



CENTRES for
HEALTH &
EDUCATION
PROGRAMMES

Empowering | Promoting Health, Education and Development | Improving lifestyles

2020 WORKPLAN



About Us

The Centres for Health and Education Programmes (CHEPs) is a registered Non- Governmental Organisation (NGO) in Kenya. Its goal is to empower, promote access and improve quality of health and education for the benefit of under resourced individuals and communities.

Vision

CHEPs' envisions the underprivileged across Kenya empowered with equal access to quality health and education services, improved agriculture and environment for a dignified lifestyle.

Mission

CHEPs' mission is to empower the underprivileged individuals and communities of Kenya, while instilling hope and dignity, by providing sustainable and quality health, education, agriculture, environment conservation, development and humanitarian projects through local initiatives, resources, and involvement of local volunteers willing to serve the community.

Key Objectives

1. To improve knowledge and skills of under resourced individuals and communities on health, healthy lifestyle and environment for improvement of health and environment.
2. To provide preventive and curative health services for under resourced individuals and communities.
3. To refer and link people from target population to appropriate health facilities and agencies for health services.
4. To assist needy, poor and marginalised individuals and populations to access educational services.
5. To develop and assist with development projects among under resourced populations.
6. To promote awareness, provide initiative and expertise, assist in the development of skills, knowledge and appropriate technologies for the purposes of improved and meaningful participation and involvement of marginalised groups and peoples in the development process
7. To promote or assist in the promotion of any organization or company or other body having objectives similar to those of CHEPs.
8. To undertake other charitable activities helpful to improvement of individual livelihoods and communities.
9. To do all such other things as are incidental or conducive to the attainment of any of the above objectives.

Projects

Health care: eye camps, emergency medical treatment, limb prosthesis

Education: student sponsorship, student mentorship centre, set up libraries, solar lights, books' distribution to students, classrooms and desks for schools

Agriculture: farming support, irrigation projects, animal husbandry

Environment: tree planting, organizing clean up/hygiene projects in villages

Development: microfinance and infrastructure for promotion of health and education, improving water supply through digging & rehabilitation of wells, improving sanitation by building latrines in rural areas

Humanitarian: emergency relief during famine & drought, welfare of street children, feeding programmes

EDUCATION



Breaking the poverty cycle through education

INFRASTRUCTURE AT SCHOOLS

It is estimated that over 40% of the Kenyan population live below the poverty line of \$1.9 a day. Such people are unable to access education due to various challenges including inability to afford levies, geographical proximity, and lack of facilities among other challenges. These have forced children living in poverty to be locked out of education. Poverty and education are intertwined at multiple levels. Such children grow up uneducated, preventing them from becoming productive members of a very competitive society. They in turn give rise to poverty stricken off springs, which in turn are unable to access education giving rise to a viscous cycle. The situation only gets worse with the rising cost of living and increasing competition among societies. It is there imperative to break this cycle, and the most sustainable intervention is that of promoting access to education to curb poverty.

Many communities in rural parts of Kenya lack educational facilities. They either learn in non-conducive environments such as under trees, or walk long distances though very rough terrain to access schools, thereby exposing themselves to hazards such as attacks by wild animals. Due to the distance, terrain, risks and other socioeconomic factors, most of such children drop out of education along the way, enhancing the poverty cycle.



Children in Roka learning under a tree

CHEPs supporting the community in constructing classrooms



The newly built Bahati ECD for Children in Roka village, Kilifi.



We have sofar constructed 8 classrooms for needy children and aim to construct 6 more this year.

NUMBER OF CLASSROOMS	COST PER 2-CLASSROOMS	TOTAL COST
6	US\$ 9,000	US\$ 27,000

COMPUTER & SCIENCE LABORATORY FOR CHAKAMA SECONDARY

Technology, science and innovation are vital to improving standards of living and quality of life. The vast majority of rural communities in Kenya however lack access to IT and science facilities. This creates deficiencies in creative thinking, innovation and development.

Chakama secondary has never had proper computer and science laboratories. Practical sessions in science are occasionally conducted within a small room that also serves as a staff room and storage room. Computer sessions on the other hand are unheard of. It has over the years produced students who lack exposure and basic training in science and technology. This has contributed to the lack of development in the area.



The small staffroom cum science laboratory and storage room

We plan to construct, furnish, and equip for the school computer and science laboratories, to encourage science, innovation, and digital learning.

Budget estimate for construction, furnishing and equipping of the laboratories	
Cost (KShs)	Cost USD
1700,000	17,000

Cost (KShs)	Cost USD
1700,000	17,000

PROPOSED CONSTRUCTION OF A KITCHEN AND DINING HALL FOR CHAKAMA SECONDARY SCHOOL

School feeding programs play an important role in enhancing literacy as well as food security among communities. They help to enhance school enrollment and reduce absenteeism other than contributing to students learning by avoiding hunger. In remote villages such as Chakama, the meal that students receive in their schools is often their only meal for the day. Some students even sneak out some of the food they receive to carry it home for their hungry siblings.

Food is as healthy as the kitchen that it is prepared in. Chakama Secondary School currently cooks food for its students in an old, rusty, unhygienic, galvanized-iron- built kitchen, with mud floors. The students also take turn to eat in the crowded kitchen cum dining room. This exposes them to hygiene diseases such as diarrhea as well as lung diseases such as Chronic Obstructive Pulmonary Diseases (COPD) caused by inhaling firewood smoke.

In recognition of the important role that safe and healthy food plays in cognitive function and learning, we plan to construct for them a modern kitchen and dining hall where they can safely cook and eat their meals.



Budget estimate for construction, furnishing and equipping of the kitchen and dining hall

Cost (KShs)	Cost USD
1500,000	15,000



PROPOSED CONSTRUCTION OF SCHOOL LIBRARY FOR CHAKAMA SECONDARY

A library plays a very important role in promoting the progress of knowledge in societies. Books are often expensive to purchase and libraries provide access to such books through borrowing. Libraries also provide access to latest research and ideas that stimulate the minds of readers to progress academically as well as socially.

For schools such as Chakama secondary, a library also offers students a conducive environment for them to sit and read as well as a do their class assignment with ready access to reference material. The Chakama secondary school library however does not offer any of these desired features. It is hosted within the Deputy Principal's office, which also serves as storage for uncooked foodstuff. It is poorly lit, has no furniture and is stocked with outdated books. With the natural instinct among students to avoid offices such as the Deputy Principal's, which they perceive as disciplinary, students are unable to access the books, therefore beating its purpose.

We plan to construct, furnish and equip a modern library for the students of Chakama Secondary school as part of our efforts to raise the literacy levels among the community and combat poverty through education.



The Deputy Prinicipal's office cum library and food store

Budget estimate for the construction, furnishing and equipping of the Library

Cost (KShs)	Cost USD
1600,000	16,000



The Deputy Principal's office cum library and food store

PROPOSED CONSTRUCTION OF AN ADMINISTRATION BLOCK AND STAFF ROOM

Teachers play an extremely important role in societies. They mentor and impart knowledge to the youth, who in turn become the leaders of the next generation. They serve as role models among societies, as most of the times they are the most educated among them. They determine the literacy levels of a community as it is them who guide academic progression.

They inspire their students as well as guide them in making crucial life decisions as well as career progression.

In rural areas such as Chakama where education is not given much importance, teachers play a crucial role in keeping children in school.

It is therefore extremely important to uphold the welfare of teachers so as to ensure that they remain committed. A motivated teacher will translate to motivated students who enjoy learning and effectively acquire knowledge. Furthermore, frustrated teachers commonly transfer to other schools causing major disruptions in the school's programs

Teachers in Chakama secondary school do not have a staff room where they can comfortably sit and prepare for their classes. They are forced to take turns in sitting in a small, congested room that also serves as a science laboratory and storage room.

Such an environment translates to poor preparation for lessons and thereafter ineffective delivery of knowledge to their students.

The Deputy Principal's office doubles as a library as well as a storage facility for sacks of uncooked grains while the Principal's office is a small, poorly furnished room which also serves as a school boardroom.

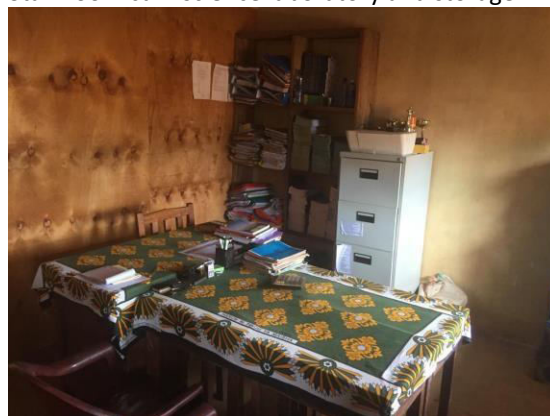
We therefore plan to construct for the school an administration block with a well-furnished staffroom, offices for the Principal and Deputy principal. This we undertake because we recognize that when teachers remain motivated, they are more effective in breaking the cycle of poverty.



Deputy principals office cum library and food store



Staff room cum science laboratory and storage



Principal's office cum boardroom

Budget estimate for the construction, and furnishing of the administration block

Cost (KShs)	Cost USD
1600,000	16,000

As the saying goes, “If you educate a girl, you educate a whole nation”. CHEPs believes that the wellbeing and empowerment of women and girls is crucial in the development of communities. Unfortunately, girls in rural parts of Kenya do not get an equal chance to education as their male counterparts. They face challenges including discrimination, additional domestic responsibilities as well as unprotected menstruation.

The United Nations estimated that 1 in 10 girls in Africa miss school because of their periods. Furthermore, studies have shown that girls from poor families in Kenya miss 20% of school days in a year due to lack of sanitary towels. Girls in Chakama, a location in Kilifi where CHEPs focusses its projects, not only miss out in school, but use unhygienic means to protect themselves during their periods including dirty rugs and leaves. This exposes them to a wide range of reproductive health diseases which could lead to complications aswell as mortality in the longrun.

A collection of various items, including socks, underwear, and a small container, arranged on a dark wooden table. The items include a pair of orange socks, a pair of blue socks with white polka dots, a pair of pink socks with white polka dots, a pair of white socks with green stripes, a pair of purple socks with a galaxy pattern, a pair of light blue underwear, a pair of white underwear, a pair of grey socks, a pair of black socks with pink and white floral patterns, a pair of black socks with small white floral patterns, a pair of red socks with white floral patterns, a pair of green socks with white floral patterns, a pair of white socks with black and red patterns, a small white container, and a small white card with black text.

NUMBER OF GIRLS TO RECEIVE A KIT EACH	COST PER KIT	COST OF DISTRIBUTION AND TRAININGS LOGISTICS PER KIT	TOTAL COST
1000	US\$ 12	US\$ 3	US\$ 15,000

STUDENT'S SPONSORSHIP

In Kenya, primary school education has since 2003 been free of charge, after the government abolished tuition fees in public primary schools. This provided education access to millions of children who could initially not afford primary school education. Secondary and tertiary education is however not free, leading to many smart children being locked out due to financial constraints.

CHEPs strives to support smart needy students across the country by sponsoring their secondary and tertiary education. The programme has supported over 140 students from all over the country.



This year we plan to sponsor an additional 5 students to access university education, thereby empowering them and their communities.

NUMBER OF STUDENTS	FEES PER STUDENT	TOTAL FEES
5	US\$ 3200	US\$ 16,000