CENTRES for HEALTH & EDUCATION PROGRAMMEs

CHEPs

Empowering | Promoting Health, Education and Development | Improving lifestyles

THE FIRST CHEPs CONFERENCE & WORKSHOP

Nairobi, Kenya

Theme: "Education and Community Development"

Introduction:

The Centres for Health and Education Programmes (CHEPs) is a registered Non-Governmental Organisation (NGO) in Kenya. Its goal is to empower, promote access and improve quality of health and education for the benefit of under resourced individuals and communities.

CHEPs runs multiple projects all over Kenya, under its six pillars namely Healthcare, Education Agriculture, Environment, Development and Humanitarian relief. The goal of CHEPs' education programmes to improve access & quality of education among needy people in Kenya. The programmes include students' sponsorship, student community projects, books distribution to schools, provision of solar lights to deserving students in remote areas without electricity, setting up of libraries in schools, establishment of student mentorship centres, organising conferences and workshops for students, digging of wells in schools lacking water supply, and advocacy through media, scientific publication and conference presentations.

CHEPs successfully held its first conference on 1st and 2nd of March 2014, at Nairobi Jaffery Sports Club. The theme was "Education and Community Development". The conference was attended by over 30 people including CHEPs sponsored students, academicians from various Universities in Nairobi, senior managers of NGOs, CHEPs sponsorship alumni, CHEPs members and other members of public. Officially opened by Professor Charles Omwandho, the Dean of Medicine, University of Nairobi, the conference included sessions for oral presentations, poster presentations, keynote presentations and workshops to train students on formal and scientific writing as well as conference presentation skills.

Also gracing the event were Professor Mohammed Karama of Kenya Medical Research Institute (KEMRI), Mr. Mohammed Abdinoor of Catholic Relief Services, Dr. Steve Nigel, founding Chairman of Medical Society for Action, Dr. Duncan Matheka, African representative of Young professionals Chronic Disease Network, Miss Sophie Lo an expert of diplomacy and international relations from Paris, France, Mr Taseer Firoz representative of Muslim Students Association of University of Nairobi, among others. All the guests were inspired by CHEPs activities and were eager for long-term collaboration.

The conference provided a platform for the presentation and discussion on various projects undertaken by CHEPs sponsored students. Ideas were generated for viable community service projects. Furthermore, discussions were held with representatives of various organizations to explore possibilities of partnership and collaborations.

Prof. Charles Omwandho appreciated the conference and advised the students to be humble and focus on community service as they worked hard with their studies. Prof. Karama spoke on the importance of education, and encouraged the students to strive to excel beyond their core education, aim to network and uplift themselves and their communities. Dr. Nigel emphasized the

importance of community service and demonstrated the high potential of major impact giving his NGO as an example. Dr. Duncan Matheka made a presentation on the role of young professionals in development and demonstrated the capability of youth in positively changing societies. Miss Sophie Lo shared her experiences in community service, and requested to be involved in future CHEPs activities.

Dr. Muhsin Sheriff, CEO of CHEPs, outlined the various community projects undertaken by the students and encouraged the students to excel in their studies as well as develop an attitude of service to others deprived of basic needs. He expressed hope that the students will go on to be ambassadors of the CHEPs' aim of community service for humanity.

More than ten (10) oral presentations were made on a variety of interesting community projects undertaken by the CHEPs students. These included:

1. "A campaign to restore the vision of thousands of blind people" by Noel Mudibo, a CHEPs student currently pursuing bridging program at Jomo Kenyatta University of Agriculture and Technology (JKUAT).

2. "Computer training as a means to combat social challenges in the youth of Kawangware slums" by Luqman Mwinyi, a CHEPs student pursuing 3D animation at Newbreed academy of digital arts.

3. "Educating the youth to fight poverty" by Fatma Khalid, a CHEPs student currently in her final year of Bachelor of Medicine and Bachelor of Surgery degree at The University of Nairobi.

4. "Animal welfare in Wajir County at Giriftu district" by Ali Adan, a CHEPs student pursuing a diploma in Animal Health, with the Ministry of Livestock Development.

5. "Household energy use in rural areas and its implications on the environment" by Linzy Nyamboki an alumnus who completed her Masters in Developmental Studies at University of Nairobi under CHEPs sponsorship.

6. "Placement of refugee youth in private adult language schools in Eastleigh suburb of Nairobi. By Abdihakim Osman a CHEPs student pursuing Bachelor of Arts, at University of Nairobi.

7. "Educating the girl child in North Eastern Province as a means of bringing development to the community at large" by Khadija Ahmed, a CHEPs student pursuing Bachelor in Law degree, at University of Nairobi.

8. "Tree plantation to improve the environment" by Katra Dahir, a CHEPs student pursing Bachelor of Science degree at University of Nairobi.

9. "A longitudinal study of food insecurity on obesity in preschool children" by Yusuf Nur, a CHEPs student pursing a diploma in nutrition and dietetics at Kenya Institute of Developmental Studies.

10. "Education as a beacon of hope to the youth of Kawangware" by Abdulrahman Abubakar, a CHEPs student currently in his final year of Bachelor of Law at university of Nairobi.

The event also provided an opportunity for CHEPs administration to discuss re-launching of its student sponsorship program with new regulations aimed at formalizing, and growing the program to accommodate more deserving students. The main change would be to convert the grant sponsorship into interest free loans whose repayment can be waivered partly through good academic performance, community service, timely and good quality reports etc. The balance would thereafter be repaid in cash instalments after the student graduates. The students were supportive of this change. Details of the scheme would be shared with all students once finalised and approved by the CHEPs Managing Committee.

Awards:

At the end of the event, awards were presented to reward and motivate students. The following were the winners:

1. "Best academic performance for the year 2013" award which was presented to Abdirahman Abdullahi Abdi who is pursuing a degree in Civil Engineering at the University of Nairobi for scoring 10 A's, 2 B's & 1 C in his first year of study.

2. "Best community service project for 2013" award which was presented to Katra Dahir for her tree planting project in Garissa.

3. "Best abstract" award presented to Noel Mudibo for his campaign to restore the vision of thousands of blind people.

4. "Best oral presentation" award presented to Fatma Khalid for her eloquent presentation titled "Educating the youth to fight poverty".

Certificates of participation were also issued to all attendees.

Evaluation:

An evaluation using questionnaires filled by each attendee at the end of each day recommended the following:

1. The conference to be an annual event.

2. Similar future events to be opened to university students from all over the country, and not limited to CHEPs sponsored students.

3. Publishing of presented abstracts as conference proceedings in an academic journal.

4. Support of presented projects to grow and impact on community.

5. More professionals and academicians to be invited in future.

6. Having a session on discussion of ideas and possible future community projects & solutions for community problems.

7. More time to be allocated for discussions & comments after presentations in future.

8. More interactive activities and sessions in future events

9. More topics of discussion.

10. Creation of a social media fan page or group where members can be updated on CHEPs projects and activities and allow discussions.

Feedback from attendees:

'I am leaving the conference today, a rich woman full of ideas of writing professional documents'

'This conference & workshop should be held annually'

'Things were done as per schedule. That was fantastic. Quality of presentation was superb'

'I liked the various ideas and the community projects the students came up with'

'I liked the organisation (of the conference) in terms of time management and, more importantly, the workshops. Also interacting with the CHEPs family was my pleasure'

'Organising of the conference, being the first, was very impressive'

Acknowledgment:

CHEPs wishes to thank all participants of the conference, and further extend special thanks to all the guests who honoured the invitation to attend and make keynote presentations during the conference. Special thanks are due to the sponsors, the World Federation of KSI Jamaats and Africa Federation, whose support and encouragement for organising this conference led to its success.

Linzy Nyamboki presenting her paper "Household energy use in rural areas and its implications on the environment"

Prof. Mohammed Karama addressing the attendees

Zishan Mohammed, CHEPs Chairman (right), receiving certificate of participation from Dr. Muhsin Sheriff, CHEPs CEO, (left)

Award winners (from left) – Noel Mudibo (Best Abstract), Abdirahman Abdullahi Abdi (Best Academic), Fatma Khalid (Best oral presentation & Katra Dahir (Best Community Project) with Dr. Muhsin Sheriff, CEO CHEPs, (centre),

The CHEPs conference participants and organisers

Annex:

PROGRAM OF EVENT

Time	Activity
9.00 – 10.00 am	Participants arrive and interaction
10.00 – 10.30	Introductory remarks by Dr. Muhsin Sheriff, CEO CHEPs Kenya
10.30 – 11.00	Talk and official opening by Prof. Charles Omwandho, Dean of Medicine, University of Nairobi.
11.00 – 11.20	Tea break
11.20 – 12.20	Conference session: 10 minutes per presentation followed by 20 minutes question session and 10 minutes discussion. 1. "A campaign to restore the vision of thousands of blind people" by Noel Mudibo 2. "Computer training as a means to combat social challenges in the youth of Kawangware slums" by Luqman Mwinyi. 3. "Educating the youth to fight poverty" by Fatma Khalid. Discussant: Prof. Mohammed Karama
12.20 – 1.00 pm	Key note presentation: "Importance of education" by Prof. Mohammed Karama of Kenya Medical Research Institute (KEMRI)
1.10 – 2.10	Lunch break & prayer

2.10 – 3.10	Conference session 2: 10 minutes per presentation followed by 15 minutes question session and 25 minute discussion.
	1. "Animal welfare in Wajir county at Griftu district" by Ali Adan
	2. "Household energy use in rural areas and it's implications on the environment" by Linzy Nyamboki
	Discussant: Mohammed Abdinoor of Catholic relief services.
3.10 – 4. 30	Workshop presentations (30 minutes each followed by 10 minutes for questions per presentation):
	1. How to write a report by Ramila Jivani.
	2. How to write and publish academic work by Dr. Muhsin Sheriff.
4.30 – 5.00	Tea break and poster presentations

Day 2:

Time	Activity
8.30 – 9.00 am	Participants arrival and interaction
9.00 – 9.20	Introductory remarks and previous day's review by Dr. Faraj Alkizim
9.20 – 10.20	Conference session 3: 10 minutes per presentation followed by 20 minutes question session and 20 minute discussion.
	1. "Placement of Refugee Youth in private Adult language Schools in Eastleigh suburb of Nairobi. Abdihakim Osman
	2. "Educating the girl child in north eastern province as a means of bringing development to the community at large" by Khadija Ahmed
	Discussant: Dr. Muhsin Sheriff.
10.20 – 10.40	Tea break
10.40 – 11.25	Conference session 4: 10 minutes per presentation followed by 15 minutes question session and 10 minute discussion
	1. "Tree plantation to improve the environment" by Katra Dahir
	2. "A longitudinal study of food insecurity on obesity in preschool children" by Yusuf Nur.
	Discussant: Linzy Nyamboki.

11.25 – 12.10pm	Keynote presentations (15 min each followed by 15 min question session): 1. Dr Steve Nigel, founding Chairman of Medical Society for Action 2. Dr. Duncan Matheka, African representative of Youth against NCDs.
12.10 – 1.10 pm	Workshop presentations (20 minutes each followed by 10 minutes for questions): 1. How to make presentations by Dr. Faraj Alkizim. 2. How to write a CV, how to write an official letter by Miss Linzy Nyamboki
1.10 – 2.00	Lunch break & prayer
2.00 – 3.00	Floor open to audience to share personal work. 1. Luqman Mwinyi 2. Taseer Firoz Din, representing Muslim Students Association of University of Nairobi (MSAUN) 3. Abdirahman Issack 4. "Education as a beacon of hope to the youth of Kawangware" by Abdulrahman Abubakar
3.00 – 3.15	Administrative talk by Ramila Jivani
3.15 – 3.30	Re-launch of sponsorship program by Dr. Muhsin Sheriff
3.30 – 4.00	Awards 1. Best academic performance for 2013 2. Best community service project for 2013 3. Best in correspondence, report writing and report submission during the year 2013 4. Best oral presentation during conference 5. Attendance certificates for all.
4.00 – 5.00	Tea break and poster presentations

A CAMPAIGN TO RESTORE THE VISION OF THOUSANDS OF BLIND PEOPLE.

By: Noel Mudibo

Background: Keratoconus is caused by weakening of collagen fibres in the cornea. This leads to its progressive coning. Such changes in the cornea make it impossible for the eye to focus images, as the cornea contributes 2/3 of the image accommodation necessary vision by the eye. This results in blurring of vision, glare, halos at night, streaking of light, and severe cases blindness. Spectacles and contact lenses are necessary to correct the defective vision, and in cases of blindness, corneal transplant may be necessary. Furthermore corneal blindness can also be caused by scarring of the cornea due trauma and ulceration, which would also require corneal transplant.

Corneal transplant is the replacement of the diseased cornea with another one from a donor. Although there are many qualified ophthalmologists in Kenya and state of the art facilities to perform the surgery, there is major shortage in cornea donations. Kenyan hospitals are forced to depend on imported corneal donations, which are also insufficient. Patients are therefore forced to wait months to years for surgery, and many others remain unaccounted for among communities lacking access to eye care.

Methodology: In partnership with CHEPs Kenya, and Lions hospital Nairobi, efforts are underway to create awareness on the problem, and campaign for corneal donations. Information is being communicated to communities through public speeches in churches, and other social gatherings; distribution of informative material such as leaflets; and conducting eye camps.

Results: Since inception of the project, over 1500 leaflets have been distributed, and hundreds educated on corneal donations. As a result, 20 people have so far pledged to donate their corneas.

Discussion and conclusion: According to Lions hospital statistics, the prevalence of blindness in Kenya is 0.7%. This amounts to more than 250,000 blind Kenyans, of whom 19% (50,000) are due to corneal diseases. More than half of the corneal blind are youth aged 35 years and below.

Despite all the research and biotechnological advances, there is no alternative to corneal tissue hence corneal transplants depend solely of human donors. Success rates of transplant are very high and most corneal blind people regain their vision following the surgery. There is however widespread stigma surrounding organ donation and majority of people are unwilling to donate their corneas due to cultural, religious and social beliefs.

Widespread publicity is therefore necessary to educate the public and encourage them to donate their corneas, in order to save the vision of many reversibly blind people. This is among the highest level of acts of charity, love and giving.

COMPUTER TRAINING AS A MEANS TO COMBAT SOCIAL CHALLENGES IN THE YOUTH OF KAWANGWARE SLUMS.

By: Luqman Mbatia

Background: Kawangware is a slum area based in Nairobi`s Dagoretti constituency. Majority are the young who are faced by various problems that affect the community. Starting from a large number of unemployed youths engaging in different unworthy activities such as drug abuse, crime, prostitution among others. This is as a result of poor education level, Peer pressure, lack of motivation and poverty. The children in the community are affected by these vices leading to poor performance in their academic performance. Making it a cycle whereby when these youth grow up they fall in the same position their elders are in.

With this in mind, I felt the need to try and help these children by creating an innovation of giving basic computer lessons. My main goal was to create a revolution that will eliminate this cycle of negativity and create a new positive cycle that will bring effect to the Kawangware community.

Methodology: I started a home-based learning facility that gave the basic computer knowledge with my desktop computer. I identified the children in the community prioritizing the most affected and convinced them to enrol for the class. I managed to get five children that I was determined to take to the end of the classes. T he main terms of the classes were discipline and performance for a better child. The classes were scheduled every weekend for 2 hours a day. The curriculum of the classes included; Introduction to computers, computer hardware, computer software (Operating system and Microsoft office packages).

Results: Having run the project for a month and a half the classes came to a conclusion. I started with five students and ended the classes with only three students. The 2 students dropped out due to lack of focus and determination of which I tried to motivate them but to no avail.

The three students managed to understand 80% of the whole course. I had not given them an end course exam but tested them in every class we had and gauged them accordingly. We had a great time but also had a few challenges during the classes. Some of them were lack of enough computers to work with, proper space to work in, proper concentration as the main problems and dropping out of students.

Discussion and conclusion: During the course the students were passionate and so eager to learn more and more but they had to share a single computer during classes. But I am sure that if there are is a good environment to learn from I can assure a big outcome from the students.

Creating a community based resource centre will help in this revolution where the community will have a new positive cycle that will change the community to a new platform. This resource centre will be a platform where other than computer basics will be taught but also a hub where innovations will be created.

EDUCATING THE YOUTH TO FIGHT POVERTY.

By: Fatma Khalid

Background: The Millennium development goal number two aims at achieving universal primary education for all by the year 2015. In this spirit, the government of Kenya introduced free primary education in the year 2003. This made education more accessible, thereby increasing pupil enrolments. It has however at the same time created considerable challenges. There is a lot of congestion in classrooms and learning facilities are stretched to the limits. Furthermore, the pupils end up not receiving the needed attention from their teachers, thus deteriorating performance.

Kawangware mentorship centre was established in the year 2012, by a group of University students, with the support of CHEPs Kenya. The aim is to provide mentorship to children in academic, social and life skills, and health and career development. The fact that K.C.P.E performance determines the secondary school that a pupil enrols to, which will in turn influence secondary school performance and therefore the courses pursued at university level, necessitated the focus on final year primary school candidates.

Methodology: As part of the team, and considering my medical background, I volunteer to mentor the students in science, medical career guidance, and life and social skills. Mentorship is conducted weekly, to a student population of 15-20 standard 8 candidates for a period of 1 year. The main focus is academic mentorship where a crash course on the whole science curriculum is undertaken over the first 2/3 of the year. The remaining 1/3 is left for intense past-papers revision. Competition is encouraged among the students and gifts awarded to reward top performance in regular assessments. Furthermore, multiple discussions and workshops are held on life and social skills addressing common social challenges including elicit drugs, sexuality, nutrition and related diseases. Questions on medical careers are also addressed.

Results: Steady improvements in academic performance, confidence, social behaviour, time utilization, and career aspirations are recorded along the year.

Discussion and conclusion: Kawangware is one of the largest slums in Nairobi, with hundreds of thousands of residents, many of whom live on less than $1 a day. The high levels of poverty expose the residents to many health, economic and social challenges. Lack of quality education results in rampant unemployment encouraging idle sitting, drug abuse, risky sexual behaviour, and insecurity. Children living in such an environment are groomed to accept such social challenges as the norm, undermining their dreams and aspirations, and resulting in their adoption of the same. Education is a key intervention to break this cycle of poverty and social challenges. Intervention at primary school level to assist standard 8 candidates perform better and enrol to better performing secondary school that would effectively bridge them to university. Furthermore, social and health education has helped to discourage the children from joining youth gangs to indulge in social challenges as has been repeatedly attested by their parents.

Holistic mentorship addressing academic, career guidance, and life and social skills can therefore go a long way in breaking the cycle of poverty.

COMMUNITY PROJECT FOR ANIMAL WELFARE IN WAJIR COUNTY AT GRIFT DISTRICT.

By: Ali Adan

Background: Animal welfare is the physical and psychological well being of animal.

The first legislation towards animal rights was developed in 1641 in united state by the *Massachusetts Bay Colony* article 92 in its legal code called the "Body of liberties" which says, "No man shall exercise any cruelty towards animal which he keeps for use"

There is need to take into consideration the animal welfare as policy stated in Kenya animal act cap 360, and animal diseases act cap 364 which protects against the cruelty of animals in the country through animal policy and legislation. Communities in arid and semi arid areas are nomadic pastoralist where animals are used as livelihood. The welfare of the animals is not much observed in these areas due to ignorance.

The most suffered animal are donkeys as they are used to pull carts, collect water from far areas, collect fire woods which is the source of their income. The drought animals suffers due to overloading, poor harnessing methods which may lead to injury and mercy less beating of animals while working

Methodology: The community has been facing this problem for long time. I managed to identify the problem through direct observations, interviewing of some pastoralist, and by means of questionnaires. Curiosity got better of me to take an action and bring the matter to an end, I did this by mobilization and networking veterinary personnel and community leaders to support me on educating the pastoral community about animal's welfare as a volunteers.

I called an official meeting to discuss on how to pass the information to the community where members agreed to educate the community using the following methods:

 i. Workshop

 ii. Demonstration

 iii. Group discussion

We scheduled the program on when to disseminate the information to the community and assembled all materials that were needed. On the stipulated date we started workshop, which took a period of three days to educate the pastoralist on animal welfare.

Results

Pastoralist appreciated and adopted the skills and knowledge that we gave them, this were as follows:

 i. They adopted Proper harnessing of donkeys and camels

 ii. They are practicing animals rights e.g. freedom from thirst and hunger

 iii. The cases of overloading the animals more than their carrying capacity were reduced by 80%

 iv. They understood the important of using anaesthesia during castration and branding

All the above results were noted by the feedback from the community and their leaders on better working of animal conditions. The challenges that I faced are lack of capital, means of transport, since the community are pastoralist.

Discussion and conclusion

The members agreed that they are going to create and propagate a sense of love in animals; nevertheless the high standard among the veterinarians is necessary to provide the information regarding the latest development in the field. The extension activities were undertaken for dreadful diseases like anthrax and other zoonotic diseases. Finally we are looking forward to ensure the rights of animals are observed in the community and adhered to.

DEFYING DISABILITY UNDER THE SCORCHING SUN: TEACHING INTELLECTUALLY CHALLENGED LEARNERS AT GARISSA SPECIAL SCHOOL.

By: Hassan Hajir

Background: Disability means a disadvantage or deficiency especially a physical or mental impairment that prevents or restricts normal achievement[1]. Disability is present in all societies across the world and is part of human diversity. It is estimated that 15% of the world's population are disabled people, that's 1,050,000,000 people[2].

The problem in most societies has been how to integrate persons with disability as productive citizens of their societies and according them proper opportunities like education.

To promote acceptance of persons with disability into the society, various stakeholders have come up with intervention mechanisms to promote the welfare of people with disability. One of those interventions is the establishment of specialized schools to cater for intellectually challenged learners. Garissa Special School is one of such special education institutions. This is where I chose to do my community service project.

Garissa Special School was founded in 1985 as a fully-fledged specialized school for children with learning difficulties, jointly by the Ministry of Education and The Rotary Doctors of Sweden. Currently the school houses thirty-four learners; ten female students and twenty-four male students.

Methodology: Since the students have learning difficulties, they have specialized curriculum to help them understand better. Subjects taught include; specialized mathematics, perceptual training, music and adapted physical education. I volunteered to help the students in communication and perceptual training. With the help of the school's principle, Mr Mohammed Abdi, I introduced 'brain games' to the students. These are scientifically developed cognitive games that boost memory and attention of learners.

I also came up with storytelling sessions to help students communicate better. We organized at least two storytelling sessions weekly where we would read stories aloud from illustrative storybooks and also encourage the students to come up with stories of their own.

Results: The outcome of the two projects was a success. The learners' response was highly encouraging. The teachers were able to notice better class participation and improved performances of the students in exams.

Discussion and conclusion: Even though the school opens a window of hope for the intellectually challenged learners, there are challenges that the students face. Since they cannot be integrated into the wider non-disabled schooling system, there are no further educational facilities beyond the special school. Once they graduate from the school, the doors for further education close on them forcing them to discontinue their education. Due to lack of life skills to sustain themselves, many end up in the streets, begging for hand-outs from passers-by.

This however can be remedied by establishing vocational centres for the graduates to learn technical skills such as carpentry, tailoring, artwork, and sewing.

My experience with learners with intellectual impairment has enabled me appreciate the diversity in the world we live in. Whenever I get break from the university, I look forward to being with the students at Garissa Special School who have now become part of my life.

[1] Medical dictionary. Thefreedictionary.com

[2] The World report on disability (WHO/World Bank, 2011)

PLACEMENT OF REFUGEE YOUTH IN PRIVATE ADULT LANGUAGE SCHOOLS IN EASTLEIGH SUBURB OF NAIROBI.

By: Abdihakim Osman Abdi

Background: The worlds large towns have been expanding and movement of refugees into them rapidly increasing, its estimated that only one third of world's 10.5million refugees live in camps while the rest half of the total population resides in urban areas, studies on urban refugees have documented that inadequate humanitarian assistance and educational opportunities in refugees camps are causes of the increase in the numbers of refugees leaving the camps and settling in urban areas (karanja 2010,Dryden-peterson,2004,Campel,E 2006).

Kenya is home to more than 400, 000 refugees. The biggest proportion of the refugees reside designated camps (Dadab and Kakuma) from where they receive attention from humanitarian actors. However, inspite of the encampment policy, the number of refugees settling in urban areas has been on the increase with Nairobi being home to more than 46000(UNHCR 20100) as the number of urban refugees increases so does demand for quality education as a necessity not only for the acquisition of skills and knowledge but also as a life skill for social integration. The presence of urban refugees has fuelled the demand for the adequate provision of quality education service tailored to meet the unique needs of the youths and children.

Methodology:

1. Focus Group Discussions

I have conducted four group discussions with different groups including male and female urban refugees, local leaders and stakeholders in the education sector.

In my Focus Group Discussions I have done institutional mapping to bring out the most important institutions with the refugee community in Eastleigh

2. Key informant interviews.

I have also conducted key informant interviews with religious leaders, Teachers, NGOs working with the refugee's communities and local authorities like the area chief.

3. Follow-ups and Fact findings.

I have been doing follow-ups and fact-findings in Adult private schools such as Sooyal and Bright educational centre about student attendance and performance as well as shelter visits to establish other domestic factors that might affect their performance in schools.

Result.

Learning a second language is always challenging even those who had a solid base. However, what I found with urban refugees was quite encouraging though there are some pitfalls.

Student were tested mainly in the four skills of languages i.e. reading, writing, listening and speaking these exams are done every end months. However, only few had problem with writing but have also improving.

Discussion and conclusion: Many Somali refugees living in Nairobi's Eastleigh district, often after fleeing violence and persecution, are unable to speak English or Swahili which makes every day existence and uphill struggle.

"Language barriers are our main concern. For example one night I was caught by a policeman but I couldn't understand a word he was saying". Said Mohamed a Somali refugee. Refugees also suffer from post traumatic stress disorders, counselling must be done for refugees under a professional and experience counsellor so that they can successfully integrate with other communities especially that of their host community.

Human conflict have led to millions of refugees all over the world, such displacement denies them education. Effort must therefore be made to provide them access to education so as to empower them as they begin new lives in foreign land or their homes upon repatriation.

Campbell E 2006 urban refugees in Nairobi; problems of protection mechanism of survival and possibilities for integration. Journal of refugee studies 19,396-413

Karanja, L . 2010 The education pursuit and obstacles for urban refugee student in Kenya. International journal for cross-disciplinary subject in education. volume 1 issues 3, September 2010.

UNHCR (2010) Refugee and asylum seekers in Kenya. Statistical summary 28 Feb. 2010.

EDUCATING THE GIRL CHILD IN NORTH EASTERN PROVINCE AS A MEANS OF BRINGING DEVELOPMENT TO THE COMMUNITY AT LARGE.

By: Khadija Ahmed Mohamed

I chose to be a teacher at Hyuga Primary School in Garissa County. It is a girl's only school. Taught them science for standard 8 students and counselling sessions every Friday from 6:45 am to 8:00 am.

Background: I particularly chose this school because it is the only girls' only primary school in Garissa town and I chose to go to the girls' school because girls in my hometown are considered as the weaker sex and mainly overwhelmed by domestic chores. Parents see them unfit for educations. A typical Somali parent will bluntly tell you that girls are to stay home and get trained on how to be the perfect housewives hence, the girls need a lot of encouragement in excelling in school and counselling. The mind-set already created by the parents has stuck in the girls' heads and therefore they don't put much effort in their schoolwork. In the SABAHI report, the region i.e. North-eastern Province was ranked the last amongst all the provinces in Kenya. The girls' performance was said to be the worst and hence might have been caused by the above reasons.

Methodology of intervention: It was noticed that the students h major problem in two subjects. Science and English .I opted to take them for science. The students had classes till 4:00 pm so I proposed that I have an evening session with the class 8 students starting from 4:30pm to 5:30 pm. Just an extra hour of tuition on Wednesday, Thursday and Friday because the Monday and the Tuesday evenings were taken by the English tutor. On Fridays, the first 30 mins of the session included doing of a quiz on what we had learnt during the previous lessons on the same day from 6:45 am to 8:00 am I had counselling sessions with the girls. I gave my story and of others who had suffered from lack of support from parents and how we all ended up doing our dream courses by giving a deaf ear to the negativity from the community and concentrated on our education. And how education is very important especially in Kenya since there is more of the conformity mentality than diversity nowadays.

Results: It was noticed that the students became more bold and participating. The students I met earlier were all shy. They were free to ask questions and from the quizzes and CATs they were improving and now having a better understanding of the areas and topics they did not understand during their normal science class. The other students from the neighbouring areas were free to come however only one enrolled. The enrolment of just one student was probably caused by lack of awareness since it was the first time I had carried out the programme. Hyuga girls is an only girls school too. This may have stopped male students from enrolling for the tuition programme.

Discussion and conclusion: Seeing the lack of facilities in that school, i.e. text books which was the main problem I faced I assumed that every other public school in the region suffered the same and came up with an idea I.E Starting CHEPs Book for Change (CBC) a very easy project whereby we visit the good Muslim schools in Nairobi for example Nairobi Muslim Academy and Muslim Academy annually and talk to the school heads, let them know of our project and appoint students in charge in every class. We can be putting cartons in every class during the end of every year and ask the students to donate the notes (I believe they write good notes) and textbooks that they feel like they wont be needing in their next class instead of throwing them away or even burning them like most pupils in Nairobi schools do. And it being a course we are doing for the sake of Allah, it might even motivate the students to do it willingly. After collecting the books we can then go and distribute it to the schools in Garissa, Wajir and even in Nairobi i.e. to Daggoretti Muslim primary school that is in Kawangware. We don't necessarily have to distribute them to the schools in North Eastern Province only. Given the chance, I, together with my colleagues from CHEPs and friends will embark on ensuring in the success of the CBC project and hopefully, it will help as many schools as possible.

Educating and empowering the girl child amounts to empowering the community

EDUCATION AS A BEACON OF HOPE TO THE YOUTH OF KAWANGWARE.

By: Abdirahman A Mohamed

Background: The Kawangware community centre is a program in which CHEPS sponsored university students give back to the society. The centre is situated in Kawangware within Nairobi and which sadly, is a slum. Being a slum, houses are made of iron sheets and are close together. Population is high. Drainage is poor. Abject poverty is evident. Hence this mentoring program was initiated with the objective of curbing the widespread poverty through education. By giving the young generation a decent education, we believe that their future would be hopefully bright and that they won't have to live the same kind of life again. This is an ambitious goal and may not be realized immediately but in the long run with patience and dedication, it will be realized.

Methodology: The community service is a tutoring program meant to mentor and guide students not only in academic perspectives but also help them in acquiring life skills. It is done on a weekly basis. At the centre, there are several mentors each teaching a different subject. Personally I teach mathematics. I used to teach every Sunday but this year we have came up with a new approach in which my counterpart and I will come to the centre on alternating basis, thus I will have to teach the subject twice a month. Mathematics has a practical approach to it and thus we discuss so many problems together as a class. I encourage class participation by letting students solve mathematical problems on the board. I select the students randomly so all must pay attention because any can be selected anytime. At the end of each topic, I administer a cat based on that topic to help me test the understanding of the topic we had just finished in class.

Results: According to our records, during last year's KCPE examination results, my students had a mean of 51% in mathematics with the highest scoring 78% and the lowest getting 37%. This is a good performance in my view since we had a mean of 51%, which is above average. For this year's KCPE examination, our target is to get a mean of 65%. This is a reasonable target and is achievable if we put extra efforts and do things differently in a better way. This time we will introduce power point presentations and video classes as well as flash cards. These are all bids to make the studying of mathematics more interesting and fun. Hopefully this can improve our mean score in this year's KCPE examination.

Unfortunately KCPE is the only measure or standard of success we've got. My aim as a teacher of mathematics is to ensure that my students do exceptionally well in mathematics and to achieve this target, I had set a goal that this year's examination would be better than last year's. Regrettably, life skills are not tested at the KCPE level and it is therefore difficult to gauge or measure the depth of our success with regards to that subject. However, we do involve the students during the lessons to reiterate the previous class lessons with the aim of improving and testing their ability to remember as well as to build their public speaking ability.

Discussion and conclusion: The project has been successful in many ways. First it offers mentorship guidance and tutoring to the students to improve their grades in school. In addition to that, the attention of the students is engaged for the better part of the day and therefore the students have little or no time at all for distractions such as drug abuse or killing time by idling. Kawangware being a slum has so many criminal curtails which recruit school going children for the purpose of realizing proceeds from criminal activities. Thanks to this mentoring project, the students are fully occupied on the weekends through classes and by the end of the day, each mentor heaps on them loads of assignment which should be due by the following week. Secondly the community at large has benefited in various ways from the centre. Besides from teaching their students, it has helped to bring them together and solid relationship has consequently been fostered. Thirdly they also benefit from the centre by using the various facilities available such as the huge and up to date library where they can find all manner of books ranging from novels, magazines, autobiographies to academic journals and books. They also benefit from the computers available in the storeroom; this is to ensure that they aren't left behind in this digital era we live in. In a nutshell, this community project has been nothing but successful in my view.

Challenges though minimal, have been there. Most often challenges were with regards to the teaching facilities and paraphernalia. Mark pens were inadequate and the few that were available were somehow indelible. The teaching board could sometimes just fall from its stand; the classroom

was, though rarely, dusty. These problems have been raised with the relevant persons in charge of the centre and as it stands now, measures have been put in place to address the same.

In conclusion, this noble project has far reaching positive effects on the kids as well as the society at large. The extreme poverty levels rampant in the area can make it easy and enticing for the youth especially the boys to join criminal cartels and consequently will lead to the students dropping out of schools. The female students on the other hand may opt to engage in immoral activities such as prostitution or chose to be house helps in the neighbouring affluent Lavington in order for them to meet their daily needs.

Education therefore is not enough an effort to tackle this challenge facing the youth, spiritual growth and moral nourishment as well as steadfast parental concern could aid in shaping positively their lives.

THE TREE PLANTING PROJECT IN YOUNG MUSLIM SCHOOL IN GARISSA TO IMPROVE THE ENVIROMENTAL CONDITION.
By: Katra Dahir Sugow

Background: The number of trees in Garissa town are very few .It is a semi arid area with sand hence plants rarely survive there. The rainfall in Garissa town is limited and the sun is very hot about 35 degrees. The lack of trees might be the cause of the limited rainfall.

Methodology: Since these problem is facing North Eastern part of Kenya; CHEPs assisted me to do something about this challenge. CHEPs bought about 50 trees for me and I thought of the Young Muslim School, which is also an orphanage. Since it is a well-maintained place secured and there is at least enough water we planted the trees in that school. I bought two types of trees that is ; Cassia siamea and neem tree which survive in dry lands and it is easy to maintain them. We planted together with the pupils and assigned each tree to a pupil to take care of it. I started with the 50 trees to check their progress first so that if there is progress we plant like 2000 more since there are more open fields. The school appreciated and are ready to receive more.

Results: Out of the number of trees planted 6 of them did not survive, the remaining 44 are showing progress I check on them during the holidays.

Discussion and conclusion: Hopefully when the trees grow God willing there will be presence of shade at least the pupils can study under the trees when the sun is very hot. There will be fresh air because trees play a role in purification of air. The trees will also prevent soil erosion. During my next holiday God willing I am looking forward to plant more trees in different places and more in Young Muslim School to improve the environmental condition of North Eastern part of Kenya (Garissa).

A LONGITUDINAL STUDY OF FOOD INSECURITY ON OBESITY IN PRESCHOOL CHILDREN.

By: Yusuf Mohamed Nur

Background: Obesity and its co-occurrence with household food insecurity among low-income families is a public health concern, particularly because both are associated with later advanced health consequences. There are many reasons for child obesity one of which is poverty. Income level significantly impact childhood obesity in a variety of ways. First of all, poverty produces food insecurity. It basically happens when children do not have access or have limited access to nutritionally sound foods.

Methodology: This longitudinal study uses household food security status, weight and height data collected at the first infancy and last child (2 to 5 years) special supplemental nutrition program for women, infants and children visits. Household food security was based on parent responses to a four-question subscale of the 18-item core-food security module. Obesity was defined as sex-specific body mass index for age 95th percentile

Result: Persistent household food insecurity without hunger was associated with 22% greater odds of child obesity compared with those persistently food secure. Maternal pre-pregnancy weight status modified this association with children of underweight. Mothers experiencing greater odd of child obesity persistent household food insecurity without hunger compared with those with persistent household food security.

Child food insecurity is significantly associated with child overweight status for children aged 2 to 5 years and children in families with income ≤100% poverty level. It is also associated with child being at a risk for overweight status or greater but not underweight status.

Discussion and conclusion: Multivariate logistic regression analysis assessed the association between household food- security status during the infant and child visit and risk preschool obesity, while controlling for child race ethnicity, sex child and household size, material age, education and pre-pregnancy weight. Interaction between these covariate and household food security status were also examined in case of multiple comparisons.

The possible paradoxical association of hunger and food insecurity with childhood obesity was first raised in a case reported 15 years ago. An adaptive process of food shortage whereby increasing the consumption of in expensive energy dense food result in increasing body mass

Food insecurity affects health either directly or indirectly through nutritional status as indicated by under-nutrition or over-nutrition. It is also related in lower macro- micronutrient intake. Lower intake of fruits, vegetables and lack of diet diversity. These items contribute to higher prevalence of underweight or overweight and obesity among the child at preschool age.

These results suggest that persistent household food insecurity without hunger is prospectively related to child obesity but these associations depend on maternal weight status. Vulnerable groups should be targeted for early intervention to prevent overweight an obesity later in life.

Obesity and other chronic condition follow a socioeconomic gradient in which disease burden is greatest among those with limited economic resources and racial minorities because food insecurity and obesity are associated with common socioeconomic factors. It is important to control for those potential confounding variables when examining the association of food insecurity with childhood overweight status.

HOUSEHOLD ENERGY USE IN RURAL AREAS AND IT'S IMPLICATIONS ON THE ENVIRONMENT.

By: Linzy Nyamboki

Background: Energy is an important aspect of sustainable development and its enhanced access is essential in increasing its role in the well-being and standard of living of the population. Traditionally, the major source of energy in developing countries is biomass whose availability continues to decline yet it is currently widely used by a majority of the population in developing countries of the world. Today, more than 2 billion people around the world predominantly rural and the urban poor use biomass fuels to meet their dietary needs and whose use accounts for 80% of the total energy consumption in Africa (IRF, 2006).

The production and consumption of any type of biomass fuel has environmental impacts and it is important to ensure that the exploitation of these fuels is sustainable. Profound reliance on biomass is majorly in sub- Saharan Africa where biomass accounts for 70-90% of energy supplies in most of these countries (UNDP, 2003; Karekezi et al, 2002). The perceived availability has environmental trade off in terms of its sustainable use and this will depend on how biomass is grown and harvested to ensure regeneration and replenishment of existing supplies. The study sought to assess the ecological effects that are associated with biomass harvesting on the existing if any biomass stocks at the household level.

Methodology: The research design consisted of a household survey of 100 households in a rural area. This was complemented by two focus group discussions and five key informant interviews. Both quantitative and qualitative research methods and triangulation in terms of data collection was used to collect information on variables under study.

The study used the production –harvest balance which compares the rate of production with that of harvesting. The implicit model is one of a homogenous resource stock (B) to which biomass is added at a stock dependent rate (P) and from which a homogenous harvest (H) is removed. Therefore, if H exceeds P, then future product as well as productivity will decline.

Results: The study established that firewood and charcoal were the two sources of energy commonly used by households for cooking and heating in the study area. The use of firewood was more extensive than the use of charcoal. Cow dung and crop residues were also used as additional sources of fuel in the study area. Only a quarter of the household sampled used the improved cooking stoves. The rate of harvesting among the respondents was higher than the rate of planting (production).

Discussion and conclusion: The dependence on both forms of biomass energy in the study population has dual effects. This means that the increased burning of fuel wood and charcoal by the study population is continually leading to the degradation of air quality given their dependence on biomass for their cooking and heating needs. This is because it increases greenhouse gases due to air pollution leading to global warming.

The harvesting of timber for charcoal and firewood also leads to loss of tree cover and reduces the role of tree cover in sustaining the ecosystem. Burning dung and crop residues from the farm makes it unavailable as manure to increase soil productivity exacerbating soil nutrient depletion, quality and land degradation over time. Energy consumption pattern by the households was inefficient due to the prevalent use of the non-improved cook stoves, which are efficient. Increased reliance and rate of harvesting which exceeds biomass production (growth and yield) reduces future harvesting potentials.

Biomass energy still remains a critical resource in the rural areas and its dependence is unlikely to change very soon as it is widely demanded. The dependence on biomass energy among a majority of the rural population is because of its perceived widespread availability. Given that the production and consumption of any type of biomass fuel has environmental impacts and subsequent harvesting and over utilization of biomass energy sources can have negative implications on the environment as well, it is vital to ensure sustainable utilization. Unless sustainable measures are put in place to curb this trend, future supply and availability of biomass energy will be wanting both in the short term and long term with adverse effects on the environment and people utilizing this resource.