Community Voices

World Vision
Kenya

Volume 2

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40 YEARS
1974 - 2014
OF BRINGING HOPE TO CHILDREN
ANNIVERSARY

Why I need a Computer

A CLC committee member from Katito ADP attending to the CLC greenhouse.

Contents

Community Voices is an annual publication that captures transformational development from the communities in World Vision Kenya's areas of operation. World Vision Kenya has been implementing technology initiatives that have greatly contributed to improved quality of education, health, and livelihood. Community Learning Centres (CLCs) enable and enhance equitable access to knowledge on development to create informed, empowered and healthy communities, contributing to social transformation.

Foreword

The deployment of ICT4D in World Vision Kenya Programmes has greatly improved the linkages with other partners as well as increasing the level of learning in primary schools and communities. The establishment of community Learning Centers has contributed to the great awareness of the usage of ICT in economic development as a result of information sharing across the world through the internet. It is now common to find community members in those areas where the ICT hubs have been installed reading materials from the web as well as communicating with other specialists on issues that they need addressed in the development curves.

The Community Learning Centers have provided a platform where children can gather and discuss various subjects with their peers as well as read books which are hard to find in school since they are too costly for their parents to afford. The women through access to information and international markets are now able to provide for their families. The communities are now equipped with skills to generate and share development stories which the *Community Voices* magazine is a product. In this issue, the community shares stories on water harvesting as a food security solution in Mtito Andei which is very dry, children highlight the importance of computers for them and how they are benefitted from them and farmers share learning on alternative ways of farming for improved livelihood and well-being among other stories.

Another milestone is the Spark a Child Digital Future (SCDF) a partnership between World Vision Kenya with the support from World Vision US together with partners (Intel, Microsoft and British Council), ICT integration in teaching and learning has greatly contributed to improved learning outcomes. There has been a slight growth in enrolment and a steady increase in the mean score for the beneficiary schools. This is attributed to the time spent in the hubs by the children doing research from the preloaded content in the servers. In addition, teachers are also exhibiting more creativity and innovation in how they handle lessons to make them more fun and meaningful to the children.

For instance, the teachers are making use of shared lesson plans and exchanging ideas online on how to tackle 'difficult' topics with their counterparts in other countries through email and other social media such as Facebook and skype.

World Vision Kenya is continuing to partner with like-minded organizations to increase the coverage of ICT4D across all the Programmes for improved livelihood for the children and their parents. Already, there is a partnership with CAMARA (a not-for-profit organization) who provides affordable and high-quality donated ICT equipment loaded with educational software and material to schools and educational institutions to help us acquire hardware, software, training, maintenance and e-waste management at a low cost to establish more community learning centers. The World Vision Kenya accreditation with the Institute of Advanced Technology (IAT) to provide ICT skills training and certification to community participants in our area of operations has also contributed to the improved uptake of ICT4D in all the communities where we work.

World Vision Kenya has partnered with Map Kibera to help Bamba community map features that are of interest to them for making informed decisions in resources distribution as well as ensure transparency and accountability. Community mapping provides a visual representation of an area built on the local knowledge of the community members. This exercise not only puts the community in a stronger position to represent themselves with NGOs and County Governments, but also builds capacity within the community that will enable them identify development challenges and begin to look for solutions themselves.

We thank God for progress thus far, and would like to invite you to enjoy our second edition of Community Voices.

Daniel Mwebi
Integrated Programs Director,
World Vision Kenya

ICT Manager's Word

Community Learning Centres (CLCs) enable and enhance equitable access to knowledge on development to create informed, empowered and healthy communities, contributing to social transformation. Through the centres which serve as ICT hubs, World Vision Kenya is able to reach marginalized communities with vital information to improve the quality of education and livelihood for their well-being.

This year's Community Voices magazine features selected stories and photos by community members. They have written about the impact of the Community Learning Centers in their communities. For example, in Kisapuk CLC (Osiligi ADP), Maasai women, through a partnership, were able to sell their jewelry in the USA market with the help of World Vision US and youth in Detroit Schools. They realized a profit of USD 500 (about Ksh 44,500) which was used to purchase more items for sale. The money made from this venture goes towards paying school fees for their children and buying food for their families. This partnership has driven women to become bread winners for their families after their husbands turned to drinking and idling in the village, leaving their families to suffer.

Outcomes of the Community Learning Centres include:

1. The Community Voices magazine provides a platform where the communities can consolidate information generated and share best practices on development issues.

2. Improved school performance since children have access to libraries stocked with books and digital content that supplement what they are taught in class.

3. The communities' capacity to practice alternative methods of farming and livelihood has been strengthened through information available in CLCs.

4. Community Health Volunteers can now research and access information on health from the internet available at the centres.

5. The youth, children and community members are equipped with ICT skills. Children can easily navigate through the digital content when studying, and teachers are able to draw work plans as well typeset and print examinations.

6. Overall, community members are able to use the internet for research purposes on various issues for improved knowledge, as well as collaborate with their peers from different communities.

Our hope is to see more and more lives positively transformed through technology.

Henry Wanyonyi Kituyi
ICT Manager

> *Community Learning Centres (CLCs) enable and enhance equitable access to knowledge on development to create informed, empowered and healthy communities, contributing to social transformation.*

Community Learning Centres

By Jacqueline Rioba, *Associate Director – Programs*

Community Learning Centers (CLCs) create an avenue where knowledge is shared, innovation is nurtured, income is generated and learning is realized. The CLCs across World Vision Kenya have impacted children and their communities in various ways namely: improved school performance, increased household income, increased access to information including vital information to inform businesses and made learning exciting.

"At last we have a place to spend our holidays positively. Before this Community Learning Centre (CLC) was established students and pupils from this area had no place to engage themselves positively. Thanks to World Vision now we have a Centre that is fully equipped and is helping a lot of us during our holidays" said Vincent Mbasisi, a form three student at Starehe Boys Centre.

On one of the monitoring visit at the Centre an ADP Manager met Vincent and his friends in the library studying and they had this to say; "We are happy that we have a place we can meet and discuss and refer on difficult questions. This project has helped me finalize my holiday assignments and even cover form three syllabus. As I go back to school for the third term it will be revision to me" said Vincent Mbasisi.

In one CLC, people from the area used to travel up to 16 km in search of ICT services but now they have all the services closer to them.

During the launch of the CLC in Mtito Andei, the whole Cabinet of the Makueni County were present. They were impressed to see the transformation in the community as a result of the Centre. The County IT Leader promised to start 11 other centres across the County using the same model that World Vision Kenya introduced. These centres once opened and functional will steer the County to prosperity in terms of education, knowledge, business and opportunities among others.

Spark a Child Digital Future

World Vision Kenya in partnership with the British Council, and Intel has made learning interesting for students in rural Kenya. The communities have contributed by ensuring that the infrastructure (lab) and security of the equipment is in place. Some of the benefits attributed to this initiative include: acquisition of basic ICT skills for learners, access to digitized and remote learning resources to supplement learning, the project has made learning interesting and motivating, it has helped make teaching and learning an engaging and active process. It has enhanced teacher collaboration and productivity, enhanced school attendance and retention (2.6% increase in spark schools).

The Ministry of Education has identified Spark a child as a good model that it will adopt in the roll out of the national laptop project. Currently, they have a staff member from the Ministry learning the ropes as they work with World Vision Kenya in western Kenya. Additionally, World Vision Kenya has worked closely with the Ministry of Education policy makers and the outcome of the collaboration will inform the policy and strategy of ICT integration across the country.

Other celebrations are in the areas of capacity building. Ten Master Trainers who passed through a rigorous training process are now going across the country training teachers. In Turkana County, the County government is already using the lab in Katilia to train the teachers while in West Pokot County; the County government is using St. Elizabeth to train Teachers. Community members are now accessing ICT services with ease and schools are connected to power/solar.

World Vision Kenya is committed to ensure that children enjoy life in all its fullness, and the CLC and Digital projects have hugely contributed to the realization of this vision. ∎

Kisabuk community members during a Communication for Development (C4D) training.

Efforts to Protect Children

Story by Jackson Kavuthu (A youth member, Mtito Andei ADP)

Child abuse is a major problem in Kiteng'ei area, Kambu location and the wider Mtito Andei Division. This came out clearly after interviewing two teachers and a class six girl in Kiteng'ei Primary School.

"Parents who are not providing basic needs to their children should be jailed," said Mwongeli Muinde, a Standard Six girl in Kiteng'ei Primary School.

Annah Mutavi, a teacher at the school said, *"When I hear of child protection, what comes into my mind is how children can be protected from dangers that affect them both in school and at home. These include child abuses such as rape, defilement, labor and neglect. Due to poverty in this area, many people are engaged in charcoal burning as the only way of survival,"* said Mutavi.

She said men majorly depend on burning the charcoal while women concentrate with the selling of the same, which includes traveling to major towns, leaving their children with the fathers or sometimes with distant relatives to attend to them. This exposes children to the danger of being raped or defiled by the care takers.

Another risky area that touches on child protection in this area is the wild animals. Mtito Andei Division boarders Tsavo National park and wild animals mostly elephants and wild dogs frequently sneak out of the park into to the farms hence causing danger to children and the community.

She said children sometimes meet these animals on their way to or from school and in some cases the animals attack the children. Like in Kiteng'ei Primary, the elephants come to rest in the bushes surrounding the school compound which disrupts children's learning. This risk increases when children are sent home for school levies during class hours as evident in the photos.

Domitilah Mwania, who has been teaching for the last nine years and also a parent in the same school, raised her concern on the orphaned and disabled children in the community. She said *"When children get orphaned they are left with no one to take care of them hence the risk of being abused. These children end up being exploited by distant relatives and neighbors and are exposed to issues such as child labor and sexual exploitation in exchange for money and food."*

She also pointed out that *"We also have children who are physically challenged but mentally fit but are not attending school because they lack the means or appliances to facilitate them to school. There are also mentally challenged children who are hidden at home by their parents. These children are sometimes left under the care of people who abuse them in different ways."*

Teacher Annah and Domitilah recommended that the government and other partners should provide boarding facilities to the Orphans and Vulnerable Children in order to keep them in school and protect them from being exploited by the wider community. They also recommended that the law enforcers should be discouraged from taking bribes from the abusers. The physically-challenged children should be provided with appliances to enable them attend school. ■

Children sometimes meet wild animals on their way to or from school and in some cases the animals attack the children.

Children playing in the bushes within the school compound over break time.

Lifestyle Transformation through a Community Learning Centre

Story by Gerald Kyalo
(Community Learning Centre Attendant)

A Community Learning Centre (CLC) has been established in Kiteng'ei primary school, Kambu location in Mtito Andei Division. The CLC was fully operational by mid 2013 and many people have benefited from the project.

Children enjoying access to ICT services.

The CLC offers services like photocopying, computer training, typesetting, lamination and other ICT services. Our primary school pupils and also students from the nearby secondary schools have been privileged to have a library which is equipped with learning materials that they can use during their vacation period. The library contains reading books and e-learning software already installed in computers.

We thank God for World Vision Australia and Mtito Andei ADP under the support of World Vision Kenya staff led by Phoebe Mutua for the training they have provided us. We now have the knowledge and skills for maintaining the project to sustainability, thus changing our community's living standards. ∎

Wildlife:Destruction Not Attraction

Story by James Mukiti *(A farmer in Mtito Andei ADP)*

Crop damage caused by elephants in Mtito Andei.

The Human-Wildlife conflict in Mtito Andei division has changed the meaning of wildlife in Mtito Andei.

These animals are not only destructive to crops and livestock but also dangerous and scaring to human beings limiting movements and freedom and the right to access basic needs. Poisonous snakes swallow eggs and chicks. Mongoose disappear with chicken, monkeys harvest on behalf of the people, birds are sorghum venders, and squirrels are enemies of grain germination. Lions, leopards and hyenas are good selectors of the fat and best breeds of livestock, scaring away the owner. The elephants are determined to settle any off -balance of green crops, fruit trees, and any beautiful vegetation. They drink water, contaminate and denature water ponds, destroy water pipes, tanks and buildings.

Mr. Musyoka, a farmer in Mitooni lost his six goats overnight to leopards on February 2014. Mr Peter Misuuni lost his eleven sheep to lions in May 2014 and many others. The Ministry of Agriculture has had to use helicopters daily to scare away birds from feeding on the sorghum.

Mr. Kivanga Nguswini did not believe his eyes on the morning of June 2014 when he found his mango trees scattered over his farm destroyed by elephants. Mr. Kawetu – Kitenge'i could not get peace of mind when his coconut trees were broken down by elephants in June, 2014. Mr. Nguli- Kaliani woke up to find his banana tree and maize crops crushed down by a herd of elephants in July, 2014.

While other Kenyans know wildlife as tourist attraction, this is totally the opposite to the residents of Mtito Andei. Although the wild animals are beautiful and friendly, they have turned ugly and enemies of the people causing residents to be injured. Elephants, lions, leopards, weaverbirds, snakes and monkeys have put wrinkles to the faces of Mtito Andei residents. ■

> *These animals are not only destructive to crops and livestock but also dangerous and scaring to human beings, limiting movements and freedom and the right to access basic needs.*

Matengulu Self Help Group

Story by Gladys Mwongeli *(Youth member, Mtito Andei ADP)*

Matengulu Self Help Group is situated in Kiteng'ei sub-location, Kambu Location, Mtito Andei Division. It helps build farming skills including:

Poultry rearing

The group has gained skills in rearing of hens and have known how to make the right medicine for poultry as well as give the right proportions of food according to their ages.

Water harvesting

By digging barkhat and World Vision providing them with dam liners, the group is able to harvest surface water for farming.

The group's barkhat for harvesting surface water.

When the group harvests surface water they conserve soil and control soil erosion.

Ready market

Using the water harvested, the group plants vegetables such as kales, tomatoes and spinach thus enabling them to get money, supply markets and attract visitors who come and learn from them.

A demo plot of kales planted using drip irrigation.

Tree planting

Due to water harvesting the group has established tree nurseries with more than five hundred thousand seedlings. They sell these seedlings to get money and also plant in their homes thus conserving the environment. Some of the trees they plant are medicinal for example Neem tree, Aloe Vera while others are a source of quality timber e.g. Amelia vonkensie(mukau), not forgetting fruit trees like pawpaw, mangoes, guavas, citrus and passion fruits which are a rich source of nutritious value.

So we have great love for World Vision Kenya for the support and learnings. May God bless them. ■

A section of the tree nursery.

Mzee Kikwau and family members attending to his farm.

Indigenous Maize Farming Research Operation in Nguswini Village

Story by Georginah Mboya
(Community Learning Centre Chairperson)

A farmer in Nguswini village Kitenge'i Sub-location, Kambu Location Mtito Andei Division, Kibwezi District established indigenous farming due to the unreliable rainfall, he was not getting any yield when he planted maize.

After this practice, Henry Musyoka Kikwau is able to harvest two bags of maize per quarter acre and this gives him enough food for his family. It also enables him to live a better life, since apart from planting maize, he also plants cassava, pawpaw, pigeon peas and mangoes.

Through his experience, Kikwau uses the commonly available manure (cow dung) and has never used fertilizer which is expensive. ■

Mzee Kikwau in his farm.
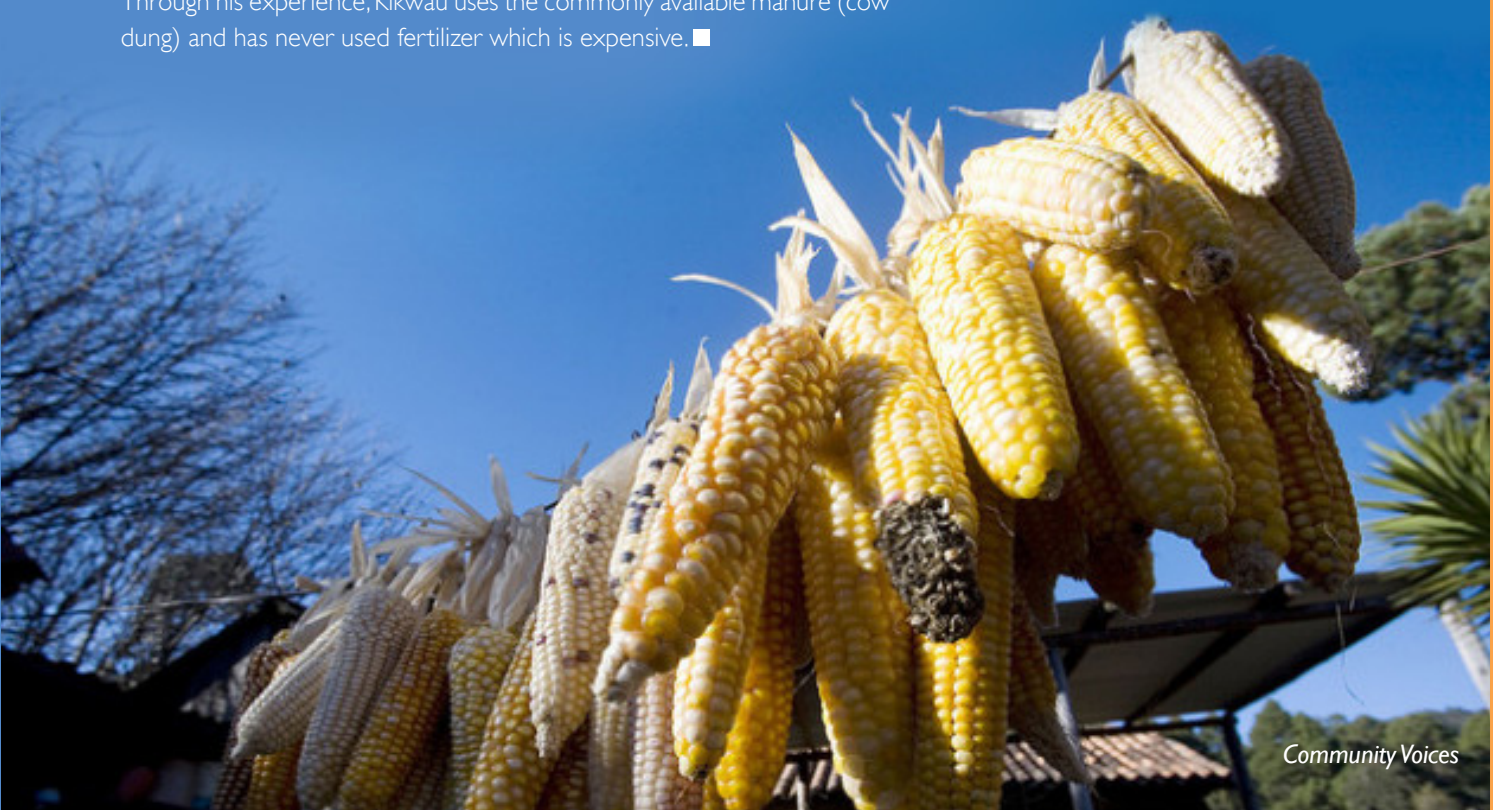
Water Harvesting; an Emerging Food Security Solution in Dry Places

Story by James Mukiti
(A farmer from Mtito Andei ADP)

Most parts of Makueni County especially the lower parts of it are Arid and Semi-Arid Land (ASAL). These areas usually experience unpredictable weather patterns with unreliable rains. This situation worsens east-wards towardsTsavo National park. The lower parts of Mtito Andei Division such as Kambu, Ngwata, Kathekani and Mtito Andei locations constitutes the most affected zones.

The residents of these areas usually pass through severe livelihood conditions; namely water scarcity, food insecurity, human-wild life conflicts, seriated drought patterns to mention but a few.This area is characterised by seasonal rivers which dry up immediately after the short rains. As a result the community does not retire from sourcing food stuff from the market which is produced in other areas. Most of the year, domestic water is competitively sourced from the Chyulu hills and Umani springs water projects. This limits the residents from doing irrigation and keeping large herds of livestock.

These challenges have remained a driving force to the community, donors, NGOs, FBOs, CBOs, the national government, the county government and other partners towards a long - term solution. The community with the support of World Vision have come up with an emerging solution – water harvesting. Through the World Vision food security project, the community has started harvesting surface water. Water harvesting structures known as barkhats have been designed. These are underground water pans with capacity of 252m^3. These have been dug by groups and are then supported with dam liners and drip line irrigation kits for use in both the green houses and open field. This solution was started at a group's demonstration plot.The horticulture crops planted at the demonstration plots gave very encouraging results with production throught even in dry seasons.

The groups in collaboration with the NGO and the ministry have conducted field days in most of the group demos and invited several other stakeholders who highly recommended the intervention.The Governor, Makueni County Prof. Kivutha Kibwana attended one of the field day's at Muuo wa Mitooni SHG in September 2013. He commended the tomatoes, onions and kales production already in progress. In response to the

A resident of Mtito Andei fetching water.

intervention Prof. Kibwana requested the Manager World Vision Mtito Andei IPA Mr. Mwasi if his office could design smaller barkhats which could be then implemented at household level. The Governor promised that his government is going to invest in this model in order to improve on food security in the area.

So far the design has been prepared and an implementation piloting done, 23 farmers already have the structures in place ready for water harvesting. Other farmers from the area are now calling upon other development partners to intervene in supporting them put up these structures in place as a plan to improve on food security in this area. ∎
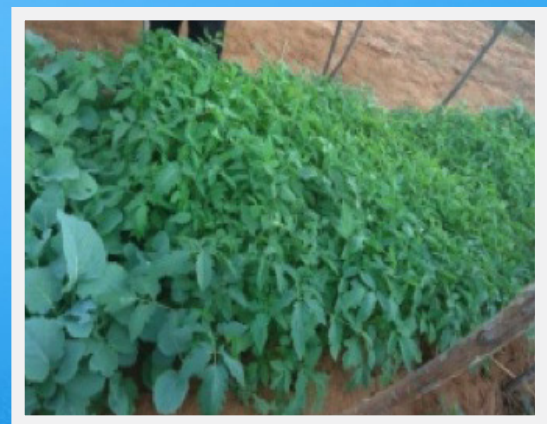
A nursery of kales.

World Vision Restored My Hope

Story by Phamy Otieno *(A registered child currently pursuing undergraduate studies in Agricultural Education and Extension at Machakos University)*

My name is Omondi Phamy Otieno. In the year 2003, I was six years old, and in Standard Two and my elder brother was in Standard Eight. We were privileged to attend one of the best private schools in the neighborhood. My mother provided for our basic necessities. All was well until her death, in the same year that made us total orphans. Before this, my father had passed on two years back. This was a blow to us as my dream of becoming an Agriculturalist hit a snag.

As fate would dictate it, my uncle incorporated us in his family. His meagre income was insufficient to cater for our fees in a private school where we were enrolled previously; he took us together with his children to a public school next to his home. It was hard to cope with this new order of life but I was determined to forget the past and live to fulfill my dream.

While at school, World Vision; a non-governmental organisation surfaced in my community. I was amongst the registered children in the sponsorship programme with the consent of my guardian. The proceeds generated from this noble cause were channeled to: renovate classrooms, provide school uniforms, water and sanitation in schools among other interventions within my community. They did also subsidise school fees to vulnerable students in high school.

I sat for my Kenya Certificate of Primary Education and emerged the best in my class. I secured one of the best performing high schools in the region. My uncle managed to raise some fees which saw me through the first year in school. Buoyed up with my impressive KCPE performance, I worked hard and registered good results at the end of Form One. In Form Two, I was forced out of school due to lack of fees. My uncle was quite weighed down paying school fees for me and my cousins who were in secondary school, beside handful mouths to feed. He tried his best to mobilise funds but was not enough. Owing to high fees paid in my school because of boarding charges, he reasoned that

I should join one of the day schools around that was about eight km away. To me this was a bitter pill to swallow.

My plight was lessened through World Vision. After a few days, a communication came from the office that ruled out the option of me joining another school; and they promised to settle my outstanding arrears and committed themselves to pay my school fees for the remaining academic years in high school. My task was to work hard so that the mentioned assurances come my way. I studied hard for the remaining period in school; performed well in my academic work and finally sat for my Kenya Certificate of Secondary Education (KCSE) examinations in 2013.

I am exceedingly happy today because sheer hard work and determination enabled me to score an aggregate of 70 points (B+) in the KCSE examinations.

This implied that I'm assured to join university with a direct entry! My dream to pursue an agricultural course is alive. As I reflect on the turns and twists I experienced, I am convinced that God is great. I'm indebted to World Vision Katito ADP for their invaluable support to me in my time of need. Surely, World Vision's interventions are written with indelible ink in my memory. Many of us will be ripples of hope to our community because World Vision gave us hope when all seemed lost. Special thanks go to my sponsor. Even though we have not met in person I will forever be grateful for his endless love and support.

> I am exceedingly happy today because sheer hard work and determination enabled me to score an aggregate of 70 points (B+) in the KCSE examinations.

Why I Need a

Story by Dorothy Awuor *(A Standard Seven pupil from Kanyateng' Primary School)*

I need a computer because it helps us to store information. When you write something on paper it may be lost but when you put it in the computer it cannot get lost.

It also helps us to communicate with people in Tanzania through Facebook, Google, Skype and also access internet.

It also helps us to acquire knowledge. One can learn some words in English but fail to know their meaning but may look it up in the computer. We can also learn more about vegetables grown in some areas.

It helps make learning easier. When we are taught something in science in school like the human reproductive system and digestive system may look it up in the computer like in the dictionary.

It can also improve our studies through Googling, Face book and Skype for communication. I need a computer because I can write any word without a book and a pen. If I want to write a word I only type the letter.

It improves our life. We can look for food, nutrition and healthcare information. It also helps us to learn about food security. For example in Nyakach there is little rain so when you want to know the seed that can grow well in the area you can look it up in the computer.

*It helps us access information in family health care such as family health planning .*We can also get information on drugs such as alcohol, mandrax and miraa.

It helps us get information about our physical hygiene for example, washing hands and many others. When we have a computer we can learn about how we live in our country and in others. So it is good to have a computer. ◼

Children from Lwandeti DEB Primary School in Matete ADP.

COMPUTER

Story by Leonora Awino *(A Standard Seven pupil from Nduga Primary School)*

If I have a computer, I will learn more about many things. For example, I can learn how to store or analyse information. I can also google and know more about other countries. I will be able to go to Microsoft Office, Publisher and Excel where I can do some calculations. A computer can help you solve problems in statistics. Using a computer will enable me to go to the internet and ask a question that is disturbing my mind directly and in the end get feedback immediately.

Children from Maturu Primary School in Matete ADP in a computer class.

Another reason is that, I can use a computer to store my document for example when I want to store something I have written. I will start with the following procedure by clicking the Start button, then there is a menu which will appear on the screen. In that menu, I will select my documents option where I will store my story or anything I have.

Whenever I will be going to school I will carry it with my books. Another reason why I need computer is that I can do any subject easily from it. For example, when its time for manipulation I will click Start, then all programs then Microsoft Office and from there, a menu will appear and from the menu I will select Microsoft Office Excel. I will count the boxes I need to use while doing manipulation. I can also use a computer to store data which are facts and figure I have collected from a field or event. A computer can

also improve our health as it has information about food and nutrition, herbal medicine, information of family health care; for example family planning. ■

> *I need a computer because I could write any word without a book and pen.*

Pictorial
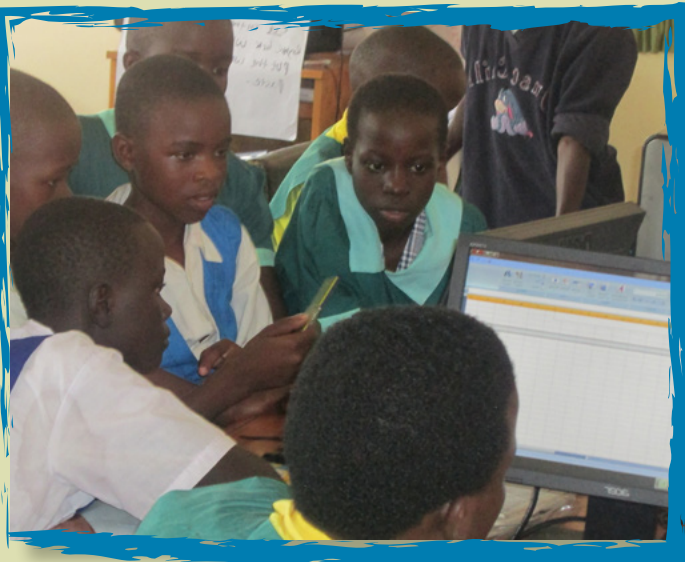
Children from Katito, Osiligi (Kisapuk), Matete and Mtito Andei ADPs demonstrating ICT skills.
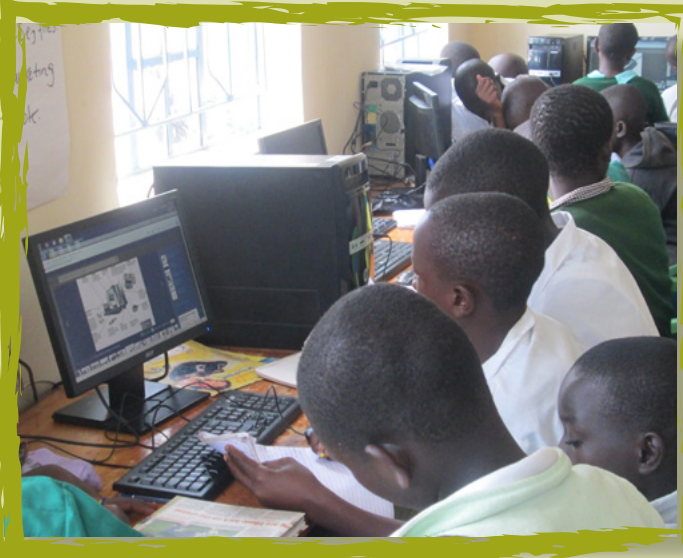
Children from Katito, Osiligi (Kisapuk), Matete and Mtito Andei ADPs demonstrating ICT skills.

Why I Need a COMPUTER

Story by Kevin Otieno *(A Standard Eight pupil from Kanyateng' Primary School)*

A computer is an electronic device that is used to store and analyse data. We have different areas where computers are used e.g. Supermarkets, schools, offices and police station among others. In the office, a computer is used to save important information for future use.

We also have different types of computers; pocket computers (phones), Desktop, Laptop, Palmtop, Mini computers and Super computers. We walk with phones everywhere we go and we may contact people as fast as we can.

In a computer, we have hardware parts and software parts. Hardware parts are: The monitor, keyboard, mouse, system unit, cd drive and the speaker. The monitor is used for display. System Unit is the main part of the computer. System Unit is used to control all other parts. It also works like a human brain. CD Drive is used to read information from the compact disc. Keyboard is used to type or enter a text. A mouse is used to select information/things or execute commands.

Pupils need computers to improve their standards of living and to become digital. We use computers to communicate to people in different places and to make teaching easy by ranking students. It also helps in getting news throughout the World. It is also used in running businesses and industries and for viewing different places.

Computers improve our lives through information. We are also able to connect with other countries through the internet and see how they live as well as learn from them. A computer is good and helps all people. ■

Children in Katito ADP during an ICT skills training.

Computer

Story by Eunice Akinyi *(A Standard Eight pupil from Kowire Primary School)*

A computer is an electronic device that is used to store, process and analyse information. We need a computer in our life to help us search information. For example, when we want to analyse the cure of diseases we can go to the computer and see how to control the diseases.

Another reason why we need a computer is to send information from one place to another and also to receive information or to store information. When writing something on it and you don't want it to get lost, you can save it on the desktop.

We have a number of computer application areas. One of them is school where we use computers to rank students/ pupils and that makes work easier for teachers. Another application area is in a cyber cafe for listening to music, type setting and also to record some songs on a memory card.

We have so many different types of computers, like the desktop computers that are put on top of a desk. Another one is the pocket computers that you can put on the pocket e.g. mobile phone.

Importance of computers in our life today include communicating with people who are far away from us, because it is the fastest and most reliable source of communication. We can communicate through sending messages, Facebook, Internet and Skype. ■

Story by Caroline Akoth Omolo *(A Standard Eight pupil from Kowire Primary School)*

A computer is an electronic device that is used to store, receive and analyse information. There are hardware and software parts in a computer.

Hardware parts can be seen and touched. Software parts are the parts that are logical on the computer and cannot be touched. Hardware parts includes: monitor, system unit, CD drive, keyboard, mouse and speakers.

Software parts are divided into two main parts: the first part is known as the system software (operating software) e.g. Windows XP, Windows 7 and Windows 8. The second part is the application software which is further divided into three parts. They are the Microsoft Office Word, spreadsheet solutions and web browser.

There are seven types of computers: these are Laptop computers, Mini computers, Pocket computers, Super computers, Mainframe computers, Palmtop computers and PDA.

Some of the application areas for the computers include: schools, offices, police stations, hospitals, cyber, communication centers, artist places, resource centers and supermarkets.

Mini computers are used in offices, schools, cyber, supermarkets, resource centres, hospitals and police stations.

Pocket computers are personal computers. Example of it is the mobile phone. Super computers are used in the space exploration and scientific research.

We need a computer to do different things. To store, send and analyze information, to improve our knowledge to know more about other continents and to communication.

Computers can be used to improve our health education and knowledge in many ways.
A computer can improve our health by googling the cure of some diseases, the best doctors in the world, herbal medicine and diet foods.

Computers improve our education by very many ways.
Some include to improve our grammar in english, to teach us some skills in mathematics and help us research the words we do not know.

It also helps us improve our knowledge.
Computer helps learn typing skills, it tells us more about other continents and the histories of people and places.

Computers are now everything to us.
We use computers to do almost everything. I don't know where we would be without computers. ■

Sale of Maasai Jewelry in the USA

Story by Kisapuk Community Communicators

Maryanne Msuyian is 26 years old. She was married at the age of 16. She has two girls. Her husband has two wives and together they have nine children. Maryanne's husband keeps cattle for their livelihood while she makes jewelry. Together they provide for their family.

Maryanne was married off when she was in standard three, which meant dropping out of school. Her husband was chosen for her, a common norm in the Maasai culture.

"This partnership has empowered us to be able to provide for our children; buy food, pay school fees, and we can no longer rely on our husbands. We feel empowered," observed Maryanne. ■

Mary Wuantet is 28 years old, married and has two children; a boy and girl. She got married at the age of 15. Mary's husband is the manager of Kisapuk Community Learning Centre while she is a nursery school teacher, a business woman and Community Health Volunteer (CHV). Mary also makes jewelry to supplement her income. She got married after completing standard eight when she was 15 years old. She later on enrolled for high school.

Some of the challenges she went through include: getting married off at a young age without her consent, and because her parents needed the money to support her siblings, she had no choice but to agree with their decision. In a community that does not support girl-child education, going back to school was not an easy task for her as the society would think doing so would make her leave her husband. However, her husband has been supportive and ensured she completes school.

The economic partnership between Kisapuk and the US is a "dream come true for us since for the longest time we did not have a proper market, but now we can sell our jewelry internationally. For that we are truly grateful," she said. ■

Hellen Koitatoi is 36 years old. She has six children, five girls and one boy. Her husband has two wives and together they have fifteen children.

Her husband sells cooking gas while Hellen makes jewelry, which she sells within their local market. Hellen went to school up to standard eight.

The challenges they face includes drunkenness among some men, which leads to their inability to provide for their families. Lack of proper information on how to do business and earn a living has made them suffer as they are not able to provide even the most basic needs for their families.

Hellen says the partnership has enabled them realize substantial profit margins, encouraging them to make more products. ■

Early Marriages, a Problem in Kisapuk

Story by Kisapuk Community Communicators

Early marriage has become a problem to the Kisapuk community. In the Maasai community, an old man of about 70 years can marry a young girl of between 12-17 years. In most cases, the young girl takes time to accept the old man as his husband. The parents of the young girl take time convincing their daughter to accept such marriages and will force her incase the girl won't accept. Many people prefer their girls to be married off to old men because they will have control of those families instead of their husbands controlling them.

The causes of early marriage in these communities as told by Pastor Joshua Solonka of Inkiito Community Christian Church are: poverty, lack of school fees, poor performance of the children in school and early pregnancies.

Most families are poor and will tend to 'sell' their young girls to get cattle and money. Moses Ntuma, a village elder said that a girl can be sold for up to five cows and Kshs. 100,000. He added that if the child does not do well in school their parents will be tempted to 'sell' them off to marriage instead of wasting their resources. Those who give birth before they finish school are also given off for marriage.

Agnes Kirako, a school management committee member, said that they have sat down as the school Committee Members to discuss on how to prevent this dropout. She said there are about five children in Kisapuk Primary School who gave birth and never returned back to school, instead went to get married. Some of the measures they have taken include reporting to the chiefs and children rights offices.

The area Chief Noah Sampeke told the team that compared to three years ago, early marriage is reducing because they have returned some children back to school after birth and others when they were given off for marriage. They also have approached organisations such as World Vision who have supported most of them to avoid dropping out.

Some groups like Pillars of Hope who are anti-Female Genital Mutilation have come in to support 50 girls in Meto and Kumpa location up to secondary school level and want to support the vulnerable to reduce poverty among families.

The chief said that if they can get support to build dormitories in school, especially for girls, it would help in separating boys and girls to avoid close relationships while in school. The girls will then have conducive environment for learning. Seminars and barazas also help to advice children and parents on these issues. ■

"The causes of early marriage in these communities as told by Pastor Joshua Solonka of Inkiito Community Christian Church are: poverty, lack of school fees, poor performance of the children in school and early pregnancies.

Drought in Kisapuk Community

Story by Kisapuk Community Communicators

Drought is a natural disaster caused by lack of sufficient rain leading to lack of pastures and water for animals and domestic use. Kisapuk community is located along Bissil-Meto main road. This year's dry spell began in April 2014, thus bringing a lot of challenges to the community. Our community largely depends on livestock and farming. We use wells and streams to water our livestock.

We paid a visit to a nearby well to interview the residents and met Fredrick Lenkoilelio the owner of 100 goats and he narrated the challenge he faced as a result of the drought. The depth of the well is 25 feet and it requires five people to fetch water which is only enough for 100 cows a day and the community owns more than 3000 cows. This means some of them have to move to far places in search of water. The well water depends mostly on rain and dries up in dry season. Fetching water requires a lot of skill due to the depth of the well and people sometimes use a ladder to fetch water deep inside the well which is a risk to their lives.

Drought has also caused food shortage leading to hunger in the community. There is scarcity of milk and low quality of meat which the community depends on for their consumption and as a source of income. We also interviewed Ngeenoi Leshoko who said that a lot of cattle are losing value and going for a price of Kshs. 8,000 instead to Kshs. 70,000 leading to much loss and starvation.

The community, therefore, requests for some assistance in digging boreholes and sourcing for a market for their animals and their products like milk for the betterment of their livelihood. ■

A child in Mtito Andei Community Learning Centre.

World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice.

World Vision began its operations in Kenya in 1974 and currently provides hope and assistance to children and communities in 35 of the 47 Counties in Kenya. Motivated by God's love, we serve alongside the poor and oppressed focusing on those who are most vulnerable, regardless of a person's religion, race, ethnicity or gender. We are committed to the well-being of children.

By 2015, World Vision Kenya's strategic goal is to contribute to the increased well-being of 2 million vulnerable children by facilitating empowerment and transformation of families and communities to tackle the root causes of poverty.

World Vision's priority programme interventions in Kenya include Food Security, Economic Development (Small Scale Enterprise), Education, Health, HIV & AIDS, Nutrition, Water Sanitation and Hygiene (WASH), Public Policy & Advocacy, and Humanitarian Emergency Response.

Core Values
• We are Christian
• We are committed to the poor
• We value people
• We are stewards
• We are partners
• We are responsive

WORLD VISION KENYA REGIONS AND PROGRAMMES DISTRIBUTION MAP 2014

N

Kilometers
0   105   210   420   630   840

Map labels:
Kakuma, Golbo, Lodwar, Northern, Eastern, Orwa, Kainuk, Sook, Lokori, Marich Pass, Kolowa, Laisamis, Tunyo, Lorroki, Wajir South, Meibeki, Bartabwa, Garba tulla, Angurai, Soin, Lake, Matete, Marigat, Karemo, Tinderet, Mogotio, Isiolo Oldonyiro, Winam, Wema, Mweiga, Dadaab ERP, Pala, Katito, Nyamusi, Tseikuru, Lambwe, Kiambogoko, Magunga, Bandaptai, Ndabibi, Coastal, Nyatike, Olenton, Yatta, Kirindon, Riruta, Soweto, Mutonguni, Kegonga Ntimaru, Karen Office, Mwala, Sangailu, Ilaramatak, Kalawa, Lamu, Southern, Lower Yatta, Mutomo, Osiligi, Mashuru, Marafa, Mtito Andei, Taveta, Bamba, Mwatate, Kilifi PRRO, Changamwe

Legend
Program - Projects Abbreviation

Lake Region
- Angurai- ED,HIV,SP,PM
- Karemo- SP,HLTH,FS
- Katito-SP,WSH,HIV,FS
- Kegonga Ntimaru- ED,HLTH,HIV,SP,WSH
- Lambwe- ED,SP,HIV,FD
- Magunga -WSH,SP,HIV
- Matete - ED,HHAR,SP
- Nyamusi - FS,ED,HIV,SP
- Nyatike - HIV,SP,ED,FS
- Pala -SP,HIV,ED,WSH
- Tinderet-CP,HLTH,HIV,WSH
- Winam -SP,PM EE,HIV

Eastern Region
- Garba tulla -CE,LLS,SP
- Golbo- LLS,PST,SP
- Isiolo Oldonyiro-HIV,SP,PM,WSH
- Laisamis-SP,PM,HLTH,ED
- Lorroki- ED,SP,HIV
- Lower Yatta - ASS,DSGN
- Mutomo- SP,PM,WSH,ED
- Mutonguni-SP,WSH,HIV
- Mweiga- SP,WSH,ED
- Tseikuru- ED,HIV,SP,WSH FS
- Wajir South- ED,HIV,SP,WSH FS

Coastal Region
- Bamba-SP,WSH,HLTH,HIV
- Changamwe- SP,ED,LLS,WSH
- Dadaab ERP,
- Kalawa- SP,PM
- Kilifi PRRO,
- Lamu -SP,ED,WSH,HIV
- Marafa - ED,HIV,WSH,SP
- Mtito Andei -SP,HIV,FS
- Mwatate- ED,WSH,HHAR,SP
- Sangailu -CMP,LRP
- Taveta -ASS,DSGN

Southern Region
- Karen Office,
- Bandaptai -SP,PM,WSH,HLTH,HIV
- Ilaramatak- ED,HLTH,HIV,PM
- Kiambogoko -HIV,SP,PM,WSH
- Kirindon- HLTH,HIV,SP,PM,WSH
- Mashuru- WSH,SP,ED,HHAR
- Mwala- FS,WSH,SP
- Ndabibi- WSH,SP,HIV HLTH
- Olenton- SP,HIV,ED
- Osiligi- SP PM,WSH,HIV
- Riruta -SP,EE,HIV
- Soweto- ED,HIV,SP,EE
- Wema- ED,HIV,SP,WSH FS
- Yatta - SP,PM,FS,WSH

Northern Region
- Bartabwa -SP,WSH,HHAR,WSH
- Kainuk- SP,WSH,ED
- Kolowa- SP,ED,HHAR,WSH,GCP
- Lodwar,
- Lokori - ED,HIV,SP,PM
- Marich Pass - ED,HIV,WSH,SP
- Marigat - SP,ED,HHAR,WSH
- Meibeki- ED,HHAR,SP,WSH
- Mogotio - WSH,SP,HIV
- Orwa - SP,HIV,ED,WSH,PB,WSH
- Soin- HHAR,SP,PM
- Sook- ED,HHAR,GCP
- Tunyo - ED,HIV,SP,WSH FS

WV Kenya Regions
- WV Kenya Regions

Projects Abbreviation
ED- Education   EE- Economic Empowerment
HIV - Hiv/Aids   FS - Food Security
PST-Pastoralist   PM- Program Management
SP- Sponsorship   CE - Community Empowerment
HLTH- Health   LLS-Livelihoods Support
WSH -WASH   GCP- Girl Child Promotion
HHAR- Health,HIV/Aids Response
ASS DSGN- Assessment and Design
PB- Peace Building CP- Child Protection
ERP- Emergency Response Project

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