

## Annual Report 2016

### FAPADAG Board

2<sup>nd</sup> of November 2016 the board members Imke Winkelmann (Lecturer in Occupational Therapy) and undersigned came together to discuss the activities undertaken in 2016, the draft policy plan 2016-2020 and the financial statement of FAPADAG till November, which was approved by the treasurer, Jitze Miedema.

The main decisions were:

- The focus of the next Policy Plan is on publicity for both Shammah projects and applying for money through all ways possible.
- Both Shammah centres need to make concrete projects plans for the finalisation of their buildings by March 2016
- We need to make publicity for FAPADAG in OT schools and involve OT students in the work of ENOTHE

### Short overview of activities undertaken in 2016

#### Kibera Shammah Centre

Jemmimah, head of Kibera Shammah centre, applied successfully for several grants. One for solar energy from the international climate fund, from whom she also received a training of 2 days for solar cooking. Jemmimah won the grant for being able to demonstrate good management.



Solar panels for Shammah

Another grant for books and stationery came through the government from a programme known as Tayari and one for shoes came from Bata for the most needing children.



From half of January till June Jemmimah and FAPADAG have been negotiating the purchase of a bus for transporting the children to and from the school. Nearly daily the FAPADAG office received messages like “Shammah children and I are doing well but rain is really destabilising us because of the river, this morning we almost lost a child who was swept by the river but lucky enough she was rescued and taken to the hospital . All the same I am very happy because yesterday I received a letter authorising the kick off of the project we won of solar water tanks and energy saving stoves starting from 30<sup>th</sup> of January 2016”. And another one “ Good news first yesterday we started cooking with the energy cooking stoves and they are much economical, we used half of the fuel we use daily. Bad news- I am still worried about the transport and rains; the two issues are becoming a problem and affecting performance in the school due to absenteeism which is being caused by the above two issues. I am just reporting to you what is happening in the school. Too unfortunately one of our best pupil left to another non performing school due to distance. What are we going to do to solve the problem?”

Finally in April 2016 Jemmimah started sending pictures of busses and prices. They took an option on a very good bus and negotiated for a month with the owner, but FAPADAG was not able to raise enough money in time and the owner of the bus gave it up.

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At the end of April Jemmimah wrote that the board of Shammah had raised 2150 euro of the 2500 they had targeted for themselves. The 8 members of the board had a strategy that they grouped all the parents in 8 groups and each group had one board member in charge of raising the money what was 313 euro per group.

In the beginning of May again a suitable option for another bus came up and Jemmimah kept putting deadlines on me. "FAPADAG board what do we do now that the money is not enough and yet we have two days to the deadline which we have been given. Sorry for troubling you again. Today board of the school is having a meeting at 4:00pm what am I going to tell them".

Finally FAPADAG could promise Shammah 13000€, what came out of donations and two birthday-celebrations at the same time the Shammah board raised another 350€. They bought half of May an Australian bus which is a very big 51 seater at 21000 euro and they borrowed the rest of the money. At the 20<sup>th</sup> of June the bus was ready and hit the road.

Other news about Jemmimah, the head of the Shammah centre. She was chosen because of her Bachelor degree, to follow a teacher training course organised by NILINDE an international organisation. Now she will be training teachers once a term for 5 days and she will earn 18,000 Kenyan shillings(160€) each time she trains. So some revenues are coming back.

### **Shammah centre in Kangundo**

Unfortunately there is no progress in the construction of the rural Shammah centre. Florence and Hanneke van Bruggen have made an application for funding to become a twinning school with an NGO

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in Canada called farmers for farmers. Kangundo is however too far away from the area where this NGO is operating.

Florence broke her leg, while she was inspecting the constructions and last week she lost her father. So in the new year her project needs some more attention.

### **Shammah solidarity projects**

Scottish OT students have tried to send clothes to Kenya, but could not find a proper way to send it there. They also tried to sell jewellery among students and managed to sell for an amount of 126€.

In Amsterdam, NL a group of international health students tried to make a twinning project between a primary school in Amsterdam and Shammah Kibera. They could however not find any primary school which was willing to involve in this project. Finally they constructed a nice programme/ guidelines for twinning schools (as assignment of their minor programme global health)- see poster attached. It is hoped that a next group of students is willing to implement the programme.

A third group of occupational students from Osnabruck, Germany are also working on a twinning project between a primary school in Osnabruck and Shammah school, they will start with a creative picture project where the kids introduce themselves, their personality, wishes, dreams - who am I. Through this project the students learn how to engage a primary school in development work and kids in Germany learn to communicate with children in Nairobi, Kenya and learn about each other's activities in daily life. The final goal is to build a sustainable partnership (including financial support for Shammah).



Osnabruck  
Students,  
busy with  
their  
project

Until now these solidarity projects had an important function for the students to achieve their learning outcomes. The impact of these projects for Jemmimah and her children still needs to be measured. They like the contacts and the attention and the exchange, but at the other hand it is giving them quite some extra work. The biggest concern for the school is still to find money to build two remaining floors on top. You can support us by money transfer to our bank account in the the name of "Stichting FAPADAG"

of the school. FAPADAG is hoping that the solidarity projects finally will contribute to flourishing of both Shammah projects and to the learning process of all students.

We can still use more students who want to organise solidarity projects in order to gather money for the construction of both schools. You can contact [j.e.van.bruggen@gmail.com](mailto:j.e.van.bruggen@gmail.com) or [imke.winkelmann@osnanet.de](mailto:imke.winkelmann@osnanet.de)

## **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, UK and Germany.

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

### **Workshops and seminars on strategic thinking and addressing inequalities**

Rouse university in Bulgaria had invited Hanneke van Bruggen on an ERASMUS contract to give a module on occupation based community development. Also the Paris school for occupational therapy had again invited Hanneke on an ERASMUS contract with FAPADAG to give lectures and workshops on strategic thinking and addressing disadvantaged groups.

In October the University of Ghana invited Hanneke for a one week workshop on occupation based community development. At the end of the week at least two groups of students had made little projects: one with a group of mothers and children with cerebral palsy around stimulating inclusive education and one with a group of disabled students about making the university more inclusive and organising a fashion exhibition of designs of the students with disabilities.

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For more information you can go to the website [www.fapadag.com](http://www.fapadag.com)

**Annex: Poster of guidelines for a solidarity project**

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# THE GARDEN BRIDGE

E Temizkan, M Alonso Ferreira, E Osei Nimako, B Ranzijn



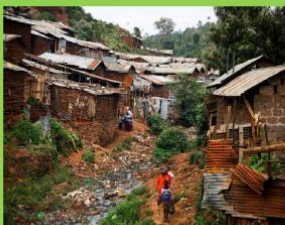
## BACKGROUND

In poor and/or developing countries, there are plenty of dangers and threats for people's health: malnutrition, communicable diseases (diarrheal diseases and other infections) that are highly preventable and complications caused by preterm birth.

The rates of infant and children mortality vary with income, environment, nutrition and education. This health related issues can also be seen in Kibera.

Kibera, near Kenya's capital, is one of the largest slums in the world.

All across the Kibera slums, all of the health related issues mention above can be seen and the living conditions are also negatively affected by the constantly going shootings and the lack of essential needs like clean water and electricity.



## THE SHAMMAH CENTRE

Shammah centre is a school for children from the age six months to eighteen years which works with children with disabilities and vulnerable children, children from slums and orphans. It caters for their educational and basic needs, for example: educational program, feeding program, group savings and bed loan.

The goal of Shammah Centre is to eradicate illiteracy from the slums, provide a meal, provide skills to job activities, providing guidance and counseling to parents whose children are affected and infected with HIV/AIDS.

Apart from the general live conditions of the slums the Shammah the Centre has some problems related to their school garden. This school gardens is very important for them as they use the garden's products to implement the feeding program and sell overproduced vegetables and fruits and try to make some money.

Main problems with the garden are:

- They do not own the land where they have the garden, only an informal permission to use until is needed from the owners. So there can be a moment were they won't be able to produce anymore food which will lead on a real danger for the sustainability of the feeding program.
- There is also a lack of materials with which they work the land and knowledge about gardening so it restricts the amount of food they grow.

## THE SOLIDARITY

The aim of this project is to focus on the problems with the school garden in Kenya because the garden is the main source of food in the Centre a source of money for the Centre. Addressing the problems with the garden may allow the Centre to grow more healthy food for the children and also sell more gardening and poultry products to earn some money to spend on the other problems.

The importance of the garden is reflected on Shammah Centre director words: *"The feeding program is also another big challenge for us because the meal we provide is the one that sustains the children till the following day".*

In order to address the problem with the garden a solidarity will be established between a school in Amsterdam and the Shammah Centre. The link or the common point in this solidarity will be the school gardening because the schools in Amsterdam have reported to have problems with the school gardening when it comes to the parental involvement. By using the gardening as a bridge to create the solidarity, some events will be held in the School in Amsterdam in order to collect funds and tools and send to the Shammah Centre. With this money, the Centre will be able to cater for the needs about the garden.



## GLOBAL AWARENESS

The project is approached with a Global Awareness and a Holistic Approach to Global Health as frames of work. The project will be built to establish global awareness among the school children in Amsterdam and getting them interested in embracing a holistic perspective to health. This will allow the children to understand that there are some global issues that matters to everybody living in the world.

While being globally aware and communicating with people from different cultures, the children will build cultural sensitivity and knowledge which will help them during their whole life in an increasingly multi-cultural world.

The children will learn to develop empathy and they will be able to see life through the eyes of someone completely different.

Therefore, this project will not only help the Shammah Centre with funds and tools for the garden, but it will help the children in Amsterdam to be more globally aware and more "global" human beings. With this kinds of achievements, the world will be a fair and more livable place in the future.



ACKNOWLEDGMENTS: We want to thank to the director of the Shammah Centre, Jemmimah Mweu and to the head of FAPADAG organization, Hanneke van Bruggen and also to the schools and organizations in Amsterdam for all their contributions and cooperation.

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