

school NEWSLETTER

ISSUE 01

SUMMER 2019

OCTOBER

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“MILMAN IATTRACT ACADEMY

Making a difference in the life's of Kenyan children.



AGRICULTURE PAGE 06

In order to sustain our operations, Milimani project has embarked on income generating activities for sustainability.

TREE PLANTING PAGE 07

One tree per child program.

SPORTS PAGE 08

First time in history our children have participated in ball games at Zonal and divisional sports with public schools.

ADOLESCENT YOUNG WOMEN PROJECT PAGE 10

Learning how to improve women's lives economically.

...MORE INSIDE!





Dear Reader,

Welcome to our second quarter newsletter of 2019. Milimani Rusinga Organization is a Registered Community Based Organization, operating in Rusinga Island, Lake Victoria, Kenya.

This newsletter is published quarterly. Read about what is currently happening at the school. Our newsletters are a way for you to stay up to date with the happenings here at the school. Each newsletter covers the major events of the ended school term.

Please take a look when you have a minute.

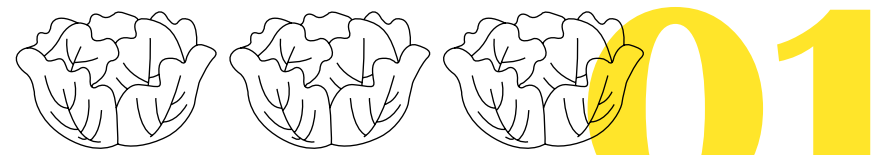
Victor Odula
(Director)



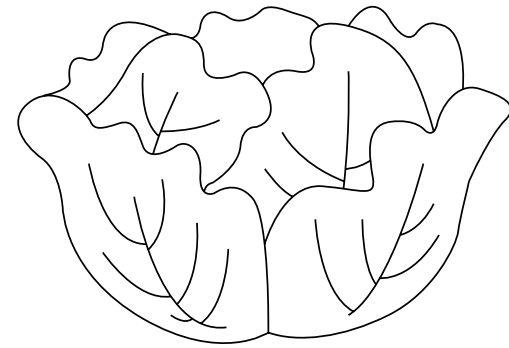


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01 AGRICULTURE



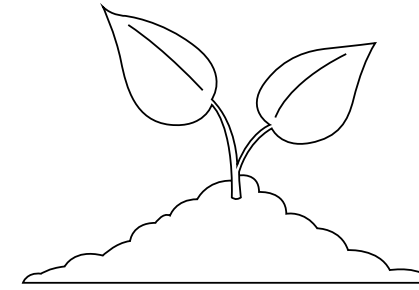
In order to sustain our operations, Milimani project has embarked on income generating activities for sustainability.

“...WILL SOLVE THE FEEDING PROGRAM PROBLEM AT THE SCHOOL.”

Agriculture being the backbone of Kenya's economy, we have embarked on vegetable farming on our small garden within the school compound. This initiative has been faced by a myriad of challenges, the main one being water supply. This project will pick up well when we get constant water supply. About 200 meters from the school, there is a place where water table is close to the ground and it has been cited as the best place for drilling. Surveys have been done and costing for drilling, storage tanks, piping, and pumping system done. This will ensure constant water supply for irrigation. The community has donated this site for drilling. This will boost food production and will solve the feeding program problem at the school.



TREE PLANTING – ONE TREE PER CHILD PROGRAM 02



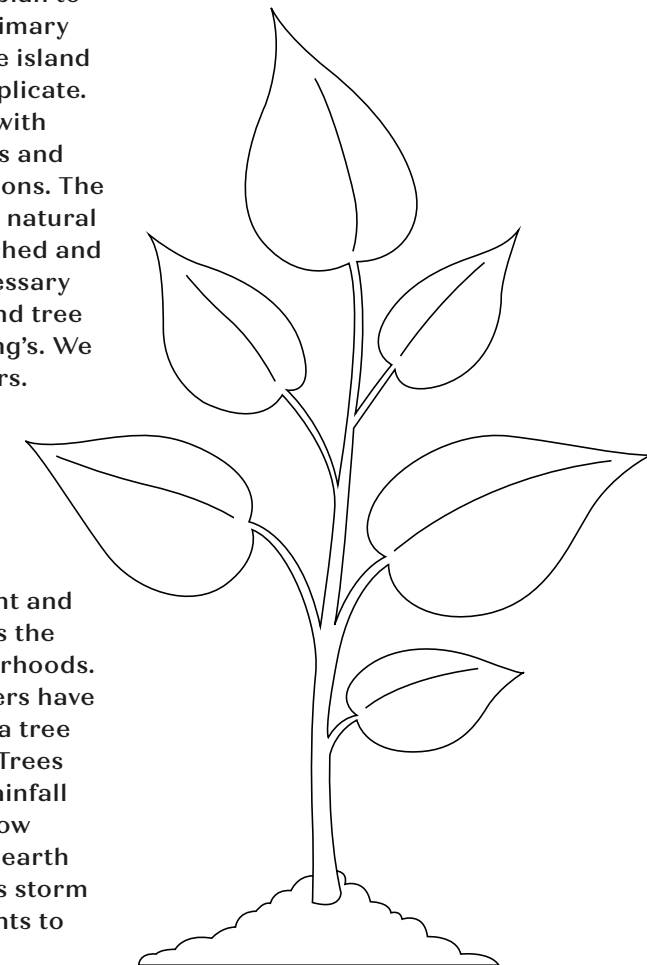
“...LEARN THE IMPORTANCE OF PROTECTING MOTHER EARTH.”

With the objective of greening our school, we have introduced “Adopt a Tree Campaign” where each child has been assigned a tree to take care of. The children water them and protect. This in a way helps the children to be responsible and learn the importance of protecting the mother earth. Over 150 tree seedlings have been planted along the fence. The newly formed children environmental club dubbed CAPE (Children Alliance for the Protection of Environment) plan to extend this drive to other primary and secondary schools in the island to mobilize their peers to replicate. They intend to work closely with youth groups, women groups and other like minded organizations. The Ministry of environment and natural resources has been approached and is willing to provide the necessary support such as seedlings and tree nursery management training's. We are looking for more partners.

the ocean. When mulched, trees act like a sponge that filters this water naturally and uses it to recharge groundwater supplies. Shade from trees slows water evaporation from thirsty lawns. Most newly planted trees need only fifteen gallons of water a week. As trees transpire, they increase atmospheric moisture.

Benefits

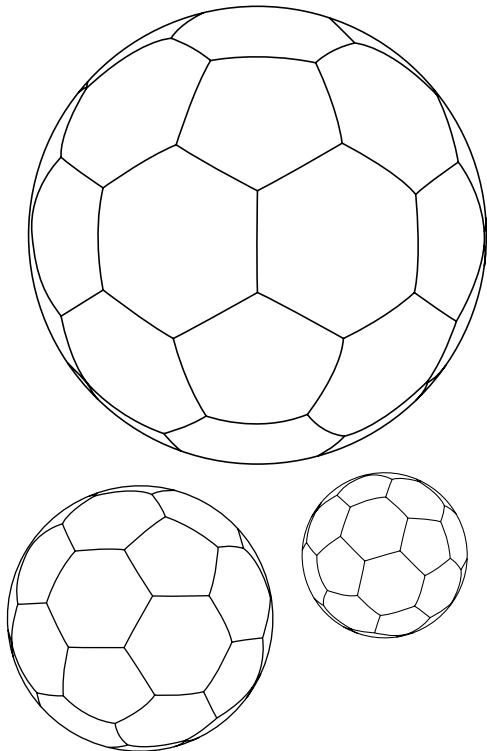
Tree plantings provide an opportunity for community involvement and empowerment that improves the quality of life in our neighborhoods. All cultures, ages, and genders have an important role to play at a tree planting or tree care event. Trees reduce runoff by breaking rainfall thus allowing the water to flow down the trunk and into the earth below the tree. This prevents storm water from carrying pollutants to



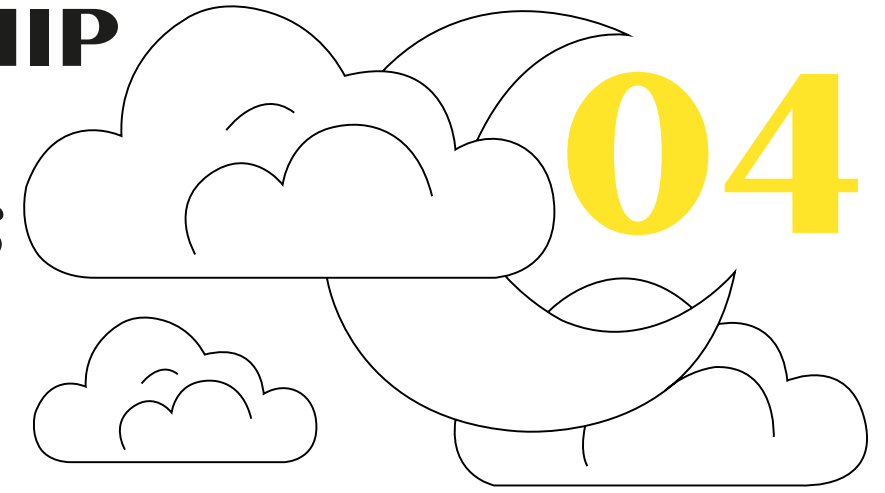
SPORTS

03

For the first time in history, our children participated in ball games at zonal and divisional sports competitions with public schools. Their performance was good and they emerged position two at the zonal level and were knocked out at the divisional level. Next year we have lots of expectations and by the grace of God we will reach county level. As we continue to pray and train for the next year matches we are grateful to God for this far.



SPONSORSHIP STORY: MY DREAMS ARE VALID



Elizabeth Akatorot is a grade three pupil in MCF Lodwar. She is a quiet girl but behind her silence is a sad story of anguishing orphan. She lost both of her parents when she was a baby. The dismissal of the parents ripped away the joy of Elizabeth and her elder sister. The two girls wish that they could one day wake up to realize that what life has been offering was just but a bad dream, but no, it is real. They were left under the care of their poverty-stricken grandmother who is old and sickly. She could not warrant a better life for the children as she depended on relief food. Elizabeth was later taken in by her unemployed maternal uncle, who is a beneficiary of the MCF community feeding program. He is a father to seven children with whom four of them are under MCF sponsorship. Elizabeth narrates how happy she was when she was rescued by MCF in 2017. She knew it was indeed an opportunity for her to work hard and trust God for a brighter future.

Elizabeth expresses her unending joy as she socializes and studies with other MCF beneficiaries. For her abuse and sleeping on a hungry stomach is a thing of the past. She aspires to become an advocate so that she can fight for children's rights especially the orphans who endure abuse in the hands of oppressors.



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ADOLESCENT YOUNG WOMEN AND GIRLS PROJECT

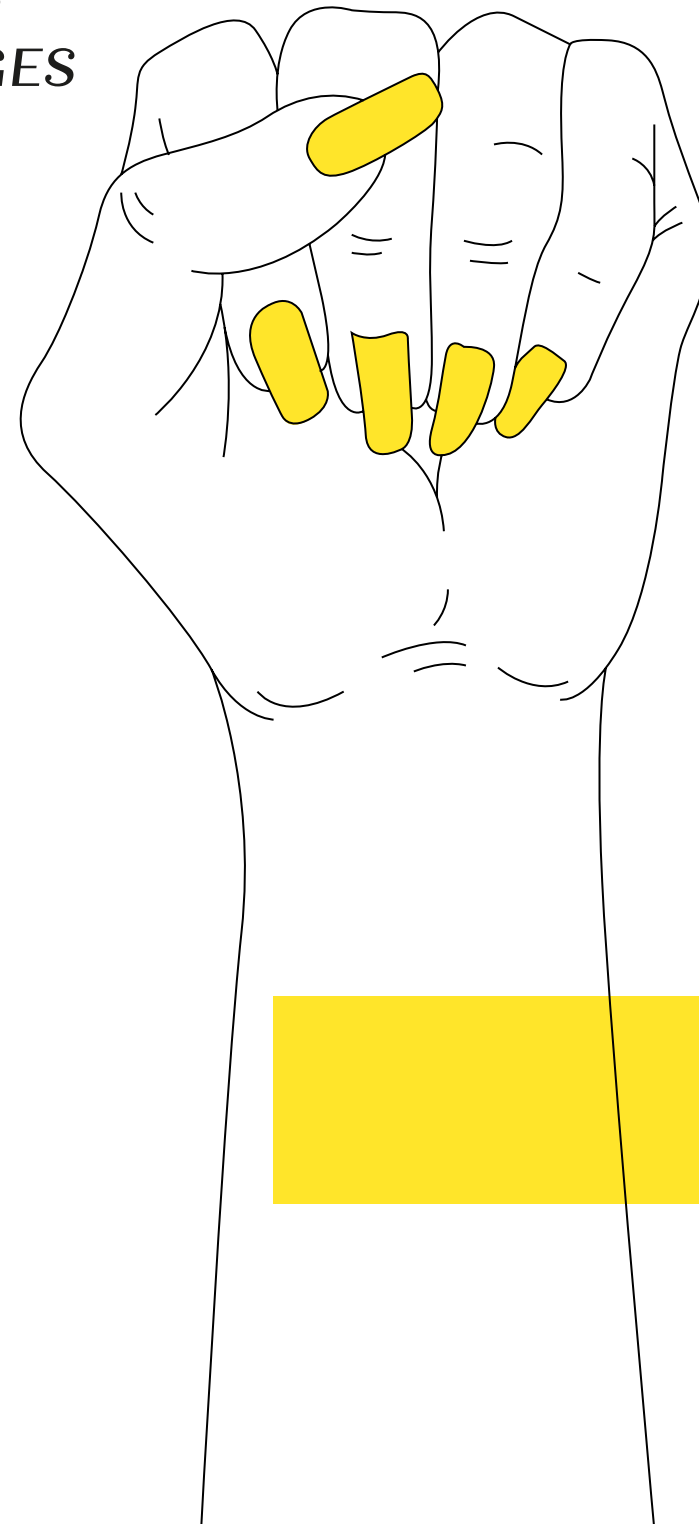
This year, women who are parents, guardians or sisters of the children at the school came together and formed a group that operates under the auspices of the school. Their main objective is to meet and learn on how to improve their lives economically. Most of these women are abandoned by their husbands, who are fishermen and rarely come back home. The women are then left with the kids to take care of without any source of income. Right now their main We empower a vulnerable population of girls who are teenage mothers and living in rural poor areas of Rusinga. This project elevates their status and improves the condition for these under served girls and young women by providing training on skills like writing a business plan.

Challenges faced by these women

Kenyan girls live in a world of high unemployment, teenage pregnancy, HIV/AIDS rates, and crime rates resulting from poverty and corruption. Without guidance and education, a child's potential for a future full of options is limited. The economic situation is dire for many girls and young women and they are often reduced to seek and engage in less-than-desirable activities to generate

income. About 60 per cent of Kenya's population is aged below 20 years. The country also has the second lowest median age of all countries and the highest child dependency ratio. Kenya also has one of the highest rates of young women being out of the labour force at around 86 per cent. Majority of females in Kenya get married before age 24. In Kenya, women aged 15-24 years are almost eight times more likely to be HIV positive than men. The young girls in Kenya, therefore, face economic and health challenges arising from an uncertain transition into the labour market. These economic and health issues are obviously interlinked: teen pregnancy and early motherhood are likely to have a decisive impact on the ability of young girls to accumulate human capital in adolescence, and limit their future occupational choices. At the same time, a lack of future labour market opportunities can reduce the incentives for young girls to invest in their human capital, and be subject to other more risky behaviors. A number of married women don't practice family planning and hence end up having many children they are unable to take care of.

“...WOMEN AGES 15-24 YEARS ARE ALMOST EIGHT TIMES MORE LIKELY TO BE HIV POSITIVE THAN MEN.”



IMPLEMENTATION OF PROGRAMME/ INITIATIVE:

The empowerment of adolescents, young women and girls is designed to improve their knowledge in reproductive health, life skills and business skills. We intend to have a series of workshops for them. The purpose of the of workshops are to engage these young girls and women in positive, educational activities to prevent idleness, reduce negative social behaviors, promote healthy physical activity, and provide opportunities for economic development. The 40 girls and women who are planning to and continue to participate will generate income for themselves and their family. This will improve their standing in the home and in society-at-large.

Long-Term Impact

With support of our donors, these workshops are a platform to empower girls and young women and teach them critical skills which will improve the whole community! Girls who participate in this program will gain improved confidence, knowledge of reproductive health and local resources for young women, and a greater understanding of the future role of women in society. They will gain transferable skills in business and artisan-ship that can lead to more opportunities in the future. The main challenge faced by the programme is inadequate funding, and the high cost of providing the life skills and vocational training to the adolescent girls. We intend to establish a resource center where the various groups such as youths, students, farmers and teenage mothers can acquire practical skills. We intend to start up a vocational training program to equip these young mothers to care for themselves and for their children upon completion of their training. The training focuses on tailoring, cosmetology, weaving, and cooking. Learn more about how to assist us in supporting this initiative.

Thank you for your prayers, your support has helped save children's lives.

DONATION 07

“...SHOWS THESE CHILDREN WHO HAVE HAD THE HARDEST OF STARTS IN LIFE WHAT IT FEELS LIKE TO BE LOVED”

Our mission is simple; create a place where children can discover the security of having a place where they call home, and where all funds raised go directly to keeping children happy and healthy. No administration, travel or accommodation fees. 100% charity.

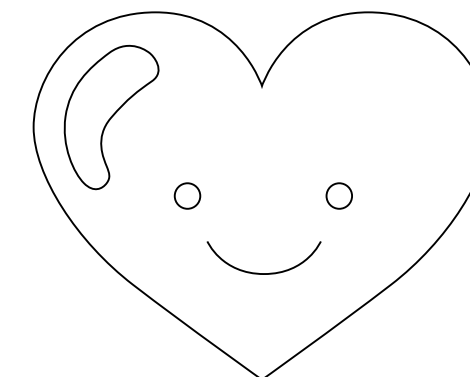
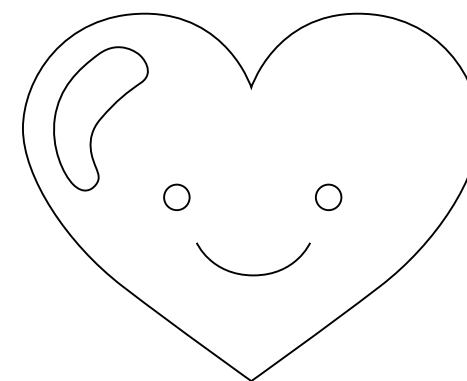
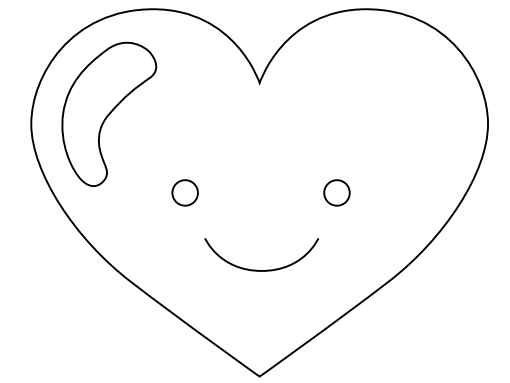
Our charity lives and breathes on the generosity of it's network. Hundreds of people give generously, safe in the knowledge that all of their money is going directly to the project. Fundraising doesn't mean you have to stand out in the cold, shaking a bucket of shrapnel. There are all kinds of ways to help. For the more adventurous among you, why not take on a challenge? If you have always fancied running a marathon, shaving your head, or climbing a mountain- why not use our page to get sponsored? Take a look at how people have helped us in the past.

The school needs

New books, classroom constructions / renovation, additional water tank for rain water harvesting, toilets for girls and feeding program.

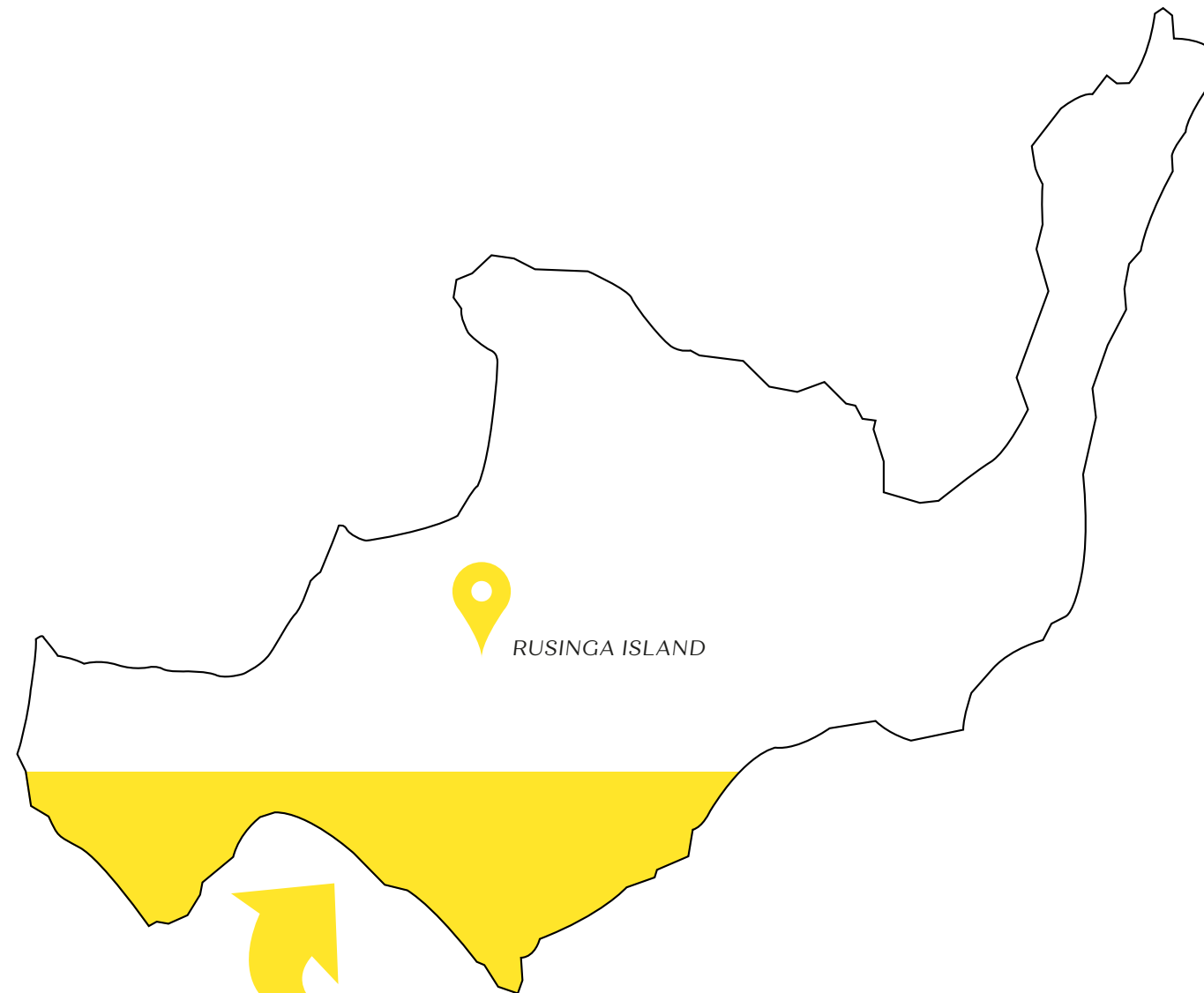
“The Good Life Orphanage is the most incredible place run by incredible people. It provides not only a home and education to so many desperately needy children who otherwise may not even survive, but it gives them a family, provides love and support, teaches morals and manners and shows these children who have had the hardest of starts in life what it feels like to be loved. What seems like the smallest of contributions can sometimes make the biggest of differences. We feel privileged and honoured to be a part of the Good Life family and would encourage others to get involved too.”

-Victor Odula

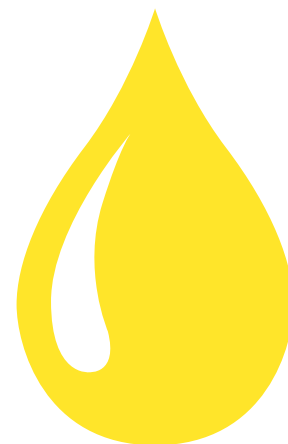


08

NEXUS BETWEEN HIV/AIDS, POVERTY AND ENVIRONMENTAL DEGRADATION: AND ITS IMPLICATION ON CONSERVATION IN RUSINGA ISLAND



21%
LIVE WITH
HIV/AIDS



Although on the ground, circumstances make it difficult to know how the disease affects the environment, it is clear that people are changing their behavior in response to the pandemic. Rusinga, is an area of about 46 square kilometers with over 30,000 inhabitants, characterized with a high HIV/AIDS prevalence of 21% and a degraded environmental base. Increased charcoal burning, encroachment of ecologically sensitive areas, pollution of water sources and declining farm yields are manifestations of environmental degradation in the island. The HIV/AIDS pandemic is not an isolated phenomenon. It is a predictable outcome of an environment of

poverty, worsening nutrition, limited access to medical care.

HIV has alarming rate has reduced work force, increased poverty rates, reduced agricultural productivity and transformed the structure of many households in Rusinga Island. The scourge further strains the already fragile relationships between livelihood and the natural and social environment of the island. Many factors such as traditional beliefs and practices, sex for fish exchange prostitution along the fishing beaches largely contribute the transmission of the disease and hence pose unique challenges to the populations and dynamics. In most cases youths in their prime age

contract the disease, which results in decrease in the percentage of prime age working adults, as well as gender disparity, whereby females carry a growing burden of household responsibilities. There is a rising proportion of older adults, often females, who assume the role of provider and caretaker for other dependent family members. These changing dynamics have caused many to exploit their natural surroundings, adopt less sustainable land use practices and utilizing protected resources as a primary means of generating revenue.

Food Insecurity

Malnourished individuals are more susceptible to HIV infection and tend to have worse outcomes once they are infected with HIV. The relationship between food insecurity and HIV is vicious; households affected by HIV/AIDS are less likely to be productive because of loss of labour, increased expenditure on treatment etc.

Natural Resource Use

Food insecure or impoverished households are considerably more likely to be affected by HIV. These families are more likely to depend on natural resources as a safety net. Vulnerable families depend on

the local environment for a number of different natural resources, including wild foods (plants and bush meat), natural water sources for consumption, washing and household use, traditional plants and animal medicines, timber for building and coffin – making, raw materials for craft-making and wood fuel or burning materials for direct cooking or conversion to charcoal. Natural resources are safety net for families when HIV/AIDS and poverty restricts them from otherwise maintaining a livelihood.



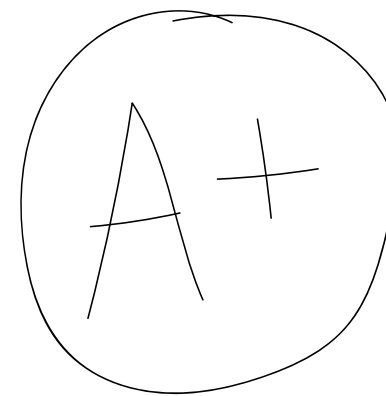
09

NEW TEACHERS

In September, 2019, we were joined by three teachers namely; Madam Mariole Kaudo, Madam Phiona Atieno and Mr Elly Ouma. Since Madam Mariole took over the leadership as the Principal, we have seen changes in terms of the general management of the school. The new teachers meet the required qualifications as per the Ministry of Education. They have vast of experience in leadership and management, having served in similar positions in various schools.

“I will ensure that this school allows teaching staff and children to put learning at the centre of their daily activities. A healthy school environment is characterised by basics like safety and orderliness, as well as tangible qualities such as supportive , responsive attitude towards the children. Together with like minded individuals, I promise I will take the school to another level. She said. **”**

With this team, you will we will be able to work together for the betterment of the children's welfare. Many policies and procedures have been put in place to safeguard the interests of the children so far.



FROM THE PRINCIPAL DESK 10

Am glad to be part of this great school in Rusinga Island. When I accepted this job offer, I was at first worried about coping in a new environment in the rural. I didn't know what to expect but when I reported, I was impressed with the lovely kids, community and the neighbours. I quickly realized the school has got a lot of potentials to grow and very fast I made a decision to make use of my time, experience and energy to help the school grow.

A child is a very special individual who needs a happy, secure and challenging environment in which to grow. A child's natural curiosity to explore his / her world gives teachers the basis on which to build learning experiences that will provide a solid foundation for the early years of schooling. Milman lattract recognises the importance of these early years of schooling.

My vision for Milman lattract Academy focuses on three main areas:

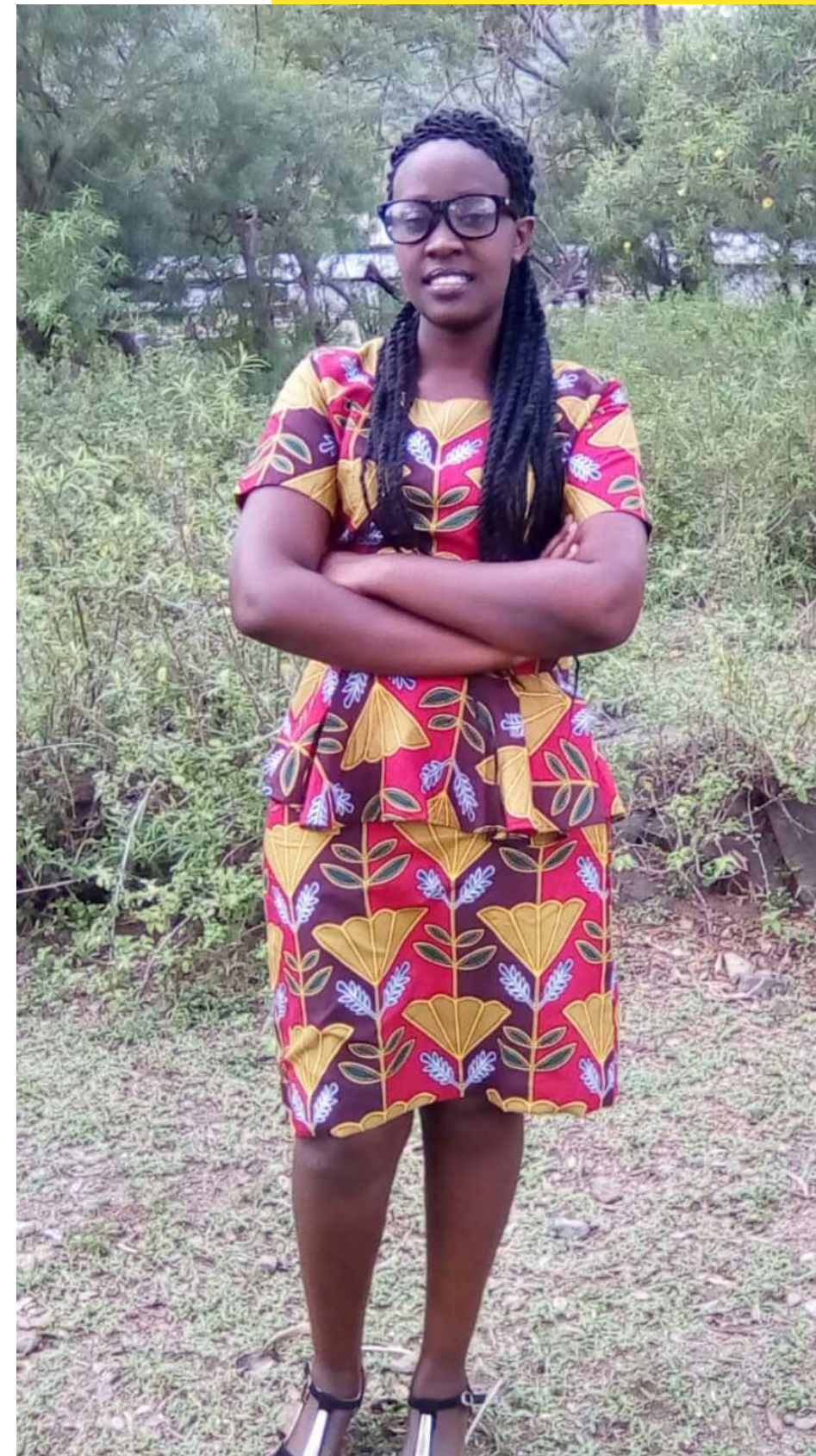
1 Each child succeeding: A major part of our work will focus on making sure each child succeeds. The curriculum, instructional practices, and intervention programs are all

designed to enhance children success. The commitment of our staff to support each child is central to their achievement.

2 Each child connecting: *Teacher relationships with children, co-curricular activities, children celebrations, the child Assistance Program, the pupil Success Team and our Counsellor, are essential to ensure that each child is connected with our school. I believe that the more children connect with the adults in our school, the greater likelihood of their success.*

3 All staff working together in a Professional Learning Community: *Teachers working together to promote their professional learning is crucial in supporting pupils achievement. Our Professional Learning Community is characterized by a shared mission, vision, and values; collective inquiry, collaborative teams, action orientation and experimentation; results orientation; and continuous improvement.*

With the embracement of team work, commitment and being professionals will help us achieve our goals.



Once again am happy to be part of this great team.

Thank you,

Madam Mariole Kaudo,
Principal

Danger
Unsafe building
keep out

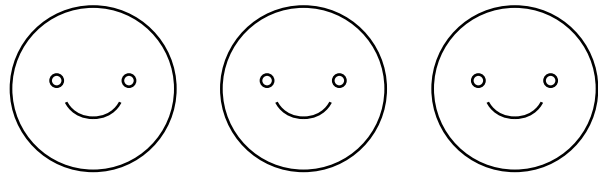
MAKESHIFT STRUCTURES

Following the recent school building that collapsed in Nairobi and claimed the lives of eight children, the government has ordered an immediate closure of buildings with makeshift structures such as the ones we have. All directors of schools were called for a meeting in the County Director's office and a circular from the national government was read. In the meeting we pleaded with the local education office to give us a grace period until December this year.

We are appealing to well-wishers for help.

The corrugated walls make the classrooms to be hot during the day and hence not conducive for learning. This lowers concentration of learners. The corrugated iron-sheets also cut the children and are termed as inhabitable.





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Magnel
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THANK YOU FOR READING!

You can find more information about our school, along with pictures and childrens profiles on our website:

<https://milimanirusinga.wordpress.com>

Check us out on Instagram too!

[@milimaniacademy](https://www.instagram.com/milimaniacademy)



