

MZABIBU

A Special Publication Of Grapesyard Organization



A RETHINK OF IDENTITY & STRATEGY DIRECTION

Core values: Compassion ▪ Confidentiality ▪ Credibility ▪ Commitment

FEATURED

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Vision

A healthy educated child in the informal settlements and economically challenged communities

Mission

To facilitate, provide and promote access to Education, health and healthcare services to children in the informal settlements and economically challenged communities in Kenya.



GRAPESYARD ORGANIZATION

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ALICE FOR CHILDREN
INTERNATIONAL



ABOUT GRAPESYARD ORGANIZATION

This year Grapesyard turns 18 years offering community service to the most vulnerable groups of the society. Care and support for orphans and vulnerable children (OVC) remains its focus. The organization focuses on child protection and survival through nutrition and healthcare, education, personal growth and development. New program activities opened its doors in 2016 that will reinforce the organization focus and sustainability. The organization opened a drop-in centre for child care and protection for children in the group 1 and 3 whose mothers work in the Dandora dumpsite. The organization is also taking steps necessary to sustain its program activities.

RUNNING PROJECTS

- i) Grapesyard Education Centre: This project is located in Korogocho slums. It offers quality primary education for orphans and children from economically challenged communities. The centre reaches out to over 1,200 daily with primary level education.
- ii) Grapesyard Children's Centre (Alice Village) - a home for orphans and vulnerable children. Located in Nairobi County, Njiru Sub-County, Utawala area, the centre is home to 100 children.
- iii) Early Child Development Centre (ECD): The centre caters serves Baby class (three years), Nusery and pre-school categories. The centre is located in Grapesyard Education Centre.
- iv) Sickle cell Anemia support group: Organization had introduced a support group for children living with sickle cell anemia in Korogocho and its environs.
- v) Grapesyard Youth programs:
- vi) "I keep a Child Alive": In partnership with Supermarkets, the organization rolled our money donation tins project. It is aimed at inviting the participation of public in care and support for children. The project will continue to run in 2017.
- vii) Mzabibu Newsletter is an annual publication of Grapesyard organization by the Director's office. It aims at increasing the organization's visibility; document success stories and lay down future plans. This publication is 2017 edition in continuation of the past ones.
- viii) Grapesyard Self Help Group: Its membership is drawn from Korogocho community with the aim to empower group members through income generating activities.
- ix) Alice Baby care centre for care and protection to vulnerable children whose mothers work and live in Nairobi's Dandara dumping site.
- x) The Digital Literacy Program (DLP): As Kenyan public primary schools seek to implement DPL, Grapesyard is also putting in place the necessary infrastructure needed to deploy the program with support of partners such as ASK@Grapes and Profuturo pilots.
- xi) Income generating activity - a 51 seater semi luxury bus for hire for organized groups.

TWINS INTERNATIONAL CELEBRATES 10 YEARS IN KENYA

In 1997, Twins International made contact with several Kanyan CBOs with the intention to visit the country and with that its President Mr. Diego Masi visited. The intention was to implement and fund children programs in the country under the banner of Alice for Children. After touring several CBOs, Grapesyard, then operating as Grapesyard Self Help Group was picked to be the partner to implement Alice for Children programs in the country and with it a contract was signed to implement child education and feeding programs for Korogocho children.

Other programs have since been set up in other areas within Nairobi. These include Alice Village, a children home with 100 orphans, Alice Baby care for Dandora dumping cite among others.

On November 1, 2016, the two Organizations marked 10 years of working together in a colorful ceremony at Alice Village.

PARTNERS AND COLLABORATORS

The following Organizations and well wishers joined hands with Grapesyard in caring and supporting the children at risk. We congratulate and thank them for contributing towards children growth and development.

- TWINS INTERNATIONAL, ITALY
- MINISTRY OF EDUCATION, KENYA
- MINISTRY OF LABOUR , SOCIAL SECURITY AND SERVICES
- CHILDREN DEPARTMENT AND NJIRU SUB COUNTY CHILDREN OFFICE.
- NATIONAL AIDS CONTROL COUNCIL
- KENYA AIDS NGO CONSORTIUM (KANCO)
- FORD FOUNDATION EAST AFRICA OFFICE
- BRIDGES MENTORSHIP NETWORK (BMN)
- TUMAINI SCHOLARSHIP PROGRAM
- UCHUMI SUPERMARKETS LTD
- MANAGEMENT UNIVERSITY OF AFRICA(MUA)
- UNITED STATES INTERNATIONAL UNIVERSITY (USIU)
- BARCLAYS BANK OF KENYA- KARIOBANGI
- COOPERATIVE BANK OF KENYA – KARIOBANGI
- PERGAMON GROUP LTD
- EDARP, DONHOLM AND BABA DOGO CLINICS
- PARKLANDS BAPTIST CHURCH- EASTGATE YOUTH MINISTRY
- THE BOMA HOTEL, NAIROBI.
- MARA FARMING LTD
- OLYMPIA GYM
- BETHEL GROVE BIBLE CHURCH, ITHACA
- DO GOOD LAB, SAN FRANCISCO
- EUCHARIST CHURCH, SAN FRANCISCO
- ST. GREGORY SMALL COMMUNITY CHURCH, MUKURU
- PATRICIA , JOHN POLLOCK & AMY BLUMENTHAL
- KATE & ERNEST NDENGA FAMILY
- MILLICENT MWANGI AND HER WOMEN GROUP
- RYAN JONES,MOLLY BRENNAN & EUCHARIST CHURCH
- CENTRE FOR BRITISH TEACHERS (CFBT)
- TUSOME
- CfBT
- ASK@GRAPESYARD



THE EXECUTIVE DIRECTOR'S MESSAGE



Welcome to the year 2017. This year brings a lot of hope in the history of Grapesyard. It is a year that comes immediately after the launch of our 2016 to 2020 strategic plan, which also is the first ever plan in the history of Grapesyard.

The year comes soon after hosting the first donors to the organization that is Patricia Pollock and her church members who came to visit the project in September 2016. Also the witnessing of a celebration to mark 10 year partnership anniversary with Twins international in November 2016, scales up the hope even more.

In our efforts to remain relevant to the objectives of the organization, Grapesyard did develop the 2016 - 2020 strategic plan with the following strategic objectives:

- 1. Implement strategies to achieve revenue growth and diversification.*
- 2. Implement strategies to grow our target groups and diversification of our programs.*
- 3. Re-engineer our internal processes to enhance our efficiency.*
- 4. Continuously build our organizational capacity for growth and development.*

- The organization will constantly reach out to her stakeholders to ensure successful implementation of the strategic plan.
- This will involve constant consultations at every level of engagements and ensure participation of everyone. We will measure the progress of the plan using the available tools and ensure we equitably respond to the needs of our target

groups. We hope to create synergy to all team members and other stakeholders for the successful implementation. We will also monitor periodically and evaluate the progress being made and adjust accordingly.

The launch of Baby Care program to be run in partnership with Twins International will see the program help the survival of many children who are exposed to toxic chemicals and decomposing garbage in the Dandora dumpsite. They are exposed because their mothers strap them on their back while collecting metal and plastics to sell to recyclers from the heap of toxic chemicals and decomposing Nairobi city refuse. This is a problem that the children have to contend with daily because their mothers cannot afford to hire house-help or baby seater to keep the children out of the dump site. The organization has come in handy to rescue them from the environmental hazard they face daily.

The organization will also use its bus which was launched in October 2016 to respond to realization of revenue growth and diversification. This will also increase the organizations visibility as envisaged in the plan.

Many good progress has been documented in the organization's history. In general the care leavers group have formed Grapesyard alumni comprised of those who went through Grapesyard programs. The Alumni is focused on mentoring current beneficiaries, increase the organization's visibility and tap resources for sustainability of the programs. We still need to remain focus on our broad objectives to realize Grapesyard dream. As we plan a head, the organization needs to put more emphasis on the revenue growth as well as improve on the quality of services to the beneficiaries. We look forward to roll out digital learning which will enhance our quality in imparting knowledge and transforming the lives of children. Along with digital learning we also look forward to build and establish a library in Grapesyard School to improve studies among the children and enhance research programs through partnership with various institutions. Grapesyard will also continue to face-lift the facilities within the School and create a conducive environment ideal for learning.

Children continue to show impressive results in performance and we attribute this to our dedicated staff and the support we receive from our partners.

We continue to thank you for your selfless dedication to the service and support towards our programs.

***Thank You.
Edmond Opondo***

THE PASTORAL LETTER - IDENTITY AND STRATEGIES THAT WORK



BY REV. Gabriel Abanga, BOD member

“... And she had compassion on him, and said, this is one of Hebrews’ children. ... When Moses was grown...He went out unto his brethren, and looked on their burdens. ... He slew the Egyptian, and hid him..., And...second day,...two Hebrews were fighting and when he tried to arbitrate between them, he was asked, Who made you a prince and a judge over us? Ex. 2: 6-15 NKJ”

Identity is a self-imagery, conscious mental map of one’s existential being, an awareness that has the potential to propel us to our destiny. An identity without spirituality is void of meaning; whether biological, cultural, social or psychological. And in the absence of meaning one loses sense of life. In addition, identity in whatever form, is dynamite that is capable of driving the turbines of behavioral systems. Our self definition and achievement of life’s success depends on strategic directions or the path we have chosen to our destiny.

Moses discovered his identity and he set on a course, a plan to deliver the Israelites from Egypt. Providentially, A beneficiary of empathetic and compassionate act of pharaoh’s daughter, Moses’ identity was clearly not a secret despite being raised and educated in the royal pharaoh’s palace. In other words, Moses was truly a Hebrew in his appearance, behavior and in his thought pattern. When Moses grew up, he was convinced that the Hebrews needed a redeemer. Upon self discovery, Moses set on a mission to deliver his people. He probably came up with a strategy that included: 1) Killing Egyptians one by one and hiding them in the sand, 2) Advocating brotherhood among the Hebrews to build a mass movement, 3) Present himself as a Hebrew (not Egyptian)prince, judge and a redeemer.

The questions are: Did his strategy give him success? How did he respond to the question, ‘Who made you a prince and a judge over us?’ The good news is that Moses succeeded, however the bad news is that his original strategy was discarded. A completely new strategy brought deliverance and the Hebrew generation at that time were redeemed by Gods strategy, and not what Moses in his royal learning and wisdom attempted to use. God solved the puzzle that bothered Moses.

One of my professors in the Bible School, Dr. Bill Kert, while teaching us about developing personal strategies and objectives of life, used to reiterate that objectives work in three ways: 1) objectives work as stated 2) objectives work as revised, and 3) Objectives work as discarded. Because of our irrational tendency, people consider inability to meet certain goals in life as summative failure. The truth is, when strategies do not work, it does not mean that we are a failure; but we can revise the original objectives, or discard them, then study our circumstances and formulate completely new strategies. In other words, evaluate your path; it could be hilly, plane but muddy, or dangerously downhill and smooth ...!

We have also been propelled into doing many things upon discovering who we are, what we can do or what we were meant to become. In spite of having been the objects of providential compassionate beneficence at one time, discovery of our identities and possibilities of the exploitation of our potentials has made us create strategies for success in life. Some of our strategies have worked, but sometimes life has been extremely hard and our strategic directions fail to take us where we want be. Sometimes when we think we have reached our goal in life, our bruises take away our joy, and our temporary happiness flies away like butterflies in the thicket.

Therefore, in order to find ideal strategic direction, acknowledge God in all your strategies (Prov. 3: 6). We will suffer less pain in life when we accept that strategies may work as planned, revised, or as discarded. But most importantly, when we discover our identity in God and his will, then submit to his strategy, so that he makes our strategic direction straight (Prov. 3: 5-6). Moses was later called to do the same thing he attempted, this time round with God’s strategy (Ex.3: 10, 19-21). Strategies work best with God who makes all things possible (Lk.1: 37).



GRAPESYARD LAUNCHES ITS STRATEGIC PLAN - A RETHINK OF IDENTITY AND STRATEGIC DIRECTION

The launch of 2016-2020 strategic plan marks another milestone in the life of the organization. This is a first since its founding in the year 1999. Launched on September 15, 2016 after a series of stake holders' consultations, the development took eight months. The launch was graced by U.S. partners, Board of Directors, a beneficiary representative and staff.

The organization now stands to benefit because staff will now be able to plan and set targets in their work. The strategic plan is anchored on four main pillars.

The organization will continuously strive to harness the existing community goodwill and that of development partners to successfully implement the road map. We are optimistic that the roadmap will by 2020 increase the organization's visibility, put in place measures for sustainable programs.

The organization's four pillars are basically meant to drive the organization forward into the future. The ever shrinking donor world coupled with increased beneficiary base, organizations must think of ways for self-sustaining, not forgetting the Kenya's public benefit organizations (PBO) act 2013 that among other things, caps foreign funding to local charities. The Act is awaiting Gazettment for its operationalization.

THE BABY CARE PROGRAM - A RIGHTS BASED PROGRAMMING



site for children below three years. The program's main objective is to promote care and protection for children whose mothers work in the dumpsite. Because the mothers cannot afford to hire house help or baby sitter to care for the children at home, they bring the children along with them in the dumpsite - either strapped on the back, left to sleep or play in the heaps of toxic garbage. At best the children would be overdosed with piriton tablets or intoxicated with illicit alcohol in order to fall asleep in the house, while the mother goes about the work.

It is a drop in centre for mothers who enroll with the organization to drop the babies in the morning for care and protection. The centre offers babysitting, feeding and health monitoring services for the children until they come of age to enroll into pre-school centre.

The caregivers pick the babies up in the evening when done with the activities at the dumpsite for overnight stay. In the meantime the mothers also receive basic parenting skills for care and protection of their children.

Growing target groups and program diversification is Grapesyard organization's strategic plan pillar two.

Strategic analysis of Grapesyard organization enables the organization to adjust to meet its challenges. PESTEL analysis of the organization reveals threats and opportunities that the organization must remain aware of for its survival. Leveraging on some of its opportunities and in line with its strategic plan pillar two, the organization has set up a Baby Care centre near the Dandora dumping

CHILDRENS HEALTH AT GRAPESYARD

A healthy child is a healthy community. We prioritise the well being of children under our care before reaching out to those at community level. This is ensured by periodic screening of those in the program and on every intake in the home and those in our community school. This helps in identifying individual child health needs and putting in place the necessary actions to address the needs. Screening and management of the individual cases are done in collaboration with Metropolitan and Neema Uhai Ruaraka hospitals. EDARP is another collaborator.

However the children home has a sick bay for first aid and dispensing of medicine by Nurse Aid who also oversees children health in our community school in Korogocho.

One complicated health case was that of Stephen Otieno. His case was highlighted in our 2016 newsletter. In 2014 Stephen was diagnosed with a heart condition. After numerous hospital visits and admissions at Metropolitan Hospital and Gertrude's Garden Children Hospital, the condition was discovered and in 2016 he bravely went through a successful heart surgery. Thanks to the donors, lead Doctors and the stakeholders who took part in giving Stephen a chance to live a healthy life.

With much care from EDARP, the organization also supports HIV/AIDs positive children who are monitored and counselled on drug adherence. The children are also under nutrition support. Some children were placed in the home with very high viral loads, very sick and in bad shape. With comprehensive medical cover and care support by EDARP, the monitoring and treatment has made a huge difference in the lives of the infected children making it possible for them to live healthy and pursue their dreams in life.

Similarly, EDARP also conducts medical camps for Korogocho community. In 2016, two camps were conducted thus helping the inhabitants to seek help for health issues affecting them.

Also of interest is our community school (Grapesyard Education Centre) in Korogocho. The centre has over 1200 children. Majority of the children here are facing health challenges such as HIV/IDS, malnutrition, tuberculosis, diarrhea and others. Of the 1200 children, only 300 are on basic healthcare support program. The number of those whose needs are not met prompts for more health initiatives to ensure that the health needs of the whole population are met.

Health education is running with lessons on health issues. The lessons have helped girls and boys to understand themselves, their body changes and the consequences of indulging in pre-mature sex common in the slums. The number of girls not coming to school during their menses has reduced because they have learnt to manage themselves during that period.

However, there still exists gaps that need to be addressed. Poverty being a major problem that complicates Korogocho community wellbeing.



ALICE VILLAGE THROWS LIFELINE TO CHILDREN

Grapesyard Children's Centre popularly known as Alice Village is a children home for 100 children. Here, children get a chance to hope and dream again for a better future. All the children accommodated are exposed to array of activities to discover their talents. Examples of such activities include education and skills training.

Another key activity is child reintegration which is critical for the success of any children home. As children successfully leave the home, room is created for more needy children to get admitted.

GRAPESYARD CHILDREN'S CENTRE (ALICE VILLAGE) REPORT

By Amelia Miseda, The Home Manager

Grapesyard is situated in Njiru Sub County near Administration Police Training College along the Eastern By-Pass. Since Alice Village is a Charitable Children Institution (CCI), it works very closely with Sub County Children office, Chiefs Office and the community where it is located to help needy children. The centre's joy is to rescue a child, and reverse a child's life for the good through its programs that is aimed at holistic growth and development.

It continues to document success stories, 10 years since its inauguration in the year 2006. A total of 147 children with different issues have been rescued

and passed through the orphanage. Categories of children rescued include abandoned, street children, the abused either sexually or physically, HIV/AIDS infected, orphans and destitute children.

In 2016 ten children were rescued into the home ready to rediscover themselves and their dreams with the help of the home's program activities that include psychosocial support, feeding and healthcare support, education, mentorship and re-integration.

Currently there are three students undertaking graduate courses at Nairobi and Jomo Kenyatta Universities. The three and others are an interesting success stories to tell. Twelve students are currently in government secondary school while seventeen students are in various polytechnics across the country with the Centre's support.

GRAPESYARD EDUCATION CENTRE - THE SCHOOL REPORT



As we kick start year 2017, we take a moment to reflect on our success, challenges and aspirations. First and foremost I wish to thank partners – Twins International, Tusome, CFBT, Ministry of education and the communities that we serve. Your support is God sent.

Grapesyard Education Centre achieved much in the past year. We managed to rollout digital learning for all classes by commissioning I.T laboratory. Beginning this year all our pupils will be able to access both basic computer skills and go through digital curriculum as envisioned by the Kenya Government. This will give the learners a wider subject selection when they join secondary school.

As a school we also take pride from the fact that for four years running we have managed to achieve a near 100% transition for our candidates. I thank all the partners and well-wishers who helped us to achieve this feat.

Our teaching staff consist of both experienced and young vibrant professionals who are result oriented. The blend ensures the continuity of Grapesyard culture of holistic approach to teaching geared towards candidates who are all rounded members of the Society.

Major challenge remains the inadequate infrastructure against the backdrop of rising pupil population. Poverty in families hamper child care and protection and negatively impacts children later school years.

Lastly I urge all parents and guardians to take education of their children seriously because it is a worthy investment in life.

I wish all Grapesyard fraternity a happy and prosperous 2017.

GRAPESYARD EDUCATION CENTRE K.C.PE 2016 RESULTS						
INDEX	ENG	KISW	MATHS	SCI	SSR	TOTAL
204070074	74	86	75	73	74	382.00
204070069	70	75	84	71	73	373.00
204070070	67	77	79	73	77	373.00
204070072	69	76	84	68	73	370.00
204070065	74	73	73	69	75	364.00
204070068	66	73	79	69	75	362.00
204070073	71	67	78	69	71	356.00
204070075	69	70	73	69	75	356.00
204070067	72	75	70	66	70	353.00
204070085	75	64	76	73	65	353.00
204070071	75	80	71	60	61	347.00
204070125	69	57	78	65	78	347.00
204070109	70	73	71	66	66	346.00
204070090	67	73	79	61	64	344.00
204070079	71	65	76	65	65	342.00
204070076	81	73	55	66	64	339.00
204070077	77	66	70	61	64	338.00
204070081	64	66	84	58	66	338.00
204070078	80	67	54	63	72	336.00
204070092	71	57	79	63	66	336.00
204070084	73	54	73	66	68	334.00
204070082	80	61	65	61	60	327.00
204070132	57	67	70	65	68	327.00
204070123	67	61	70	58	65	321.00
204070131	74	61	70	61	55	321.00
204070104	57	55	73	71	62	318.00
204070086	63	69	75	53	56	316.00
204070105	76	58	54	63	65	316.00
204070100	72	60	57	63	62	314.00
204070107	59	63	67	58	66	313.00
204070080	65	62	55	63	66	311.00
204070083	60	63	71	57	60	311.00
204070087	71	41	68	68	62	310.00
204070106	57	70	73	50	60	310.00
204070088	70	60	59	58	62	309.00
204070112	62	55	73	58	55	303.00
204070117	66	70	50	55	60	301.00
204070094	66	58	63	52	61	300.00
204070065	53	57	62	66	61	299.00
204070110	70	58	50	60	59	297.00
204070101	75	45	42	65	68	295.00
204070096	64	60	39	65	65	293.00
204070089	64	54	47	63	63	291.00
204070099	64	57	62	53	55	291.00
204070111	66	54	49	57	65	291.00
204070114	71	50	57	53	59	290.00
204070097	71	73	42	42	56	284.00
204070120	63	64	41	63	52	284.00
204070098	55	57	47	61	61	281.00
204070124	58	63	49	53	58	281.00
204070091	60	49	52	66	53	280.00
204070102	58	60	52	47	61	278.00
204070126	62	50	42	58	66	278.00
204070116	55	61	39	63	59	277.00
204070115	75	54	38	49	59	275.00
204070095	63	66	41	50	54	274.00
204070128	58	53	50	55	58	274.00
204070119	53	56	47	53	58	267.00
204070127	59	60	42	47	58	266.00
204070118	69	51	49	44	52	265.00
204070093	57	57	41	49	56	260.00
204070113	57	58	67	34	43	259.00
204070108	57	60	44	42	54	257.00
204070103	53	46	47	55	53	254.00
204070130	58	55	41	49	49	252.00
204070122	60	43	46	49	53	251.00
204070121	63	36	44	50	52	245.00
204070129	53	43	36	45	47	224.00
	4471	4151	4079	4014	4214	20929
	65.75	61.04	59.99	59.03	61.97	307.78
	1	3	4	5	2	

ALICE VILLAGE 2016 KCPE RESULTS						
INDEX	ENG	KIS	MATH	SCI	SST	TOTAL
20409088006	71	72	62	65	60	330
20409088012	73	53	60	67	67	322
20409088014	71	56	70	65	58	320
20409088025	56	54	83	61	61	315
20409088057	66	55	52	52	60	285
20409088077	67	55	49	50	59	280
20409088054	72	44	46	53	62	277
20409088	67	52	28	58	64	269
20409088050	66	50	39	58	56	269
20409088074	62	47	41	50	66	266
20409088055	62	46	44	55	56	263
20409088058	59	49	31	55	64	258
20409088079	59	41	38	31	42	211
20409088144	25	27	36	21	16	125



FEEDING PROGRAM

Waking up in the morning having slept on empty stomach is something that a Korogocho child considers normal because a problem encountered so many times is hardly considered a problem. Leaving for school to start a new school day having missed what a Korogocho child consider breakfast is no longer something to talk about. This again is not in their minds – and if it is there it is barely black tea taken with nothing or mandazi bought across the street for ksh5. Compared to counterparts from well to do families such children begin the school day from a disadvantaged position. Their concentration in class is poor and the reason is the hunger pangs that ravage the children day in day out. Many of them are malnourished as a result of hunger and eating food simply meant to fill the stomach.

Grapesyard is striving to bridge the gap by proving hot lunch to children to boost nutrition and class concentration. The hot lunch has shown remarkable impact. The over 1300 children that were in our School in 2016 were partly due to food. The school has also steadied in academic performance due to improved class concentration and reduced class absenteeism.

Back to missed breakfast and sleeping on empty stomach, it would be of much benefit to the children if 10am porridge is served, in line with our strategic plan pillar number two - *Implement strategies to grow our target groups and diversification of our programs.*

In 2016 the program served about 78,000 plates of food to children in and out of school.



DIGITAL LEARNING TAKES SHAPE IN KOROGOCHO

The world has gone digital and Kenyan children are not to be left behind. The Government of Kenya is implementing the Digital Literacy Program (DLP) in all the 23,951 public primary schools in Kenya. The focus of the program is to enhance learning through the use of digital technologies. Emphasis is on Digital content and not devices. The approach, roadmap and governance

structure for the National Digital Literacy program is now complete. This means all public schools in Kenya will shortly go the Digital learning way.

However, community run schools such as Grapesyard School do not have the capacity to roll out digital learning in their centres - yet the centres have enrolled hundreds of Kenya children. The implication is that such children will not acquire the envisaged benefits of the digital learning if the centres do not take steps to implement the DLP.

To do so, the centres must tap donations that hopefully will enable them to embrace the DLP. Grapesyard Education Centre received donations of a few laptop computers and a Raspberry Pi (a small server based device) loaded with digital content for primary school children. The donations were made by ASK@Grapesyard – a Japan based group of academics during their visit to Management University of Africa and Grapesyard.

CHILD SPONSORSHIP- PATRCIA & TUMAINI SCHOLARSHIP COMES TO THE AID OF MORE

Admst dwindling fortunes for orphans and vulnerable children occasioned by lack of education sponsorship, Patricia Pollock and Tumaini scholarship mangaed to take up more children into their ever growing list of sponsored children. For secondary education, Patrcia was able to send 13 more children joined secondary form one, thus joing 20 others already enjoying secondary education. There were 9 who had suceesfully completed secondary in 2016. At primary level 10 more children landed primary education support.

Tumaini scholarship also extended their total number of children receiving secondary education support to 70. In 2017 it sent 9 children in secondary form one to begin secondary education.

Grapesyard and the Korogocho community are very greatful to the two for their charity work. Through the powerful actions of the two and other not mentioned here Korogocho community is slowly but steadily experiencing transformation.

However the project faces many challenges – a handful of laptops against 1200 children population. The teachers need training to understand and competently operate the equipment and run the program for children and align the digital content with the government curriculum.

However the organization is keen to surmount the challenges through continuous stakeholder engagement in order to deliver enough equipment and relevant digital content for the primary school children in Korogocho slums. It is hoped that the engagements will bear fruit by April 2017, just in time before the full roll out of Government's national DLP.

Profuturo Pilots based in Spain promises to deliver several tablets loaded with digital content to Grapesyard beginning April 2017.

**GRAPESYARD ORGANIZATION
SECODARY EDUCATION CHILD SPONSORSHIP PROGRAM**

2016 KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE) RESULTS

NAME	MEAN GRADE	ENG	KISW	MATHS	PHY	BIO	CHEM	GEO	HIST	CRE	BUS
Okoth .W.	B+	B	B+	A-	B-	B-	C-	B+	A	-	-
Jeyvine .W.	B-	C+	B-	B	C+	-	C-	A	-	A-	-
Awele M.	C+	D	B-	B	C	D+	C	B+	B+		B
Wanjohi .D.W.	C+	C-	C+	B-	-	C+	C	B-	-	B	B-
Nehemia .O.	C+	D	B-	B	C	D+	C	B+	B+	B	
Otieno .B.A.	C+	D	B-	B	C	D+	C	B+	B+		B
Vincent .O.	C+	D	B-	B	C	D+	C	B+	B+	B	
Otieno .L. A.	C	B-	C+	D-		C-	D	B-		A	B-
Abonyo .S.	C	B-	C+	B-		C-	D	B-		A	C-
Odhiambo .S.	C	C+	D-	C-	C	D	B-		A	B-	
Mukwana .F.	C	B-	C+	D-		C-	D	B-		A	B-
Lavender. A.	C-	D+	C	D	-	D	D	D+	-	A	D
Elizabeth .A.	D+	D+	D	D	D	D	-	C+		C	-
Odhiambo .S. A.	B	C+	C+	A-		B	B-	B-		A	C+

CUB SCOUTS PACK 58 (KOBE, JAPAN) CONNECTS WITH KOROGOCHO SCOUTS

Richard Miller

On March 6th, 2016 I had the pleasure of representing the Boy Scouts of America, Far East Council Pack 58 (Kobe, Japan) on a visit to the Korogocho Boy and Girl Scouts. This visit followed a chance meeting I had with the top Scouter in the country. Only two days earlier I met and listened to a plenary speech by the Chief Scout of Kenya, Hon. Francis Ole Kaparo. I shared a panel with him at a conference held by the Management University of Africa in Nairobi and he spoke just ahead of me as a plenary speaker. So, it was with great anticipation that I visited the Korogocho Scout Troop at Grapesyard Education Centre.

Upon arriving and meeting the Scout troop, the first thing that struck me was the enthusiasm shown by the Scouts as they stood smiling in formation. I was also impressed with the planning and preparation by the leaders that went into the day's events and made it memorable in several ways. The early afternoon visit started with the boys and girls performing an honour guard which was then inspected by me. The members were all well-disciplined and performed exceptionally; the amount of practice that they must have put into preparing for the event was obvious to me. After the honour guard, the troop performed a song and gave a rousing cheer. Then

I had an opportunity to address the troop and I could remind them of the long history of the Scouting movement, that we were **all** part of the worldwide Scouting family, and that I was proud to get to know them. I presented the money, books and clothing that had been donated by the scouts of Pack 58 which I had carried with me. Grapesyard management used the money to buy more scout uniforms for the members. Finally, all 38 of the boys and girls lined up so I could also distribute pens and candy that I was sure the Scouts in my troop would be happy to learn they had received.

"If I can do it, you can do it"

After the official ceremony, I had an opportunity to give a talk that was more informal to the troop. In that talk, I encouraged all of them to remember the Scouting spirit of doing one's best and doing one's duty. I could also share my own personal journey and tell the Scouts that my father had been born in Northern Canada on an Indian Reserve that had neither electricity nor running water in a home with a dirt floor (much like some of conditions those scouts were living in). I emphasized that it was as a result of my father's efforts to get a good education that I could grow up and also get a good education. "If I can do it, you can do it", was my message about their circumstances. I reminded them that they should always be good and try to shape their lives around the Scouting principals. I also told them about my two sons, Ricky (age 11) and Conrad (age 9) who are both in the American Boy (and Cub) Scouts. Even though we are Canadians in the American Boy Scouts living in Japan,

it shows how the Boy Scout family is truly a global family.

From Japan, Pack 58 helped to organize a drive to collect donations and I really appreciate their efforts. I will encourage the development of further inter nations links between Scout groups made possible by living in this interconnected world. I would like to commend the teachers, Madam Joyce Koli and Mr. Kevin Otieno for organizing and leading such a nice Scout section. Also, of course, a special thanks to Edmond Opondo for his tireless efforts to provide not only a safe venue for the Scouts but all that he does to bring hope to the world.

With such a long history of Scouting in Kenya (the founder, Lord Baden Powel is in fact buried near Mount Kenya), it is a real honour to be associated with the Kenyan Boy and Girl guide Scouts at Korogocho.





THE YOUTH MENTORSHIP

Grapesyard is keen to implement this program, especially with those who exit care, to make them succeed in life and be able to mentor others.

What is the purpose of a mentor? The knowledge, advice, and resources a mentor shares with the mentees depend on the format and goals of a specific mentoring relationship. A mentor may share with a mentee, information about his or her own career path, as well as provide guidance, motivation, emotional support and role modeling.

Mentoring is often one component of a program that involves other elements, such as tutoring or life skills training and coaching. The supportive, healthy relationships formed between mentors and mentees are both immediate and long-term and contribute to a host of benefits for mentors and mentees.

GRAPESYARD ALUMNI

Grapesyard organization has over the years supported orphans and vulnerable children in the informal settlements and economically challenged communities. The alumni are found across Grapesyard Organization programs and projects namely: Grapesyard School, Grapesyard feeding program, Grapesyard Children's Centre (The orphanage) and Grapesyard education sponsorship program. The objectives of the alumni are:

- i. *Mentor current beneficiaries in the entire organization's programs*
- ii. *Pull resources aimed at bridging programs resource gaps*
- iii. *Increase the organization's visibility.*

The group is currently run through social media platform that brings together all the former beneficiaries. This as we thought is one of the ways we saw fit in keeping tabs on

all former beneficiaries to discuss life's progress as well as encourage one another in our daily endeavors. This Online page also serves a communicative purpose to the members in the event that the organization wishes to engage with the Alumni body on events that requires their input. The page is managed by Alphonse Atito (Maseno University) and John Okoth (Nairobi University) two of Grapesyard former pupils. Collins plays the role of overseeing the activities carried out in the page. It is our hope that through this page we can finally be able not only to enlarge the Grapesyard alumni fraternity but also to reach out to our former schoolmates who we haven't heard from in years. We also hope to establish a strong association which will be a body that gives back to the society once we are done with our studies and are practicing our careers. The motivation of one another will not only stop at the page level but also take turns in visiting our centers to motivate the young beneficiaries about life and education. It is our greatest hope that through this page we will be able to accomplish all that we have set out to do.

TUSOME IMPLEMENTATION IS A SUCCESS AT GRAPESYARD EDUCATION CENTRE

By Elisha Olando Afwata, Instructional Coach, Ngomongo

Reading is a pre requisite to good learning outcomes if the process is developed early enough in learners' education. Research Triangle Institute, a research wing of University of Massachusetts in U.S.A. having carried out a pilot study on Early grade Reading Program in a number of schools from 2011 to 2013 successfully, with funding from USAID and Ukaid, Policy and supervisory

support from MOEST embarked on a systematic implementation of Tusome in all public schools and 1000 APBET schools in four cities in Kenya namely Nairobi, Mombasa, Kisumu and Nakuru.

Tusome is an early grade reading programme that works towards enhancing reading levels of class one and two learners in both English and Kiswahili to KNEC and KICD approved Bench mark reading levels of 17 and 45 words per minute in Kiswahili in class one and two respectively and 30 and 60 words per minute in English class one and two respectively.

The program works in collaboration with Women Education Researchers of Kenya to employ instructional coaches who oversee implementation

of the activities in Educational clusters within informal settlements of the aforementioned cities in Kenya. A cluster is made up of averagely 18 schools and the coach works with varied schools administration to ensure that respective class teachers are trained on Direct Instructional Approach, provision of instructional materials inclusive of pupils' books and home work books in the ratio of 1:1, teachers guide, pocket charts and letter cards per class one and two. Teachers are hence supported in teaching English and Kiswahili at least twice a month by both head teacher and Instructional Coach by using a Tangerine app installed in a tablet ensuring all details of the lesson inclusive of three learners levels are captured within the class and school.



Large class one in 2015 with Teacher Emily

Grapesyard Education Centre is one of the 14 schools implementing the program in Ngomongo cluster. Under the able school leadership, teachers and staff have steered the program successfully from May 2015 to date. Having the largest enrolment in the cluster, the school received 133 English and Kiswahili books for class

one in May 2015, 125 English and Kiswahili pupils book in January 2016, 133 and 125 class one and two pupils home work books respectively, 122 reading supplementary books, four pocket charts and four packets of letter cards. The school has also played host to cluster trainings twice in January and May 2016.

The reading levels of learners improved to averagely above 30 and 60 words per minute in Kiswahili and English respectively in class one and 58 and 94 words per minute in Kiswahili and English respectively in class two. Learning outcomes have also improved in Non Tusome subjects and signs of success of implementations are just enormous.

Despite the aforementioned successes, few challenges have been noted; high enrolment of learners in smaller classes and fewer desks poses two major problems in class teacher control of interactive Tusome lessons in both subjects and management of learners' books. As at the school closing date, a number of books had almost lost their value and durability given that they had been used for almost two years in class one and one year in class two. It is however good news to class one who will receive new edition books in the year 2017 and class threes who will also be given new English and Kiswahili learners books.

BRIDGES MENTORING NETWORK

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The donor world has changed over the last few years. Community, Faith-based and Non-Governmental Organizations that have always depended on donor aid are scrumming to seek new avenues for financial sustainability. This has come with numerous challenges such as thinning administrative capacity, board lethargy, and inadequate resources for operations and most tragic is lack of sponsorship for programs or children that once were able to get some support. This has not only made the NGO world competitive but also difficult to thrive. There are u\duplication, overlapping of programs making it difficult to niche. This is in the hope of attracting interest form a potential donor.

As Bridges Mentoring Network, 2017 is a time to rethink our identity and strategic direction in this dynamic environment. As much as we are in the bid for international donor aid, we are campaigning for local donors, corporate sponsorships, and individual commitment. We are taking Giving to a whole new level by educating the public and corporations on the benefits of giving not just individually but also for organizations,

communities, and the country as a whole. The aspect of mentorship is giving in itself, however, we are putting a twist to it to ensure it is a lasting process and not a one off event. Additionally, it is important to note that giving does not only involve money but also in-kind donations, resource mobilization, public lectures and motivational talks, offering *pro bono* services, and volunteering. Additionally, through conducting research on mentors, mentees, and organizations on the importance, gaps, challenges, and opportunities, we are able to come up with best practice recommendations and tailor them to our Kenyan context, incorporating our culture as well.

A word to the givers, give without expecting anything in return though knowing that you are not only transforming the life of a child but also that of their entire families and communities, which eventually trickles down to that of the country. To the corporations, find your footing in the community to gain and maintain good standing, support, respect, and of course visibility. This uplifts the social and economic status and confidence of the community.

Join us in giving with a purpose!

Alaka D. Opollo, Bridges Mentoring Network.



UNIVERSITIES COLLABORATION

IMPRESSIONS OF A VISIT TO GRAPESYARD SCHOOL BY A DELEGATION FROM JAPAN

By Colin Bethell, Peter A. Edwards, Floyd H. Graham III, Hugh Graham-Marr, Eric Gondree, Michael Greisamer, Wayne Malcolm, Richard Miller, Michael Parrish, Zane Ritchie

Introduction - by Richard Miller, Kobe Gakuin University



In March 2016, our delegation from Japan attended the annual Peace as a Global Language Conference at The Management University of Africa in Nairobi. As part of the trip, we were invited to visit Grapesyard School to observe students in the classrooms, visit homes and to explore the local community. We also established a digital textbook computer laboratory to enhance the children's educational opportunities. This paper is a compilation of narratives of the trip from our delegation and offers individual perspectives and reflections on education and the spirit of resilience of the children and staff at Grapesyard School and the surrounding community.

The visit had been planned in advance, and the plan was to incorporate a computer room, as well as have a visit, including a visit into the neighbourhood. This all took place on a sunny Saturday afternoon as 10 foreigners and one MUA faculty approached after taking the university bus to the area. Greeting us at the edge of Korogocho were school children from Grapesyard, noticeable by their distinctive uniforms and cheerful, helpful attitudes.

During both the first and second trips, the one thing that continues to impress me about the children at the school is their spirit of hope, and overall humanity. This hope is expressed in their attitudes of cheerfulness, respect and honesty. Letting the kids help us bring the donated goods

they (the students) ensured that everything arrived safely and in good shape, while kindly assisting all of us, the foreign guests. This was done from the time the bus arrived at the place and lasted throughout until we left.

Aside from having us get a campus tour, we were also entertained with dances and songs by the children. A very moving experience to see talent that was without any electronic assistance in any way. Aside from the school campus, we went into the neighbourhood, and during a visit to a local home it was



striking to see the difficult living conditions that some of the children were forced to endure. These hardships included no running water, electricity or gas along with a dirt floor. However, the students and the families were very respectful and inviting to all of us to enter their home environment. The contrast between the school and the home environment meant that the student motivation was strong enough to encourage them to head to school early and to remain late. The knockoff effect is, of course, keeping them engaged in a positive learning environment and away from potential negative peer and environmental pressures that that would be very negative. In fact, the school begins to look more like a real haven for the students as they are sheltered within and protected against the difficulties that surround them on a daily basis.

Therefore, it was with great pleasure that we were able to assist with some donated goods, books, clothing and funds from Japan. The library as well as the computer rooms become even better havens for students as they continue to get better equipped. If there can be even more, it will continue to improve and continue to get better for the students. These are windows to the greater world that the children will have, so it is very exciting to see how it will proceed into the future.

It is optimism and the human spirit shining through, regardless of the circumstances is clearly evident to all visitors with the children, staff and teachers at the Grapesyard school. The after-school clubs such as Boy Scouts and Girl Scouts are really helpful with the kids and building life skills were equally impressive. I hope our visits have had even just a fraction of the many positive effects on the children as they had on us, the visitors.

FORTUNATE ENOUGH TO VISIT KOROGOCHO

By Colin Bethell, Piron Publishing

In March 2016 I was fortunate enough, to be given the opportunity to visit the impressive Grapesyard Education Centre for the first time. As part of a delegation from Japan we were visiting to set up a computer room to help enable some CAL (Computer Assisted Learning) at the centre. My role as a digital publisher and E-learning consultant was to supply the content and one lap top. The content supplied was composed of hardware and software.

Since there is only intermittent internet access at the centre I used a Raspberry Pi micro computer as a server to hold content on. We have configured the Pi so that it acts as a content server and this simulates the internet for any device with a browser in the vicinity. In real terms this works for 20-40 devices and the range is around 75 metres in any direction (including up). My company PIRON has developed this solution and we supplied this as a charitable donation.

The software for delivery was supplied from Mediatechnics through the Piron Corporation www.pironcorp.com and the actual content was supplied as charitable donations with the goodwill of the following publishers of reading Materials.

Atama ii Publishing
Real Reads
Saddleback Publishing
Hiragana Times
MediaTechnics Maths and spelling and Learner Management System.
PIRON Science and maths video material.

What this means, is that the publishers entrust PIRON to digitize their published books and supply them securely with full DRM (Digital Rights Management) using the Raspberry Pi server solution.

The secure nature of the PIRON digital solution enables us to make this content freely available to the Grapesyard students with no risk of the publishers valuable IP rights being breached. The students can enjoy the content and the delivery network free of charge and we sincerely hope it is enjoyable and helps them in their studies.

OVER 1000 DIGITAL PHOTOGRAPHS ON MY VISIT TO NAIROBI

By Peter Edwards, Kansai Gaidai University



Taking over 1000 digital photographs on my visit to Nairobi, Kenya did not take much effort. Everything enticed. Many of them were taken in the Korogocho slum, and show a small flash of the lives of hundreds of the thousands of residents living there. The enormity of my reactions from the experience needed to be placed somewhere, encapsulated and representative enough for me to remember the emotions I saw and felt, but not to be so oversimplified as to be trite or temporarily pathetic when expressed to others.

Seventy-seven seconds. My solution came in the form of a

very short photo/video documentary of my time going into Africa, to Nairobi, Kenya; into Korogocho and the experience of Grapesyard. Rather than detailing the content of the film here, which may be better described elsewhere by others, I will write more about the form and the impact of the making of this little film.

A photo/video template app gave me the constraints I needed to focus on telling some of this overwhelming story in a manageable size. Forced to select very few images from the many moments I had tried to capture on my visit, I faced the challenge of assigning specific importances and allotted times. With the addition of a few words and the rhythm of music, I tried to weave a concise, coherent, and truthful story.

I'm not sure how well I did in those 77 seconds, but the process reminded me very much of the data collection and analysis, and the overall design of an academic research project. Words such as validity, reliability, correlation, and causality came to my mind often as I selected and rejected pieces of the story.

The resulting seventy-seven seconds may never win any cinematic awards, but it gave me something that recalls my emotions from Korogocho. Also the brevity of the "film" allows both me, and any audiences I gather, to repeatedly experience the story, and re-think each time, always noticing something new from the same; re-watching... re-specting.

Over the months since my visit, I have shown and watched those 77 seconds dozens of times. This has shaped an idea in my mind; a goal based on the potential I saw again and again in the faces from Korogocho, the faces from Grapesyard. Perhaps a S.T.R.A.N.G.E. Goal: Quintillion Peace. Some NASA scientists speculate that a human population in the quintillions could easily be sustained within our solar system's asteroid belt, between Mars and Jupiter. Science and technology won't be the biggest problems. Getting groups of humans to cohabitate peacefully will be!

Research in education can help explore what Matthew Lieberman's insightful look into neuropsychology, *Social: Why are brains wired to connect*, adds recent science to what Gordon Allport's Contact Hypothesis pointed to more than half a century ago. Given the right conditions, we humans really can get along. But we need to better educate that into our next generations.

Research, and more specifically ethnography, concerns the systematic study of human groups. What struck me in the faces of Korogocho was not just the brightness in the eyes and smiles despite the smells and squalor of a slum. It was the energy behind those smiles, and my curiosity to discover more about what fuels that energy? A desire formed, not to only improve the conditions and practices at Grapesyard and other developing schools, but also to engage in active and significant research that can be valued by the outer academic world; research about how humans can better live and learn together.

Acronyms have an acrimonious relationship with many readers. They may find them contrived, trite, gimmicky, or just confusing. However if the acronym forms not only a unifying word for the underlying concepts, but also suggests an ordinal and perhaps pneumatic value which might stick the concepts into readers' minds. Then an acronym could be worth the risk. "S.T.R.A.N.G.E." refers to the potential I saw

in Korogocho, and the emotions I felt repeatedly watching, re-specting the stories in my 77-second film. While the word “strange” may carry negative connotations for some, I link it more closely with concepts like unexpected, remarkable, and even pleurably puzzling.

Below is a summary of the acronym. A more detailed account of the sub-concepts can be found in another article of mine. Colombia Bilingüe: S.T.R.A.N.G.E. Goal or Only Hope discusses the Latin American country of Colombia’s goal to have its next generation highly skilled in English despite great hurdles. Similar challenges in Colombia also face Kenya, and many of both of their neighboring nations, as they all hope to increase opportunity through language education.

S.T.R.A.N.G.E. refers to goals focused on the following characteristics:

Systematized: organized, aligned, evidence-based, non-human directives

Timed: short and long-term goals motivating and gamifying tasks

Relevant: goals individuated to what students actually care about

Achievable: “too easy” is as bad as “too difficult,” but struggle and sweat are positive

Neurological: the human brain focuses and remembers better under certain conditions

Guided: help-seeking, self-assessment, and social-learning greatly enhance progress

Ethnographic: ABCD—always be collecting data about group inter- and intra-action

The acronym S.T.R.A.N.G.E. focuses my attention on how potential might be bridged into better practices with the help of rigorous research. Sometime in the numerous viewings of the 77-seconds, watching the S.T.R.A.N.G.E. potential emerge more and more clearly, I began to think of my own experiences in the field of education as an administrator, an academic researcher, and primarily as a classroom teacher. My pet peeve with my beloved field has always centered on the detrimental exclusivity I often observe.

Far too often teachers, researchers, and administrators can’t seem to make the time to focus on other aspects of their chosen field. Teachers don’t research, administrators don’t teach, and so on. Also a quick glance at an academic journal or even a faculty or student lunchroom will show people of one particular discipline rarely mingling with those of another. Put simply, research and development in the field of education often remains distant from practices, unlike in STEM fields (science, technology, engineering, and mathematics).

STEM fields’ practices over the past 100 or even past 25 years appear almost unrecognizable from where they used be. While far too much classroom practice remains virtually unchanged. Students sit in rows, copying down what they must later regurgitate on a test, and then promptly forget, just as they have done for centuries. However, programs do exist which focus precisely on bridging research and practice in the education field. The great potential to innovate education through bringing together research and practice

in a worldwide variety of contexts has opened intriguing possibilities.

I have had the fortunate opportunity to discuss with individuals at Harvard University’s Graduate School of Education which currently explores prospective global collaboration between a variety of schools and Harvard’s Research Schools International: <http://rsi.gse.harvard.edu/>. Such collaboration aims toward shared benefit through building a research foundation at the core of the education practices and the policies of the institutions.

This narrative acts as a small campaign statement to look at the strange potential that can be found in the stories of Korogocho. Exploring its puzzles can bring about interdisciplinary cooperation, professional development for teachers through international academic presentations and publications, and returning better practices to the classrooms. All of this brings greater re-spect (another look) for the residents of Korogocho and the heroes of Grapesyard. Seventy-seven seconds is just a start.

KIDS JUST LIKE YOU WERE ONCE A KID

By Hugh Graham-Marr, Meiji University

Coming to Korogocho for the first time is an intensely emotional experience, especially if you’re coming from a first world background and have not experienced people starting out in life from such a place of disadvantage. I spent much of the time trying to fight back tears. This was especially so seeing the younger kids, kids just like you were once a kid, or perhaps just as your own kids are now kids, but they start out life with the huge disadvantage of where they come from.

On reflection I think that’s perhaps my biggest takeaway from the visit. That in many ways the most important decision we make in life is one we have no control over, the choice of where we are born. We can be born to middle class parents in a rich country as was I, or born into a family in war-torn Aleppo or born into a slum such as Korogocho. And of these last two possibilities, if you survive, the slum is probably the more corrosive one.

It’s not just the material differences. Yes they are there. My own childhood was spent in a neighborhood of tree-lined streets, large front yards and backyard gardens. My school with its large grassy playing field was just five minutes walk away, across the street from the tennis courts and the community hall, and just next to an outdoor community swimming pool that was open through the summer. I had plenty of toys and books, and never felt the pangs of hunger.

Nor is it just the lack of opportunity. Though again this difference is there. I lived in a home full of books, with parents and guests of my parents who loved to talk about ideas, and helped me think about and see the larger world. I learned to love books and bookstores and libraries. My mum would take me to the library once a week, and I spent a lot of time in bookstores with my dad who would never hesitate to buy me a book if I showed any interest in it. We also travelled. We would visit Scotland, where my grandparents lived and where my grandfather would take me to visit the Natural History Museum where I’d marvel at the large

skeleton of a dinosaur you could see at the entrance, and spend happy hours poking around and looking at other things. And of course my neighborhood friends had largely similar families and experiences, and this has continued as I've moved through life. So it's not just a difference in our own immediately available opportunities, it's amplified to something much greater than this, a difference in the whole network of opportunities in the people around us. But even this is not it.

The biggest difference I think is the lack of even being able to see opportunity. Of lacking community role models, of being unable to imagine yourself as being able to attain to anything other than the life you see around you. And this I think is where something like *Grapesyard* is invaluable. In helping the kids of Korogocho, even just a few of them, see that there is a world out there they can strive for.

IT IS HARD TO PUT THIS INTO WORDS

By Floyd H. Graham III, Kansai Gaidai University

Honestly, there was a rich and conflicting confluence of varying emotions swirling inside of me prior to our visit. As our bus emerged from the congested streets of Nairobi and approached the area of the slum, these feelings had settled into a nervous anticipation. When the bus parked on the fringe of Korogocho, we were immediately greeted and welcomed by a small group of students clad in their red uniforms and some school staff. The smiles with which we were met were truly heart-warming and I could not remember a time where I had been surrounded by so many that made me feel so "at home". They carried our bags and suitcases filled with as many donations as we could pack and lead us to the school, a true oasis. There, I witnessed classrooms filled to bursting with attentive students eager to learn; I saw student performances that moved me to the depths of my soul; and I met kind and compassionate people, the type of which this world needs many more.

It is hard to believe 5 months have already passed since our visit. Reflecting back, there were a number of prominent "things" I learned and observed and still carry with me. Among them were:

- the smiles. Amongst the busy routines that fill our ordinary and sometimes mundane lives, it was so refreshing to see so many children smile. It is hard to put this into words, but I was deeply affected by all the smiling faces I encountered there. Probably more than anything else I experienced. How can children who are surrounded by so much squalor in their everyday lives smile in the way that they do? I think it may be because of
- hope. Grapesyard and the wonderful staff Edmund has assembled in this school provide an environment that cultivates hope. Hope, and a promise, that an education will set you on a path to a better life. I was able to reaffirm my belief in the transformational power of education. Not least of which, because it can also provide us with a necessary
- optimism. I am not sure where Edmund and his staff

have alighted (risen up?) from, but to be in their company and presence, even for just a few hours, has provided a recognition that with our actions, we are all capable, on an individual level, to create a better place for us to live and grow together. It seems as if we are constantly bombarded by news of divisiveness, violence, hate, and ignorance. Spending an afternoon at Grapesyard helped me to balance all that negativity, and, indeed, provided a confidence that good will overcome badly and that love can defeat hate.

We brought many donations with us to and for Grapesyard. And while our hands were empty when we left, somehow I believe our hearts were considerably more full. We brought plenty with us there, but I think we all "took away" so much more. I remain extremely grateful for this experience.

I QUIETLY ASKED HER IF SHE'D EVER USED A COMPUTER BEFORE

By Eric Gondree, Nagoya University of Foreign Studies.



I consider myself lucky to have an opportunity to meet the staff, teachers and children at Grapesyard in Kogorocho. What I remember the most vividly about my March visit was the energy and smiles of its youngsters. When I came, it was my first trip to Kenya and I could not imagine what I would encounter. With the other volunteers in our group, we alighted from our bus and made our way to the school, carrying our bundles while being met by some of the staff and local children. I was very pleased to meet a number of the teachers and administrators in addition to their brief introduction to the facility and the Korogocho neighborhood.

Seeing the students sing and perform for us soon after our arrival was a welcome and fun sight which gave us all a real feeling of the spirit of the school. I was also happy to have a chance to see the kids having lunch. Although I played only a minor role in helping to install the computer lab that afternoon, I was pleased to note how well the room had been set-up to accommodate the machines we'd brought. We managed to unpack and ready the school's new gifts,

paying special attention to establishing the small local Wifi system. Within an hour, we were glad to finally have most of the items ready so we could unveil them to their future users.

During the introduction which marked the opening of the new lab, I sat beside one of the girls. I quietly asked her if she'd ever used a computer before and she replied that she had not. After giving her a small introduction of how to point and click using the touch-pad, I watched as she scouted-out the computer's operating system, guided by her curiosity. Very quickly, she was able to see how to move the cursor and open folders. With the an occasional word of input from me and only fifteen or so minutes of exploring on her own, this young woman had found the computer's calculator. Very quickly, she was adding, subtracting and multiplying, applying some of the math she had obviously learned before. If most of the students are like her, bringing curiosity into the classroom will be a real asset in for her and her classmates. Familiarity with computer use is increasingly an important asset in searching for good and secure jobs. Being able to use a computer keyboard and handle files and documents are increasingly prerequisites for finding office work or working in a technical trade. I hope that the new computer lab at Grapesyard School will assist the students in their future education and work aspirations. I was very glad to have played a small role in helping it begin and I hope that I can visit again in the future.

GETTING OFF THE BUS IN THE MIDDLE OF THE VILLAGE

By Michael Greisamer Kobe Gakuin University

After the Peace as a Global Language conference our delegation members from Japan (but not Japanese) were invited to visit the Grapesyard Primary School in the slum of Korogocho. Located in the northeastern side of Nairobi between the Mathare and Nairobi rivers. The initial shock was getting off the bus in the middle of the village and children gathering around and people watching curiously. To get to the school we crossed a metal footbridge that the small Mathare River flowed under, black from raw sewage and garbage. Carrying the boxes of goods to donate and computers I felt I could have given them to any of the people we passed on the way. But these computers had a mission as we were going to set up the first computer lab in the school to connect them to the world. This is not the story of how we did that but of what is to come and what can we do to follow up the work accomplished.

Our delegation brought 10 computers for the school. Professors Zane Ritchie and Colin Bethell were the masterminds behind preparing the computers and LAN setup. On the first day we completed most of the set up but as usual more time was required to get all the computers up and running.

We returned a few days later to finish, again walking across the dirty bridge. But this time it was not as shocking and the stench was not as bad. In just two trips a bit of normality had set in. This time I did not meander like a tourist with sympathy but walked normally to the school with a purpose. Unfortunately we ran into trouble again and needed to buy



some computer items, (e.g. router, LAN cables, tools). We left the slum area, past a Chinese built stadium and in less than 20 minutes (9 kilometers) we arrived at our destination, Garden City Mall. I was shocked to arrive at a huge complex with two levels of high-end stores, shops and restaurants. To see this extreme contrast so close to each other demonstrated the larger problem here.

Outside was a modern parking system with a park and play area for kids. As soon as I saw the play park with swings, slides and grass I knew what I wanted to do. The kids need to spend time out of the slum area. In small groups we should have field trips to Garden City Mall. Those selected will have projects to complete; take notes, draw pictures and buy items for those who could not go on the field trip.

But will this be beneficial to the children? Will they the return with hope and desires for the future or will then become bitter and feel that life is unfair? It has been mentioned by some that this could have a detrimental effect, leaving the children with resentment to what they cannot have. It is my opinion that it would be a learning experience that leaves them with hope for the future. Or at least, they will have a chance to enjoy the park and sweets with friends.

Edmond Opondo, the staff and teachers at Grapesyard have dedicated their lives to the school. It is up to us, the international community to support them in any way we can.

THE LITTLE GIRL I TRIED TO MAKE LAUGH HAD NOT LIVED THE LIFE OF A LITTLE GIRL GROWING UP IN JAPAN

By Wayne Malcolm, University of Fukui.

My daughter watches movies about "super heroes", powerful fairies, witches and wizards, magical lands, strong women, and all those things that feed her imagination about what is possible and impossible. My daughter also gets a healthy dose of CNN (a cable news channel based in the United States) because by-in-large that is what I am subject to as an international news source living in Japan. She sees some other narrative to the world, and asks me questions about what she sees and hears. She did not ask for all she has experienced but her birth yielded this current state of affairs.

A little girl brought into this world. She did not ask to live in a slum. Living under corrugated iron sheets welded together; insulated with plastic sheets; no electricity or sewage infrastructure; baking in the darkness. I would say this was

not her dream, but then again what is your dream when the reality you live in has never been augmented by something drastically different? Maybe that changed when a bunch of foreigners walked into her school with some second hand refurbished computers.

In the deep brown eyes and smile (I had been trying without success to make her smile, but eventually got her to smile) of this little Kenyan girl I saw optimism and pure joy, which I often feel when my own daughter smiles. Hopefully the smile was one of excitement knowing that one day she will get to use the computers in the room which could unlock a whole new world. I want to believe her smile was one of comfort and appreciation knowing that total strangers can actually care about her, and her future.

The little girl I tried to make laugh had not lived the life of a little girl growing up in Japan to a Japanese mother and black American father of Jamaican decent. So, why did I see my daughter in her? Simply because no child asks to be born. The glory and tragedy of birth is we do not ask for it, and we cannot predict it. Every birth is unique. Every situation that yields a child is unique, and that links us all. One decision made differently and I could have ended up in a much different place, which would have landed my daughter in a much different place. History is fixed, and will not change, but what is not certain is the future. Our experiences give us the power and burden to make change in what we know can and must change.

Whenever I reflect on Korogocho my feelings become jumbled because the hard truth is, to change the fortunes of those children and the place they survive in will take an enormous effort on so many levels. It is like standing at the base of a mountain like Mt. Everest and wondering how one climbs such a treacherous beast. The same for Korogocho; how do we solve what seems like such intractable poverty? Then you meet the people at Grapesyard and you see the answer. The dedicated professionals who really are the lifelines of the children and families that come through their gates. You also meet the academics, policymakers, and students who were at the 2016 Peace as a Global Language Conference at Management University of Africa in Nairobi, Kenya, and realize there are people at every level of government and society who have the wherewithal to make positive change; hopefully they do. And then you have people like the group I came with. We were a bunch of foreigners who came to Africa for all various reasons, and with all various backgrounds and skill sets, but have been united in purpose by this common experience at Korogocho.

The end result of all this reflection is understanding what difference one person (me) can do in the lives of many...Or just one little girl, in whom I saw my daughter. With this understanding and knowledge comes the burden of action. To ignore such a burden would be to do wrong to all that was in that little girl's smile, and to my own little girl.

SERVING FOOD TO THE CHILDREN

By Michael Parrish, Kwansai Gakuin University

My visit to Grapesyard in March 2016 was such a wonderful and moving experience. The Director, Edmond Opondo, and his staff were so gracious in showing us their school,

introducing us to the smiling students, and most importantly allowing us to get a glimpse into their lives, by serving the hungry students lunch and visiting a student's home in Korogocho slum.

We arrived just before lunch time and after a brief tour of the school we were "put to work" serving food to the children. I was surprised how familiar the food was even though I was so far from both my homes, Japan and the United States. The giant wood-fired rice cooker reminded me of similar stoves in rural homes in Japan. The black beans and rice reminded me of one of my favorite dishes cooked by my mother when I was growing up. Although black beans have always been a comfort food for me, I got so much more satisfaction in presenting bowls of warm, nourishing food to the smiling faces of students. It was humbling to find out later that for many this would be the only meal of the day. Thus it was hard to not make my helpings a bit more hearty. But I realized as big as the buckets of rice were, there was only a limited supply to feed the whole line of students, 1200 of them, clutching their brightly coloured plastic dishes.

It was very encouraging to meet the students and the school. In spite of their incredible challenges, they had hope and a love for learning that showed in the way they recited enthusiastically in class, composed and performed poetry for the visitors, danced, decorated the school, and wore their red-and-white checked uniforms with pride. The student's home which we visited was very simple, lacking what most of us consider basic amenities, yet it was neatly arranged, clean, and cheerfully decorated. These children live in difficult, challenging circumstances, but they have not given in to despair. They dream of a better life and are able to work towards it at Grapesyard School. I am so thankful to have been asked to help Grapesyard School because it is a wonderful project that lights a beacon of hope, through education and inspiration, in the lives of the children and families of Korogocho.

It was an honor and a privilege to be a part of the group of educators from Japan who visited the Grapesyard School in the Korogocho slum in Nairobi, Kenya on March 6, 2016. I had visited the Grapesyard Facebook page several times prior to leaving Japan in order to prepare myself for what I might encounter and what I should expect there. In retrospect, there was nothing I could have done to prepare for this experience. And what I found was a life experience that I was wholly unprepared for.

A TOUR OF THE KOROGOCHO SLUMS TO OBSERVE EXTREME HARSH LIVING CONDITIONS FOR CHILDREN

By Zane Ritchie, Rikkyo University

The benefits of technology in the classroom are numerous, and include a marked increase in motivation and improved learning, and students are able to engage in new and meaningful experiences that traditional teaching materials are unable to provide. Of course, within Kenya there are many initiatives to bring technology into schools, both government and privately funded, yet they are still not on a large enough scale nor have they reached many of the poorer areas of



the country. With this in mind, I was pleased to work with the Director of Grapesyard, Mr. Edmond Opondo Oloo and our delegation of 10 teachers from Japan in order to work upon establishing a computer laboratory at Grapesyard School in March 2016 to improve the student's educational opportunities.

This was in fact my second trip to Grapesyard School, having first visited in 2015 as part of a research trip into education conditions at Grapesyard Orphanage and School. During the visit, I noted that the students didn't have access to technology and that the textbooks and resources they used were rather tattered and out of date, and so discussed the possibility of setting up a computer laboratory for the pupils with Mr. Opondo Oloo in order to supplement their current limited education resources. With this in mind, upon my return to Japan I came up with a plan to create a computer laboratory with a vision to allow the students at Grapesyard to come into contact with technology, so they would be able to expand their learning horizons and eventually come into contact with the outside world via the internet. The end goal was to have them use the technology provided to them as a catalyst to change their lives for the better.

I am delighted to report that almost a year since the first visit, thanks to the hard work of the folks at Grapesyard school in creating a purpose built room for the computers complete with desks and power outlets, and the kind donations of computers from members of our delegation, we were able to realize the dream of establishing the computer laboratory. Each of the donated computers (ten in all) was firstly securely formatted and the operating system replaced with Mint Linux, a free operating system that is simple and easy to use and less prone to viruses and malware than traditional Windows systems. And since, the operating system is 100% free to use, there are no licensing issues or a need to register the computers. Additionally it can easily be updated as a new version comes out, over the network.

Fortuitously for the project, one of our delegation, Mr. Bethell also happened to be involved in a new digital publishing initiative in which his company promotes the use of digital textbooks in developing countries which often lack the educational budgetary resources to afford all their citizens a decent education. He agreed to use Grapesyard as a testing ground for his new venture, and kindly loaded up a Raspberry Pi mini-computer with dozens of digital textbooks, which his company kindly arranged as a free donation to the school. This provided exactly the focus and impetus that the project needed, and would provide access to digitized educational materials and their benefits without

internet access. So with the Pi acting as a central server, we were able to create an internal closed wireless network to which each of the computers connects to in order to access the digital textbooks. The content ranges from mathematics, to literature to English language learning, to the classics to biology and science to important topics such as sex-education. And the important thing for the students is that these texts come along with video and sound, educational games, quizzes, and other interactive media that encourage them to take responsibility for their own learning outcomes through interacting with the texts in a way that traditional texts are unable to provide. The Pi is also easily able to be loaded with more textbooks as required.

Once the computer lab was up and running and testing complete, it was officially opened through a ribbon cutting ceremony, accompanied by some very moving traditional cultural dance and activities performed by the students. And in order to test the waters, we invited two students to come in and try out the computers. Of course they had never been exposed to technology in their lives, but miraculously, within minutes they had mastered the Linux operating system and were able to connect to the textbooks and begin their learning journeys. This made us feel extremely proud as we were able to observe right away the enthusiasm that the children had for the new technology and the will to try out something that had been previously unknown to them.

The initial donation of 10 computers was just the first stage. For the second stage, we are hoping to increase the size of the computer laboratory as we prepare a second delegation for a visit to Grapesyard school in March 2017. We also plan to observe how the computers have been utilized over the year by the students and staff, and to report on their activities. Finally, we will work with the staff of the school and improve their training and understanding of the computers and to brainstorm on future projects, including the possibility of limited internet access, which I believe would be literally life changing for the children as they would be able to come into contact with the world outside of the slum and see there is a whole new world of information and opportunity waiting to be discovered.

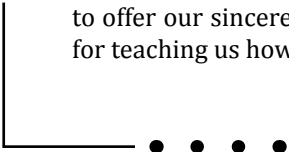
During our stay in Korogocho, we also received a tour of the local neighbourhood and school where we were able to come into contact with the children and their families and observe the extremely harsh living conditions. It was an extremely moving experience and our delegation members were able to see for themselves just what the children and their families endure. Yet, I strongly believe that this initiative will positively contribute to the children's welfare, and will be life changing, as they discover the wonders of technology, which it is hoped will plant the seeds to eventually lift them out of poverty.



CONCLUDING REMARKS

By Zane Ritchie, Rikkyo University

It is hoped that the collection of narratives of our visit to Korogocho School in March 2016 will demonstrate to the reader how each of us become more aware of the values of humility and charity toward our fellow brothers and sisters who live in much less fortunate circumstances than we do. Each of our delegation was deeply influenced by the trip and now carries a responsibility to initiate positive action for change on behalf of the children and community of Korogocho. Since the visit, our contingent has worked to raise awareness of the issue of poverty and lack of education resources in the slums of Kenya by sharing our experience with our students and colleagues in Japan and we pledge to continue to do all we can to support the pupils and staff of Grapesyard in the future as well. Finally we would like to offer our sincere thanks to everyone, especially the children, for their kindness and generosity and for teaching us how to remain humble in the face of adversity.



COMMUNITY HEALTH OUTREACH PROGRAMS

Grapesyard is keen to see to it that the communities that we serve live healthy lives because the ripple effect of the state of their wellbeing directly affects our primary beneficiary. A look at our mission statement reveals this – “To facilitate, provide and promote access to education, health and healthcare services to children in the informal settlements and economically challenged communities” - Education being our major focus for the primary beneficiary. Unfortunately Education and healthcare are inseparable. Again the direct beneficiaries depend on family and community for their wellbeing. Thus community with health challenges directly translates to children with health challenges.

While a number of vulnerable children are directly under basic healthcare support, the general children population that we serve benefit from health talks during life skills and mentorship sessions. Our lunch program is primarily aimed at boosting children nutrition for better academic and social outcomes.

We strive to ensure a healthy community by engaging and collaborating with public health players notably EDARP to convene medical camps for the Korogocho community. In 2016 there were two such camps where a number of adults and children received medical attention with direct support of EDARP.

GBS TV OFFERS “CARE AND DELIGHT” TO MAMA REGINOLD

*By Janny Marangu,
Social worker*

Eunice is a 31 years old woman. She is married to Paul, 32 years old. Together they have three children, 11 year old boy in class three, 9 year old girl in class one and 6 year old boy in Pre Unit - all in Grapesyard school.

They live in Ngomongo, Korogocho slums in a single room. Her husband depends on casual jobs at construction sites to provide for the family. The little money he earns is not enough to cater for his family's needs.

Eunice (mama Reginold as fondly known by people) was diagnosed with Thyrotoxicosis late 2015 and she was advised by the Doctor to undergo a surgery. Due to financial challenges it was not possible. In January 2016 her health deteriorated and on 25th June she was admitted at Mbagathi Hospital. Some tests were done and the findings were that her liver is shrunken and has splenomegaly. The Doctor concluded that mama Reginold is suffering from Thyrotoxicosis and Hepatitis C. Her situation was termed as urgent and



she was referred to Kenyatta National Hospital for further investigations and treatment.

Despite the fact that the Doctor termed her condition as urgent, Eunice was not able to seek medical treatment at Kenyatta National Hospital due to financial challenges. Grapesyard social worker took up the matter and in the process of trying to find help for mama Reginold she contacted GBS TV. The story was covered and aired on GBS TV in one of their programmes 'Care and Delight' usually on air daily at 2.00pm and 8.30 pm. Well-wishers contributed money, raising Ksh. 100,000 towards her medical bill. Immediately Eunice received the cash and sought for treatment at AIC Kijabe Mission Hospital. At Kijabe Hospital Eunice HB levels was below the normal range and she is now under medication to boost her HB Levels so that she can undergo surgery. Get well soon mama Reginold.



GRAPESYARD VENTURES INTO TRANSPORT BUSINESS

As part of efforts to achieve revenue growth, the organization has ventured into transport business with the acquisition of a 51 seater commercial bus for hire by organized groups. It was acquired wholly through asset financing by Cooperative Bank of Kenya.

The bus is open to schools for educational and excursion trips, church organized trips, funeral trips etc. As an IGA, the bus is to be commercially operated to generate revenue that will go towards repayment of the asset loan, meet its operating costs and contribute to long term sustainability of the organization programs.

List of abbreviations

PBO – Public benefit organizations
NGO – Non Governmental organization
CBO – Community based organization
FBO – Faith based organization
SDGs – Sustainable Development Goals
PESTEL – Political, Economic, Social, Technological, Ecological and Legal
IGA – Income generating activity.
OVC – Orphans and vulnerable children
DLP– Digital literacy program
EDARP – Eastern Denary Aids relief program,
ASK@Grapesyard – Academics supporting Korogocho at Grapesyard

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