

LITERARNA DELAVNICA ZA POUK ANGLEŠČINE



Trócaire's¹ Work In Kenya

Aim: to introduce the students to the country and people of Kenya and to explore the impact of climate change on a developing country.



Kenya 2007 Population: 35 million	Ireland 2007 Republic of Ireland: 4.2 million Northern Ireland: 1.7 million
Capital: Nairobi	Republic of Ireland: Dublin Northern Ireland: Belfast
Language: English, Kiswahili, numerous, indigenous languages	English, Gaeilge
Religion: Christianity, Islam	Christianity
Life Expectancy: 47 years	76.9 years
Area: 225,000 square miles	In total: 32,590 square miles

In 1973, just after it was founded, Trócaire began working in Kenya on the east coast of Africa. Kenya is bordered by Ethiopia, Somalia, Tanzania, Uganda and Sudan. It is renowned for its scenic beauty and its abundant wildlife and is a very popular destination for safari holidays. Kenya is inhabited by a number of diverse ethnic communities and is known for its vibrant culture.

Kenya became a Republic in 1964 and is considered politically stable. Its main exports are tea, coffee and flowers. In Kenya, large numbers of people live in urban slums and have no access to basic services and amenities. Over fifty per cent of Kenyans live below the poverty level of \$1 a day. Life expectancy is just 48 years for men and 46 years for women. Official statistics show that around 1.3 million people are living with HIV, including 100,000 children.

Trócaire staff and partners have witnessed first hand what climate change means for Kenya. The usual rains have become insufficient and irregular. A long-running regional drought has left 3.5 million Kenyans in need of food aid. Trócaire is working towards developing a long term strategy to support communities adapt to climate change. Initiatives include, water catchment projects, new and better dams, encouraging farmers to grow different crops that are more resistant to drought and more.

¹ Trocaire je Caritas Irske, članica mednarodne mreže Caritas, ki že dolgo časa deluje na področju globalnega učenja in je podporna članica Slovenski Karitas pri mednarodnem projektu V smeri podnebne pravičnosti s poudarkom na podsaharski Afriki.

**Student Activities:****Group Activity:**

Give each group of students either Morris's or Mary's story to read (Page 2). Ask them to discuss the story and to consider the following talking points:

1. List 3 things that strike you most about the story you are reading. Give reasons for your choices.
2. Describe how life is different now for the people you are reading about compared to years ago?
3. Make a list of all the ways in which climate change is affecting the lives of the people in the two stories.

**Whole Class Activity:**

Invite one student to share Morris's story and one student to share Mary's story. As a class decide what issues are the same and what issues are different for both of them.

Morris, in his story, described a number of things which his family are doing to cope with the recurring drought and unpredictable rainfall patterns. List these. What can we learn from this?

What do you think life will be like for Morris or Mary in the future if our earth keeps warming?

Compare how you spend your day with either Morris or Mary.

What differences or similarities are there?

**Why Don't You?**

Write a diary entry as if you were Morris or Mary.

**Learn Some Ki-Swahili Words:**

Hello' – 'Jambo';

'Goodbye' – 'Kwaheri';

'Please' - 'Tafadhali';

'Thank you' – 'Asante'

**Do you know what this Ki-Swahili phrase means:**

'Hakuna Matata' and can you remember which film it comes from?

Case studies

Case Study: Morris Mwangi

I am Morris Mwangi and I am 15 years old. I live on a small farm in Mirere, Kenya. There are 11 people in my family including my nephew Dan who lives with us. We also have 2 cows, 1 bullock, 3 chickens, a few chicks and a dog called Simba.

Our house has four small rooms, three bedrooms and one sitting room with a sofa and chairs. The kitchen is situated in an outhouse, close to the main house. We only moved in to this house last year. It's a much bigger house than the one we used to live in. My mother borrowed money through a small credit scheme to buy the wood and pay for a builder. Unfortunately, we ran out of money, so the windows and doors are not finished. But, one day...



Life has got much more difficult for us because of drought. Before, we used to get two rains every year. The short rains between October and December when it would rain for a short time most days and the long rains between March and April when we would get heavier and longer lasting rains. Now, life has become so uncertain and unsure. My father is a member of a group of about twenty farmers who receive training and help from Caritas Nyeri². They learn how to improve their farming techniques and make the most of the soil and the rain when it comes. We have two acres of crops, including maize, beans, snow peas, tomatoes and onions and we depend on the rain to water these crops.

We eat the maize and the beans and the rest goes to market to be sold. We have to do everything we can to save water. My father has constructed a water pan in one of the fields. A water pan is basically a small hand-made pond which catches and holds all the rain water. We use the water from the pan for the animals and for the crops. Without this we couldn't grow anything. My father has learned a lot from Caritas Nyeri. For example, we plant a much wider range of crops than we used to. When we water our crops we use a sprinkler head on the hose as this uses less water and we always plant the crops in slight hollows so that the water doesn't run off. We also have a water tank that catches water from the roof of our house. We use this water for cooking, cleaning and drinking. The drought has taught us that we need to be very clever about catching and keeping the rain whenever it falls.

I also go to school. School begins at 7 am and finishes at 4.30pm. There are 300 students at the school and we have 8 teachers and 8 classrooms. At school I study Maths, Science, English, KiSwahili, Social Studies and Religious Education).

My favourite subjects are Science and Maths. I like these because it is through these subjects that you learn good farming practices. When I'm older I would like to have my own farm like my father.

My other great love is sport. I exercise regularly by running 14km (8.6 miles) three times a week. My teacher says that I will make an excellent long distance runner. In local competitions I have come first in the 10,000 metres, the 5,000 metres and the 3,000 metres. I would love to be a world class athlete and someday represent my country at international level. This is my dream. My father thinks I should spend more time learning good farming techniques instead of running about. He's 60 years old now. I wonder what life will be like here when I am his age.

² Caritas Nyeri is one of the local organisations supported by Trócaire.

Case Study: Mary Amodoi

My name is Mary Amodoi and I am 18 years old. I am from Turkana in northern Kenya and live with my father, my grandmother, my 3 younger brothers and our herd of about 40 goats. Our home dwelling is located in a very rural and isolated part of Turkana with the closest town 50kms (31 miles) away. It consists of two small huts, a store for some food and basic medicines, a pen to keep the goats in at night and a small cooking area. At night, we usually sleep outside, on mats made from animal skins, as there are too many mosquitoes inside the huts.

My mother died last December during childbirth and since then, I have had to take on a lot of responsibility for my family and our home. My grandmother helps me and also my father and my brother, Nangiro, who is 12 years old. I have never been to school as it is not the tradition for Turkana girls who live in rural areas to do so.

During the day, my first job is to go and fetch water from the river, which is about 1km (just over half a mile) away. I do this twice a day. Sometimes, when there is drought, we must dig deep down to find some water we can use. I milk the goats and also make sure that there is firewood and keep the floor swept and home tidy. Some days I have to walk to the market to buy food. In the evening, I prepare the meal for my family. In good times, we will eat twice a day. We eat a dish called posho, which is like a porridge made from maize flour.

Here in Turkana, most of the people are pastoralists (farmers who raise animals only and do not grow crops). The area and land is very dry. It used to be a semi-arid area, now it is arid. People say that in time, it will be classified as a desert. Because it has always been dry in my region, traditionally we depend on our livestock to survive and provide us with milk. It is Nangiro's job to look after the goats and ensure they get enough pasture to eat so that they will produce enough milk for the family.

Life is hard for us because of drought. When my grandmother was my age, she says life was so much smoother. People knew when there was going to be drought so they could prepare. Also, droughts didn't occur so often, so people had time to recover from one before the next drought hit. Nowadays, there is much more drought and fewer trees and pasture. Lake Turkana, which isn't too far from our home, is slowly drying up. Sometimes, we have no food at all and we depend on the food relief distributed through our community³.

My grandmother is now about 75 years old. I wonder what our land will be like when I am her age.



³ * This food relief is funded by Trócaire