

CHILD SPONSORING PROGRAMME REPORT 1993

INTRODUCTION

The schools approach to development has been conceived by SASOL as a more effective and least costly model of development. This stems from the factors that children are highly responsive to new knowledge and are easily accessible. In the Kenyan setting children form a large portion of society.

Basically the schools approach seems to teach children skills to survive and prosper in the adverse conditions of the ASALS.

The root of economic problems in the ASALS is the lack of water for both consumption and production. Large areas of the ASALS however receive adequate precipitation to achieve economic production if runoff were stemmed off and retention and percolation in soil storage areas increased.

Starting with provision of potable water at the school through shallow well development or alternative water-point, the school community can work through the whole gamut of water management system suitable for their respective catchment.

CURRENT PROJECTS UNDER CSP

1. SCHOOL SUPPORT

- A. Text books and teaching aids
- B. Facility improvements

Many schools are very short of text books and teaching aids. An investment in the relevant books will make a large difference in the quality of education the children receive. All 13 schools under CSP have received text books. Teaching aids will be distributed in November 1993.

Facility improvement with a view to help the communities provide conditions conducive to learning for the children are in progress. In many of the schools some classes learn in temporary structures or under trees. Due to the adverse weather conditions in 1991 and 1992 the classroom building programme stalled. Many of the young schools are therefore one or two classrooms short. Financial help in acquiring some inputs such as cement and corrugated iron sheets will greatly speed up the classroom building programme in these schools.

2. MEDICAL CHECK-UP AND CARE

For most schools the nearest medical facility is several kilometres away. It is for this reason that a medical care programme must be instituted. It is geared first of all to deal with the prevalent common communicable diseases. Scabies, intestinal worms and ringworms have been identified as the major problems during the routine check-ups. These are being dealt with by treating all cases of ringworm and scabies and deworming all children under 12 years as they are the most susceptible. Topical applications for both scabies and ringworm will be maintained by medical personnel on regular school visit basis.

3. WATER-POINT DEVELOPMENT

Throughout the area of CSP operation water is in extremely short supply especially during the dry season. During the rainy season most schools obtain water from seasonal dams, rivers, roof catchments and improved wells. In the dry season the main source of water is scooped river beds.

The bulk of the available water is unsafe for drinking and is responsible for the proliferation of many of the water borne diseases. It is therefore necessary for the community to develop sources of safe drinking water.

School water-points are developed by the community with technical and materials support from the programme. Wherever possible a shallow well site in the school compound or within 2km radius from the school is developed. The community and the school can use the well. If a shallow well is not possible an alternative water-point such as rock-catchment, earth-dam or water tank is developed.

Construction of a water tank using roof catchment at Kilinyaa Primary School as well as a shallow well is under construction.

Two ground tanks at Kanyongonyo Primary School and Nzambia Primary School are scheduled for construction.

4. AGRICULTURAL SUPPORT

CSP field personnel at the two operational areas Mbusyani and Syomunyu are trained in Agriculture.

Agricultural support is important in the development of school gardens as a means of supplying food as a basis of giving a meal a day for the children at school. In the long run, also it is a means of showing that better agricultural methods pay. Thus, it creates an impetus for production and produces a productivity culture. In addition it instils in the children the importance of water and water management in production in the ASALs.

All schools in the programme are involved in the development of their own school gardens. This will serve as a means of food production and also as an income generator for the school activities. These gardens should serve as dramatic examples of what is possible and dispel the apathy of manual work in school children.

5. RE-AFFORESTATION AND TREE PLANTING SUPPORT

A two pronged approach of growing suitable trees in an area for conservation of the environment together with development of an economic woodland culture is the major aim of this programme.

This approach achieves two aims, conservation and economic benefits to the community. The central tree in this development is *Melia Volkensil* (Mukau) whose attributes include, timber, fodder for goats, is a colonising tree, it is drought resistant and can be grown in the farm as an agroforestry tree. Other trees such as *Sesbania sesban* a fodder/agroforestry tree, *Terminalia prunioides* (Mutoo) a hardwood for poles, *Grevillia Robusta* for timber and agroforestry are important in this scheme.

Children will learn the raising of seedlings and care of trees and avoid wastage of raising unsuitable seedlings which will not survive in the harsh conditions of the ASALs.

6. SCHOOL FEEDING

Currently there are two schemes of feeding. In the case of schools with high proportion of sponsored children, the school makes lunch.

Whilst the school employs a cook, the children bring water and firewood for cooking and the programme provides the food. In the second case, in the schools where only a small number of children is sponsored, the children are given rations for cooking at home.

There is a feeding programme in all the schools under the programme. The philosophy behind the feeding programme is to provide a hot meal for lunch to the children. Ideally all children should be fed.

7. UNIFORMS

In the high number sponsored children schools Kilinyaa and Kisikini Primary Schools and subsequently Nzambia and Kalulini Primary School all children receive school uniforms. Where only a few students are sponsored, only these children receive school uniforms.

CSP REGISTRATION 1993

A. MBUSYANI SUB-LOCATION ICAC & ICHS SPONSORSHIP

SCHOOL	ICAC SEPT '93	ICHS JUNE '93	TOTAL JUNE '93
1. Kilinyaa P.S.	183	42	225
2. Kisikini P.S.	67	21	88
3. Kwa Kye P.S.	0	17	17
4. Kavasya P.S.	<u>0</u>	<u>20</u>	<u>20</u>
	250	100	350

B. SYOMUNYU SUB-LOCATION - ICHS SPONSORSHIP

SCHOOL	JUNE '93	OCT/NOV '93	TOTAL
1. Kalulini P.S.	17	90	107
2. Nzambia P.S.	17	160	177
3. Syomunyu	16	0	16
4. Kanyongonyo	17	0	17
5. Mbeetwani	16	0	16
6. Syomakanda	17	0	17
7. Mwaani 16	16	0	
8. Kilisa	17	0	17
9. Itulani	<u>17</u>	<u>0</u>	<u>17</u>
	150	250	400

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