

SEME WORLD NETWORK FOR SUSTAINABLE CHANGE (SWONESU)

PROGRESS REPORT FOR THE PERIOD JANUARY – MARCH 2016

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Manyatta Arab Primary School Feeding Program

2016

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FOREWORD

Once again we thank God for His care and guidance since the beginning of this year 2016. We are also very grateful to our donors (German Regional Scouts Association, B.d.P and Foerderverein Afrikas starke Kinder e.V and their teams) for your continued and timely financial supports that enable us implement our activities as planned. We also appreciate our Board of Directors (members) for your support and involvement in our day to day operations in all our projects activities.

The success of this period (January- March 2016) was also achieved through commitment, passion and team spirit exhibited by our staff members. We also thank our beneficiaries (teachers, children, local community leaders, Korando Goat Groups e.t.c) for their co-operation and support in all our projects activities. We continue therefore to work very closely with different governmental and non governmental institutions in areas of education, health, agriculture e.t.c and as the saying goes *“If you want to go far, go with others but If you want to go fast go alone”*. We choose to go with others. Thank you all, and May God bless you abundantly.

1. EXECUTIVE SUMMARY

Seme World Network for Sustainable Change (SWONESU) Community Based Organization was registered in January 2016. This was after an agreement between founder (Dan Amolo) and management team (Berline Ndolo) of One World Network Community Based Organization and our donors to restructure for ease in our operations in 2016. As a result, our activities for this period (Jan-March 2016) were slightly delayed as we processed registration of SWONESU, formulation of Board of Directors (membership), opening of a bank account with available signatories.

However, we did feed over 2300 children on nutritious porridge in Manyatta Arab, Ogango, Kodiaga, Kudho, Olago and Serawongo Primary Schools. The feeding program ensure that children report to school regularly, participate actively in class work hence improved overall performance.

The goat groups in Kodiaga Area (Korando A, Korando B and Korando C) also continued with their weekly meetings where they contributed money for spraying and deworming project goats. The zero grazed Toggenburg buck (Named Christoph) given to Korando C group (December 2015) is in good health from weekly spraying from ticks, quarterly deworming and members jointly and in rotation providing feeding (nappier grass, sweet potato vines, molato grass, lucina) in its shade at Jecinter Okongo's home. It has served three project local does. We also organized a half day refresher course in Jecinter Okongo's home facilitated by Henry Odongo (Sidindi Dairy Goat Group) for members of Korando C.

Our banana project that comprised of nine banana seedlings (*Israel One, Fear 17 species*) and planted in different members homes after Sidindi trip in July 2015. They have since grown and one produced five suckers. We did pass on the five suckers to members in Korando A for transplanting to their homes.

Nursery art sessions also continued with nursery children (aged 2-6 year olds) in both Manyatta Arab and Kudho Nursery Schools. The meetings were held separately with different activities for baby classes (2-3 year olds) (playing with toys, singing, dancing, story telling) and middle/ final classes (4-6 year olds) (coloring, painting, banner making, jumping ropes, story telling) in both partner schools. According to nursery teachers the art sessions provides different approaches to learning and thus identifies and improve children's creativity, socializing, grouping and ability to sort items amongst others.

Our adolescent girls and boys mentors (Berline Ndolo and Nicholas Odhiambo) continued with weekly meetings with adolescents (9-17 year olds) in Manyatta Arab and Kudho Primary Schools. The meetings were guided by curriculums prepared in consultation with counseling teachers in both partner schools. Meetings were also based on different ages, different topics in consideration of their stages of development. We also provided 150 sanitary towels to adolescent girls in Manyatta Arab, Ogango, Kodiaga and Kudho Primary Schools to ensure that they do not miss school during their monthly periods.

2. GERMAN REGIONAL SCOUTS ASSOCIATION (B-d-P) ACTIVITIES

2.1. School Feeding

Our feeding program continued with 550 children from Ogango, 500 in Manyatta Arab and 500 from Kodiaga Primary Schools enjoying the nutritious porridge. Feeding program continue to ensure that children reported to school regularly, improved class participation and performance. For example according to Manoah Osumba (Head teacher Kodiaga Primary School), reported that the feeding program provides relief and hence support education for child headed families, orphans living under the care of aged or sickling parents/ guardians and have no food at home. They are therefore given porridge that serves as both breakfast and lunch.



Alice Okeyo (school cook) poses for a photo with children from Kodiaga Primary School after serving them porridge.

In Manyatta Arab Primary School, Madam Millicent Adede (Nursery Teacher) also reported that the children are normally dull and miss school when porridge is not served. This is because there is no food at their homes she added. She said that the children were jubilated when the feeding program materials (sugar, Flour) was finally delivered to their school. In fact according to Mr. Abdul Ochieng (Head teacher, Manyatta Arab Primary School) during this year's leaders campaign in the school, George Okoth a class seven pupil was elected through voting as the School President when he promised the children that he was going to visit SWONESU office to ensure that feeding program kicks off. George Okoth used the feeding program as a campaign tool and he won his competitors.

Our partner schools also continue to support the feeding program by providing firewood and cooks for their respective schools. Ogango Primary School has also introduced a lunch program (rice, beans) through support from the parents/ guardians, well wishers and school committee. The lunch is served at Ksh. 10 or 20 per child. As reported by Madam Jenipher Kitegi (Head Teacher) the lunch program ensures that children are free from infections of diseases like cholera associated with unhygienic conditions, they also save time for their class revision/studies.

The feeding program in our partner schools has indeed played a vital role in supporting the education of orphans and vulnerable children, through improved class participation, performance, and reduced absenteeism. We have therefore received letters and phone calls from teachers within Kisumu Town who (formerly worked in our partner schools) but were transferred to other schools within slums requesting for expansion of school feeding to their new school. We have explained to them our limiting financial situation with regard to expansion of feeding program. However, we do hope to consider them in future as shall be necessitated by availability of funds.

We also provided feeding materials to over 150 children in Olago and 350 in Serawongo Primary Schools in Mbuye, Bondo Sub County. According to the teachers feeding program has ensured increased enrollment in both schools. However, implementing the two activities in isolation from our activities in Kisumu is proving a challenge. We plan to discuss and implement a phase out strategy for the two schools in the course of the year.



Children from Olago Primary School pose for a photo in their school compound when feeding materials were delivered by Christine Onyango and Berline Ndolo.

2.2. Goat Project



Berline Ndolo with members of Korando A goat group in Alva Opogo's home during intergroup follow up meeting.

We continued with intergroup follow up meetings with our various groups (Korando A, Korando B and Korando C) to discuss progresses. Through follow up meetings we did establish that our beneficiary groups Korando A and Korando C continued with their weekly meetings where they also made monetary contributions. The monetary contributions were used by the groups to consistently purchase medication for spraying and deworming. For Korando C beneficiary group after receiving Toggenburg buck (named after Christoph), they now met every Wednesdays during which they collected money for purchasing goat medication. They therefore sprayed their goats on weekly basis. This consistently was promoted with the receipt of the pure buck by the group members. They also have a duty roster on how the buck is fed. Each member has been assigned a particular day for which she/he takes goat feeds (nappier grass, molato grass, potato vines, lucina e.t.c) to Jecinter Okongo's home where the buck is hosted



Daudi Kose shows members how to hold the buck (by beards) during Korando C intergroup follow up meeting in Jecinter Okongo's home.

Korando A beneficiary group also continued with their weekly meetings. They have also as a result completed the construction of the buck unit in Alva Opogo's home. We shall give them a toggenburg buck in the month of April 2016. They have also completed the third individual goat shade in Rosemary Atieno's home and the project doe she received through pass on is already sheltered in the unit. The group plans to construct the fourth individual goat unit in Magdalene Okore,s home. Korando C members are also planning to mobilize their resources for construction of their individual doe units



Rosemary Atieno feeding her local project doe in the goat unit in her home (Korando A member) also on the photo is her son.

To effectively achieve our objective we organized a half day refresher course for Korando C group members. The refresher course was facilitated by Henry Odongo from Sidindi Dairy Goat group and focused on construction of goat units, proper feeding of the goats, goat spraying and deworming, types of goat feeds, goat service and record keeping. The course also involved demonstration on how the goats should be sprayed and dewormed. The refresher course was an eye opener to members of Korando C as areas that needed improvements were highlighted. For example according to Henry Odongo the goat unit needed a reduction in the number of iron sheets used to help control hot temperatures in Kisumu. They were also challenged to plant more goat feeds to be able to manage feeding the buck and does during dry spells. On recording keeping he mentioned the key areas (i.e. date of birth, date of service, buck served from, date of spraying and deworming e.t.c) that needed focus for success. Henry Odongo also demonstrated planting of goat feeds (nappier grass, caliandra, potato vines) using two by two farming techniques.



Henry Odongo (from Sidindi Dairy Goat Group) during a refresher course for Korando C members in Jecinter Okongo's home



Henry Odongo demonstrating with the Toggenburg buck to Korando C members how to spray.



Joram Okongo' (Jecinter Okong's husband) is guided by Henry Odongo (facilitator) on how to deworm a goat on behalf of Korando C group members.



Christine Onyango joins Henry Odongo (facilitator) as he hands over nappier grass seedlings he brought from Sidindi to Daudi Kose (Korando C group members) after refresher course in Jecinter Okongo's home



Berline Ndolo poses with members of Korando B goat group after an intergroup follow up meeting in Beatrice Achieng's home.

For Korando B goat group members they have not completed their buck unit. This was because of slow pace of monetary collection by the members. During follow up visits we established that there were allegations from a section of their members about mistrust on their group leaders. We plan to hold weekly meetings with this group in order to help them address some of their challenges/issues in the next period (April- June 2016). However one of the group members (Leonida Akinyi) is underway with construction of her (individual) doe unit.

2.3. Banana Project



Marsela Adhiambo (bending in the picture) and other members of Korando A assess the suckers in one of the project banana planted in Alva Opogo's home during a follow up meeting.

The banana seedlings (*Israel one, Fear 17 species*) we bought from Sidindi Dairy Goat Group in 2015 and planted in nine homes of our beneficiaries have grown and some of them produced suckers. During a follow up visit we did establish that two banana seedling planted at Alva Opogo's home (Korando A) had produced 5 suckers. According to our mentors (Henry Odongo-Sidindi Dairy Goat Group) the suckers need to be passed on (transplanted) when they have produced one or two leaves. After which around the original banana seedling should be dug and a wheelbarrow of manure added to be able to produce healthy bananas. Each hole of banana should also be left with not more than five suckers for their entire life cycle.



Christine Onyango assisting members of Korando A dig out suckers in Alva Opogo's home for pass on to other members.



Wilkister Otieno (pulling wheelbarrow) pour one wheel barrow of manure as Rosemary Atieno mixes with top soil after banana suckers were dug out as other group members look on.

Based on the information we did pass on of 5 suckers to Leah Okwach, Rosemary Atieno, Wilkister Otieno, Magdalene Odera and Milka Amolo in Alva Opogo's home. We also plan to

continue follow up of the project and pass on more suckers to members in their various groups (Korando A, Korando B and Korando C).



Korando A members show cases pass on of banana suckers in Alva Opogo's farm



Milka Amolo (holding a jember and water container) with members of Korando A group (Alva Opogo, Magdalene Odera and Olivia Achieng) in her home where the banana sucker was transplanted.

3.0. FOERDERVEREIN AFRIKAS STARKE KINDER e.V. ACTIVITIES

3.1. School Feeding

We did feed 200 children from Kudho Primary School on nutritious porridge. The feeding program as reported by the teachers continues to ensure that children report to school regularly, actively participates in class work as well as improved overall performance. School feeding program indeed relieves the children from biting hunger pangs since they are not even sure of the three meals in a day. During a follow up visit Berline Ndolo established that there were children from nursery section (2-6 year olds) who did not go back home for lunch because there was no food at home. For example:

Mercy five year old girl and in final class at Kudho Nursery School was playing with four of her classmates in the school compound when the lunch break bell was rung. On inquiry they told Berline Ndolo that they did not go back to their various homes for lunch because there was no food. One of her friends Jackline* added that her mother was also not at home since she was away working as a house help in a house in town and that the house door was locked and would only be opened in the evening. Jacktone* one of their classmate who also joined them for playing confirmed that indeed he ran home for lunch just in case but there was no food. He immediately ran back to school for the afternoon sessions. The children were however playful after they took the porridge served to them at 11.00 a.m in school.*

The sentiments of these children were also shared by their teacher Ann Estica who confirmed that indeed the children were very weak whenever they missed school feeding (porridge). In fact teaching those who reported to school was almost impossible. This was because the children were dull, weak and dozed off in their classes.

Kudho, Manyatta Arab, Kodiaga and Ogango Primary Schools also continued using the fuel saving jiko's constructed to them by Foerderverein Afrikas starke Kinder e.V in 2012. They continued to use less fuel that reduced the cost of firewood and there was also little smoke emitted that eventually helped with conservation of the environment.



Final class children (5-6 year olds) in Kudho Nursery School enjoying their daily porridge in their classroom.



Baby class children (aged 2-3 year olds) enjoying porridge in their classroom in Kudho Primary School.

3.2. Nursery Art



Madam Lillian Lwakane (nursery teacher) assisting the children draw during art session in Manyatta Arab Primary School.

Our nursery art weekly sessions continued in both Manyatta Arab and Kudho Primary Schools. Christine Onyango (Staff in charge of nursery art) met the different groups of children (baby classes aged 2-3 year olds and middle and final classes aged 4-6 year olds) on different days of the week (Mondays and Wednesdays meeting in Manyatta Arab and Tuesdays and Thursdays meeting in Kudho Nursery Schools). To effectively achieve the objective of the activity we provided art materials that included sharpeners, erasers, pencils, crayons, printing papers. We also continue to work hand in hand with our respective nursery schools teachers.



Kudho nursery school (middle class – 4-5 year olds)) children show cases their work during a coloring and drawing session.

The middle and final class (aged 4-6 year olds) children from our partner schools were engaged in drawing, coloring and making hand banners. The hand banners were made by children from Kudho nursery school. It involved helping the children draw through tracing their hands and then cutting them out on different colors of manila papers. The cut outs were then joined using thread and finally hanged unto the wall with some writing on them. For example in Kudho Nursery School their banner read KUDHO E.C.D.



Christine Onyango being assisted by Ann Estica(nursery teacher) in making hand banners with middle and final classes children (4-6 year olds) in Kudho Nursery School.



Christine Onyango joins children's hand cut outs as the children look on in Kudho Nursery School.



A completed hand banner hanged in nusery class wall in Kudho Nursery School.

In Manyatta Arab Nursery School, Christine Onyango together with the teachers made ropes out of polythene bags and old mosquito nets. These ropes were used by the children during outdoor activity for rope jumping.



Christine Onyango engaged the children in rope jumping as part of outdoor activity in Manyatta Arab Nursery School.

The baby classes' children in both our partner schools were also engaged in playing with toys. The toys which were in the shapes of chicken, crocodile, elephant, fish, cars and bricks were used by the children for playing and learning.



Ms. Patricia Malowa plays with baby class using toys in Kudho Primary School during art session.



Baby class children in Manyatta Arab Nursery School pose for photo with their toys after the session in their classroom.

The nursery children (2-6 year olds) in both partner schools were also engaged in story telling session. Together with their teachers the children were given an opportunity to tell short stories and riddles about animals like lions, hare/ rabbit and the applicability of the tales and riddles. In Kudho nursery school however, the children were very shy to stand before their colleagues and tell stories and riddles as compared to their counterparts in Manyatta Arab Nursery School. Christine Onyango together with the teachers promised to hold more story telling and riddles sessions to help the children also improve their self esteem



Christine Onyango is joined by (Millicent Adede, Lillian Lwakane and Elizabeth Okoth) nursery teachers Manyatta Arab and led the children during story telling session.

According to nursery teachers (Ms. Patricia Malowa (Kudho Nursery) and Ms. Millicent Adede (Manyatta Arab nursery schools), the art sessions helps the children to learn through different approaches, develop their finger muscles and their thought patterns. They also identify and improve their creativity skills, ability to socialize with other people in their environments. The children also learn to group, sort items and understand the virtue of sharing.

3.3 Adolescent Mentorship Program

3.3.1. Knit and Chat Club.

Our adolescent girls mentor (Berline Ndolo) continued weekly meetings with adolescent girls aged 9-17 year olds from both Manyatta Arab and Kudho Primary Schools. We did design a curriculum and discussed with teachers in charge of counseling for their input and approval. The meetings with the adolescent girls was therefore based on their different ages and hence stages of development. For example for 9- 13 year olds we discussed self Awareness and also engaged in songs and poems for bonding, while with 14-17 year olds we continued discussion on Self Awareness with focus on how to make informed decisions. We also discussed Adolescence with emphasis on how to cope with both physical and emotional changes during adolescence. Knit and chat club therefore continues to provide avenues for the adolescent girls to share their problems among themselves, through discussions with mentor, teachers and parents/ guardians and sharing through the suggestion boxes.

Understanding one's self is a very important part of our discussions considering that both girls (10-17 year olds) lived in environment; lack food and basic needs at home, local brewing and sale points/ homes, school drop outs major in commercial sex work as source of income for them and their families, engagement in family businesses like selling sugar cane, boiled maize in town after school in the evening and exposure to sexual abuse by their relatives or neighbors'. There are therefore high chances of negative influence on our adolescent girls in all our partner schools. For example during one of the class discussions with adolescent girls aged 13-17 year olds from Kudho Primary School opened up on how and where (Kondele Area, Kisumu Town) commercial sex workers from their neighborhoods offered the services. According to the adolescent girls they knew the girls (dropouts) dressing code ("micro mini skirt and blouse") and that they were paid Kshs. 50 to 200 for the service. Asked where they got the information from, they denied being involved but said they lived with neighbours and relatives who ventured into the business (commercial sex work). We therefore discussed the dangers of engaging in commercial sex work and they mentioned unwanted teenage pregnancy, infections related to sexually transmitted diseases; HIV / Aid amongst others. One of the girls shared her story as follows:

Sylvia a 14 year old class seven girl from Kudho Primary School informed Berline Ndolo of how one female neighbor was persuading her to join her for commercial sex work. Sylvia lives with her mother and step father in a one room house in Obunga slums. She therefore spends her nights in any neighbor's house as arranged for her by her mother from time to time. Her neighbor (whom she spent night in her house) told her she would be paid Kshs. 2000 by every person whom she served. She however did not agree to the idea. She also did not inform her mother since she feared her for being too harsh to listen and may also overreact. After sharing with Berline Ndolo, she also later told her neighbor of alleged visit by her teacher (Berline Ndolo), and this made her neighbor to relocate to another house.*

Sylvia's case is an example of how adolescent girls are exposed to early sexual engagement at the expense of their education. It is evident that commercial sex work is source of income for these very vulnerable groups particularly in Obunga slums. We shall therefore continue with our

discussions on Self Awareness and other topics. We also plan to continue sensitizing the mothers, community leaders on their roles as regards information sharing and general relationship with their adolescent daughters. We shall hold a half day meeting in June 2016 with 20 adolescent mothers and community leaders to evaluate their roles as regards information sharing and general relationship with their daughters based on the meeting held in June 2015. These are the mothers who attended the said meeting in Kudho Primary School.



Berline Ndolo during a discussion with 13- 17 year olds and assisted by Elizabeth Akinyi in Kudho Primary School.

The issues affecting adolescent girls (13- 17 year olds) were also shared by Madam Jenipher Kitegi (head teacher Ogango) Primary School during a follow up visit and discussion with Berline Ndolo. She did inform her that she lost adolescent girls (7 in a year) to teenage pregnancy. The number was particularly high because most of the children lived with poor, very old guardians who could not provide basic needs to their girls or parents who did not understand their roles as regards upbringing of adolescent girls. As result the girls were easily lured by Kshs. 50 that they were given by neighbors or motorbike riders who posed as their sympathizers. Some of the cases were however as result of exposure to men when engaged in family business activities or abuse by step fathers or other relatives. For example,

Mary a 14 year old and an average performing class seven girl at Ogango Primary School lived with her mother (single mother) and two younger siblings in Kasule village. She was out of school due to unwanted teenage pregnancy. She was impregnated by a male neighbor whom according to her mother was very supportive to the family. The neighbor would give the family money almost every day to buy food. Mary's mother's source of income was from payment she got after washing clothes at a fee (Ksh 150) for the service. There were however days when her mother did not get anybody to offer her services to (washing clothes).*

Madam Jenipher Kitegi requested Berline Ndolo to organize a few mentorship sessions for discussions with adolescent girls in Ogango Primary School. The request was also shared by Manoah Osumba (head teacher Kodiaga Primary School) during a follow up and discussion with Berline Ndolo where he also shared the plight of adolescent girls in the school.

The weekly discussions also continued with adolescent girls (aged 9-12) in both partner schools. The discussions were on Self Awareness with focus on understanding ones self, making and nurturing positive in born solutions to their problems. According to this age set some of their problems were lack of school fees, school uniforms and engagement in family business and exposure to associated risk. Their parents and guardians also could not afford basic needs. These age set of adolescents particularly classes four girls (9-10 year olds) from both partner schools were very shy and withdrawn. Berline Ndolo therefore engaged them in songs, poems and spiced up the discussions by sharing her experiences as an adolescent girl. The girls also continued to learn from their colleagues in classes five (11-12 year olds) who openly shared their problems during discussions. For example;

Seline an 11 year old class five pupil at Kudho Primary School shared during discussion how she helps her mother sell sugarcane or boiled maize after school (6.00 p.m). She explained that she carried a basin full of pieces of sugarcane/ boiled maize (Kshs. 10 per piece) and walked to town from Obunga estate (4 kms). These girls would be in town selling until 9.30 p.m then walk back home. On their way they would be arrested by police men (Obunga Police Station) (as a directive from chief's office to stop the girls' engagement into the family business). In an attempt to evade the police trap they would follow an alternative direction. This alternative direction is along the railway line through the Kisumu Industrial Area and is more dangerous at night. There are bushes around the area, poorly lit and according to Seline sometimes they are always chased by unknown men. These men seem dangerous as their motive is also unknown to the girls.*

Seline's sentiments were echoed by a number of girls during the discussion. They however reported that they have never fallen into the trap of these men. When asked why their mothers could not go to town and sell for themselves, some said they remained behind to sell a different commodity (kales, tomatoes, onions) in Obunga market. Some of their parents also had younger siblings (2 months- 1year olds) to take care of during the time.



Berline Ndolo in a discussion with adolescent's girls aged (9-112 year olds) in Manyatta Arab Primary School

To effectively achieve the objective of the activity we also provided sanitary towels in the month of February, March 2016 to 150 adolescent girls per month in Manyatta Arab, Kudho, Ogango and Kodiaga Primary Schools. This is aimed at ensuring that girls do not miss school during their menses.



Madam Benter Awimbo posed with adolescent girls after receiving their monthly sanitary towels in Ogango Primary School.



Madam Elizabeth Otiko poses with adolescent girls in Kudho Primary School after distributing sanitary towels in their school.

3.3.2. Kick and Chat Club

Our volunteer adolescent boys mentor (Nicholas Odhiambo) also continued weekly meetings with adolescent boys from Manyatta Arab and Kudho Primary Schools. The meetings were also done by grouping the children based on their ages (9-13, 14-17 year olds) and hence different stages of development. We also held meetings with the counseling teachers to discuss the curriculum for approval with our partner schools. The counseling teachers approved the curriculum and said that the topics were relevant to the children and were also in line with the education curriculum in Kenya.

Nicholas Odhiambo held a meeting with the teachers in charge of counseling in our partner schools to understand the problems of the adolescent boys from the teachers' perspectives in their various schools. For example in Kudho Primary School he held a meeting on 7th March 2016. From the meeting the teachers reported that the adolescent boys were exposed to drugs and substance abuse very common in Obunga slums where they resided. The parents/guardians were also seen as unsupportive and not serious with education of their adolescent boys. The teachers explained that the parents/guardians did not care whether the boys missed school. Lack of basic needs at home particularly sent boys to construction sites for menial jobs.

The boys therefore missed school to provide for their families needs. The boys were also engaged in family businesses that denied them enough time for their personal studies. Kick and chat therefore continues to provide an avenue for the adolescent boys to share issues affecting them both in school and at home.



Nicholas Odhiambo in a meeting with Vincent Koina and Clement Ajwang (teachers in charge of counseling) in Kudho Primary School.

The meetings with adolescent boys (aged 13-17 year olds) in both partner schools focused on topics on self awareness to enable them make inborn decisions to every situation in their lives. The sessions were also spiced up with poems and songs. The adolescent boys also openly discussed hindrances to achievement of their future dreams. These included; missing school due to lack of basic needs at home, missing school to work in construction site, drug and substance abuse; the boys explained that some of them their parents brewed and sold local illicit brew and consequences of bad influence from their peers. Nicholas Odhiambo also shared his experiences as an adolescent boy for bonding and enables the boys open up to their problems. For example during a past discussion one of the boys shared the following;

Mark a 14 year old class seven boy reported that he went to construction sites at least a day during week days and all weekends to engage in menial jobs so that he could meet his school needs (school fees, school uniform, books). He said that he lived with a sickling mother and his dad was drowned in alcohol. He said he wished to achieve his dream of becoming a lawyer and that is why he went to construction site to work and get money to cater for his school needs and other family needs.*

Mark's story mirrored the problems experienced by adolescent boys his age who have to juggle their lives between getting money and their education. His story was also shared by two other

boys who said that it was common in Obunga slums for boys to engage in menial jobs at construction sites.



Steven Odour, Brian Okoth and Kevin Ongeru class six boys presenting a poem during kick and chat session in Kudho Primary School..

Nicholas Odhiambo also reported that in Manyatta Arab Primary School, in meetings with adolescent boys (aged 13-17 year olds) they also freely discussed issues affecting both in school and homes.



Nicholas Odhiambo during a discussion with (14- 17 year olds) adolescent boys in Manyatta Arab Primary School.

The discussions with adolescent boys (9 -13 year olds) also continued in both partner schools. According to Nicholas Odhaimbo adolescent boys in Kudho Primary School were shy and withdrawn as compared to their counterparts in Manyatta Arab Primary School. He therefore engaged them on discussions on understanding one's self, songs and poems for bonding and esteem building. These age set also mentioned lack of school fees, school uniforms and engagement in family businesses after school.



Nicholas Odhaimbo during a discussion with adolescent boys aged (9-13 year olds) in Kudho Primary School.



Nicholas Odhiambo in a meeting with adolescent boys aged (9-13 year olds) in Manyatta Arab Primary School.

4. SWONESU INTERNAL AFFAIRS

4.1. Financial Management System

We did prepare in consultation with Tabu Anginyah (Chairman- Board of Directors) a budget and work plan for our activities in 2016 for discussion and approval by our donors. Our projects funds (B.d.P and Foerderverein Afrikas starke Kinder e.V) were then channeled through NIC Bank Kisumu branch. The bank account is operated by Grace Adoyo (Board Treasurer), Berline Ndolo and Christine Onyango as the signatories. For purposes of accountability Grace Adoyo was appointed by the Board of Directors and serves as the mandatory signatory. We therefore make monthly withdrawals based on monthly budget plans prepared by Berline Ndolo and approved by Grace Adoyo for all our project activities. All our withdrawals or payments through the bank are supported by a cheque register book where details of payee, cheque number, amount, and signatures apprehended for different levels of approval. Tabu Anginyah and Grace Adoyo further designed, requisition forms, surrender forms and delivery sheets for our daily financial use. We shall also engage the services of a volunteer book keeper from time to time to help with streamlining our systems for effective auditing.

4.2. SWONESU Staff

Our team comprise of Berline Ndolo (Programs Manager) who holds a diploma in Adult Education and Community Development and also pursuing Degree in Project Planning and Management all from The University of Nairobi. Nicholas Odhiambo (Volunteer Adolescent Boys Mentor) has a certificate in Social Work and Community Development from Siaya Institute of Science and Technology. Christine Onyango (Programs Assistant) is a holder of Kenya Certificate of Secondary Education. The diverse education and experience qualification in our team forms the basis for motivation, commitment and passion in executing our duties.



Berline Ndolo, Christine Onyango and Nicholas Odhiambo during a staff meeting held in the office.

5. SWONESU Board of Directors



Truphena Diang'a, Jeremy Oloo, Grace Adoyo, Berline Ndolo during a past Board of Directors meeting held in our office. Tabu Anginyah also joined the meeting through skype call.

We sincerely thank our board members (Tabu Anginyah, Heike Hoeffler, Grace Adoyo, Truphena Diang'a, Fredrick Mariwa, George Obara, Jeremy Oloo and Berline Ndolo) for their active involvement in the day to day running of our project activities. They have been very instrumental in planning for 2016 activities, laying structures and systems as regards human resource and financial management, monitoring and evaluation for all project activities.



Grace Adoyo, Jeremy Oloo, Tabu Anginyah and Berline Ndolo during an interview session to select a suitable candidate for adolescent boys mentor (when the position fell vacant) in our office.

Report Compiled by Berline Ndolo

For SWONESU