

Newsletter October 2015

Hereby we present a short overview of activities undertaken in 2015

Visit to Shammah Inclusive Centre in Kibera, Nairobi and the Shammah Centre in Kangundo from 12-18 September 2015

Both Shammah Centres offer educational activities according to the Kenyan curriculum system. They are currently offering primary education and day care (from 3-18 ears) and take care of young children aged from as young as four months to 3 years to enable their mothers to go and work so as to get money to provide for basic needs.

Kibera – Nairobi, Kenya

Kibera is the largest slum in Nairobi, and the largest urban slum in Africa.

In 2009, Kenya's Population and Housing Census reported Kibera's population to be 170,070. Today the slum has an approximate of 2.5 million slum dwellers in about 200 settlements in Nairobi representing 60% of the Nairobi population. Most residents of this slum live in extreme poverty and negligence as they are mostly illiterates. An average person earns less than \$1.00 per day due to the high rate of unemployment. It will be no news for an environment as such to harbour delinquents and criminals as cases of assault and rape are common which in turn increases the number of persons living with HIV and AIDS.



There are few schools, and most people cannot afford education for their children. Clean water is scarce and therefore diseases caused by related poor hygiene are prevalent. Majority of the people living in this slum lack access to basic amenities such as healthcare services, electricity and clean water.

Kibera Shammah Centre

Jemmimah Mweu is one of the few idealistic teachers, who want to provide good education for the slum children (at the moment 230). Together with her team of teachers and parents and the foundation FAPADAG she has worked hard to develop a new real building of stones with proper sanitary instead of the old and unsafe buildings of corrugated sheets.

Part of the old building is still used for the nursery department, because the little ones cannot walk so far to where the new school now is and because the management still hopes for compensation of the government.



Kibera, old Shammah centre

The new school is considered by the accreditation committee and the representative of the ministry of education as one of the best of the 115 schools of the slum. They are on the top of the list to become registered as an official recognised school. As soon as they will be registered they can expect some payment of salaries, books and stationary from the ministry.

Special appreciated was the fact that they have a garden where they grow vegetables and that this is a part of the life skills curriculum.

The school has been selected for a solar-ecology project. This should give facilities for solar cooking.

Another good development is the fact that Jemmimah Mweu the director of Shammah Centre will now (the 9th of October 2015) graduate for her BA study in Education (Early Childhood). The accreditation committee advised her to do as well her MA degree in special education.

The Shammah centre is very active in applying for all kinds grants, like a successful application for shoes, books and food.

The new building is situated near the forest just at the edge of the slum. In this area buildings need to have four floors, while at the moment it has only 2 floors. In the upper floors they hope to start vocational training. Therefore FAPADAG is still looking for more financial support to build the upper floors!.



Shammah centre in Kangundo,

The Shammah centre in Kangundo (rural area) is situated in a market place, what is again not very safe for the children and what is not any longer allowed by the city council. This centre is led by Florence (the mother of Jemmimah). Here are also about 200 kids and the teachers try to include children with disabilities, who have had no chances until now.

FAPADAG has bought also here a piece of land, what is officially registered as property of the Shamma centre. The foundations for the building have been made. Requirements for the building are becoming more strict sothat also this building will cost quite a lot.



FAPADAG is looking for students who want to organise solidarity projects in order to gather money for both projects. You can contact j.e.van.bruggen@gmail.com or imke.winkelmann@osnanet.de .

We look also for clothes for the children. In particularly in Nairobi it can be quite cold and many children die because of pneumonia.

You can support us by money transfer to our bank account: € in the name of "Stichting FAPADAG"
IBAN: NL28RABO0394017528; BIC: RABONL2U at "Apeldoorn"

For more information you can go to the website www.fapadag.com

Other activities undertaken by FAPADAG

Promotion and Publicity Activities

FAPADAG projects have been promoted through the Facebook FAPADAG site, on several occasions among students in higher education institutions in the Netherlands and Germany and through the website of the VDES (German Association of OT (Occupational Therapy) Schools)

(<http://www.vdes.de/aktuelles/detailseite/artikel/aufruf-zur-teilnahme-an-schueler-studierenden-projekten.html>)

“Aufruf zur Teilnahme an Schüler-/Studierenden-Projekten Afrika”. Unfortunately until now without any results.

The children of the Shammah children centre have made some jewellery, which has been sold during several occasions in Holland and Germany.



During the reunion of “Dutch Kenyan Volunteers” in July 2015 both Shammah projects have been presented and quite some jewellery was sold as well.

Visit to Georgia- From 28th of April till 7th of May 2015

The focus of my programme was on the present 1st and 2nd years students and the Occupational Therapists in the field, who had asked for some guiding in assessment methods.

So the programme was as follows:

- 3 hours on the theme of the European Year- OT and (community) development and how to apply for participation in the ENOTHE (European Network of Occupational Therapy in Higher Education) conference
- 2 hours making an abstract for an International congress
- 3 hours on models of occupational therapy (content and process models)
- 3 hours on assessment instruments in paediatrics and how to use them
- 2x1/2 day working with teachers on the recognition of the Bachelor programme by the World Federation of Occupational Therapists
- 2 days working in Paediatric practice together with physiotherapists
- 1 day for discussion about the future of OT and publishing a book about OT (In Georgian)

The vice dean of Ivane Javakhishvili Tbilisi State University had twice a meeting with Hanneke van Bruggen about the importance of the WFOT (World Federation of Occupational Therapy) recognition and which improvements were needed in the curriculum and the organisation of the OT department. The results were put in writing and discussed in the university council. Finally after nearly ten years the Documents for WFOT recognition has been sent of the 4th of August to the Education Committee of the WFOT with a very supportive letter of the Dean.

Still there is enough work for graduates and many fieldwork areas are still underdeveloped.

Workshops and seminars on strategic thinking and addressing inequalities

The Paris school for occupational therapy had invited Hanneke van Bruggen on an ERASMUS contract with FAPADAG to give two lectures and two workshops on strategic thinking and addressing disadvantaged groups for the first year students and the third year students. The first year students were much more open to change than the third years, who could only think of clinical work.

The teachers were very enthusiastic and so this as the beginning of curriculum change.

Another workshop about strategic thinking was given in September in the OTARG (Occupational Therapy African Regional Group) congress in Kampala, Uganda.

Several policy makers from different African countries attended the workshop. This led to an invitation in Nairobi for a meeting with the OT association and a representative of the ministry of Health. For them it was clear that the OT education need to incorporate other ways of professional reasoning than only clinical reasoning.

Presenting criteria to measure progress in social inclusion of the living lab project in Istanbul.

The Rehabilitation Living Lab project of Montreal is the first interdisciplinary and multi-sectorial research study to explore the principal obstacles, either physical or psychosocial, to social participation and inclusion for persons with disabilities in a commercial mall environment, referred to as a Living Laboratory.

Hanneke van Bruggen was asked as an advisory board member of the project to participate in a workshop of the European Network of Living Labs. The aim of the workshop was to discuss the lessons learned from a living Lab concerning inclusion of persons with disabilities in a commercial mall environment.

Consultancy for the university of Rzeszow, Poland

The University of Rzeszow had invited Hanneke van Bruggen for one week to advise them how to start a Bsc degree in Occupational Therapy. Different workshops with teachers (mainly physiotherapists), field visits and discussions with the Dean and rector of the university were the start of a development plan. The new education should start in 2016.