

## HIGHLIGHTS

### Hard Work Never Goes Unrewarded

Garissa County is inherent of some of the rich cultural practices of the residents in the region. However there are some negative cultural practices that are a drawback to development efforts. Early and forced marriages of the girl child deny the young population opportunities to advance in education. KEEP project with the support from DFID has transformed the thinking patterns among Garissa residents particularly girl's, parents, school stakeholders at Dertu Secondary school. Through a series of sensitization on the change of girl's attitude towards early and forced marriages the enrolment of girl's has increased immensely and girls have embraced education. In the 2015 KCSE results Dertu girl's Secondary School managed to produce the top girl in the county.

From the dusty and remote village, to poorly staffed school located 100 kilometers from Garissa

Town Ms Leila Yusuf emerged the top girl the county. Leila scored a B+ of 67 points emerging one of the best performers in the region from public schools attributing her success to hard work.



***Inset: Inset: Leila Yussuf –Top girl Garissa County***

The KEEP project besides running sensitization sessions, other project interventions in the region include provision of solar lamps for girl's to study for long hours in the night after undertaking their housework chores, Provision of Sanitary towels to girl's at Dertu and other schools within Garissa county in order to realize retention of girl's at school and above also teaching and learning materials to improve performance.

*"I believed that hard work never goes unrewarded. I made sure I have revised and covered the syllabus on my own"*

Leila the former Dertu girl's secondary school was among the first batch of candidates from

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the institution to sit for their form four



## Environmental Day at Waberi

On Friday, 12th February, 2016, the Waberi School community joined hands in ensuring the environment was put to better standards. Teachers, students, non-teaching staff and several members of the PTA rolled up their sleeves to see to it that the day set aside for cleaning and improving the environment was a success. The theme of the day being **"A Cleaner and Greener Waberi"**, every member of the school was put to task to at least contribute their effort in improving their environment. The Patron of the Environmental Club, Mr. Martin Ngugi, officials and the school administration were on the fore front by availing working tools such as slashers, pangas, wheelbarrows, safety gear among other tools which eased the clearing of the bushes and collecting of garbage.

The boys were majorly involved in clearing of unwanted bushes and collecting litter around



*Inset: Waberi Students Participating in their Environmental Day*

examinations.

the school whereas girls cleaned classes, laboratories, offices and staffroom. It was a collective responsibility which was welcomed by both learners and teachers. This was different from other days where learners would view it as a punishment when called upon to clean the environment and thus become reluctant. The Environmental Day was therefore a platform to inculcate the values of community and social work among the students.

Once every corner of the school was attended to, members assembled and each was given a tree seedling which they planted and had to nurture. The administration tasked the Environmental Club officials and members to monitor the progress of each tree and a teacher, student, non-teaching staff, or PTA member whose tree had received adequate attention and was growing fast would be rewarded. That was a motivation for the entire school community as everyone was spirited to ensure their tree was the most outstanding (taller and greener).





## Launch at Vision Secondary School.

Vision Secondary school at Kakuma is a two school in one set up school managed by Windle Trust Kenya. Its classrooms and others pertinent structures put up by AAR Japan and opened doors to students on 25<sup>th</sup> January 2016 to a total of 96 form 2 students and among them 4 were girls. School A consists of 12 streams; 8 form one stream and 4 form two streams. School B comprises of 8 form one classes respectively. The school management consists of PTA representatives, student's Council, School Maintenance committee, principal, deputy principal, tree heads of departments and class teachers.

On 19<sup>th</sup> February 2016, a soft launch of the school took place and this was to oversee the official hand over of the school to UNHCR and Windle Trust Kenya by AAR Japan. The hand over was symbolic in that a set of textbooks changed hands from AAR Japan Mr. Suzuki to UNHCR Mr Mohamud Hure then to Windle Trust Kenya Mr. Raphael Sungu. The event was marked with tree planting session done by the Higu Chi-Teamleader AAR Japan, Mohamud Hure-UNHCR and Raphael Sungu-Windle Trust Kenya.



Inset: Tree Planting Session L-R: Mr Raphael Sungu-WTK, Mr Mohamud Hure-UNHCR and Mr Higu Chi-AAR Japan at Vision Secondary School

## SECTORAL UPDATES



## BPRM PROGRAMME-KAKUMA

### Success by Choice, not by Chance.

War broke out in her country, forcing her family to flee to a foreign country. That was in 2005. Yvonne Tuyishime, a young Congolese girl came into the country, now unsure of her future. She was relieved when she found schools in the camp and vowed not to let her unfortunate situation deter her from getting an education, no matter her circumstances. She wanted not just an education, but a good education with good grades. She enrolled at Bhar-El-Naam Primary School, determined to get the best out of what seemed to be a hopeless situation.

Due to her hard work and good performance in class 5 and 6, she sought admission at Angelina Jolie Boarding Primary school and was accepted. She needed ample time and a comfortable environment to study since she could hardly study at home in the night as the lighting was poor.

She heard about the Equity in Education for refugee communities in Kenya project, better known as the BPRM project through a friend. This is a project that offers remedial classes to girls on weekends and on school holidays. Since she did not want to leave anything to chance, she enrolled as a beneficiary at Bhar-El-Naam centre. She would get enough revision textbooks and the teachers, she says, were a big help. This contributed to great improvement in Mathematics and it became one of her favorite subjects.

Yvonne knew that to pass highly in her exams, she had to give it her all. She studied day and night during her final year in Primary school. She

sat her K.C.P.E in 2011 where she managed to score 355 marks out of the possible 500.

She applied for a scholarship to study in high school and secured one with JRS. That was before Windle Trust Kenya took over the scholarship programme. She secured an admission at Turkana Girls, a National school in Turkana County. She kept up her hard work and good performance and she was always leading in performance in her class. In the just released 2015 KCSE results, Yvonne was able to get a B+ of 73 points with a B+ in Mathematics, her favorite subject.

She hopes to get a WUSC-SRP scholarship for her higher education. The scholarship (WUSC) not only gives refugees a chance at higher education but it also offers them a resettlement opportunity. She hopes to take a 'Bachelors degree in Pure Mathematics.' She encourages her fellow girls not to shy away from the subject as it is easy as any other subject as long as they have the right attitude and work hard as nothing comes from a Silver platter, especially success.



Inset: Yvonne at WTK offices-Kakuma

She is currently volunteering as a remedial teacher at Mogadishu centre in the same programme that assisted her in primary school. She says she wants to motivate other girls and offer support whenever they need it. It is her way of giving back to the community. She encourages girls, especially those that live in the camp to use every opportunity to success to their advantage and not make excuses as to why they can't succeed.

**“Nothing worth having comes easy”**



## **BHER PROGRAMME-DADAAB**

### **BHER Trainee Teachers Lands Jobs.**

BHER students from the host community in Dadaab, Fafi and Wajir-South in the Diploma in Teacher Education Secondary breathed a sigh of relieve following the advertisement of internship teaching positions by Windle Trust Kenya.

During the exercise, a total of 13 trainee teachers were invited for teaching interviews and the successful trainees were to be placed in the WTK Secondary schools in Dadaab refugee camp. The move follows efforts by WTK to provide an opportunity for the student trainees to hone their skills in teaching while at the same time earn some income as they learn. It also displayed believe that WTK as an employer regards highly the training offered to BHER students.



## **ENGLISH LANGUAGE PROGRAMME**

Over 250 learners right through Dadaab camp are receiving training on English language for the

The Diploma in Teacher Education students continued with their online classes as they prepared for their April intensive term which will culminate to being their last month especially for the Diploma students in the Science

concentration. Other Ongoing academic programs in the BHER project are the Diploma in Teacher Education Primary (DTE-P) from Kenyatta University and Certificate in Educational Studies Elementary (CES-E) from York University.

Elsewhere, the BHER project was mentioned in Ben Rawlence's new book about the Dadaab refugee camp **“City of Thorns”**. While the author cautiously chose to refer to the BHER project as Borderless Higher Education, it nonetheless mentions interviews with refugees who are students in the project.

first session 2016. Each camp has three different levels of study among learners. Learning is going

on smoothly. The language and other life skills gained from the ELP classes have helped to improve their livelihood for example they can perform better in interviews and also their places of work. The Integration of all the communities in the classes has contributed to

good coexistence between the different communities. Over 400 learners graduated in different levels in 2015 and received their certificates.



*Inset: ELP learners in Session at Dadaab Refugee Camp.*



## ADVOCATE CAMPAIGN-KEEP

The KEEP project advocate campaign is an initiative focusing on engaging Men and boys to support girl child education. The campaign builds in capacities among the youth on gender and girl child education. The Campaign also fosters to work towards building girl friendly school environments creating awareness and providing targeted support to female learners among the host/refugee communities in 35 schools that KEEP project supports directly. On 25<sup>th</sup> February 2016, 159 (152 Males, 7 Females) participated in the campaign at Kakuma. The participants unanimously agreed to;

- ❖ Create a society /Community that is free from violence.
- ❖ Support girl child education
- ❖ Embrace gender equality and respect
- ❖ Shun from violence against women and girl's
- ❖ Encourage men and boys to stop cultural beliefs that hinder girl's from pursuing education



*Inset: A section of Male participants in a discussion session during the KEEP Project Advocate campaign*

**“Educate a boy, and you educate an individual. Educate a girl, and you educate a community” Adelaide Hoodless.**