

2015 Educateurs sans Frontières Assembly – NOTES

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Topic: Kenya

Presenter: Hilary Korir

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Introduction:

I noticed that almost everyone is wearing something blue.

Quote for the day:

“Since we can’t know what knowledge will be the most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much, and learn so well, that they will be able to learn whatever needs to be learned.” John Holt

There are some computer bags for sale.

Settle up with Fay for the books that you have bought.

The website group would like to know in your biggest dream what you would like to have on the website.

Watch out for Adele’s website. Brain learning and development. It is the best conference I have been to. It is a mixture of scientist, educationalist, and others. Designed to be turning into action work. There were 800 people that were there. You meet people in all sorts of networking connections.

Tomorrow morning we have asked, Argentina, South Africa, South Africa, and China (?) to present.

I believe that our colleagues from Thailand would like to do a small birthday ceremony for the Queen’s birthday.

Kannekar: to day is the Queen's birthday. We respect the Queen as the mother of the country. We show gratitude to the mother. In Montessori, who is our mother? Dr. Maria Montessori. So we show gratitude to Dr. Montessori. She is not here, so we would like to call upon Lynne.

Everyone will wear jasmine today. It is a flower that shows respect to Lynne and Dr. Montessori. This is the design of Ganno (?) this is always something that we think it is the symbol. We give the flower and the symbol to show respect for our mother and Dr. Montessori. And Lynne will represent that.

Pearls: I discovered that the law of love could be understood and learnt through little children. M. Gandhi and two other pearls . . .

It is my pleasure to introduce to you today Hilary Korir. I met him in 2009. Hilary works fro the Catholic diocese of Nakuru. Met to support the community. His support has gone way beyond now. He personally gives huge amount of his time. He has figured out new ways to help a community in distress.

Hilary:

Thank you Lynne. It gives me great pleasure to present to such great Montessorians.

I want to share a little bit of what I do. And The Corner Hope. It is treasured very much by the department of the Diocese

Introduction

Diocese of nakuru

Caritas Nakuru/development office

Community development strategy

Community development programmes

Addressing vulnerable groups

Best practices in community development

Corner of Hope Project

SLIDE:

Map of Kenya

When we talk about the Corner of Hope Project

When you look at the areas we see the tribes. Contributed to post election violence. We are 150 km from Nairobi.

SLIDE:

26 dioceses in Kenya.

We begin with the pope, then the cardinals in Kenya, the bishops. Then the dioceses.

There is unit which works solely in development diocese

CDN Catholic Diocese of Nakuru

SLIDE:

Introduction ... (Development /Caritas Office)

In February 1972 a baseline survey was conducted diocese

Aim

To ascertain the pastoral, social, education medical and development needs of the diocese

To identify the areas in which the church could initiate interventions, order to complement the government's effort of eradicating poverty, hunger and illiteracy.

The recommendations led to the establishment of the diocesan planning and Development Office/ Caritas Office in November 1973.

From the year in 2009, everything is about Caritas, the hand that deals with development
 The caritas office is a focal and a strategic unit in the overall implementation of the diocesan objectives, aimed at fulfilling the vision and mission of the diocese
 Currently, the office coordinated...more
 These programmes are clustered into 2 major department
 Pastoral department (5 programmes): lay apostolate, catechetical, locations, both and communication
 Development depart
 Community development (7 programmes: Water , agriculture &rural development .. more
 Institution development (3 programmes)
 Education, health and technical training
 The main categories of CDN support are nursery primary, secondary schools and tertiary college church private and church sponsored and health facilities
 Economic support projects. Printing press. To generate in come for the diocese

Objectives of Caritas Nakuru..

Facilitate the development of diocesan strategic plans an budgets, and ensure continuity and sustainability of development activities within the diocese
 Facilitate planning, leadership, coordination, monitoring and evaluation of all diocesan projects
 develop and maintain effective monitoring and evaluation mechanisms – make sure the programs are progressing well
 Identify, develop and enhance strong and effective linkages, with communities, development partners, parishes, government, and other Faith and CBOs in Nakuru we have two counties. One county is in the dry part
 Assess the impact of the development programme towards meeting diocesan objectives and community development

Our Community Development Strategy

Community led development – bottom up approach: we pick for the community what is good for them, then help them implement

A participatory approach in the needs assessment is used and the target community is also involved in the development of the relevant development interventions

the approach helps in creating relevance ownership and sustainability of the projects by the target communities

Community Development Programmes ...

1. Social welfare programme

Objective: to improve the quality of life of the marginalized and vulnerable groups, through active participation in sustainable development activities

Activities

Rehabilitation of street children /street families, women of destiny (commercial sex workers) and ex-prisoners – recruiting from the dump site, given therapy sessions, initial cleanup activities. Initiating them into school activities. Then join normal schooling. We have partnership with the director of education the program has so far rehabilitated over a 1000 children some are in university. They are all models for the rehabilitation effectiveness. They now give back. They are also in former sex workers. The social nature of the former sex workers can get them into peer groups, take them through some sessions. The key is to find alternative forms of income, which is why they got caught up in it to begin with. we have 90 groups now, about 25 in each group. They support each other initially is to find income projects. Individual in come or group income projects. We have evaluated and found that people are more serious if it is individual project to make income. Where they are having challenges we support them. Help them with the business activities. Women of Destiny: when we talk to the ladies and evaluating exercise, they said the

name stigmatized them. Now we call them Women of Destiny, and see themselves as change agents. Also have ex-prisoners. When they come out of prison they are considered as outcasts and dangerous people. So they try to do a vocational skill in the prison. Try to link them with a family also that they can find a soft landing when they come out of the prison. We try to have business incubators in the prisons. Then they can get money to buy their own tools. So this program follows the prisoner to find a soft landing when they come out of prison. Educational support to orphans and to the vulnerable children from poor families (OVCS) Resettlement of destitute and displaced families = especially the elderly that had been discarded. So the aged persons provide the foster care for the street children. Buy them simple homes. If the children are not able to find their families then we link them with the elderly

SLIDE:

Children from St Francis Street Children Rehabilitation Center they are going to different school and their uniforms show that. They come back to the rehabilitation community.

2. Integrated Programme for Handicapped children (Small home programme)

Objective: to raise the quality of life of children and persons with disabilities within the community set up and transform disability into dignity and grace

Activities

Mobile outreach clinics and home based care for children with severe disability

Education support to children in special or integrated schools and vocational training for youths with disability. The children are able to access in the school or slight mental disability. They link people up with specific homes to be taken care of

Food and non-food support to children in the small homes that is the community support. They mobilized themselves. Clothing food contributed to these homes.

Formation of parents' support groups/ organizations

Networking

SLIDE:

Children from St. John's Small Home Happily display their Christmas cards – for children with mental disability. On the right, children from St. Anthony small home entertain guest-funding celebration

3. Agriculture and rural development programme...

Objective: to contribute to the sustainable livelihoods of the vulnerable rural communities through promotion of sustainable agriculture and rural development

Activities

Capacity building of farmer groups own crops, livestock management, post harvest technologies and income generation through their agricultural activities

Natural resources management – establishing tree nurseries and spring protection trying to change the life of pastoralist. See they can share land and find alternative means of livelihood

SLIDE:

Drawing stored grains from a metal silo – a post harvest management technology. How to preserve seed until the market prices are favorable and to get seed later for planting
4. Justice & Peace Commission ...

Objective: to promote people's development and advance social justice through advocacy I human rights, public participation in governance peace-building and conflict resolution. After election issues

Activities

Promotion of human rights and legal aid to vulnerable groups through pro-bono lawyers

Peace building and reconciliation

Public participation in governance.

SLIDE:

One photo of a peace event. Peace dance during a community reconciliation meeting after the post election violence in 2008

5. Water Programme – one of the earliest programmes

The programme has three sections: water Quality (Nakuru defluoridation company – NDC), water supply, and water drilling

Objective

To improve the living conditions of the people in the rural and urban areas by providing them with water for domestic and animal use

Activities

Facilitation of groundwater surveys, borehole drilling and borehole rehabilitation

Test pumping and equipping of boreholes and training community member on preparation and maintenance of boreholes. Have to maintain while borehole are in operation. If not maintained it is bad

Test pumping and equipping of boreholes and training community member own operation

SLIDE:

Drilling of boreholes at Kasikeu in Ukambani region. This was in eastern part of Kenya.

Activities

Survey, planning and design of water projects

Rainwater harvesting – roof catchment and ferro-cement tanks construction and pan dams, shallow wells and hand pumps installations to help the women who have to gather water closer to the households

Construction of gravity schemes, underground, surface and elevated storage tanks pumping schemes and spring protection

Repairs,

SLIDE”

Ferro-cement water storage tank for a member of a women’s group

Most of the underground water sources have a lot of fluoride. We often have browning of the teeth and huts bone structure. When we realized the water had a lot of fluoride we got a consultant to develop a simple way to defluoridation

Activities

Reach and development on defluoridation techniques and construction and maintenance of defluoridation filter

Chemical and bacteriological water quality analysis and testing working with a group in Switzerland that make way to filter without quickly being saturated.

Awareness create and training on water quality hand fluorosis

SLIDE:

A HAP defluoridation filter installed at Nakuru Hill Special School the water is passed through the filter material, now has less than 1.5 mg of fluoride, which is within the acceptable levels of fluoride

6. Men & women empowerment programme (Gender)

Objective to reduce tolerance and acceptance of gender based violence (GBV) in target communities still have genital mutilation, child marriages, opportunities not

Activities

Sensitization forums for men and women, boys and girls and traditional and church leader on GBV prevention and protection
Educating communities on sexual offences act and children rights.

SLIDE:

Procession marking the celebration of 15 days of activism against gender based violence at Marigat. (?)

7. Livelihoods Programme

Objective: to contribute towards improvement of livelihoods for drought affected vulnerable pastoral, agro-pastoral and marginal agricultural households. We were making the program on emergencies rather than on programme work. So now the peace building is promoting livelihoods.

Activities

Provision of relief supplies to drought affected households

Access to reliable and safe water – using an integrated approach where we have a lot of services – when traveling to the drier parts of the diocese. So the

Livelihoods protecting and DRR disaster reduction strategies. So they can identify their own way to deal and to identify warning that a disaster is approaching.

Promoting of hygiene and sanitation practices. When you go to the driest part of the diocese.

Water accessibility is the issue not the quality of the water. Cholera etc. so we need sanitation campaigns in this program

Promote social inclusion and a culture of non-violence. There are a lot of fighting over land and water. Fighting over pastoral lands.

SLIDE:

A Pan Dam in East Pokot

Drawing clean water from the dam

Using a hand pump to get the water. Can fill the water trough so the animals can drink water. It is all fenced around so they can't take their animals to the water and pollute the water system. This is now working and the community is able to draw clean water now. We are promoting water dams in the driest parts of the diocese

Best Practices in community Development

Have adequate skills in project cycle management (design, planning, implementation, monitoring, evaluation) – if you are skilled to carry out the project with good ideas, then you are most likely to attract support

A participatory approach in the needs assessment is used and the target community is also involved in the de of the relevant intervention – you need to prioritize the needs after you list the needs, then look at the community to find how to have appropriate of the intervening and then the community will have ownership

Work with community leaders o for good entry into community many times have politicians that tries to take over the initiatives. So we normally try to make a joint venture. Once the politician is attached then you can mobilize for local contributions.

Identify key stakeholders and involve them in project implementation 0 crate synergy – need to find those that really are going to need the projects.

Create a clear line of communication between the beneficiaries, stakeholder, and management - we often have challenges that don't go as planned. Sometimes the program is there and you can't get there because of a roadblocks. Maybe use alternative roads to get there.

Good monitoring processes and feedback mechanisms to detect problems early – give back to the community and do proper monitoring you can detect problems well in advance.

Analysis of major risk factors and adequate risk response strategies. - This is something new that we have been doing, any project we do we also think about risk factors. Like cattle rustling, or needing political support or the conflict within different communities.
 Integrated approach to development – approaching the communities diverse initiatives works well. Try to integrate so that a little bit of justice and peace and some sustainability etc.
 Timely implementation as per schedule – when working in a needy community, if you promise something you must be timely otherwise they are discouraged. After obtained the results, move to the next level of support
 Be accountable /report – need clear list of objectives, carry out the plan, then report back, if you report back then you will more likely get more funding for your initiatives.
 Determine project sustainability mechanisms. Beyond support is the key

Internally at Caritas Office

Feedback mechanisms through meeting

Programme specific meetings -- everybody is responsible, all must attend. You are learning from your colleagues in what they are doing. That leads to increase in quality in your work:

Quarterly programme heads meetings

Cadre of staff meetings – address issues as they occur

Joint staff meetings every Monday – more of a fun meeting.

Tools for Project Manage – try to be professional about what we do

Needs assessment

Project development

Monitoring

Reporting

Q: about street children. Do they end up back in the street?

A: collect plastic that can turn into money. We bring to the rehabilitation centers. We have a rate of 10% who fall back to the street. We work with them for a year. At least we have a small fallback rate. We are finding the ways slowly to reduce the fallback rate.

Q: 40 aboriginal people live in our community. We had 66 government agencies coming into the community. We had a fantastic system set up, but the elders were totally overwhelmed. Now we are in a state of flux as we have fallen back. Any pearls of wisdom.

A: People wonder why they are going back to support after all these agencies. Need to have tactical stakeholders meetings is critical so you can see who is doing what in the region. If you are not willing to go to the meetings, then you know that there is something going on there. Ask why? Within the community you will know who is working in what region then connect with the community leaders. They can then decide what is needed. Community leaders help us to identify needs. The programs have to hold up to the stakeholders.

Q: progress assessment? How do you assess progress in your schools?

A: I am not familiar with standardized tests. But we have indicators that we want to look at, and then we develop a way to assess the indicators. We normally identify indicators that are attainable. What we really need to know if what we are doing is working.

Lynne: The schools will take the simple government tests. The indicators for the programmes are a different measure.

Q: Can you talk a little bit about the umbrella training of the community workers? How do you get everyone to cross the domains?

A: you must be trained in social work, which is very important. Also need to know techniques with community work there are many trainings in community development. That is one main attribute that our programme masters must have. We hire after they have already had the training.

Q: Do you see the gender based violence programme is helping the families to have a more positive attitude to the young children? Does this more peaceful life will help their children?

A: it is about the targeting the schools and the children in the schools what they learn will change their parents. They become the advocates. Then we can start targeting the parents. The women are the submissives and men the aggressors. Even in terms of education is to take the children to school they are the ones that will work with the marginalized areas. The local young ones are the ones to work with. Then at least they are educated and can give back to the community. we are using a scholarship programs. We first offered 20 scholarships. Then 45 scholarships, we are encouraging the marginalized to then become the activities.

Lynne: in macroba (?) , they place all the children into foster care. Each child that is taken in is given a piece of land. The children who are orphans go for free to the Montessori that is given to it. There one who are not give wood. The government can get money as long as the boys and girls must be equal. That ahs cut the instances of rape. Many girls are raped on the way to school not just a short jaunt to school. The school is the MAJOR factor to attempt o change GBV. There is a lot of work with teachers and helping them to understand issue of GBV. A lot of the social change comes back to the children and the experiences you are trying to do can be changed if you can get them to school. Education at primary is technically free.

A: But it is not actually free because of the other expenses.

Lynne: School uniform, no books, no paper, and activity fee is required, and teachers who are willing but not paid to much money, so don't teach much during the day so you can tutor at night. Also children go to school with one blackboard and a few desks crammed into something less big than this end of the room. But it is not dreadful because these children are getting educated. So they have the capacity to get them liberated through education.

We have teachers that need to be educated. So the goal now is to have sustainable goals to upscale and up-skill for the teachers to pass over more knowledge. What you know inside yourself is not passed on as much as you know. If you pass on only a little bit, it continues to be less as you pass on down to the teachers. The capacity is looked at without looking at the increasing quality, the teacher who will be teaching the children. We believe in peer-to-peer teaching so the children can teach each other. We need to cascade the ideas so that children learn from children, we might have a different model until the problem is solved. We need to maximize the children teaching children. Not just depend on the teacher because we don't believe that.

Break and we will look at Corner of Hope Project after the break. Thanks very much.

Corner of Hope Initiative

Lynne: Going to go over what it does and then the origins.

SLIDE:

Vision – it is a project to show how Montessori Teacher Training ad Schools can be delivered to the most vulnerable communities such as those in refugee, transit and IDP Camps.

Its aim is to promote:

Self-reliance not dependence,
 Community not school,
 Self-ownership and self determination,
 Dignity and self worth

Which all play an important role in overcoming the effects of trauma experienced by the inhabitants of the camps.

It has the added advantage of building for the future and creating transferable skills that will accompany both adults and children wherever their final destination may be

IDP is internally displaced persons.

Refugees can be helped but IDP can only be helped by the time of the emergency. Once it is over the IDP is not going to get funding, if you are an IDP you are victims of their own government there are no outside agencies involved any more.

Idea was to use communities to mobilize themselves for their children. When you have mobilized communities, they still care for their children and are a way to reestablish a sense of community. Be able to provide for them when you really can hardly provide for yourself.

Whatever was done with a feeling of dignity? Take care of traumatized people so that they are feeling they are doing something for yourself and not the victim of charity.

Project Objectives

Create a school for children for 520 children within the IDP Camp

Train 40 teachers with sufficient knowledge to work in other schools

Train 4 mentor teachers with the ability to duplicate the project

Build a shelter of the school with a wider community purpose

Feed the children and the ...

Stimulate enterprise and impart knowledge in respect of the local manufacture of education puzzles, uniform, knitwear, furniture and bricks.

Project Objectives

Engage local community in all aspects of the process - they were going to do with only helped

Similar projects in other IDP/transit Camp

Provide a model for government and NGO analysis

All build, organizing, teaching knitting carpentry to be done by the 'camp' inhabitant with only a small amount of other expertise

Without those clear objectives we would never have been able to stick to what we set out to do.

SLIDE:

historical background

SLIDE:

Back to the map of Kenya. The politics of Kenya are quite interesting I have used the provinces just to show the general areas of Kenya. Normally a coalition of tribes. Violence is usually caused by the eviction of tribes from ancestral land. The northwestern part is Somali speaking on the coast is another language. Central is the Nakuru. Within the valley you have Maasai and others. Western province is the ... these tribes have a role in all elections in Kenya. Always dealing with the internal displacement.

This is the Rift Valley. Runs down all of Africa you can see a dominant crater.

SLIDE:

Another view of the Rift Valley

SLIDE:

Beautiful view of Lake Nakuru, taken from a photo in a hotel that is up. It is famous for flamingos. In our parks to see flamingos you must visit the Nakuru park.

What led to the violence in Kenya

Four key factors

1. Land rights – very much treasured in Kenya

There is ancestral land. The lands act gives the president the right to give to a leaseholder

What you find in most cases is land that has been given to specific persons.

You can get favors for land. Can be traced to the British colony. Land set aside to the white occupation. So the ancestral were pushed aside, so they could set aside for British colonization.

The president at the time took back their land in the white islands. The Nakuru organized themselves to buy back portions of land which were formerly another community.

So every time there is new elections, the one block will destabilize the other community. This turns into violence and punitive actions.

Elections violence. Every election period were instances of violence the politician who were displacing people got away with it for a period of time.

There were breaking of social right. A great number of people without basic right. Specifically the youth were not getting basic opportunities for basic right.

There were also vigilante groups Christian sects that were very attractive to the youth who looked for employment. They would extort money. The people were quite violent in nature. So for some time there was government crackdown and different sects came into being.

Now you come into election and violation of human rights, so Kenya went into elections.

It featured who was then coming into the second term. It had a platform for national unity, and the tribe of the Nakuru and the ... and the...

Then there was the democratic movement. To support the Rift Valley. Will is most of the community. Then the western province and the ... province

The election were done well. There were a lot of incitements here and there, but a lot of peaceful Election results started trickling in. January. 2.7 Million to 2.1. The results in out of 201 constituencies

So people toward the end of the day, questioning why the results were being held back.

One of the members of the commission said that the opposition party so the election was being cooked and that was why there was a delay.

The election committee wanted to know the results. But they were saying not the true result because they were doing their own tally.

They went to the tally center and announce .. the winner. One hour after that there was a swearing in.

Immediately there were reactions to this. Probably what manifested itself were three forms.

Reaction to spontaneous – election was stolen demonstrating in the street, probably the police told them to stop, so fighting with the police – which started displacing people

Second form of violence – now organized attacks 0 communities in the Rift Valley started pushing the other community out of the valley. So chased away. Lack of trust in the area. So IDP camp

was set up in Nakuru – because they are being chased, they are coming in in truck loads, they mobilized themselves in sects. The Nakuru organized themselves. Now there were attacks in the communities. This exploded into a second camp. There were two opposing camps. One camp for .. another .. with other tribes but mostly

We had bad instances of violence. Over 200,000 lives lost. Other documentation showed more than that. 1,000 of people's lives displaced.

One person was killed on his way through to a community. Some of our priests were in a specific community. Until now with the signing of the Peace Accord. Now the president and the Prime Minister. Which works for the five years. Of course there were other challenges of representing both parties. Now trying to get back to a democracy.

SO we now have many IDP camps.

Where did the idea of Corner of Hope come from?
Work in Kenya & Tanzania had been ongoing since 1974

3 national training centers in Kenya
5 national training centers in Tanzania

A Kenyan Teacher Trainer in Nakuru who desperately wanted to do something for all the traumatized children that she was seeing on a daily basis in the camps. Children who had lost everything they knew and had witnessed terrible violence and the devastation of their family and family life as they knew it.

All of the Corner of Hope took place in 2007. In 2009 I was visiting friends in Kenya.

A friend of Lynne's was saying that children need help.

Youth Hope Foundation in the USA
Main donor – inspirational vision – meaningful action

AMI

Concept and management

New Canaan Community (IDP camp)

Creators and lead participants in the creation and sustainable provision of a school for their children

Supported Locally by:

The Catholic Diocese of Nakuru

Financial and Administrative structure on the ground

Nakuru Teacher Training College

Training support, guidance, and counseling for the teachers. Try to train the people in the camp so that nothing that was being brought in from outside was needed long term

SUSTAINABILITY?

Hilary and Dipika, who was the project manager for this, would talk to the community to see if they would do this work. There is a donor mentality that just wants people to come do things for them. We were talking a lot with the community.

SLIDE:

The Mushroom Farm. Remember where we are. There is no water and no food. So well meaning people were coming into the camp to think about livelihoods. So they were encouraging people to purchase the land for themselves. Many agencies suggesting many ideas. One wanted to set up a mushroom farm in the middle of a place with nothing. This is a picture of a mushroom farm. This won't work in this setting.

SLIDE"

The Fish Farm - it is common to set aside a place for child's play. So any community must set aside public land. So someone decided to set up a fish farm in the middle of a place with no water. It was growing a lot of mosquitos. It was a big surprise. Of course it would not work.

SLIDE:

The greenhouse. Of course there is no water and 40 degrees heat on the outside.

SLIDE:

Then the chicken farm. Food for chickens, not enough food for the people, but giving food for chickens this is not possible.

These were short-term interventions and not long term in any way.

Lynne: people who are traumatized just say yes to anything. so this adds to the trauma because they want to move forward ,but they don't help the add to the trauma. They were young people by quite a good agency and from the outside, but could only think of ideas from their own backgrounds. None of these things were needed or understood by the community.

We were always so worried that our process was so slow that they might be put off by us. These all these quick things are not valuable or thought through.

The mentality was that you come give what you want to give and then you leave.

Montessori Education is about:

- Building communities in which each individual contribute s to the well being of the whole
- Respecting every human being and valuing who they are: their potential and their cure
- Preparing environment that allow human beings to do things for themselves in the company of others

Montessori Education support Human Tendencies

- Independence
- Gregariousness
- Meaningful work/activity
- Communication
- Exploration/orientation
- Creative imagination

- Education as an 'aid to life'
- "Help me to do it for myself"

It is about:

- Building trust, acting with respect and honesty
- Integrity and humility
- Helping re-develop the power of decision making in the lives of individuals, their families and their community
- Building skills and knowledge through action
- Building self-motivation thorough achievement
- Staying focused; being constant
- Allowing everything to move at its own pace
- Being friendly with mistakes
- Communicating clearly at every level – once Dipika and I let them yell at us for 5 hours.

SLIDE: working with the community Hilary and Dipika, the project officer; she only went 4 times a year. Hilary was always there.

SLIDE:

The first meeting with the officials in the camp. Two types in the camp based on their origins
There were a set of officials. Within the committees we had other officials. So we met with the key officials in the camp

SLIDE:

Meeting the Leaders in the Community – they were concerned about the new idea of Montessori

SLIDE:

The Education Committee to address some concerns

SLIDE:

Also met with the parents to explain what we wanted to do. And why they needed space for the children

SLIDE:

The education committee and their 2 mentor teachers

SLIDE:

The building Team – actually involved in the construction process
The formal signing of the MOU

SLIDE:

Regular meetings with the officials and project team to ensure the common goals

SLIDE:

Experts called in for short periods of time only as skills base grew in the community. These slides show the soil pressed blocks. The rest the community could do by themselves

SLIDE:

Construction team – independent of experts, we thought it would be enough to volunteer but they needed a way to give them something. I had a letter that said could they please pay them something to get conjugal rights back from their wives

SLIDE

Progress and feedback given through pictures and videos recorded by the teams themselves.
We always were able to play back to them where they were and where they are

Regular meeting with the teacher

Committee with the children songs, stories and & grace and courtesy they needed to rebuild their sense of community there as a place that were not just running around with no one caring

SLIDE:

Daniel – organizing the building

First the fence

Then the construction all done by hand. No electricity. Found amazing roof structure that were designed to be hand built and hand carried an NGO

First set of 11 roofs up. Soil pressed mashing, the first block fit together like a puzzle. Know how to make the soil from around them.

They made thousands of bricks we had to have two machines and only one machine in the beginning.

Then they came up with all sorts of ways to beautify the building

Then finally we have the school completed.

We awarded the team with certificates. They were in a training process. The second set they did on their own.

Initially these were the toilets. They filled up quickly. The holes were very tiny so that a child did not feel they would fall down them. Very clean just tiny

What to Eat?

Food shelter, clothing '\

You have to take care for them to go to school

Now we have a rocket filled oven we rejected the solar option.

Cleaning the maize of all the chaff. There are a few chickens.

The school was designed to look like houses

Here you can see one of the cooks for her baby

We taught the women to tie-dye and the two women who could sew would make from the tie-dye.

Now they are making sweaters through the Women of Destiny who are trained on vocation skills. So now we have them making the pilot sweaters then train the members of the camp.

A sense of belonging

We do shoes as well.

Homes

So to make the school. Could they make or would they like to make houses. They were in 2010 after those many years.

Making bricks for the first house the community decided together that the teachers should have the first houses. They budgeted for 18 houses and were wrong.

Each house was different

They could not afford the roof so they had tin roofs.

Teacher Jane and her husband standing in front of their old house and beside the new one. First 6 to the teachers and family. Then next 6 to worker the last 6 to those with special needs.

Medical Center

Of course the children weren't well

Working with the Community for teachers we brought in 2 mentor teachers they were brought in and hard because they were not trusted from outside

We worked on practical life and sensorial. Only today in 2015 to et electricity.

These are the albums they are being creating

They had to make every single piece that went into their Montessori material we started with 8 teachers and each teacher had to make them.

Precision in everything and

If you can't find wood you can use cardboard boxes

Quality is not about whether it is handmade or not but whether you care enough to get it right.

Have to be sure they are made to standard and if not remade.

You can use the stamps to make the beads. If you can find beads you can make beads. Color tablets.

School was built in the community. You can see every other community

The first group of newly trained teaches call themselves the 'Pioneers'

16 teachers trained in 2 years

40 teachers trained in 5 years

one group begets the next group.

'I am Samwel Kuria a Director in Corner of Hope, it is with my sincere pleasure that I want to thank you of our great concern to this community in general and me in particular, my vision w apt tense. More

Samwel Video

The beatings killed my dream and ambition. Children are beaten a lot to teach them.

We started with the children before we had the buildings

As the lessons grew so the materials grew.

The Children

At firs lesson son sacks with as much as the teachers knew how to do.

Joyful Children Joyful Teachers Joyful Lives