

Phase one Kengele Chepareria June-September 2012



KC participants with Peter, Abdiwakill and Nahashon (young adult facilitators from Korogocho).

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This report is divided in three sections

1. Introduction outlining the background of Kengele Chepareria and the objectives of the first phase,
2. Outcomes of Kengele Chepareria phase one,
3. Way forward-Kengele Chepareria phase two.

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1. Background of Kengele Chepareria

Chepareria is in West Pokot in northern Kenya. The community is both pastoralist and agriculturalists and as such has been deeply affected by the drought that has hit these parts of Kenya. The result of the drought, which caused famine, has brought death and tremendous hardships to people their farms and their animals. Chepareria village is about 2 hours drive from Kapenguria and about 10 hours drive from Nairobi the capital city of Kenya.

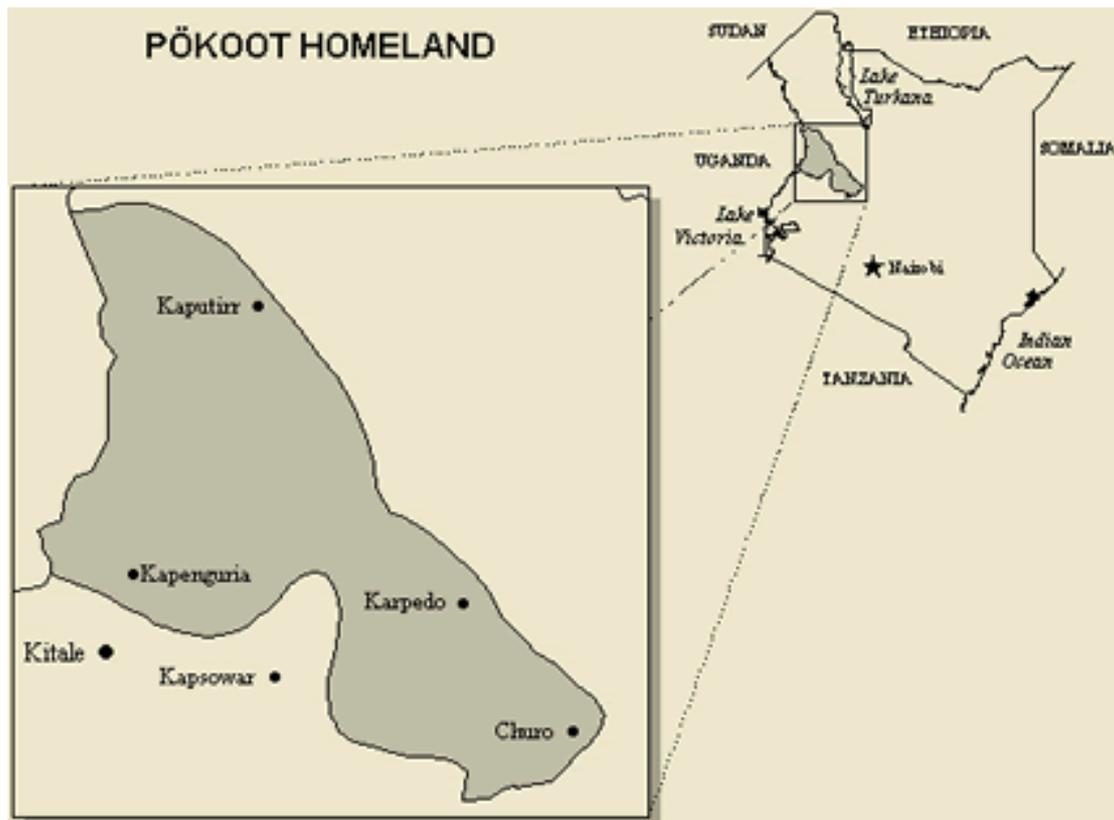


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Last Christmas, youth who had participated in the Kengele project in Nairobi utilized the funds given to them by Be Kids Australia Inc for celebrating Christmas, to raise funds for food for their peers in Pokot. Themed "Tuko Pamoja" (We are together), the youth managed to raise about 50,000 Kenyan Shillings (double their start up amount) and bought maize, beans and cooking fat, which was distributed to more than 40 families. During this mission the youth noted the following issues;

- Cultural mores deny children the right to speak directly with adults;
- Low self esteem among the children; Female genital mutilation;
- Early marriage of the young girls in exchange for cows as a dowry;
- Child labour (young girls source jobs as house helps and young boys as cow herds); Poor learning facilities; ,
- Lack of adequate water supply; and
- Extreme poverty.

This affirmed for the Young Adults (YA) their potential to transfer the knowledge and skills learnt through the Kengele process in Korogocho, and therefore provide an opportunity for the children in Chepareria to rise up and be able to identify and articulate issues affecting their wellbeing with an aim of seeking communal understanding and respect for the rights of the child.



KC participants Wilson, Hosea, Chebet and Lydia.

Introduction Kengele Chepareria phase one.

Kengele Chepareria (KC) began on the 18th of June with the departure of two Kengele Young Adults (YA) Nahashon Mutahi and Abdiwakil Abdullahi from Nairobi travelling to Chepareria in West Pokot. The two YA resided in Chepareria for three months with occasional visits to Nairobi as required. The two Kengele YA facilitated the project with Mr Peter Litonde and Mr Thomas Patei working as project advisor and Chepareria community contact person respectively. Thomas Patei is a community member from Chepareria and will continue working with the children through out the three phases. As a community member he provides invaluable insights and enables the project to be anchored in Chepareria.

The first task for the team was to ensure that the selection criterion was met when identifying children to participate in this project. The project ensured that both boys and girls were able to participate equally. The team then made contact with the parents, village elders and community stakeholders in Chepareria and promoted the project objectives. The community feedback was very positive and permission was granted to undertake Kengele in Chepareria. Mr Peter Litonde assisted the team in setting up a work plan for the duration of the project.

Project planning and work plan

The team planned a timetable, to meet with the children during the weekends. This was informed by the need not to interfere with the children's studies or duties at home. The team met for a period of 3 months, starting from 18th June 2012 to 20th

September 2012. The team conducted focused group discussions, which lead to the formation of caucus groups.

Focused Group Discussion

The FGDs brought together all the 12 children selected to participate in the project. They discussed issues that were relevant to their environment, both at home and also within the community. They discussed about issues that affected them on a daily basis. They also suggested solutions to these issues identifying what they felt the community should do to make sure the issues were dealt with accordingly.

The participants met every Saturday and Sunday at 2 pm at Mr Patei's homestead. The facilitators, Nahashon and Abdiwakil, facilitated these meetings encouraging the children to sit in a circle to ensure that everyone present had an opportunity to participate. The FGDs also had a break of one or two minutes where the children had the opportunity to sing a song or play an energizing game. The FGD as a tool for this process was quite useful and allowed the children to participate effectively and reflect on the issues they were discussing. The role of Nahashon and Abdiwakil as facilitators was to ensure that everyone was able to participate and also to lead the discussions and enable the children to build consensus.



Participants in a Focused Group Discussion

These issues are summarised as follows:

1. Water, sanitation and health

The children discussed issues that were relevant to water, sanitation and health, as these three are a key problem in West Pokot. These issues manifest by constant water shortages resulting in the children and the community members having to walk long distance to fetch water. The main source of water for household use in Chepareria is from a nearby river that is seasonal. The children observed that as the river was the only source of water in the community it was being used for multiple

things such as bathing, washing of household items, clothes, cattle's drinking point, illegal traditional brewing among others. This multiple use of the river results in the water being polluted. The children also noted that there very few hospitals in their village and thus quite difficult to seek medical attention when they or community members got sick.

Recommendations

- a. Building of dams to store water during the rainy season,
- b. Parents should not send their children to fetch water very far as this is dangerous,
- c. Provide a safer way of treating the water that are consumed or used at home,
- d. Arrest those polluting water,
- e. Introduce water storage tanks at homes to collect rainwater that can be recycled.

2. Education

The children noted that with only a few schools in West Pokot, they had to travel by foot very long distances to go to school. They also noted that the few schools that were available had classrooms in dilapidated conditions. The children observed that there were very few teachers in the schools resulting in teachers spending very little time with each student. So that students that were struggling were likely to miss out. The children also identified housework and herding as impeding them from attending school. Also lack of exposure to relevant books makes the children perform poorly.

Recommendations

- a. Build more schools, that are well equipped with modern updated books,
- b. Add teachers to schools to allow more time and attention to all students,
- c. Introduce computers in other schools in Chepareria, as there is only one school, St. Timothy which offers a computer basics class for pupils. This will also help the people be updated in terms of technology.

3. Child protection/ child rights

The children were aware that they have rights. The children identified a lot of the issues affecting them and the continued denial of their rights. They noted that some of the children were not being taken to school by their parents or guardians and are left uneducated. The children noted that sometimes they were subjected to hard work of adult nature during and after school hours impacting on their education. The children also discussed how pregnancy amongst their peers was interfering with their schooling and also leading to early marriages. The children also noted that some of their friends were engaging in prostitution in Chepareria town; the girls involved in prostitution were between of 12-17 old. The children also mentioned that they were not allowed to speak and voice their concerns freely.

Recommendations

- a. Introduction of a site where children can go after school hour for homework and personal studies. This is due to the lack of space at home.
- b. Harsh measurements to the parent who don't take their children to school. It is the right of every child to be at school.
- c. Mentoring programs for the children who engage in prostitution/rehabilitation
- d. Teaching the community on the rights of the children

4. Food security and environment

The children discussed the food situations in their village and concluded that they have been affected by drought leading to malnutrition particularly amongst the children. The children also noted that the community members were cutting down trees to use as timber or charcoal to supplement family incomes.

Caucus Groups

The facilitators, Abdiwakil and Nahashon took the 12 children through three-caucus group discussion to identify ways of expressing the issues and proposed solutions. The children came up with the following ways;

1. Singing
2. Acting/drama
3. Art
4. Running/athletics
5. Poems
6. Telling stories
7. Writing

The team therefore introduced magazine writing, and photography as way of also expressing oneself to the society. Thereby, they explained each of the three and how it works, citing examples, adding that Radio and Digital stories will come up later.



Participants making rules during an FGD.

The children, having been familiar with the FGDs, and an introduction to magazine, photography and art as a way of expression, were allowed to choose which of the three they would like to learn while in Kengele Chepareria program. The children were divided into four, each group forming a discussion group, which was based on the three mediums; magazine, photography and art.

The children include:

Magazine team

1. Lillian, 14 yrs
2. Dennis, 12 yrs
3. Elkana, 11 yrs
4. Irene, 13 yrs

Photography team

1. Lydia, 12 yrs
2. Wilson, 12 yrs
3. Elvis, 11 yrs
4. Everline, 14 yrs

Art team

1. Hosea. 11 yrs
2. Eunice, 12 yrs
3. Irene, 13 yrs
4. Someone, 14 yrs

Numerous workshops on these three areas were conducted to demonstrate to the participant's ways of expressing the issues they had discussed.

Mentoring Visits



Ralia and Nahashon (from Korogocho) during a visit to St. Timothy where they talked to the kids about education and goal setting.

The project hosted Mr Ben Wandei a representative from BKA and three Kengele YA from Nairobi. During his visit Ben was able to deliver an audio recording device and also work with the Kengele Chepareria team to record a digital story of one of the project participants. This exercise ensured that the Kengele Chepareria team was familiar with the equipment delivered and also gave them an opportunity to ask any questions about producing digital stories.

The project also hosted three Y.A from Korogocho, the three participated in many activities during their visit, mostly interacting and exchanging experiences with the locals and helping out with the facilitation of group activities. While at Chepareria, the visiting mentors were hosted by Mr Patei. The mentors got involved in the following:

1. Assisting the two Y.A residing in Chepareria to furnish up with radio recording,
2. Assisting the children in improving their writing skills,
3. They brought the project a Mac computer donated, and also the camera,
4. Made visits to homestead and interacted with community members,
5. Made visits to St. Timothy primary school, where they were given a chance to talk to the children,
6. Assisted in the production of art,
7. Boosted the morale for the children in Chepareria, who fully regarded the three with utmost respect as their peers and mentors,
8. Assisted in household activities, e.g. cooking, which enabled some cultural exchange to occur with both mentors and hosts discussing their roles in their families,
9. Participated in fieldwork where they took the children out to take pictures which was relevant to the issues.
10. Assisted in preparations including identifying a suitable place for screening.



Mentors Harun, Ralia, Idris and with host Mr Patei.

The young adult mentors from Korogocho had this to say:

“It is a pleasure for me to be in West Pokot, I have learnt a lot and most importantly to appreciate what I have”, Idris.

“I could not believe my eyes the kids are amazing, they have such talents, such eagerness to learn and be educated”, Ralia.

“ If I was asked to do something in my life...I would like to go back to West Pokot, and many other places I know that need reforming and empowerment”, Harun.

“ I am very lucky to have had the opportunity to work with the children in Chepareria, they are going to lead their village very soon”, Ben.

2. K.C phase one outcomes

Kengele Chepareria reached its peak of the first phase after 3 months in West Pokot, on Saturday, 18th September 2012. The project was able to produce material for radio, two digital stories, articles and crayons arts to be placed in Kengele magazine in Korogocho, Nairobi.

1. Production of a two-hour radio documentation copies to be sent to BKA, although it is still being edited.
2. Production of two digital stories available and the links below is on YouTube:
<http://www.youtube.com/watch?v=DFEWWuA9Wn8&feature=plcp>
<http://www.youtube.com/watch?v=1d4qDmJ1d-M&feature=relmfu>
<http://youtu.be/Ky3ar9HZdv0>
3. Three articles edited and submitted by KC participants, which will be sent to Kengele Magazine for the next issue.
4. 2 KC participants, selected under the criteria “ out of school for one or another reasons”, have gone back to school after interacting during the FGDs on the importance of Education with their peers. The two are Elvis, 11 years old and Elkana, 11 years old.

5. Improvements in academic performance by all KC participants who most are leading in their classes. Good example is Everline, 11 years old who emerged in the first position in her class.
6. First establishment of a project in Chepareria that entirely provides children an opportunity to participate in addressing issues affecting them being facilitated by young people.
7. Ability of KC participants to use the camera as a medium of expression.
8. Ability of KC participants to write articles and draw arts to bring out issues affecting them.
9. General good behavioural and conduct from the KC participants, who are now viewed as role models by the community and their peers.
10. Screening of the digital stories, photo slideshows in Chepareria for the community. The KC participants did all this exercise.

Challenges and recommendations KC phase one.



Screening in Chepareria town

The challenges identified by the team included;

Inadequate access to camera and un-timely acquisition of camera

This occurred as the cameras utilized in this project were sourced from K-Youth Media in Nairobi. This had a direct impact on the photography team who had limited time in conducting fieldwork.

Recommendation –acquisition of camera for the Kengele Chepareria would greatly enhance the outcome of this project.

Lack of trained and skilled puppeteer

In the initial planning, puppetry was put in place as a mode of expression and communication, and as one of the activities of the first phase. However none of the Kengele YA facilitating the first phase of the project had the required skills in puppetry.

Recommendation-phase two to include Kengele YA with puppetry skills or allocate a mentor with such skills to visit the project.

Health and emergencies

During the Kengele Y.A's stay at Chepareria, one of the team members became sick. This required an immediate return back to Nairobi for treatment with the team utilizing their funds, later reimbursed by the project. The project was therefore delayed by two weeks and the team readjusted the project to accommodate the delay.

Recommendation- prompt communication from KC team to advise when medical emergencies occur so that appropriate and timely action can be taken by BKA.

Communication and reports

There was an allocated fee of Ksh.2000 a month to cater for the communication which was inadequate as the connection from the service provider was very slow consuming the internet bundles rapidly The slow internet connection resulted in the team being unable to attach pictures or send bigger files.

Recommendations-reports to be submitted without pictures while the team is in Pokot and then send the final reports from Nairobi or Kitale. If the report is sent from Kitale additional funds to be allocated for Internet access. Alternatively, the an internet connection can be installed at the place where the team is residing as the place has power source or have the team send in the reports fortnightly.

Refreshments and meals for participants

Lack of refreshments during beginning of K.C affected the performance of the children. However, this was easily overcome when refreshments were provided.

General equipment

There was also a time when the computer crashed and failed leading to a delay in the writing and submission of reports, thus delay in communication.

Recommendation-access to computers in good working condition will enhance the outcome of the project. The team should make sure that the computers are in the best conditions before departing for Pokot, this will mean servicing it and installing all the required programs e.g. word.

Also, a media centre can be put in place in West Pokot, where the locals can also benefit from the media trainings and the team will have access to the equipment easily.

Project budget

Adjusting of the budget to cater for changes in the delivery of the project is required.

Recommendations-Kengele Chepareria team to feedback BKA on the changes in advance to enable decisions to be made to adjust budget as required.

3. Way-forward, Kengele Chepareria phase two

Kengele phase two will run between October-February 2013 and will enable KC participants to consolidate their skills in writing, photography and art. During this second phase the participants will also delve deeper into facilitation skills and explore leadership, governance and human rights.

In December this year two participants from KC will undertake a seven-day exchange visit in Nairobi. While in Nairobi the children are scheduled to visit:

- One primary and secondary school in Nairobi city, the Nairobi university,
- Kenyatta National Hospital,
- Kenyatta International Conference Centre (K.I.C.C),
- Koch FM Community Radio Station (Korogocho Slum),
- Coca – cola Company,
- Watch a movie at the Nairobi Cinema,
- Uhuru Park and Nairobi Museum,
- Nyayo National Stadium,
- Wilson airport,
- Kenya Television Network a leading TV station in Kenya,
- Kenyan National Assembly (Parliament),
- Magazine processing site (Nation or Standard Newspaper)
- Attend a proposed workshop on children rights

The second phase will conclude with a visit of two YA from Nairobi residing Chepareria to continue working with the children and the community in January and February.

Thank you xx