

PROPOSAL TO BSP/ICAC

BENEFITS TO SPONSORED CHILDREN IN CSP

SASOL CSP consists of 13 schools:

4 in Mbusyani Sublocation - 900 Children
9 in Syomunyu Sublocation - 2,500 Children.

Currently, SBP has sponsored children in all the thirteen schools. This situation is deemed unsatisfactory as benefits are spread too sparsely to achieve the required impact.

FUTURE OUTLOOK

As from 1/9/93 ICAC will undertake to sponsor 250 children in two schools in Mbusyani. 187 at Kilinyaa Primary School Std. 1-4 and 63 at Kisikini Primary School Std. 1-4. In addition 42 children at Kilinyaa and 21 at Kisikini will maintain SBP sponsorship.

In total the two schools will have 313 out of a total population of 573 in the two schools.

Future expansion of ICAC sponsorship would cater for the two other schools at Mbusyani, whilst SBP sponsorship would expand in Syomunyu.

ACTIVITIES IN CSP

1. FEEDING

The schools with adequate sponsorship would have a whole school feeding programme. This is the preferred state of affairs. Whole school feeding programme will be instituted at Kilinyaa and Kisikini Primary Schools in September 1993.

Where sponsoring is inadequate due to a thin spread selective feeding of sponsored children would continue until this inadequacy can be remedied.

2. UNIFORMS

All sponsored children get two uniforms per year. The criteria used for the supply of uniform is based on clothing the children without making them stand out as special. Thus items of clothing like shoes and socks which are admirable in different circumstances will not be supplied as they are not standard items of clothing in Kitui Schools. Cardigans, however might be considered.

3. TEXTBOOKS AND EDUCATIONAL MATERIALS

Textbooks are purchased on school basis, with a view to equip the school with the necessary material for effective teaching. They are the property of the school rather than individual children.

The on going plan has been to supply books of the upper primary first and deal with lower primary next year. In this way the whole school would have a reasonable supply of books by next year. Subsequent years would bring the number of books to the required level to eliminate sharing of books. After this the major need would be for replacement of old torn and lost books.

All schools in the programme are due to get a substantial supply of books in 1993.

4. SCHOOL DEVELOPMENT

So far this area has not been tackled as the CSP has only being going for 2 months.

However, two areas of great concern have been noted. These are school buildings and water facilities.

Various needs of buildings are noted. Some schools lack classrooms, others are at various stages of constructions, whilst others are in urgent need of maintenance.

Taking the case of Kisikini (which was the second school visited during the Kitui trip for Jos, Ken and Chip), the school is in the process of constructing 2 classrooms and staffroom. After completion of these they have to construct another three classrooms to complete their building programme. This will accommodate all children in the school and eliminate open air classrooms with their disruptions in the learning process.

Water is an integral part of the wellbeing of children. The conditions observed at Kilinyaa and Kisikini are prevalent in all the schools where SASOL has a CSP. Unfortunately the survey for provision of a shallow well in the four Mbusyani schools has shown negative results. Alternative waterpoint is thus necessary. Water tanks have been recommended for the four schools using the school buildings as catchment. Water harvesting development has to start immediately to address this problem.

In all the building programmes, the community input involves the provision of basic building material; bricks, sand, ballast plus labour. SASOL through CPS would provide the technical expertise, cement and other material such

as wire and iron sheets. In general circumstances local inputs would be not less than 25% of the total cost of any project.

5. MEDICAL SERVICES

These are not available in the vicinity of the SASOL CSP schools. This service has been identified as an area of concern. Two actions are in the pipeline. One is the provision and maintenance of a first aid kit for minor treatment of bruises, cuts, burns etc., which are common in this age group. Secondly, a community health programme rooted in preventive medicine.

The preventive medicine programme could be carried out by a nurse whose brief is to check the health status of the children in a school on monthly basis. Children's problems could then be diagnosed and addressed within the programme. Where specialised treatment may be required special arrangements/requests are then made case for case.

6. SCHOOL GARDENS

Most schools have sizeable gardens which can be used as training facilities for:

- Water harvesting
- Food production
- Soil conservation
- Environmental protection.

a. Water

Water is central in any development of ASAL. Land capitalization is solely dependent on the economic use of available precipitation.

It is a factor of life that the ASALS will continue to be occupied by an increasing population for the foreseeable future. The survival of this population is dependent on the development of water harvesting techniques in these communities. Only in this way is there hope for stabilising of food supply. After stabilising food supplies development would then ensue as savings then increase and investment follows automatically.

b. Food Production

The school gardens provide a useful point in the creation of a productivity culture. Used effectively they can lead to combating apathy in farm work in children and dramatically demonstrate that better farming methods pay.

In addition, systems involving low input sustainable agriculture as opposed

to high external input systems can be instilled in children. The departure from low input systems has partly been responsible for the food shortages which are currently experienced in Kitui. The move to monocultures of unsuitable crops has resulted in massive crop failures of maize where sorghum or millet could have survived low rainfalls for example.

Further, with the advent of the weak shilling, the necessary inputs for the current agricultural systems are beyond the reach of a large portion of the community.

Solutions to this dilemma lie in the realm of sustainable agricultural systems which must be revisited of necessity. These are not new but they have been neglected for a long time. As a result of this neglect the school age children are not aware of them and must therefore be taught as they will need them for survival.

c. The Soil

The most important natural resource in Kitui is the soil. However thousands of tons of rich productive is swept down the rivers and lost each rainy season.

We continue to lose this soil at an enormous cost to the future generations. If action is not taken now, large areas of potentially productive soil will continue to be lost.

Soil conservation measures are thus of paramount importance in the overall food production, hence at the base of development.

School gardens can again be used for teaching of the basic techniques of soil conservation.

d. Environmental Protection

The most prominent attribute in any ecosystem is the vegetation or lack of it.

Trees play a major role in the maintenance of the environment. Wanton destruction without replacement of trees leads to prolonged droughts coupled with vicious, highly destructive flush floods. Many trees in Kitui have been cut for timber, carvings, charcoal, firewood or just for clearing the land for farming. This trend must clearly be reversed and soon. In doing this, traditional trees rather than exotic must be used for their survival and utility in the ecosystem.

The promotion of exotic trees has blinded us to the fact that some local trees have attributes which are not found in the exotic. Also there are few suitable

exotic if any for the ASALS. This is however changing. Some foresters now believe with proper management the ASALS could be a major source of timber in the country. With proper management a tree like *Melia volkensii* which grows well in Kitui and has excellent timber could become a significant income earner for the community a few years on. However, raising of this tree must be started for its extension to be enhanced.

Once again the suitable trees properly planted as hedges or in plots in school gardens will train the children in the art of tree management.

As the school is the property of the community and a major focal point, this raising of trees and demonstration that trees pay will go a long way in preservation and enhancement of the environment.

CASE SCENARIO

A. KILINYAA/KISIKINI

| | |
|-------------------------|--------|
| Children Sponsored | 313 |
| Total Number in Schools | 573 |
| Sponsorship per month | \$4050 |

MONTHLY COSTS

1. Feeding 573 Children 22 days @ \$0.12/day/child \$1,512.0
2. Uniforms 573 Children @ \$10/pair/year/child \$477.5
3. Text Books 2 Schools @ \$1000 per year \$84.0
4. Medical Care @ \$0.50 per child/month \$286.5
5. Overhead @ 20% \$810.0
6. Development Funds

Buildings - class rooms etc
Stationary
Water Development in School
Teaching Aids

B. ELEVEN (11) OTHER SPONSORED SCHOOLS

| | |
|--------------------|--------|
| Sponsored Children | 187 |
| Total Sponsorship | \$3116 |

MONTHLY COSTS

1. Feeding 187 Children @ \$0.12/day/child \$494
2. Uniforms 187 Children @ \$10 per child \$156
3. Text Books @ \$500 per school/year \$464
4. Medical Care all Children @ \$100/School/Month \$1,100
5. Overhead @ 20% \$623

6. Development Funds \$281