activity where youth were invited to create a set of principles that would make the project a success. They decided on the following: Time and cooperation, commitment, interest, communication, encouragement, punctuality, discipline and respect.

1200 - Finished up with closing words from Dr Kironyo, Griffins Ndhine (director of talent) and myself

1230 - Debriefed with Dr Kironyo and spoke to Tr Mweni who was hoping for me to run a photography class with grade 4.

1300 - Went into town with some of the team to get lunch

Evening - Admin work creating WhatsApp groups

Achievements

- Split youth group into teams
- Effectively set up communication channels
- Set principles

Reflection

Overall I am very happy with how today went. The youth group were enthusiastic and there were no major hiccups. My one minor point of improvement is that at times communication through my broken Swahili and English was difficult. Going forward I will involve the Maji Mazuri team member who is with me more to ensure clear communication of ideas.

12-06-2026

0725 - Arrived at Maji Mazuri

0800 - Was introduced to the school at assembly

0845 - Had a tour of the school and greeted classes and class teachers individually

1000 - Had a meeting with the teachers who would also like to be involved in the film project and agreed a plan whereby they would be able to take part with lower commitment levels to fit around their busy schedules.

1045 - Added editing software to Maji Mazuri computers

1100 - Returned to my apartment, picked up my camera and went to join a group of Maji Mazuri children at a lion king theatre production.

1200 - Took photos at the theatre production for the Maji Mazuri social team

1500 - Returned to apartment

Evening - Admin: writing up progress report, editing photos from the theatre, planning film lessons for the coming week.

Achievements

- Met kids and teachers
- Successfully arrived at plan for teacher's involvement in filmmaking
- Updated Maji Mazuri computers with DaVinci Resolve
- Took photos of lion king performance visit

Reflection

Again, today went quite well, it was productive and has set things up well to launch straight into filmmaking next week. My one key takeaway is to leave a little earlier in the mornings as traffic this morning meant I was much later than expected.

13-06-2026

0930 - Arrived at Maji Mazuri with camera for Saturday tea group with all youth group members.

1000 - Began tea group, was given free reign to teach as I saw fit so too the opportunity to do an introduction to camera basics. Spent the first hour in the classroom going over shutter speed, aperture, ISO and focal length.

1100 - Went outside and handed camera over to youth to practice taking portraits.

1145 - Went back into the classroom to do questions and debrief. The youth were able to answer all of my questions about camera operation and settings and asked thoughtful questions.

1200 - Went to the office to speak to a couple of youth group members who wished to be added to the main filmmaking project. Got them added on days which suited them.

Afternoon - admin work: Edited and shared photos from Lion King production; shared photos from tea group session; wrote plan for next week's 'intro to planning' lessons; ordered cables required for filming; wrote daily reflection.

Achievements

- 17 youth group members introduced to basic camera principles
- 2 new members added to filmmaking teams
- 19 social media ready photos edited and shared from Lion King production

Reflections

Overall today went very well. The youth group were receptive, engaged and learned quickly. I was able to slow down and simplify my communication which seemed to lead to greater understanding among the group, a significant improvement on my first lesson. There was one moment when some children were having a turn trying out the camera, they were mature and respectful of it until a final moment when a couple of young ones tried to grab the camera at the same time. An older kid stepped in and handed it back to me. The key takeaway is to be slightly closer and more vigilant when young children are using the camera. Overall, a highly successful day.

15-06-2026

0620 - Left accommodation

0645 - Arrived at Maji Mazuri

0700 - Assembly

0800 - Grade 6 maths class

0850 - Grade 7 maths class

1000 - Intro to planning class with youth team 1 (brainstorming, planning film)

1230 - Continued planning of interviews, film format, shot list, etc.

1500 - Planning brainstorm with teachers

Achievements

- Youth team one taught basics of video planning
- Involvement in 2 classes
- Youth team 1 video is ready for first interviews
- Teachers had successful brainstorming session

Reflections

Overall a very successful day. The youth group were engaged and really seemed to take ownership of the project which is exactly what I had hoped. Classes were enjoyable and students were also engaged. One minor point of improvement would be to be more careful about taking a role at the beginning of the workshop, as this was difficult to piece together at the end.

16-06-2026

0620 - Transport to Mathare

0645 - Arrival, greetings

0730 - revision class with grade 7 maths

0800 - Helping to invigilate exam

0930 - Preparing room for youth group meeting

1000 - Youth group workshop begins

1020 - Brainstorming, picking a topic, finding a unique angle

1200 - Lunch

1300 - Intro to shot types, interview lists, shot lists

1400 - Brief discussion of consent, ethics and release forms

1415 - Youth workshop finished, tea break

1500 - Workshop with teachers begins: narrowing down ideas from brainstorm into documentary plan; decide who should be interviewed for each topic

1600 - Transport back to Lavington apartment

1700 - Trip to town for cable

1900 - Home

Achievements

- Group One were introduced to planning, shot lists, how to describe simple shots and ethics and consent.
- Group one brainstormed ideas and arrived at a plan for their documentary.
- Group one arranged an interviewee whose voice they will use throughout.
- 1 grade 7 maths class assisted in
- Teachers narrowed down their brainstorm and came up with a list of interviewees for the project they are helping on.

Reflections

Today's group was smaller and quieter than that of the day before, at times it was difficult to prompt creative thinking. At these moments I felt it prudent to give 3 or 4 ideas as to things that could be done and invite them to base their thought on that. On these occasions they usually ended up picking one of the ideas I had provided, however they did think through the reasons why that idea was better than the others. One example is with the format, they were struggling to think of a unique way to approach the topic of unemployment. In the end I have the following ideas: a documentary collating the voices of many people from around the area who are seeking employment; a documentary following the life story of just one person through childhood, school, and employment struggles; a documentary with no voices at all, simply showing some of the creative ways people try to earn. In the end they opted for the second option, as they felt the story of one person would make it more personal and convey nuances that would be difficult to capture in the other options.

17-06-2026

0620 Transport from apartment to Maji Mazuri

0645 Arrive at Maji Mazuri

0700 Admin and being taught some Swahili

0930 Setting up classroom for workshop

1000 Workshop begins with group two, introduction

1010 Brainstorming ideas for documentary

1045 Brainstorming activity ends and group convene in circle to narrow down ideas

1120 Group settle on topic, environmental conservation in Mathare

1125 Intro to structuring a short documentary and group conversation

1200 Group have planned a solid structure

1205 Introduction to interviewing and discussion of potential interviewees

1240 Lunch

1315 Introduction to writing shot lists, A/B-roll, group discussion

1400 Group have drafted location and shot list

1415 Sports with children

1620 Home

Achievements

- Group 2 have been taught basic documentary planning, interview and shot lists, A and B-roll
- Group 2 have planned the outline of their documentary, set a list of shooting locations and interviewees and scheduled their first shoot.

- Scored 2 goals at football

Reflections

Today I made arrangements for chai and mandazi to be brought during the session at 11am. This facilitated more casual chatting partway through the morning planning session which made a huge difference. Additionally, there were a couple of people in the group who have

played a small role in film productions previously, which I think also helped to guide the group to a successful plan.

18-06-2026

0730 - Transport to British High Commissioner's residence

0830 - Networking event

1230 - Transport back to Lavington apartment

1400 - Transport to Maji Mazuri

1430 - Photograph climate action class with external charity

1500 - Introduction to photography class with teachers

1600 - Started adding Adobe Lightroom to computers

1620 - Transport home

Evening - Admin (daily report, photo editing, emails)

Achievements

- Teachers have a basic understanding of how a camera works and how to use one.
- Adobe lightroom on half of Maji Mazuri computers
- Quality photos delivered from climate action class

19-06-2026

0620 - Transport to Mathare

0800 - Camera class begins with group 3 (Monday group), I teach basics and then hand over to Sam (a local photographer who is helping with instructing) takes over to go through composition.

1000 - Sam takes group 3 around school/local area to take photos for their documentary | Group 4 arrives for planning session

1245 - We break for lunch after a successful morning of planning, broad outline for the film is planned

1300 - During lunch which we are having at a small hotel across the river we hear reports that demonstrations have broken out just next to Maji Mazuri. It is deemed unsafe for me to return.

1315 - Transport home

Achievements

- Group 3 have taken the requisite photos for their documentary
- 3 local cinematographers/photographers have voiced an interest in getting involved as instructors, which will allow the project to proceed more smoothly.
- Group 4 have planned the outline of their documentary

Reflections

I was disappointed today to have been unable to complete the session with group 4, but heartened by the effectiveness of the response from the Maji Mazuri team.

20-06-2026

0700 - Called teacher Caroline to check-in on the situation, advised not to go to Mathare today.

0715 - Planning necessary schedule adjustments and briefing teams via WhatsApp

Achievements

-

Reflections

Frustrating to not be able to go in today, but again, heartening to have the flexibility to work things around and alter plans for the coming week. Going forward, I think the team of local instructors will be vital to completing the project given the number of youth we are trying to coach and the number of days we may lose as a result of unrest.

22-06-2026

0730 - Advised once again not to go to Mathare due to unrest

0900 - Worked to create a short guide to photography that teams could use in lieu of our classes in order to still learn in the time that we had to be away.

Achievements

- Digital guide to basic photography created.

23-06-2026

0700 - Intro to filmmaking class with teachers

0900 - Intro to filmmaking class with Tuesday group

1000 - Tuesday group split off with one of the local filmmakers, Immanuel, to conduct their interview. Thursday group remain with me to go through planning for their film.

1240 - Break

1310 - Lesson on interview/shot lists with Thursday group

1400 - Home

1730 - Documentary launch at British High Commissioner's residence

Achievements

- Main interview completed with Tuesday group
- Thursday group have almost fully panned their film, just awaiting a final, nailed down who/interview list.

Reflections

Great to be able to return to Mathare today. Working with local collaborators in order to deliver the lessons and run the programme has again proven very successful. It allowed us to effectively catch up on the work missed due to the protests and brings in different perspectives to the teaching.

24-06-2026

0700 - Transport to Mathare

0800 - Interview set-up lesson with teachers.

0845 - Writing question list for Friday interview with headteacher Caro

0930 - Lesson on photo and video basics with Wednesday group.

1000 - Lesson on basic composition for interviews with Wednesday group, taught by Immanuel.

1100 - Interview with Hassan, an environmental activist in Mathare

1215 - Group review interview footage to plan the next interview. They decide that while the footage looks good and is interesting, they need the next interview to focus more on explaining the environmental situation in Mathare, rather than a personal story.

1300 - Lunch

1330 - Planning new method of scheduling groups to avoid individuals becoming too tired during the day.

1400 - Home

Achievements

- Wednesday group have:
 - Been taught the basics of photography and film
 - Been taught camera set-up for interview

- Learned basic rules of composition for interviews
- Completed first interview

Reflections

Today we noticed that coming in on one day of the week and staying for the whole day was leading to groups becoming tired, hungry and less efficient. In order to minimise this becoming a greater issue we designed a more flexible programme whereby I split my days into two hour blocks and different groups come for each of these blocks. This will hopefully allow for more filming and give groups the opportunity to plan and set things up in between days, rather than asking them to set up an entire week's worth of filming for one day.

25-06-2026

Today I was forced to stay at home due to planned protests leading to extensive road closures in and around the CBD. I used the time to complete some admin tasks.

26-06-2026

0700 - Transport to Mathare

0800 - Interview with headteacher Caroline (Tr Moureen on camera, Tr Kevin on lighting and interviewing)

1000 - Planning finalisation, shot lists and interview lists

1300 - Home

1500- Visit to 'The Youth Café', a large youth network charity operating across much of Africa. Discussed potential scope for collaboration in future filmmaking projects including involvement of future Laidlaw scholars.

Achievements

- Interview with teacher Caroline is filmed
- Group 4 have finalised the plan for their film and are ready to begin shooting next week.

Reflections

Many of group 4 did not turn up until around 1030/1045 and did not communicate why they were late. This was infuriating both for those who did turn up on time and for me. I gave a brief ticking off when the class did eventually begin to say that they need to maintain punctuality or communicate otherwise. Whether this has an effect or not is yet to be seen, though one who had to later nip out did communicate this to me.

Aside from that minor teething issue in the morning, everything went well. The teachers involved in the interview picked up the basic skills quickly and even began helping out others in using the equipment, which was very encouraging to see. The meeting at the youth café was also interesting and, depending on the success of this project, opens a dialogue which could help formalise the programme into something repeatable.

27-06-2026

0900 Transport to Mathare

1000 Tea group meeting, practice with camera and basic editing skills

1200 Thursday group finalise planning

1300 Transport to Huruma to visit Empowered2care charity

1400 Planning for short 2 minute promotional video

1500 Transport home

Achievements

- Thursday group are ready to begin filming
- Plan in place for short video for empowered2care

Reflections

Overall today went reasonably well. One frustration, however, was that the power kept cutting out, making editing practice challenging. It is not normally so unreliable, so I am hoping that going forward things will be better, but it may be a frustration when teams begin to work on editing.

29-06-2026

0630 - Transport to Mathare

0800 - Interview planning with teachers.

1100 - Monday group interview Headteacher

1345 - Transport Home

Achievements

- Monday group have completed main interview
- Teachers have planned questions for all remaining interviews

Reflections

There were delays at the beginning of the Monday group session due to members arriving late and not communicating properly. I was able to follow up with most of them over the phone and confirm whether they were coming or not. I made a point of asking all of them to confirm in advance next time if they were unable to come or going to be delayed.

30-06-2026

0800 - Transport to Mathare

1000 - Introduction to basic editing with Tuesday group.

1300 - Friday group first interview.

1500 - Interview with education coordinator

1630 - Transport home

Achievements

- Tuesday group have learned the basics of cutting and moving clips in DaVinci Resolve
- Friday group have completed the first of 4 interviews
- Another interview completed for the main documentary

Reflections

Glad to have been able to go in today given the risk of unrest. Some of the students were unable to make it due to protests further East blocking the road, but those who did make it were productive.

01-07-2026

0700 - Transport to Mathare

0800 - Filming B-roll and interviews with Monday group

1000 - Second interview about local environmental issues with Wednesday group

1400 - Interview with sports coach and B-roll of sports

1600 - Transport home

Achievements

- Monday group have completed interviews and are ready for initial editing
- Wednesday group are ready to edit, awaiting one final non-critical interview next week

Reflections

Very productive day today.

02-07-2026

0700 - Transport to Mathare

0800 - Interview with founder, Dr Wanjiku Kironyo

1000 - Tuesday group arrive for editing, Thursday group arrive for first interview

1400 - Groups finish up

1530 - Transport home

Achievements

- Tuesday group have finished initial edit and are ready to shoot B-roll
- Thursday group have completed their first interview and are ready for their next interview on Saturday

Reflections

The Thursday group felt at times slightly leaderless. I was keen not to jump in here as it is an important element of the project that they are the ones leading the execution and I am playing the role of a facilitator.

03-07-2026

0700 - Transport to Mathare

0900 - Shooting for first sequence of main documentary begins

1100 - Interviews with Friday group begin

1300 - Intro to basic editing workshop with Friday and Wednesday groups

1500 - Interview with teacher

Achievements

- First sequence has been shot for main documentary
- Friday group have completed second interview of three
- Wednesday group and Friday group have been
- Interview about employment opportunities complete

Reflections

We have set the deadline for films to be completed at the 17th of July, as we plan to have a final programme completion and celebration event on Saturday the 18th. This puts pressure on teams to push on quickly over the next two weeks. We have the capacity for 2 (3 at a push) teams to work on editing at once, however, so if the deadline is properly conveyed and some team members are proactive about making sure their teams come in regularly to edit, then the deadline should be achievable.

04-07-2026

0900 - Transport to Mathare

1000 - Weekly tea group meeting (photography, editing and brainstorm on camera-based business ideas)

1200 - Filming second interview with Thursday groups

1500 - Interview filming for Empowered2Care, Huruma

Achievements

- Thursday group are ready to begin basic editing
- 8 talking-head interviews filmed for Empowered2Care

Reflections

Today was relatively productive. The tea group are a little difficult to plan sessions for, as it is a large groups, many of them are not in the main filmmaking programme, and the sessions were not planned in the initial project, however, the best way to learn photography is to take photos, so it is natural to use the sessions to give them time practicing with the camera.

06-07-2026

0900 - Transport to Mathare

1000 - Monday group editing session

1500 - Interview with MM mentorship programme coordinator

Achievements

- Monday group have the A-roll in place, all that remains to be done is to add B-roll (Friday), shoot and add a couple of clips of kids, do a simple colour grade/sound and export the video.
- Another talking head interview completed for the main documentary.

Reflections

Productive day.

07-07-2026

Advised not to go to Mathare due to city-wide 'saba saba' day protests. Worked from a coffee shop for most of the day catching up on admin tasks.

08-07-2026

0730 - Transport to Mathare

0800 - Wednesday youth group team arrive, begin editing

1000 - Interview with final interviewee and final B-roll shoot

1200 - Further editing

1330 - Football with kids

1600 - Home

Achievements

Wednesday team have completed shooting and are ready to finalise rough cut by Friday and do final editing and export on Wednesday of the coming week.

Reflections

The Wednesday group is bigger than it should be ideally which makes it difficult for everyone to be involved all the time. If I were to run a similar programme again I would cap groups at 4 members and take applications to ensure commitment to the programme.

09-07-2026

0700 - Transport to Mathare

1000 - Thursday group arrive for editing

1200 - Friday group arrive for final interview

1400 - Depart Mazi Mazuri for meeting in Westlands

Achievements

- Thursday group have the overall outline of their film and are ready to add their final B-roll
- Friday group have completed filming.
- Productive meeting regarding a possible continuation project, awaiting final confirmation.

Reflections

Teams are moving towards the end goal satisfactorily

10-07-2026

0700 - Transport to Mathare

0800 - Tuesday group arrive to shoot final B-roll and edit

1000 - Friday group arrive for editing

1200 - Wednesday group arrive for editing

1500 - Intro to editing class with teachers

Achievements

- Tuesday group are ready for final touches in the coming week

- Wednesday group need to add a little more B-roll, then will be ready for finishing touches

Reflections

11-07-2026

0900 - Transport to Mathare
 1000 - Business planning class begins with youth group
 1200 - Thursday group Editing session begins
 1400 - Transport home

Achievements

- Saturday tea group sessions have been concluded

Reflections

I was due to have an interview with a parent at the school today, but she didn't show up. Hopefully I will get a chance to interview her in the coming week. Other than that, a productive day.

13-07-2026

0700 - Transport to Mathare
 0730 - Recording Monday morning Assembly
 1000 - Monday group arrive for editing
 1615 - Transport home

Achievements

- Monday group almost completed film, one more session should be enough.

Reflections

Editing took longer than expected, at points they had to tell me what they wanted and have me do it for them as their workflows were very slow. In retrospect, more independent learning time to simply practice would be beneficial.

14-07-2026

0620 - Transport to Mathare
 0700 - Video shoot in Mathare
 1000 - Thursday group arrive for editing
 1200 - Tuesday group arrive for editing
 1500 - Editing class with teachers
 1615 - Transport home

Achievements

- Tuesday group have completed everything but the credits
- Thursday group will be ready with one more session

Reflections

The Thursday group's focus is incredibly poor and I find it difficult at times to maintain composure. I am managing to keep the project at arms length, however, and not get too

invested in it. I am able to facilitate, but if the group lacks focus and motivation to actually drive the film forward themselves, it will turn out poorly.

15-07-2026

0630 - Moved apartments
0730 - Transport to Mathare
0800 - Wednesday group arrive for final editing
1000 - Monday group arrive for further editing
1700 - Transport home

Achievements

- Wednesday group have completed their project
- Monday group are almost ready to export

Reflections

The Wednesday group, despite being large, have been engaged throughout and have picked up the skills quickly. I have enjoyed working with them.

16-07-2026

0620 - Transport to Mathare
0700 - Transferring files
1000 - Thursday group arrive for final day of editing
1200 - Tuesday group arrive for final day of editing
1630 - Transport home

Achievements

- Tuesday and Thursday groups have completed their projects.

Reflections

There were significant power outages today which majorly slowed down progress. If such a programme is to be carried out again, a more reliable venue might be necessary for editing.

17-07-2026

0630 - Transport to Mathare
0700 - File transferring admin
0800 - Monday and Friday teams arrive for finalisation
1000 - Designing feedback forms for tomorrow
1400 - final projects exported
1500 - Admin
1600 - Home

Achievements

- All films have been completed.
- Feedback forms have been designed

Reflections

It was a pleasure to finish up today and have some of the youth group members come up to thank me for the programme and to tell me about future filmmaking ideas they have. At times it has felt like a bit of a dash, but all of the groups are satisfied with their work and looking forward to the premiere tomorrow.

18-07-2026

0700 - Transport to Kiambu

0800 - Youth arrive, setting up, etc.

0900 - Youth take part in teambuilding activities organised by the Maji Mazuri team

1100 - Tea break, more activities

1230 - Lunch, performances by youth

1500 - Cidney from Art4Change arrives, documentary screenings, feedback

1600 - Closing addresses, participation certificates and feedback form

Achievements

- Responses gathered on programme evaluation form
- Most youth seemed satisfied with their projects and excited to continue filmmaking.

Reflections

Today was an absolute pleasure. The youth seemed to have a fantastic time, my mentor, Peter James (ACS ASC) gave some fantastic advice and was very positive about the films and we had plenty of sign ups to the continuation programme run by Cidney at Art4Change. I am excited to see the films they go on to make.

20-07-2026

0630 - Transport to Mathare

0700 - Sorting files in time for my departure and filming around the school

1300 - Transport to town

1330 - Work on feedback form evaluation report

Achievements

- Feedback form evaluation report has been completed and is ready to share.

Reflections

It was enjoyable to be in Maji Mazuri without the pressure of the filmmaking programme. I was able to spend some more time hanging out with the kids and teaching Tr Joel Spanish.

21-07-2026

0630 - Transport to Mathare

0700 - Meet security and go into Mathare to film

0930 - Back to school

1000 - Moving files

1130 - Visitors arrive from America

1330 - Visitors leave, final editing class with teachers

1600 - Transport home

Achievements

- Almost all footage shot in Mathare, one more day required
- Audio of kids saying their dreams recorded
- Teachers have finished their programme

Reflections

Shooting in Mathare in the morning is a pleasure, it is extremely photogenic and with good security you have some really enjoyable interactions too.

21-07-2026

0630 - Transport to Mathare

0700 - Final shoot in Mathare

0930 - Back to school

1000 - Finalising harddrive to be left behind, arranging for lights to be left behind, giving farewell gifts, etc.

1230 - Lunch and goodbye to the kids

1330 - Football

1630 - Home

Achievements

- Everything set up for my departure
- Packed, checked-in, ready to leave

Reflections

I am simultaneously excited to be heading down to South Africa, exhausted from the six-weeks and sad to be leaving. I am also exceptionally proud of how well everything has gone. I have already begun planning funding applications for future collaborative filmmaking projects, with my ideas informed by the feedback from this programme. Overall, I feel it has been a job well done.