

LITTLE BEES CHILDREN SELF HELP GROUP

PROJECT ON:

INTEGRATED EARLY CHILDHOOD, PRIMARY AND VOCATIONAL TRAINING COMPLEX UP-GRADING THROUGH RENOVATION, EQUIPPING AND EXPANDING TO ENHANCE DELIVERY OF QUALITY EDUCATION AND TRAINING - THE CENTRE OF HOPE AND OPPORTUNITIES FOR A HURTING COMMUNITY.

PRESENTED FOR CONSIDERATION TO:

SPONSOR
INGA BYRI
KJARTAN DOTTIR
ICELAND

On:
January 2006

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LITTLE BEES CHILDREN SELF-HELP GROUP

POSTAL ADDRESS

MADOYA INFORMAL SETTLEMENT OF HURUMA WARD,
HURUMA LOCATION, CENTRAL DIVISION OF STAREHE
CONSTITUENCY NAIROBI

PHYSICAL / GEOGRAPHICAL ADDRESS

LITTLE BEES CHILDREN SELF-HELP GROUP
(A COMMUNITY BASED ORGANIZATION)

1.0 APPLICANT ORGANIZATION

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EXECUTIVE SUMMARY

People who do not live healthy, do not get an education and are cut off from productive jobs, cannot fully contribute to the development of the society. The poor seldom have access to credit even if they have good investment ideas, they cannot therefore implement them. However, all is not lost, timely community action that takes into account incentives and is carefully designed (based on good data research) can play an important role in eliminating some of these inequalities and help put individuals on a virtuous path of long-term inclusive growth. Programmes that broaden opportunity are Early Childhood Education, Expansion of access to quality health and Education Services and providing safety nets for the most vulnerable. In collaborating with other development partners we are implementing well designed evidence-based programmes aimed at improving enrollment, completion rates and education outcome for all. These include building school to improve access in the slum area, mobilizing and channelling infrastructure grants to the school, to up-grade quality and construct additional classrooms where needed and special plans targeting the most disadvantaged such as orphans and vulnerable children. Efforts to deal with inequality and reduce poverty must be based on data about where the problems area and which solutions work.

To achieve the designed results, poverty reduction in our country will require an even more concerted effort to expand opportunities for those who have the least including in areas such as health care and basic infrastructure.

1.1 a) INTRODUCTION

Before 2001, the residents of Madoya Informal Settlement in Huruma of Starehe Constituency could be forgiven if they thought that the Government (GOK) did not have the place in mind as far as development projects are concerned. Their area, an informal settlement had virtually no infrastructure, indeed, the only time that they came into contact with GOK was during election campaigns.

With no infrastructure at all, and the rasping poverty levels at the slums, the greatest victims happens to be the dependants, specifically children. And so, one lady, Mrs. Lucy Odipo's house became a Refuge Centre for most of the slums children of abuse, neglect and orphaned, awaiting forward transit to various children homes that could take them on. Even though, getting homes that could accept them was not very easy.

The Local Chief and Area Police equally brought over lost children or those with cases for overnight stay at Mrs. Odipo's house. These children, together with Mrs. Odipo's nine children stretched the available resources beyond limit; however, her motherly instinct overrode the associated socio-economic stresses, her house remained open to the needy.

And so, the Little Bees Children Self Help Project was informally born, way back before its official registration in 2001. In October 2001, a few Madoya Community members lead by Mrs. Lucy Odipo, joined forces and formed the Community Based Organization (CBO), known as the Little Bees Children Self-Help Group, or simply, the project. It had dawned on the residents that they had to take the initiative to bring change that would improve their lot. They saw a collective and united action as the only way that could solve the problem that faced them. Thus begun the long and tortuous journey of self-discovery for the project. Having formed and registered their association, the community then set their development priorities. Areas of concern included:

- Early Childhood School, (Non-formal Education School, catering for orphans and other destitute children).
- Children's Home and School Feeding Programme.
- Provide adequate and quality tap water to the community.
- Poverty alleviation within the community by providing skill building opportunity through teaching, training and initiation of income generating activities through vocational training.
- Promotion of Community Based Health and Education Programme.
- Responding to the needs and ravages of the HIV/AIDS as it affects the community.
- Erect and maintain public toilets, a campaign against flying toilets.
- Reintegration and Community visitations
- Annual Environmental Clean-up Week and Awareness Campaign.

- Provision of taped water in the area.
- Permanently erected washrooms and public latrines.
- Early Childhood Education and Primary School established upto Class 4, with the hope of adding other classroom upto Class 8.
- Provision of bursary to atleast three needy and bright students from the slum to join secondary schools each year, our first fruit is in 2nd year Kenyatta University.
- Established an Annual Environment Day, where community is mobilized to clean-up the whole of Madoya slum.
- Established though ill equipped, a vocational training centre, to teach and train the youth on various skills.

e.g.:
a) Accomplishments: It is important that there are some of the project initial objectives that have not been implemented, but a few are ongoing

1.2 MAIN ACTIVITIES

It's important to take cognizance of the fact that, all our staff are not employed on the going expected market rates, but are simply paid subsistence allowances and all of them are community members. So it's a kind of them volunteering their time and skill for the common good, however, it's the feeling of the project that they should be paid equitably to ensure quality and productivity. Lack of funds still hampers this

There are full time teachers numbering 9 in total with support staff of six (6). We also do engage the services of experts, and community trainers at part time, especially in the areas of administration of Anti-retroviral drugs to the HIV/AIDS patients and technical aspects as Architectural drawings and quantity surveys. In essence, the services that we need but cannot employ the person, we do access through part time contract.

b) Staff

The day to day running of the project is vested in the hand of various departmental heads with their various staff and volunteers from the community. All discussions must be taken by the Executive Committee under the chairmanship of the Project Founder and Executive Director, Mrs. Lucy Odipo. The Executive Committee comprise: The Chairman, Assistant Chairman, Treasurer, Secretary and Assistant Secretary with four other co-opted members, the Area Chief and Social Development Officer of the area being part of the four.

a) Decision Makers, Committee Members and Management

All concerns required resources and organization, the community relies safely on itself with very little external support. It's important to note that the community has achieved some concerns, but a lot still needed.

While we appreciated the efforts that our development pattern have contributed to the development of our project, the major chunk of recurrent budget has been borne by the community in terms of membership fee, monthly contributions of Kshs. 10. The water charges, the public latrine charges, the washroom charges, we have also initiated some small income generating activities like garbage collection, in other upper and middle class estates. In addition, our vocational trainees do produce some garments and handicrafts that we market. We tried our level best to outreach our resources, but still run into deficit.

1.4 SOURCES OF RECURRENT COSTS

- Community of the Madoya Slums.
- Local GOK Administration, the Area Chief, D.O., S.D.O and the Area Police.
- Friends of Africa - Iceland

We have had relationships with other CBO's, Local Authority and individuals well wishers, Equality of importance have been different faith and charity organization. Some have given money, material or moral support, they have been there to see us where we are today. These networks and supporters include: -

1.3 PARTNERSHIP WITH OTHER ORGANIZATION

- Projects on the improvement of living conditions of the poor, thus seeking to reduce the numbers of street children, as well as improve their welfare in addition it targets women heads of households.
- Promotion and managerial guidance of the traditional handicraft producing group project.
- School feeding and Orphanage Programmes.

2.0 PROPOSED PROJECT

2.1 PROJECT TITLE

The Little Bees Children Self Help Project, on the: EARLY CHILDHOOD, PRIMARY EDUCATION AND VOCATIONAL TRAINING CENTRE UPGRADING THROUGH RENOVATION, EQUIPPING AND EXPANDING TO ENHANCE QUALITY FOR THE MADOYA SLUM RESIDENTS.

2.2 PROJECT SITE

The project is situated at the Madoya Informal Settlement (slums) of Huruma in Starehe Constituency in Nairobi. It borders Kasarani to the South.

The socio-economic conditions of the community targeted to benefit, are largely the very poor, where unemployment is highest and most live on less than Kshs. 50 a day. It's equally a community that has been disrupted by the scourge of HIV/AIDS, Drugs, Prostitution and Thuggerly.

The target population lacks all basics of infrastructures, there is no electricity, no running water, no accessible roads, no latrines, its basically a slum, where living conditions are deplorable.

The community has more houses headed by women or children, and heads have no formal employment, affording basics of life is an uphill task.

The youth are drowning in drugs while HIV/AIDS is upgrading underage children to be household heads, and attendance to schools is on the decline. In a nutshell, the community is basically a destitute.

There is a glaring need for special programmes that will take into account their needs and adjust according to accommodate their needs, and add value to their lives.

2.3 STATEMENT OF PROBLEM(S)

According to the World Bank's 2006 World Development Report (WDR) people's opportunities to live free, healthy and productive lives are vastly unequal both nationally and globally.

In Kenya, 1 in 12 babies born to mothers with no education will not even survive the first 12 months of their lives. Babies whose mothers are educated have twice, that chance of surviving, though, even in this group, 1 in 25 babies die in their first year of birth.

And one out of every five children born in Nyanza Province dies before their fifth birthday. These babies and children cannot be held responsible for their parents education, nor should they bear the consequences of being born in the rural or urban areas.

Such a wide degree of difference in opportunities strike many of us as unfair. The 2006 WDR, titled "Equity and Development," goes further by arguing that such inequalities create large inefficiency that can severely diminish a country's chances for long term prosperity.

People who do not live healthy lives do not get an education and are cut off from productive jobs, cannot fully contribute to the development of their society. The poor seldom have access to credit, so even if they have good investment ideas they cannot implement them. By contrast, the rich can often obtain credit even for investments that are not very productive, thus wasting resources.

Timely community action that takes into account incentives and carefully designed (based on good data and research) can play an important role in eliminating some of these inequalities and help put a community on a virtuous path of long term inclusive growth. Thus the Madoya Community Project, has policies that broaden opportunities for individuals of Madoya. These policies include:

- Early Childhood Education Programmes.
- Expanding access to quality health and education services.
- Providing safety nets for the most vulnerable.

The Little Bees Children Self Help Group in collaboration with relevant ministry of Education officials and concerned Civil Societies, individuals and churches, is tackling remaining challenges by implementing well designed, evidence-based programmes aimed at improving enrolment, completion rates and educational outcome for all. These include building appropriate school within Madoya slum to improve access for slum children, upgrade quality and construct additional classrooms and special plans targeting the most disadvantaged such as orphans and vulnerable children.

Efforts to deal with inequalities and reduce poverty will have to be based on data about where the problems are and which solutions work. In Kenya, the World Bank is assisting the GOK by investing in strengthening statistical systems and building the capacity and database needed for evidence-based policy making at all levels of GOK. For example by supporting efforts to map poverty and inequality at the District, Location and Constituency levels, the World Bank is helping to provide database that can be used to target public expenditure efficiently and equitably.

These maps contain geo-referenced information including socio-economic characteristics of the population, agro-climatic conditions, road and infrastructure networks and the locations of schools and health centres. By appointing such information widely and making it available at the community level, these data inform both policy makers and the public they serve.

To achieve the desired results, poverty reduction in Kenya will need even more concerted effort to expand opportunities for those who have the least, including in the areas such as health care and basic infrastructure.

In Kenya, where 10% of the population controls nearly half the income, we are world-beaters in leaving people behind. Our underclass gets it in the neck every time there is a problem – a natural disaster, a drought, a down turn in the economy. Our upper class generally sails through all such events, it drives away from disasters, it relocates its homes, it buys its ways out of troubles.

Throughout history, a few people have seen the problem with this arrangement, it's unsustainable, often, it has taken bloody revolutions and civil wars (in Russia, France, Britain) for change to come. Enlightened leaders, from Bismark to Disraeli to Roosevelt, recognized the issue; that extreme poverty is most often the result of social and economic conditions over which the poor have little control. Malnutrition, poor schools, discrimination, lack of job opportunity and dangerous environment are central determinants of their fate. So enlightened countries devote considerable resources toward alleviating precisely those conditions.

If the gap between social classes is too wide in a country, that country will be dysfunctional, violent, sick and unhappy... sounds familiar? Health, happiness, life expectancy are all correlated to equality. The psychological damage of being at the bottom of the pile is awful. Low status and lack of control over one's or a community's own life is a destroyer of health and happiness. We accept severe inequality at everyone's peril. If every average Kenya family adopted at least one orphan, the problem of street children and orphans will be a thing of the past.

2.4 PROJECT OBJECTIVES

- a) **Aims and Goals of the Projects**
 - Ensure expanded access and enrollment at schools thus improved education standard.
 - Ensure stay at school till completion.
 - Improved quality education for vulnerable and the poor of Madoya.
 - Reduce the negative impacts of drugs on the youth by providing the youth with appropriate skills through vocational training.
 - Promote self-reliance in the poor women through establishment of income generating activities.
 - Improved learning condition, through rehabilitation and expansion of classrooms.
 - Reduce the level of prostitution and thugery at the community by engaging the individuals in productive undertakings.

b) **Expected Impacts**
 Reduced number of street children and orphans that are not enrolled in schools as well as improvement on their welfare through expanded accommodation programme at the children's home. Equally expected is the equipping of the youth with appropriate skills for self-employment thereby reducing levels of prostitution, thugery and drugs.

We also expect single headed family to be financially independent through the start-up of income generating activities.

Last but not least is the solidarity of the community strengthened in improving their lot.

2.5 PROJECT TARGET POPULATION

This project is basically for the Madoya Informal Settlement Community, however, its services can be extended to other needy cases outside Madoya; all other needy cases within other informal settlements within Nairobi.

Specifically the target population will be the following:
 Destitute children e.g. the orphans, street children, the youth, prostitutes, women and children headed households.

2.6 PROJECT OUTLINE

1. Number of current classrooms - 5
2. Number of pupils per class - average 34
3. Number of teachers - 9
4. Condition of classrooms: they are all mud walled, the floors are also mud with iron sheet roof; but the condition is generally very poor.
5. School fee/levies - the school is all free.

6. Rate of enrollment – potential is high but the infrastructure and feeding programme are limiting to realization of optimal enrollment. It's important to note that when feeding programme is reduced the drop-out rate equally increases.

We indeed do request for expansion and construction of the school to exploit the potential for enrollment, our school is indeed in a very bad shape.

A quality education equally requires that the school must be well equipped in textbooks, desks and chairs. Currently we have a total of 26 desks and the text books we have are only the teachers' copies; others have supported us with exercise books.

2.7 LIST OF NEEDS

1. School expansion

- Eight (8) for pupils: Class 1 to Class 8

- Three (3) classrooms – Baby class, Pre-unit + Nursery

- Two (2) rooms – staff + office

- Two (2) rooms – Kitchen + Store

- Ablution block

- Staff – two (2) Ladies + Gents

- Students – four (4) Latrines

- Vocational Training Centre

- Four (4) rooms

- Children's Home: Two (2) rooms

- Text books

- Primary Maths: 1,2,3,4

- Read and Write: 1,2,3,4

- Kiswahili Mufti: 1,2,3,4

- English Aid: 1,2,3,4

- Social Studies 1,2,3,4

- Kamusi ya Kiswahili

- Primary Science: 1,2,3,4

- English Course Work: 1,2,3,4

- Exercise Books

- Teaching Aids: Manila paper, Chalk and Reading charts, Pencils, Rubber

- etc.

- 3 Computers: both for teaching at school and Vocational training.

- 4 Sewing Machines for the Vocational training

- 9. Welding machine and Carpentry machine for the Woodwork.

- 10. 4 Manual typewriter for Vocational training and 3 head drives for the

- Saloon.

2.8 COMMUNITY PARTICIPATION

This proposal request was sanctioned by the Madoya Community members of the Little Bees Children Self Help Group. the decision to seek funding has their blessing.

The community has agreed to contribute their raw labour in the construction of the facility; as a sure sign of their willingness to participate in its implementation.

2.9 SUPPORT FROM LOCAL AUTHORITY

a) The Local Authority is very much in the know, these include the Local Chief, District Officer, the Social Development Officer and the Area Police. It's important to note the recommendations from the Local Authority has made some NGO support us. In all our local maps, one is first led to Local Chief Station, from where you will be brought to the project site. In essence, our operations demand that we become close with Local Administration Officials.

b) Strategies for Sustainability

Once the school is fully complete, we intend to start an endowment fund, so that we can ensure the smooth running of the project till perpetuity because there is bound to be donor fatigue and withdrawal. We have indeed started modalities of establishing this particular fund.

3.0 BUDGET ESTIMATES

| ITEM | QTY/ UNITS | UNIT COST KSHS | TOTAL COST KSHS |
|--|---------------|-------------------|--------------------|
| A. | 10 | | |
| Construction of Classrooms | | | |
| Sizes: (3.5x4.7m) | 4 | 300,000 | 1,200,000 |
| Land (40x80m) | | | 350,000 |
| Substructure | | | 90,000 |
| Superstructure | | | 300,000 |
| External Walling | | | 115,000 |
| Internal walling | | | 285,000 |
| Roofing | | | 210,000 |
| Internal finishes | | | 105,000 |
| Doors (Steel) | 15 | | 65,000 |
| Windows (Grilled) | 25 | | 25,000 |
| Nails | | | 148,000 |
| Plumbing and Internal | | | 220,000 |
| Electrical Installation x 2 | | | 75,000 |
| Transportation cost | | | 100,000 |
| Skilled Labour costs | | | 180,000 |
| 10% Contingency amount | | | 3,468,000 |
| Total | | | |
| B. | | | |
| Supply of Furniture, Textbooks | | | |
| Exercise Books, Tools and Equipment for the Vocational & School sections | | | 26,600 |
| Desks | 28 | 950 | 26,600 |
| Chairs | 28 | 345 | 9,650 |
| Tables | 10 | 600 | 6,000 |
| Sewing machines (Singe Brand) | 6 | 3,800 | 22,800 |
| Welding Machine with cylinder | 1 | 15,800 | 15,800 |
| Computers | 2 | 65,000 | 130,000 |
| Manual typewriters | 10 | 5,000 | 50,000 |
| Textbooks supply: | | | |
| 2006 New Syllabus from Class 1 - 4 | | | 120,000 |
| General reading textbooks | | | 100,000 |
| Exercise books supply: | | | |
| 120 pages: Square ruled, | 800 | 32 | 25,600 |
| Line ruled, | 800 | 32 | 25,600 |
| 200 pages: Square ruled, | 800 | 55 | 44,000 |
| Line ruled, | 800 | 55 | 44,000 |
| 120 pages A4 sizes | 200 | 120 | 24,000 |
| Pencils: HB | 1,000 | | 18,600 |
| Erasers | 400 | | 1,680 |
| Manila paper, for Teaching Aid x5 | 200 | | 19,200 |
| Rulers | 200 | | 2,000 |
| Learning charts x5 | 60 | 280 | 16,800 |
| Baby seats (plastics) | 100 | 320 | 32,000 |
| Baby tables | | | |
| TOTAL | | | 741,840 |
| GRAND TOTAL A + B | | | 3,468,000 |
| | | | 4,209,840 |

EXPENDITURE AS SCHOOL GOES

| US \$ | TOTAL COST PER YEAR | NO. OF MONTHS | UNIT COST PER MONTH | QTY | ITEM |
|---------------|---------------------|---------------|---------------------|----------|------------------------------------|
| | | | | | C School Feeding Programme |
| | | 12 | | 200kg | Sugar |
| 150 | 10,800 | 12 | | 20 bales | Maize flour |
| 625 | 45,000 | 12 | | 30 bags | Bag of maize |
| 864.4 | 62,240 | 12 | | 16 bags | Bag of beans |
| 500 | 36,000 | 12 | | 8 bags | Bag of green grams |
| 111.1 | 8,000 | 12 | | 16 | Bale of Sukuma wiki |
| 66.6 | 4,800 | 12 | | — | Cabbages |
| 69.4 | 5,000 | 12 | | — | Assorted fruits |
| 87.6 | 6,312 | 12 | | 80 kgs | Cooking oil |
| 3.8 | 280 | 12 | | 10 ks | Salt |
| | | 12 | | 100 kgs | Meat |
| 416.6 | 30,000 | 12 | 2,500 | — | Purchase of detergents |
| 1333.3 | 96,000 | 12 | 8,000 | — | Purchase of fuel |
| 4539.3 | 326,832 | | | | SUBTOTAL |
| | | | | | Logistics and administration costs |
| | | | | | Salary |
| 500 | 36,000 | 12 | 3,000 | 1 | 1. Watchman |
| 1000 | 72,000 | 12 | 3,000 | 2 | 2. Cleaners |
| 59.7 | 4,300 | 12 | 4,300 | 1 | 3. Clerk |
| 687.5 | 49,500 | 12 | 5,500 | 9 | 4. Teachers |
| 500 | 36,000 | 12 | 3,000 | 2 | 5. Cooks |
| 833.3 | 60,000 | 12 | 5,000 | — | Consultancy and Professional fees |
| 1388.8 | 100,000 | 12 | — | 4 | Annual Bursary Allocation |
| 4969.4 | 357,800 | | | | SUBTOTAL |
| 9508.7 | 684,632 | | | | GRAND TOTAL |

IT IS CLASS TIME: salome Weta takes her pupils through a class session. Lack of enough learning material is a setback to Little Bees School - KIMUTAI-NG'ENO



A story of the little bees

By KIMUTAI NGIENO

THE springing up of a number of private schools to assist the underprivileged in the society has been witnessed in Nairobi, among other major towns in the country.

Ravaging poverty coupled with unemployment are some of the factors that lead to prevalent of such institutions.

In the Madoya slums of Huruma in Nairobi, Lucy Odipo who hails from Ugenya, Nyanza province, wants to prove that it is only through the development of private schools to cater for the poor that the country would achieve its objective of providing education to all in the next 10 years.

She has set up the Little Bees basic school for orphans and single parents children in Madoya with the help of a self-help group project.

As the director of the school Odipo got her education at St Mary High School, Nakuru, where she obtained Division Two in her O level education examinations in 1969 and became a teacher, 1970 before joining Kenyatta University where she worked as a secretary until 2001 when she was retrenched.

For Odipo, her retrenchment opened doors for better thinking on how best to assist other

disadvantaged people in the society.

Together with her other officials, David Odhiambo, Salome Weta who is the headteacher, David Wafula and Mrs Richard Meso Odipo mobilised other members in making contributions that enabled them to rent about five classrooms that were immediately filled by 400 pupils.

Among the pupils enrolled, however, about a quarter those from single parent families and the majority are orphans.

The school now has eight teachers who have expressed their optimism that pupils passing through their hands will compete fairly well with other pupils in other endowed schools.

In an interview with some, however, congestion of pupils was one of the factors that could impair the excellent performance among the pupils, noting that they are forced to use one room for teaching two classes.

According to Salome Weta, some classes are congested with a number of 40 pupils. And even with the heavy workload, the teachers are paid little.

Odipo said next year proves hard for the school that had to contend with the increasing number of pupils calling on the well-wishers to chip in to help in setting up of more classrooms.

She also pointed out that feeding of the children has become a problem owing to their diet given the fact that some have shown signs related to the virus that causes HIV/Aids.

Peter Omondi, the deputy said they are volunteers because what they are paid is very little disclosing that they are only paid Shs 1,500 per month besides most of them being trained.

Problems such as lack of proper learning materials that include textbooks lay ahead of a road towards the full success of the Little Bees

Its location in slums also brings forth the problem of insecurity occasioned by the sale of illicit brews in the area.

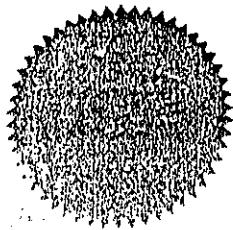
The school praised the Kenya Commercial Bank for constructing a toilet and bath room which has helped and void flying toilets rampant in the slum.

Odipo, who is married with nine children is also a chair lady of political caucus in Huruma ward, a group that campaigns against violence, gender and security for women.

Through her experience in counselling Odipo has formed another two groups that cater for street boys to enable them be rehabilitated.

Another group deals with girls drop out from school by providing them with sewing machines where they are trained as tailors.

She appealed to the area Member of Parliament Maina Kamanda to chip in through Constituency Development Fund (CDF) in assisting such projects for the well-being of his constituents.



Provincial Director of Social Services
Nairobi Province

(RUFINA N. SIMIYU)

Director of Social Services, Nairobi.

No registered with the office of Provincial Director of Social Services, Nairobi
Provinces as a Self - Help Group/Organization. This certificate entitles the Group to
engage in Social Development Activities under the supervision of Provincial

DIVISION: CENTRAL

Sub-Location/Ward: HURUMA
Location: MATIARE

LITTLE BEES CHILDREN SELF HELP GROUP

This is to Certify that:-

2007
2007
Nairobi
CENTRAL DEVELOPMENT OFFICE
CENTRAL DIVISION
P.O. BOX 20430 NAIROBI
[Signature]

Certificate of Self Help
Group / Organization
NAIROBI PROVINCE

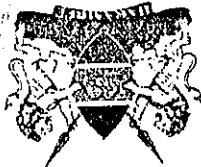
Date: 08 JULY 2004

Department of Social Services
Nairobi Province
P.O. Box 20430 - 00200
NAIROBI

MINISTRY OF GENDER, SPORTS, CULTURE & SOCIAL SERVICES



**OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION**



**DISTRICT OFFICER
CENTRAL DIVISION
P. O. BOX 30124
NAIROBI**

Date 26th September, 2005

Telegram: "ADISCOM"
Telephone: Nairobi
When replying please quote
Ref No. ADM/CEN.DIV/15/10(210)
And date

TO WHOM IT MAY CONCERN

LITTLE BEES CHILDREN SELF-HELP GROUP

The above self-help group is in my area of jurisdiction. I have visited it and it is in need of food, clothing and other facilities.

Your kind assistance towards them will be highly appreciated.

**DISTRICT OFFICER
CENTRAL DIVISION
NAIROBI**
M.N. OKINDAH
DISTRICT OFFICER-II
CENTRAL DIVISION
NAIROBI AREA

Area Chief
 NAIROBI DIVISION
 HURUMA LOCATION
 HURUMA AREA
 HURUMA LOCATION

Yours faithfully,

Thanking you in advance.

Any kind of assistance given will be of great value to the children.

This is a needy children centre situated in slum area.

They are involved in Child Education, Clean up of Environment and Feeding Programme.

and NGO's.

The above named group is in my area of jurisdiction Huruma. They are involved in various activities of the community and they need assistances from Friends, Well wishers and NGO's.

RE: LITTLE BEES CHILDREN SELF - HELP GROUP

TO WHOM IT MAY CONCERN

HURUMA LOCATION

Rel. No. and date

When replying please quote

Telephone: Nairobi

Telegrams: "Adisco"



OFFICE OF THE PRESIDENT
 PROVINCIAL ADMINISTRATION

THE DISTRICT OFFICER

NAIROBI AREA

1st February, 2002.

GROUP NAME: LITTLE BEES CHILDREN SELF
HELP GROUP

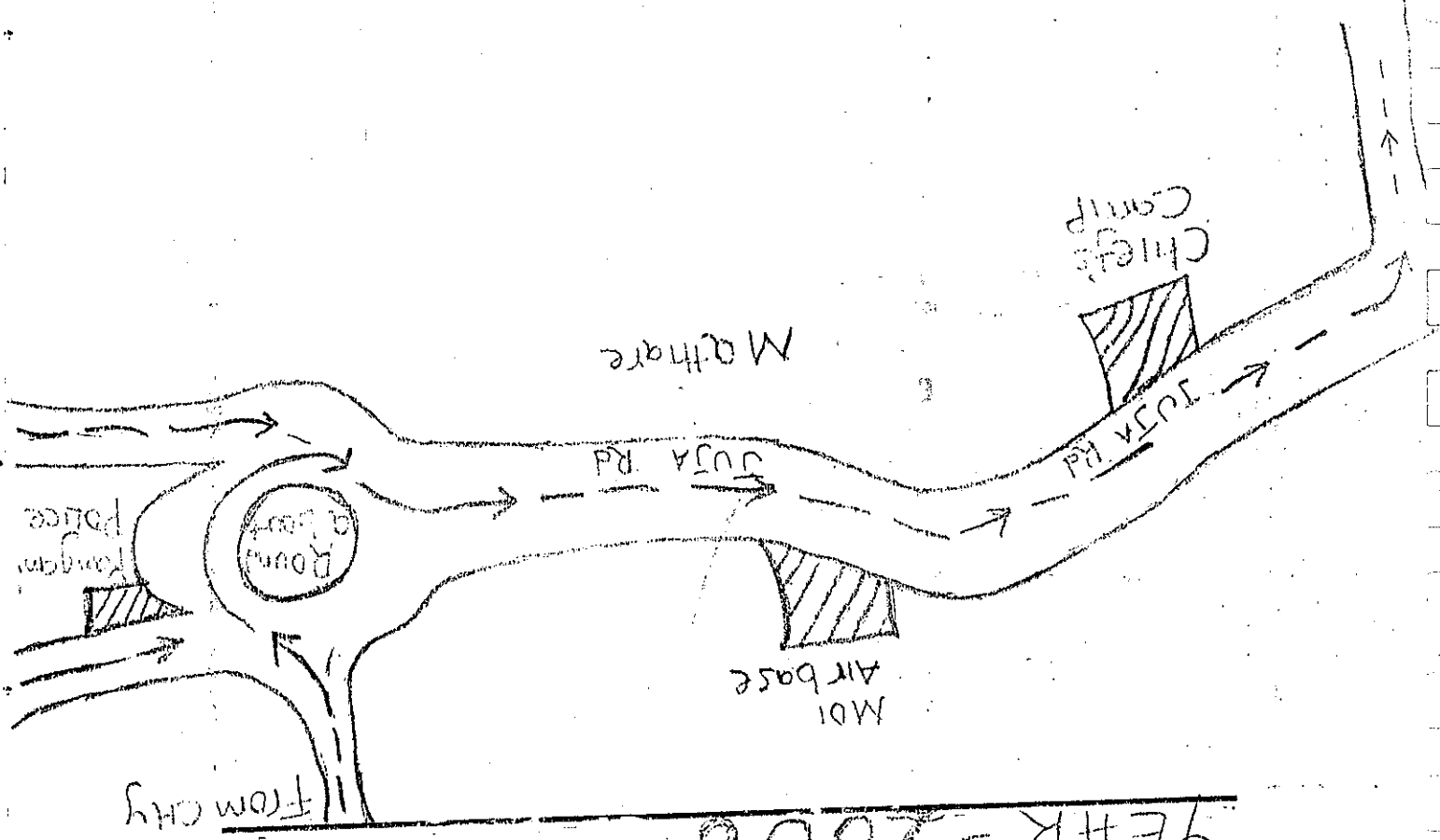
BANK: KENYA COMMERCIAL BANK

BRANCH: SALAMA HOUSE
NAIROBI

ACCOUNT NO.: 101-391-105

CONTACT PERSON:
LUCY ODIPO (MRS.)
CELL NO. 0722-455222

From Nairobi City to Chief's Camp via Juja Road. Pass St. Teresa's Catholic Church, Airforce, enter Huruma Chief's Camp and wait for any Little Bees member to pick you, if stranded call 0722-455222 and ask for Lucy Odipo (Chairlady).



YEAR - 2006

Date:

Our Ref: LBCSHG/00
Your Ref:

E-mail: littlebeesorphan@yahoo.com / lucyamolodipo@yahoo.com



Little Bees Children Self Help Group

P.O. Box 68933, Juja Road - 00622 Nairobi
Mobile: 0722-455222



Carroll Community

PO Box 24100

Waco, Texas 76798

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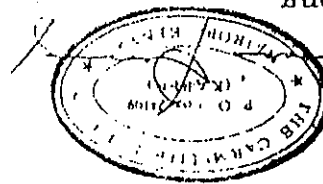
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12 September, 2002

I am writing this letter on behalf of Lucy Odipo. I have known Lucy for about six years. In that time I have gotten to know her and the work she does to help the poor people in the Mathare slum. She is a person of outstanding character and dedicated talent. I have met her wonderful family and the many volunteers she works with in the various projects she has started and supported. She is a woman of great industry, initiative, enthusiasm, and indefatigable energy and vision. I am amazed at her ability to marshal resources and talent in support of her many initiatives.

She is a real leader of her community and a person to whom I would not hesitate to give my unequivocal recommendation.

Respectfully,



Rev. Dennis Geng
Superior