



Dear Reader,

**Emerging Humanity**

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[www.emerginghumanity.org](http://www.emerginghumanity.org)

*Emerging Humanity* is a non-profit organization which is working at schools in Kenya where most children are living off of less than one dollar a day. Just last year, our projects helped over 8,000 school-aged children.

We take care to reach out to the most disadvantaged young people, and we focus on giving them a chance to live a happier, healthier life. During the recent outbreak of violence in Kenya we were able to help many children who had been internally displaced.



Now, more than ever we are committed to building more schools and improving the quality of education for children in Kenya. That is why we plan to build four new schools which will directly help over 3,000 children this year.

**Bart Abbott**  
**President**  
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In the document which follows we have outlined: what we would like to accomplish in the next year, how we plan to do it, and finally what resources we will need in order to achieve our goals.

Thank you for your interest in our projects. Let's work together to improve the lives of thousands of Kenyan children.

Sincerely,

A handwritten signature in black ink, appearing to read "Bart Abbott".

Bart Abbott



**Emerging Humanity**

## **School project plans**

**January 2008-June 2009**



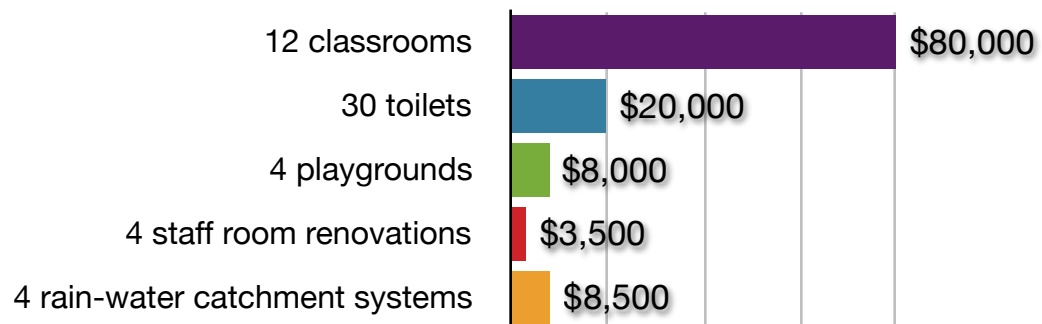
### Our vision for schools

To create drastically improved, and dynamic learning environments in Kenya.

- Our vision of drastically improved schools means that adequate physical infrastructure has been built to increase the health and survival capacity of the students.
- Our definition of a dynamic learning environment is a safe place that is filled with colors, books, images, and opportunities to learn, play and socialize.

### We are raising \$120,000 to build 4 new schools during this next year.

Specifically, this funding will be used to complete the following projects at schools in western Kenya by June of 2009:



### Description of the projects

- **12 classrooms** - One peri-urban school consists of two buildings. Each building is called a classroom “block.” One classroom “block” is 21 meters long and holds three classrooms. Especially in the rural areas of Kenya, most of the classroom “blocks” are made of mud and sticks--and they are about to fall over. Our plan is to build four new classroom blocks at four separate schools in western Kenya (effectively rebuilding over half of each school that we decide to work with). This will be a total of 12 classrooms. We anticipate that each set of 3 classrooms will cost approximately \$20,000 to build.
- **30 toilets** - At schools in the city of Kisumu, Kenya there is currently a ratio of over 120 students for every one toilet on campus. The toilets are pit latrines, which are little more than a three-foot wide cellar door leading to a cement floor with a hole in it and a large pit underneath. We would like to build more toilets for each school that we decide to work with. The toilets will most likely be “dual-vault super-structure pit latrines” which is the most feasible and sanitary type of latrine technology for our area. This type of latrine was recommended to us through our consultation with experts from the Safe Water and Sanitation and Hygiene (SWASH) research project based out Emory University.
- **4 staff room renovation** - Renovating the pre-existing teacher/staff rooms at schools is a way to recognize the dignity and importance of the teachers in the lives of the children and Kenyan society. It gives us a strategic advantage toward the success of our other projects; the project opens doors for our organization by building rapport with the teachers and strengthening the management capacity of the headteacher. One of the first projects that we conduct at each new partner schools will be the renovation of the staff room at a cost of less than \$1,000 each.
- **4 playgrounds** - The U.N. Convention on the Rights of the Child states that every child has a right to play. We want to honor that sacred part of a child’s development by constructing playgrounds at each of our partner schools. Each playground will cost approximately \$2,000 to construct.
- **48,000 liters of rain water** - Each water catchment system will be at least 12,000 liters. The gutters will be fabricated using 24-gauge sheet metal which has proved much more effective than other attempts at catching rain



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## Our development model for schools

We have developed a basic tool-kit in order to achieve our vision of creating drastically improved, and dynamic learning environments at schools in Kenya.

The first tool is a **project package** which encompasses ‘what’ specific projects we will offer to schools.

The second tool is the **three-phase grant model** which is a methodology for “how” we will implement the **project package** at schools in Kenya.

The third tool is an analysis mechanism which is a simple list of questions which will be answered frequently. This tool is meant to keep us in touch with school needs and obstacles and ensure that our projects continue to become more effective.

### Project Package

The **project package** is a tool which creates a school that is not only a place of learning but a sanctuary for the children who go there. The strategy addresses their health through sanitation and water, and it builds a positive learning environment, as well as a place to play. The types of projects that are currently available in the **project package** are:

- classrooms
- rain-water catchment systems
- school recycling programs
- toilet facilities
- school forests and gardens
- painted classrooms and murals
- school learning materials
- festival days for students
- teachers’ storage lockers
- libraries

Some of the projects included in the **project package** are small and they can be accomplished by the community as part of the *challenge grant model*. The smaller projects are also meant to “fill in the blanks” of the bigger projects; they will make our projects well-rounded and they will cause a deeper transformation of the learning environment.

We are confident from our past experience with working in schools in Kenya that our **project package** offers solutions to the main challenges that schools face. However, there is a potential that some schools will have different needs which are not included in the **project package**. If this is ever the case, then it will be a wonderful opportunity to innovate and adapt our program so that we stay in touch with the realities on the ground.



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Below are some descriptions of projects which are included in the **project package**:

**School forests and gardens** - Projects such as this three-year old forest which we planted in the middle of the Nyalenda slums at Pandpieri primary school have a dramatic effect on the learning environment. These trees have created a consistent breeze and shade which has significantly lowered the temperature of the classrooms at the school.



**Rain water-catchment systems** - Our catchment systems use 24-gauge sheet metal which we bend into gutters. This means that African rainstorms and rambunctious students cannot break the gutters. The result is a long-lasting catchment system which can harvest over 5,000 liters of water in just one hour of rain.

**Learning materials** - Flash cards made from plywood are long lasting and they make excellent teaching materials for the national lower primary curriculum. They can also be made locally and are cheap enough that a school can fundraise for them once the idea is introduced.





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**Teacher/staff room improvements** - We have found that including a project which helps the teachers of a school will affect several changes to the learning environment: it improves the quality of education for the students by boosting teacher morale, it makes the management role of the headteacher easier, and it builds teacher support for all of the other projects.

The storage lockers that are shown on the right side of the page were built for teachers at Migosi primary school in Kisumu, Kenya, because they had nowhere to keep their valuables and no place to put the students' papers which needed grading.



We also purchased natural gas stoves for the teachers at our partner school because it enables them to make tea and cook lunches without the hazard and hassle of using labor intensive charcoal stoves. We have found this gesture recognizes teachers' dignity and helps them feel respected.



**Festival days for students** - Festival days include sports and cultural performances by groups of students. They are a great way to create a student-centered learning environment, build teamwork among the school staff, and most importantly give the students an opportunity to play and have fun.

This picture was taken at a children's festival which we hosted in the central park of Kisumu. Over 3,000 children were in attendance. The festival lasted all morning. There were cultural performances and over 60 different games for students to choose from.





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**School recycling programs** - This project takes old school notebooks and presses them into a briquette which can be used as an alternative fuel source to charcoal.



The recycling program was successful at Pandpieri Primary where the Environmental Club meets after school to make briquettes. In the picture: a student is able to take home enough fuel to save her family 20% of its daily income.



Used oil drums can be easily converted into durable trash cans. In most Kenya schools, students in each class have washing and cleaning duties. The trash cans which are welded onto the sides of the school walkways are a natural fit. They are used and emptied regularly which keeps the school campus cleaner and healthier. These trash cans are also a project that schools and communities can complete in order to show their ownership and participation.





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## Project implementation model

For Kenya, we propose a **three-phase grant model**. These phases are meant to:

- Create social capital through community participation and ownership
- Create a thorough and sustainable improvement of the educational institutions
- Create a deeper impact on the well-being of children's lives through a 'package' of different projects
- Build trustworthy relationships with enthusiastic institutions and communities

The goal over the course of the **three-phase grant model** is to implement an entire **project package**. Thus, a school which has participated in all three grant phases becomes a transformed institution where kids learn, grow and play.

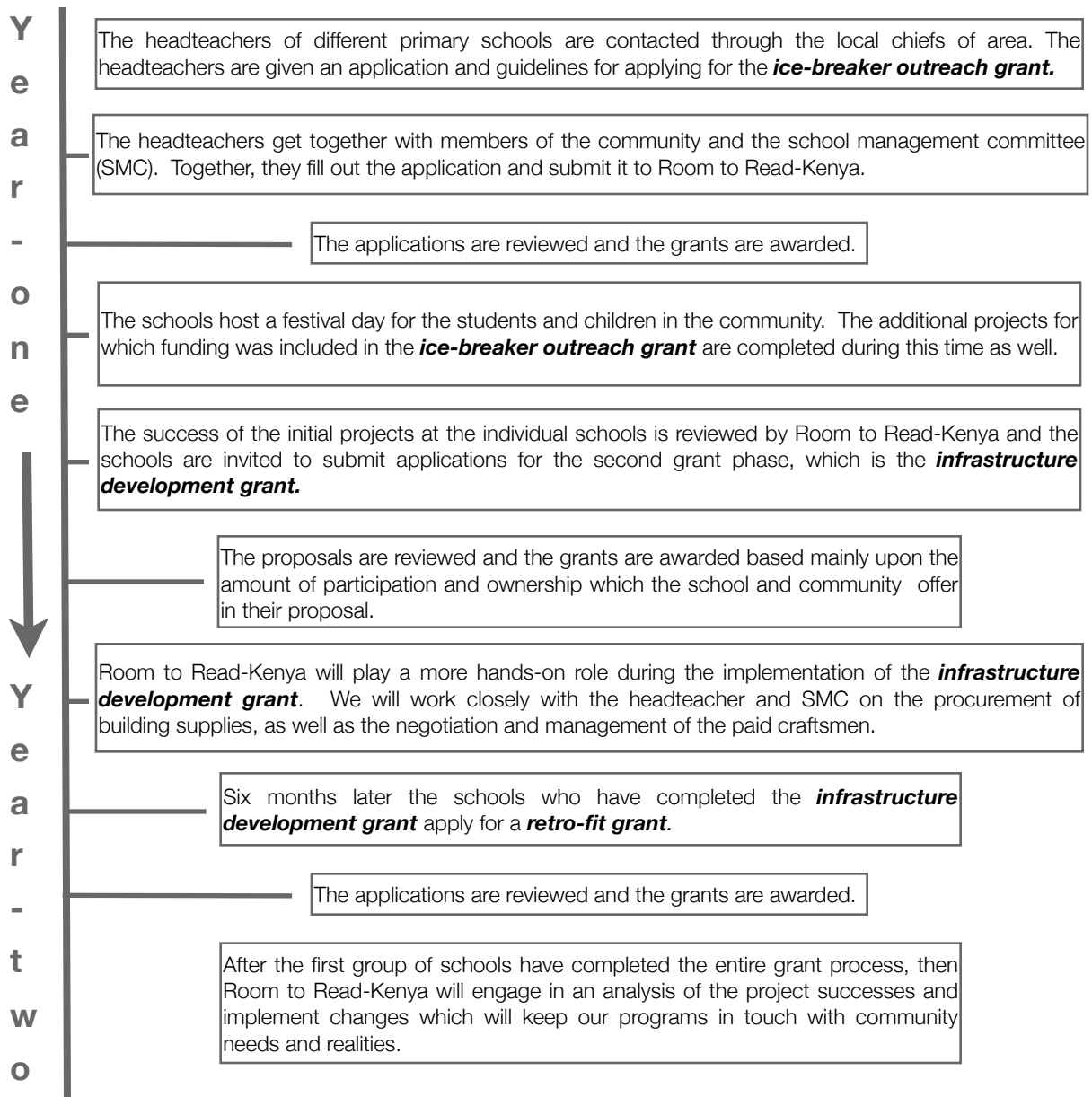
This grant model allows us to communicate with schools and communities in a simple and straightforward manner. For each grant, there is an application and an application guideline. These simple documents are distributed to any schools which express an interest in working together with us to improve the well-being of their students.

The three different phases of the challenge grant model are:

- 1.) **Ice-breaker outreach grant** - This grant is focused on building rapport, trust, and community participation. The grant includes funding for a festival day for students to be organized by the school and community. It will also include funding for an initial infrastructure partnership, which will most likely be a donation of learning materials or the renovation of the teacher/staff room.
- 2.) **Infrastructure development grant** - This grant is the largest grant of the three and will include the building of new classrooms and toilets, as well as rain-water catchment systems and playgrounds. The proposals which are submitted by the schools contain 2 primary components: a needs assessment, and a proposal stating the amount and/or type of school and community input.
- 3.) **Retro-fit grant** - 6 months after the completion of projects from the **infrastructure development grant**, the schools are able to apply for another grant which is aimed at creating a well-rounded transformation of the learning environment. The types of projects available through the **retro-fit grant** are: libraries, school recycling programs, fencing campus perimeters, and planting hundreds of trees.



The figure below depicts the estimated flow of events as schools pass through the **three-phase grant model**:





## A simple analysis method - making sure we reach toward sustainability

A great amount of change and adaptation can be achieved during the next year of our projects by using a simple list of questions. When these questions are answered frequently our projects stay connected with the most effective ways that we can help children and the communities they live in.

1. What quantitative data do we have to show that these children's lives have been improved?
2. What qualitative data do we have to show that these children's lives have been improved?
3. How can we improve the amount of community participation and ownership of the projects?
  - What in the current practice worked to build participation and what didn't?
4. What are the political relationships between the school and the community? The school administration and the teachers?
  - What lessons can we learn from this, and how can those lessons be used to make us more effective?
5. What negative economic impacts did we cause due to our sourcing and purchasing and labor choices?
  - Is there anything that we can do to change this next time?
6. What environmental impacts have we caused during the course of these projects?
  - Can they be improved?
7. Have we created any lasting positive, or negative, consequences among the students and community due to our actions?
8. Have any innovations or technologies been discovered over the course of these projects that we can utilize in the future?
9. Anything else?

The theory behind our analysis method is to maintain a balance between social, environmental and economic dimensions of our projects. The themes in the figure below were adapted from the 3 pillars of sustainable development as outlined in the Johannesburg Declaration of the World Summit on Sustainable Development in 2002.

