

TANGAZA COLLEGE

INSTITUTE OF SOCIAL MINISTRY

C.U.E.A

LECTURER : MR. MASIGA

**TOPIC: PROJECT: EXPERIENCE
IN CHAMINDE TRAINING
CENTRE**



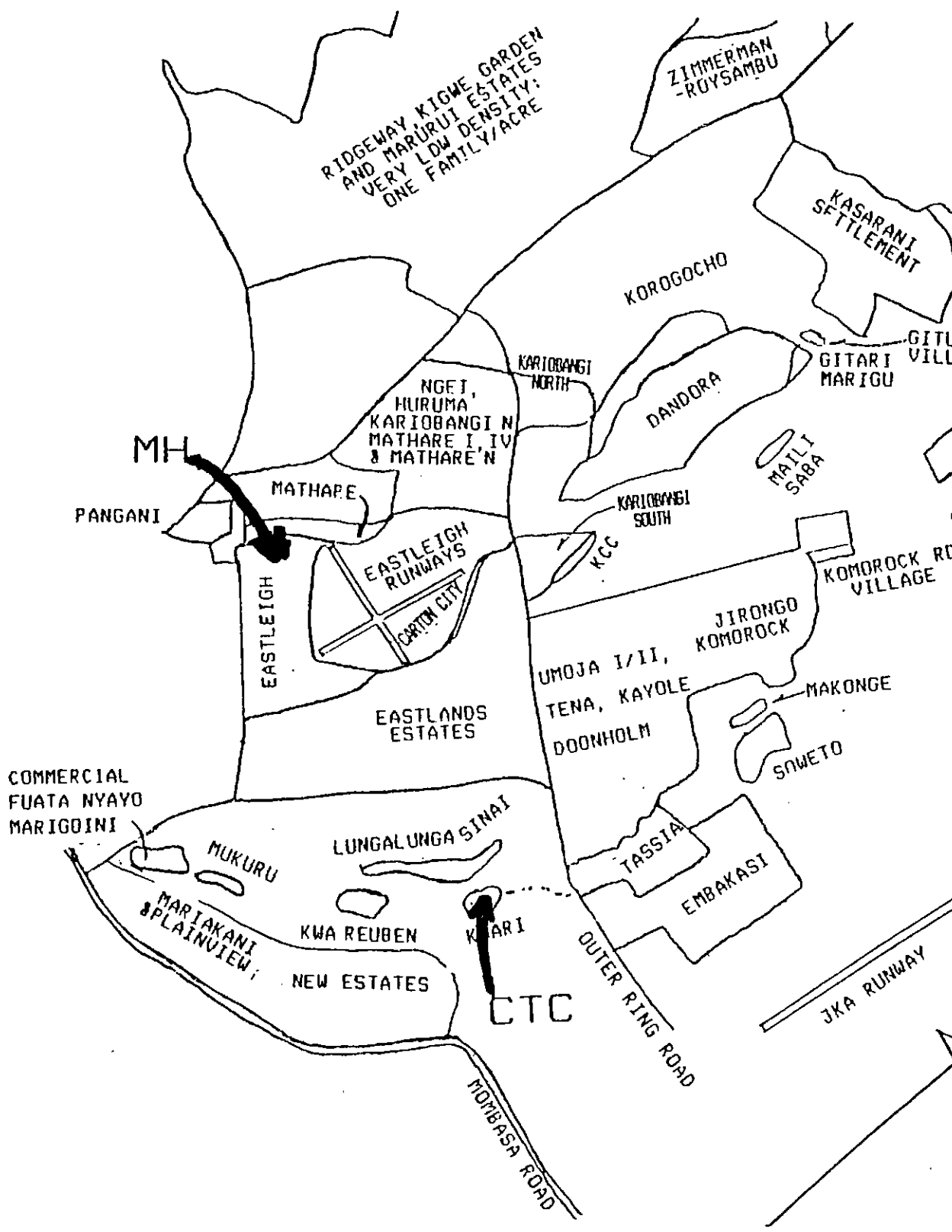
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with Thanks

Sr. Mary Kamara

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ABBREVIATIONS

C.T.C. Chminade training centre

C.R.S. Catholic Relief Service

F.L.G Family life Group

J.C.P. Job Creation Programme

M.A.R.O. Marianist Resouce Office

W.F.P. World Food Programme

INTRODUCTION

Urbanisation is the main cause of the high rate of the population in Nairobi city. The city attracts young people aged ^{between} 16 years to 30 years from rural areas for various reasons. (The insufficiency land near the villages lack of land) Poverty because of drought and famine. For example Machakos, Kisumu and many other places. City salaries are much higher in comparison to rural income in general about one third of lowest official city salaries. These also includes house allowances. As a result of infrastructures in rural areas which encourages many people to come to the city. Most of the modern equipments are available for example running water, electricity, schools, dispensaries and hospitals.

Sociological reasons which affects young people in particular when city dwellers either university students, laborers or unemployed return to the rural for a visit they acquire prestige in the eyes of rural population because they are smart dressing on the latest fashions. For young people these is considered as a big issue and therefore many young people in rural ^{areas} dream of to come to the city themselves. These are some of the information I got from some of the clients in Mukuru slums.

Chaminade training centre is assisting the needy people to be independent through canceling, skill training, spiritual sharing and referrals. In these area education is one of the most important aspect which I feel will enhance needy people empowerment in Chaminade training centre in Mukuru slums in Nairobi. In my experience in Chaminade training centre, I apply the **See-Judge-Act** methodology which I believe is very important and recommendable approach for social ministries in mission. The following pages I will share about my experience in Chaminade training centre one of Imani projects in Mukuru slums in East land of Nairobi.

These programme consists of about 50 expectant mothers who are in pregnancy crisis. The Women come from nearby slums which are Mukuru site of Njenga, Reuben site, Sinai, Pipeline, Quarry and Lunga Lunga.

Most of these women are single mothers but there are also a few who are married. The single mothers many times attempt to carry out abortions due to the lack of finance, unmarried status, inability to raise children and mostly because of lack of basic necessities.

Married mothers find themselves also in a stressful situation because of unplanned pregnancy which comes at an early stage when they are still breast-feeding. In this case, the married mothers find it difficult to plan or even space their children, ^{and because} since artificial family planning is not accepted in the Catholic Church, ~~but~~ also it has many side effects on the health of mothers, ~~and~~ therefore it is not practiced in most families by the married couples.

The women attend clinic at the medical Missionary of Mary dispensary, and they are later referred to the Social work office for counseling and for family life lessons which enable them to carry on the pregnancy up to delivery time rather than carrying out an abortion.

During the time of pregnancy, these women attend classes once a week every Tuesday afternoon. They have lessons such as Natural family planning, group sharing for building their self-esteem and Ante-natal clinic and to give birth in the hospital, food and nutrition, personal hygiene and video shows on stages of Child development and of abortion.

Gospel living lessons are also offered to them for nourishing their spiritual needs, and installing good and healthy moral conducts in their day to day life. After delivery, each woman is provided with a set of baby clothes and half of the maternity fees is paid for them. It is after two weeks that these women join the mothers group lessons.

I. C.T.C. BACKGROUND AND JUSTIFICATION OF THE PROJECT.

Chaminade training center (C.T.C.) located at Mukuru site of Njenga in industrial area Embakasi South of Nairobi. It is surrounded by six slums which are Mukuru site of Njenga, Quarry, Lunga Lunga, Sinai, Pipeline, and Mukuru site of Reuben. It is in St. Mary Catholic Parish which is run by ^{the} Spiritan Priests.

The population of the people in this area is almost 85,000 and their main economic income per capital is very low. The area has little social amenities and poor environmental structure both in housing, sanitation, health, and educational facilities. Most of the people who live in these slums are single mothers. They are the most affected by the social economic situation of their surrounding. The Marianist Brothers started Chaminade training center in 1989 after identifying the problems which Women in the slums were undergoing such as abortion, prostitution, drug abuse, abandoned children and alcoholism of local breweries such as 'chang'aa', and 'busaa'.

Brother Peter Daino and two other Marianist Brothers started the C.T.C. center in 1989, in order to help women and youth to come out from their various kinds of crises. The first priority of the C.T.C. services was to help the women through counseling programme and sub-sequent needs of self reliability which arose hence the Brothers introduced the Knitting skills training section to cater for the women who passed through counseling programme.

As the women attended the training sessions of knitting, they came along with their two to seven years Children as they had no where to live them for the whole day. The Brothers saw there was a Need for starting a nursery School for these children. After one year, they also started a Primary school for the Mukuru children. This development led to the expansion of the center and the skills training courses for the youth both boys and girl The courses offered were tailoring, dressmaking carpentry, welding, electrical, hair-dressing, catering and Job creation Programme

of Imani's work of helping people who go through skills training programmes to find job employment or self - employment. Most of the trainees in all these programmes are women. The growth rate in Imani skill training is 15% yearly, while there is negative growth in the public sector and moderate growth predicted in the private sector.

(JCP) for the students in C.T.C.

ii. METHODOLOGY

The methodology I used was interviews, home visits, questionnaires written, oral and files. 7

iii. GOAL OF THE PROJECT

The goal of the project is uplifting the life standard of needy women, youth, children to be independent in their daily life.

iv. OBJECTIVES OF C.T.C.

- To help Women in various kind of crisis: Drug abuse, illegal occupations, prostitution, abortion and low self- esteem.
- To promote a sense of self-identity, self-esteem for these women with a hope of self reliance in future.
- To prepare women to be responsible adulthood through counseling.
- To help women and youth to get job skill training which will help them to be self-reliant.
- To nourish gospel values in this women and youth .

At the moment Mr. Fredrick Njoroge is the co-coordinator of C.T.C. The project is fully at operation with six components. They are the Family life group section for women in crisis, Job skill training section, feeding programme, treatment, a school and the parish that caters for spiritual needs. " Each of the schools conducted by society of mar is meant to become an authentic community of faith, teachers, parents and students must work together to enrich one another, and help one another grow as Christian persons"1

- There are 30 staff members in the skills training section.

- There are 28 staff members in the primary school.

- There are 14 staff members in the dispensary.

There are two priests and three sisters catering for the spiritual needs. (See appendix 1)

v . BASIC ASSUMPTIONS

The activities at C.T.C. are all centered in uplifting the life standard of women, youth and children. To provide training opportunities for School leavers / dropouts that will enable them to be self-supporting. Also the skills will enable them to start self employment and have income earning activities in urban areas. After getting education and practical skills at C.T.C, women and youth will be able to overcome the environmental problems in the society. The skills offered to them will empower them to be responsible people and self-reliant in their daily life.

CHAPTER ONE

1.0. C.T.C. ACTIVITIES.

1.1. SOCIAL WORK DEPARTMENT.

- Family life programme.
- Women group.
- Feeding programme.
- Case-work or counseling.
- Field work

1.2. SKILLS TRAINING SECTION.

- Tailoring and dressmaking.
- Hair dressing.

- Carpentry.
- Welding.
- Electrical.
- knitting.
- Catering..

1.3. SCHOOLS.

- Primary school.
- Two nursery schools.

Describe activities rather than existing them.

1.4. DISPENSARY.

- Caters for the sick.

1.5. PASTORAL WORK.

- Catechism
- Home visits.

1.6. PARISH OUT REACHING ACTIVITIES.

- Caters for spiritual needs.

1.7. FAMILY LIFE PROGRAMME (F.G.).

1.8. THE MOTHERS GROUP.

This group consists of former family life group(F.G.). After delivery, the mothers join this group and they are taught about nutrition and child care, sexual transmitted diseases, relationships, Aids and family related matters. They also watch Shows that give further explanations on all the above mentioned topics. Other activities are like singing, discussions and free sharing ,and knitting training during the week.

1.9. THE FEEDING PROGRAMME.

C.T.C. operates a feeding programme for the malnourished children. The intake is primarily through the Medical Missionary of Mary dispensary. About fifty to sixty malnourished children attend this feeding programme at C.T.C. Social work office which consists of three social workers supply porridge, milk and fruits to the malnourished children. Each child comes with the mother to the feeding programme everyday in the morning until the nurses approves of the good recovered health of each child and discharges the child from attending the feeding programme.

The food used in the feeding programme is from the World food Programme (WFP) and from the Catholic Relief Services (CRS). This food is used for the feeding programme, food provided to the students for lunch, and food given for work if an adult needs food desperately, is given some little work to do in the compound, and in turn is provided with food, which are usually in the form of maize, beans or flour instead of giving these people money. Emergencies are followed up as they occur.

1.10. SOCIAL CASE WORK AND COUNSELING

Social workers in social office receive clients both men and women with social problems.

Counseling and guidance are offered to the clients with psychological problems. Most of these problems many times create a lot of stress and lack of hope in the life of the clients.

Transport assistance either to hospital or to rural areas is offered for those who find life in Nairobi difficult and can be settled better in their original homelands in the rural areas for good. Burial assistance for the most needy cases is offered. Most cases needing follow ups are visited on Thursdays where three to five are visited each day.

1.11. FIELD WORK.

Home visits for F.G. feeding programme, social problems, counseling and interviews for the C.T.C training programme are done by the social workers. Home visits help in assessing the clients needs.

CHAPTER TWO

2.0. THE TRADE TRAINING.

This includes dressmaking, tailoring, knitting, catering, hairdressing, carpentry, welding and electrical. The total number of the students are 208. C.T.C. offers training course to young boys, girls and women. The women receive basic training in dressmaking, tailoring, knitting, hairdressing and catering. This courses enables them to take government Grade III test, and hopefully enter the job market after graduation. The boys take welding, electrical and carpentry, These courses enables them to take Government test and hopefully to enter the job market after the graduation. See Appendix I

2.1. THE TARGET GROUP.

The target group in the job skill training section are:

- The poorest in the slums.
- The drop-outs from school and the form four leavers who cannot afford school fees for further studies.
- The less fortunate in life aged between 16-30 years.

In the training section C.T.C .wants to achieve the following objective:

It is a community development center whose main focus is to enable people to improve their poor standard of living towards independence or integration.

- Teaching and guiding people to create value of work through trade skills training.
- To prepare trainees for responsible adulthood.
- To prepare trainees to be proficient product makers.
- To prepare trainees for the realities of the market so that their products are competitive.
- To give trainees a Christian formation.
- To prepare trainees to have self identity and courage of hard working for their daily bread.
- To enable women to be responsible of their life and their family.
- To enable guardians / parents to play their role in the character formation of their sons and daughters.
- To reach out to the needs of the community which are constantly emerging and changing.

2 . 2 RECRUITMENT.

Some courses at C.T.C. requires primary school level. This are tailoring, dressmaking and knitting. All these courses are for Grade III Government trade Test. Other courses are strictly for the Secondary school level students.

Recruitment consists of a written interview, home visits and an oral interview. (See appendix 2).

2. 3. DURATION.

Some courses such as hair- dressing and catering takes six months. Other courses takes one year. For hair-dressing course the intakes are twice a year, and the programme lasts for a year. The catering course lasts for a duration of one and a half years.

2.4. GRADUATES.

After interviewing some of the graduates of C.T.C. starting with those who were doing hair dressing, most of them suggested of having more tools or equipments for their studies. Most of the classes have few number of students which is equal to the number of the equipment. As the number of applicants from the slums increases, there is a great need for more equipment, although the budget expenses will also rise or increase.

Most of the C.T.C. graduates are happy and glad of the benefits on the side of skills training that they got. They feel that it is their responsibility to make use of all what they have learnt already with the certificates that they received from C.T.C., although the competition and demand of getting jobs in the market or industries is very high.

2.5. TOOLS FOR GRADUATES.

Some of the students at C.T.C suggested that to have more tools especially those doing carpentry, tailoring, knitting and hairdressing. Lack of tools indicates that there is a difference between getting a very competing job or not getting any. In fact a lack of tools represents a significant delay in getting a Job. The major problem of the former trainees is attributed to lack of capital for self employment and lack of experience in their fields of specialization. The former trainees felt that the pace of the training was slow and shallow compared to other graduates from other colleges. They noticed that in some industries or companies the sewing of dresses is done mainly using electrical machines. Without the proper knowledge of how to handle electric machines, leads to frustrations to some, since at the end of the day, each person gets the pay

according to the quantity of the products made, depending on how well the work is done.

Other trainees suggested that also commented that through lack of tools for their trades it is very hard for them to achieve their goal. Most of the C.T.C. graduates are also very eager to continue with the Government Trade Test Grade II and I.

2.6. QUALITY OF INSTRUCTION.

All the instructors of C.T.C are grade one graduates. This represents a commendable commitment to quality at the right point. The instructors use their training techniques while teaching in order to update the trainees standard.

The following are some of the suggestions to improve the training section.

- There is a need for an income generating section. This can be done by selling the products made by the students. This will motivate them more and hence they will be willing to make more products.
- There is a need for supporting the graduates with some of the equipments or other supportive materials they need.
- To have a students follow up programme with regular visits and reports on immediate and future needs of the former students.

- To encourage the former students to be independent.
- Frequent visits to the homes and job places of the former students.
- To collect and welcome views and suggestions from the former students on how they feel about C.T.C.
- .- C.T.C. needs to make more recommendations in relation to the former students needs.

CHAPTER THREE

3.0. JOB CREATION.

The majority of the people in Kenya are unemployed. Most of them are women who due to the society structure can not afford the basic needs of their daily life. Unemployment situation is increasing in Kenya everyday, as result of school dropouts and lack of job vacancies for the graduates from both the universities and other colleges. There is a high competition for the job seekers.

3.1. JOB CREATION PROGRAMME.

The aims of the job creation programme is as follows:

- To create durable jobs (75% for women and 25% for men) with a reasonable salary for individuals from low income sectors of the community in Mukuru.
- To find durable jobs (75% for women and 25% for men) with a reasonable salary for graduates from Imanis skill training programmes.

The The job creation programme is one of the Imani programmes which creates and finds jobs for the graduates from Maria house and C.T.C. training centre . Most of the graduates are the poor people from East lands of Nairobi and those from Mukuru. Imani is a Marianist organization sector which assists the needy to be independent. Job creation programme concentrates on the most difficult aspect of helping people to self-employment and in finding jobs.

3.2. JOB SEEKERS VERSES JOB CREATION.

About 600,000 seekers are entering the market every year, and the job market growth in year is very low. This result to an alarming problem of unemployment every year. Of the 600,000 job seekers, more than half a million have an educational background of only primary school or less. Job creation programme focuses its attention on this group. The 600,000 seekers among them are secondary school level or above who compete with the ones in the formal sector. It is hard for people with only primary school level of education to compete for jobs with people who have completed the secondary school or went even for further training.

The only chances of employment is in the informal sector. Job creation programme focuses on the informal sector because of the growth potential which the sector has

3.3. THE JOB CREATION PROGRAMME ACTIVITIES.

J.C.P. provides loans to small scale enterprises which can create jobs as result of the loan. It provides training for small scale enterprises in business and product development. These training assists the graduates in finding jobs and carries out research which gives better understanding for improvement. The job creation programme is involved in the development of micro enterprises among other activities with objectives for employment creation.

3.4. WHY CLIENTS VISIT J.C.P. FOR ASSISTANCE.

Clients approach the job creation programme for assistance and there is process that is followed before accepting to help the clients. They are interviewed about their personal and business

background and asked what they require the assistance for. The selection of the starters and existing businesses is done through screening with potential for job-creation or businesses that without assistance would collapse and as result causes the loss of jobs.

3.5. VISITS OF THE CLIENTS BUSINESS PREMISES.

The clients who go through the screening are visited for further feasibility study and assessment for job creation possibilities. By carrying out these, interviews are held in the business operates. After assessment, each advisor keeps his or her notes for a later discuss in the offices and the clients are given a dates when they can check on the results of the visits. After the assessment, the business advisors meet and together indicate the relevant needs for different clients that were visited. The needs vary from advice, credit, business training and product development training. The clients are divided into two groups, one for training and the other for credit. All these people are invited to a business management or product development course. Those who have interest in job creation and their need in credit are given loan application forms and business plans to fill. (see appendix III).

The clients who do not qualify for either credit or training are referred to other organizations or given advices on where to find a more possible help.

3.6. BUSINESS MANAGEMENT.

Clients selected for training attend different seminars on business management and product development. The average number of participants in each seminar is between 15-30 persons.

3.7. LOAN APPLICATION AND BUSINESS PLAN PREPARATION.

During the training, clients who qualify for credit training are given loan application forms and business plan forms after training. Job creation advisor comments about business plan and if it is accepted, he or she is given an application form.(See appendix IV).

3.8. BUSINESS SEMINARS.

This is another means offered to business clients by job creation programme. The purpose of the course is to offer business managerial skills to entrepreneurs.

3.9. Objectives.

- At the end of the course, the participants will be able to clearly identify what their business problems are.
- They will be able to understand and apply the different characteristics of an entrepreneur.
- They will be able to market their products better.
- They will be able to see how much items cost and even keep their business records.
- They will be able to understand the role of the organization in business and be able to apply it in their business. The modules that are covered also include The following.

CHAPTER FOUR

4.0. Entrepreneurship which entails what it takes to be an entrepreneur.

The topics covered are:

- Personal entrepreneurial characteristics.
- Types of entrepreneurs.
- Business problems (Case studies).

4.1. Marketing.

The topics covered are:

- Marketing techniques.
- Marketing mix.
- Business circle.

4.2. Finance.

The topics covered are:

- Business costs.
- Products costs.
- Entrepreneur and the bank.

4.3. Organization.

The topics covered are:

- Time as cost in business.
- Business and technical skills.
- Handling the general business costs.

- Cash control.
- Personal management in business.

4.4. METHODS OF TRAINING.

There are different methods used for training:

- Lectures
- Plenary discussions
- Case studies

Students understand the course and make use of it.

4.5. JOB CREATION PROGRAMME

The majority of the people in Kenya are unemployed. Most of them are women who, due to the society structure, they can not afford the basic needs of their daily life. Unemployment situation in Kenya is increasing daily as the result of school drop out and lack of jobs vacancies for the graduates from Universities and other colleges. Also, there is a high competition for job seekers.

4.6. JOB CREATION OBJECTIVES

- To create durable jobs (75% for women and 25% for men) with a reasonable salary for individuals from low income sectors of the community in Mukuru.
- To find durable jobs (75% for women and 25% for men) with a reasonable salary for graduates from Imani Skills training programme.

Job creation programme is one of the Imani programmes which creates and finds jobs for graduates from Maria House and C.T.C. These are poor people from Eastlands of Nairobi and those from Mukuru. Imani is a Marianist organization sector which assists the needy to be

independent. Job creation programme concentrates on the most difficult aspect of helping people to be self employment and also in finding jobs.

4.7. JOB SEEKERS VERSUS JOB DEMANDS

About 600,000 job seekers entering the market every year and job market growth in a year is very low. This result to a alarming problem of unemployment every year. Among the 600,000 job seekers more than a half a million have an educational background of only primary school or less. Job creation programme focus it's attention on this group. Among the job seekers, some are secondary school level or above who compete with the ones in the formal sector. It is very difficult for people with only primary school level education to compete with secondary school leavers who even have gone for further training. The only chances for employment lay in the informal sector. Job creation programme focuses on the informal sector because of the growth potential which the sector has.

4.8. JOB CREATION PROGRAMME ACTIVITIES

It provides loans to small scale enterprises which can create jobs as a result of the loan. Training for small scale enterprises in business and product development is provided by Job creation programme. By doing this, graduate are assisted in finding jobs and carries out research which gives a better understanding for improvement. Also Job creation programme is involved in the development of micro enterprises with objectives for employment creation.

4.9. NGO'S NETWORK

Job creation programme work hand in hand with NO'S in order to lender efficiency and effective services to the people in need. The members of network are NO'S operating credit programmes in the Nairobi East region. The current members are Action Aid Kenya, Undugu, FHI-Faulu, NCKK, St John's Community centre, Imani, WAC-Dandora and World Vision Kenya. The objectives of Network are

- To provide a forum for sharing of information and ideas.
- Establishment of a common database of clients.
- Coordinate training for clients and staff.
- To create awareness to general public on services available.

They have been working together since 1994 and since that time they always meet on a monthly basis. A drafted constitution and a data based on clients was established. Sharing of ideas and information takes place once a month.

4.10. N.G O'S NET WORK

.This is one of the job creation programme office in C.T.C which finds durable job with reasonable salary for the clients. They make contacts entrepreneurial in the formal and informal sector and agrees on job placements. Also job creation programme organizes industrial attachment for trainees during the course. This office act as an advisor to the C. T. C. because the office interacts with employers and inform about the new skills requirements demanded by labor market due to technical developments.

4.11. JOB MARKET SURVEY

Market survey is another activity which is done by job creation programme . The purpose of the survey is mainly to keep the programme informed about the requirements of the job market in terms of skills, products, technology or machinery. Job creation programme carries out market survey in order to identify marketable skills either in the formal or informal sector this process they identify what requirements are necessary for a given course in terms of education and social life.

CHAPTER FIVE

5.0. MY EVALUATION AND SUGGESTIONS OF C.T.C. PROJECT

5.1. WORK EXPERIENCE

(C.T.C.) helps graduates in jobs until they gain sufficient speed and confidence to keep the job. Also graduates are given financial support during the first three months of their first job. The financial support is based on piece rates. It is highest during the first month and decreases during the last two months. This is based on the idea of uplifting the speed and experience of the graduate during the first three months. These will lead to higher salaries at the end of some months (See Appendix vi)

5. 2. CLIENTS VISITS JOB CREATION PROGRAMME FOR ASSISTANCE

Clients approach the Job creation programme for assistance. They are interviewed about their personal and business background and asked what they require the assistance for.(see Appendix vii)

Most of the Chaminade Training Centre graduates are happy and glad of the benefits they get

from the centre. The graduates feel that it is their responsibility to make use of their certificates although the competition in market and industries is very high.

5.3. TOOLS FOR GRADUATES

Some of the students at Chaminade training centre suggested that lack of tools for some trades such as Carpentry, Tailoring, Knitting and Hair dressing represents the difference between getting a very competing job or not getting a job. Lack of tools represents a significant delay in getting a job. The major problem of the graduates is attributed to lack of capital for self employment and lack of experience in their fields of specialization. They also felt that the pace of training was slow and shallow compared to other graduates from other colleges. They noted cases where in most of the industries and companies dressmaking is done by electrical machines. All these competence leads to frustrations to some of the graduates because they are paid from the quantity and quality of the product made. Other graduates suggested that through lack of tools for some trades such as Carpentry and Dressmaking, it is hard for the graduates to achieve their goal.

Most of the graduates are eager to continue with the Government trade test two and one.

5.4. QUALITY OF INSTRUCTION

All the instructors at Chaminade training centre are grade one (Educational level) This represents a commendable commitment to quality at the right point. The instructors use their training techniques while teaching in order to the up date training standard.(see Appendix viii)

The following are some of the suggestion to improve the training section

- There is a need for income generating section. This can be done by selling students products. By doing this it will motivate the students and this will lead to more products.
- There is a great need for supporting the graduates with some of the equipment or any other

supportive materials they need.

- It is very important to have follow up programme with a report on immediate and future needs of former students.
- The instructors should put more emphasis on encouraging graduates to focus on being independence.
- There is a great need for more frequent physical visits to homes and job places of the graduates.
- To collect views or comments of how former students feel about Chaminade training centre.
- Chaminade training centre needs to make more recommendations in relation to the former students needs .
- The selection of the starters and existing business needs more assistance if not it will collapse and as a result it will cause the lose of the jobs.

5.5. VISIT OF CLIENTS BUSINESS PREMISES

The clients who go through the screening are visited for further feasibility study and assessment for job creation possibilities. Interviews are held in the business premises where business operates. After assessment each advisor keeps his or her notes for a discussion in the office and the clients are given the dates when they can check on the results of the visits.

After the assessment the business advisors meet and together indicate the relevant needs for different clients that were visited. The needs vary from advice, credit, business training and product development training. The clients are divided into groups. One for training and the other

one for credit. All these people are invited to a business management or product development course. Those who have interest in job creation and their need is credit are given loan application forms and business plans to fill. (see Appendix (V))

The clients who don't qualify for either credit or training, are referred to other organizations or given advice where possible.

5.6. BASIC BUSINESS KNOWLEDGE

This is a subject that introduces the trainees to the activities involved in small enterprises. The purpose of this course is to teach about the roles and obligations of those involved either as employees or business owners. They are also taught on how to be self reliant. At the end of this course the trainee will be able to have an idea of good organization in a business and it's usefulness . Some of this activities are:

- Wage employment.
- Self employment.
- How to start a business.
- Marketing.
- Business organization .
- Business finance.
- Planning of the business.
- Entrepreneur and the bank.

Clients selected for training attend different seminars on business management and product development. The average number of participants per seminar is between 15 to 30 people.

(See Appendix \V)

After the training, clients who qualify for credit are given loan application forms and business plan forms. Job creation advisor comments about business plan and if is accepted the clients gets a loan. Most of the women are very interested and they are motivated to work even more harder than before in order to achieve loan for their businesses. The purpose of this course is to offer business managerial skills to entrepreneurs.

The following are some of the objectives of this course.

- At the end of the course, the participants will be able to clearly identify what their business problems are.
- The participants will be able to understand and apply the different characteristics of an entrepreneurs.
- They will be able to market their products in a better way.
- They will be able to cost and keep their business records in a good standard.
- The participants will be able to understand and play the role of organization in their business.
- At the end of the course, the participants will be able to choose which business to take and which one to withdraw.
- The participants will be able to for see the risks associated to the retaining of the resources required within time and cost.
- They will be able to calculate the probable time, money and personal overruns on the business.

5.7. C.T.C. MONITORING AND EVALUATION

In order to have management follow the implementation of the project, for monitoring and evaluation receive information from the fields and from the project itself. These involves project activities, direct results of the project and the resources which the project uses such as personal, finance and materials. Evaluation largely depends on working carefully with plans. Indicators are also important in valuing the result and progress of the project efforts in a practical way, cheaper and in a quicker way.

5.8. FORMER TRAINEES

I managed to meet some of the former trainee with the aim of knowing what they are doing after their graduation from C.T.C. Most of the former trainees suggested that the job competition is very high. Employees need to prove on good production at a reasonable time. As a result of this, the salary is very low. Some of the C.T.C. graduates ends up frustrated in the working places and drops out from the jobs.

The major problem of the former trainees is lack of capital for self employment and lack of experience of specialization . They also feel that the training was slow and shallow compared to other colleges where trainees uses electrical machines which helps in quick production and of high variety.

Among the former students, current student, staff members and the guardians showed that the training offered at C.T.C. is good. It only need some efforts to uplift it's present standard of market expectations. This involves having different types of machines or tools required for better

production which will help them in securing a wage employment.

5.9. PROBLEMS AT PLACE OF WORK

- Harassment by the employer.
- Long working hours.
- Working all week without resting days from Monday to Sunday.
- Very low payment.

-The former students live as un independent, they still depend on their guardians.

The following are some of the suggestions to improve the skills training section.

- Diversity teaching methods to meet the current market demand by offering grade II and I in order to meet the requirements for the job in the field.
- The cost sharing is very important for the trainees to be responsible but needy cases can be considered on an individual basis.
- More involvement of the parent and guardians in the training process of the trainees. For example paying a reasonable amount of fee which will make them more responsible in supporting trainees.
- If possible addition of quality machines to enable trainees to compete with others in the field.
- Formulate a better way to help the graduates secure jobs by assisting them with small loan.
- Income generating activity which will support part of the skill training section.
- To introduce and teach new and unique skills for example book binding, crafts skills which are marketable compared to dress making and tailoring which many people in towns have.
- Quality of skill training offered to the students seems not to be of the same standard with others

in the field. This involves industries with high demand and thus many of the students lack motivation.

C.T.C. project is playing a great role in empowering needy people with basic skills which will help them to feel that they can do something in their daily life. Also those who are hard working they are assisted by their instructors to register for grade II and I through C.T.C. This is motivating students and this enable them to work very hard In order to achieve the standard required for grade II and I .

5.10. THE ASSETS AND EQUIPMENTS

The project has it's own assets, machines and furniture which helps in it's development. The current machines are few due to the increase number of the students. The Marianist brothers have really tried in all ways to offer assets and equipments needed for the project. By doing this, they have made it possible for the instructors to teach well.

CHAPTER SIX

6.0. NURSERY SCHOOLS AND PRIMARY SCHOOL

6.1. NURSERY SCHOOLS

Two nursery schools for children from the slums were started In order to keep small children from age 4-12 stay away from their mothers during the day. By doing this, their mother could be free and concentrate in the skill training classes on knitting.

There are 330 students in school and 6 teachers. There are 6 classes with one teacher in each class. Teachers work very hard to improve the standard of education of this student because the student are affected by the poor environmental structure of the society in Mukuru slums.

Students pay Sh. 100 per term. Comparing with what this students receive from this school this

Sh. 100 is very little. The Students are provided with lunch every day at school.

After nursery school, the students join primary school which is within the compound.

6.2. . PRIMARY SCHOOL

Our lady of Nazareth primary school was started by sisters of Mercy in 1992 as an informal school for children in Mukuru slums. Later the Marianist brothers took over from the Mercy sisters and they are still learning it today. The number of student increases every year and now it is up to standard 8. The number of students are 1,265 . The number of teachers are 28. Among this 6 teachers are paid by city council and the rest paid by the Marianist project for education.

Student pay Sh. 100 as a sign of commitment. Lunch is also provided by world food programme. (W. F. P.) to the students and prepared by three cooks employed by Marianist brothers. Here are some of the objectives for this School .

- The school was started In order to teach young boys girls from the slum on how to read and write.
- The primary school was started in order to withdraw all boys and girls from the slums streets of Mukuru.
- Primary school was started in order to remove boys and girls from drug abuse.
- It is another way for preventing early marriages.

The average age of the students in school is 12 years -18 years. The students participate fully in activities with other schools in the area. Teachers work very hard and attends seminars and meetings for primary school teachers.

There are two problems which are common among the students.

- Girls drop out from school because of early pregnancies and marriages.
- Boys drop out from school because of drug abuse.

CHAPTER SEVEN

7.0. DISPENSARY

The Marist brothers saw the need of a Dispensary as a great need for the people in Mukuru slums. After sharing about this need with in the slum, people expressed their problems which showed great need for a Dispensary in the area. These problems were:

- Lack of treatment fees.
- Lack of trained midwives in the slums.
- Lack of good education about abortion.
- Lack of good education on malnutrition.
- Lack of good education on nutrition and health education to child care to women.
- Lack of education on environmental sanitation and protection.
- Lack of education on awareness of sexual transmitted diseases.

After evaluating about all this problems, the Marist brothers invited Medical missionary of Mary sisters to start a dispensary in C.T.C. in 1994. At the beginning the sisters used a social worker office as a dispensary and later a new building was constructed where they are still working today. They offer treatment which have understandable price for Mukuru slum people. Most of the patient are women and children. The number of men patient per a day is very small compared to women and children. Other service offered by medical missionary sisters dispensary are:

- Free treatment for HIV patients from Mukuru slum.
- Home based care for HIV patients.
- Transportation fare for HIV patients who are eager to go back to their rural homeland.

-Community health workers training.

- Birth attendance training.

Counseling and blood test for both husband and wife.

- social work, counseling for abortion and home visits to the clients.

- Offer education school fees for retarded children from Mukuru slums.

- They offer seminars and workshops for education on family life, transmitted diseases and any necessary education that Mukuru slum people need.

The dispensary staff members work hand in hand with the community of Mukuru slums. The dispensary staff members collaborate with other activities in C.T.C. They have good relationship with the civil authorities. Mukuru chief assists them in any necessary needs. After oral interview to some of the people in Mukuru slums about the service offered by the dispensary, all of them are happy and they appreciate the service offered to them. There are 14 staff members at the dispensary.

CHAPTER EIGHT

8.0. ST MARY'S CATHOLIC PARISH

By the time the Marianist brothers started their apostolate in Mukuru slums, they also saw the need for spiritual growth for people in Mukuru. This area of Mukuru was under Makadara Catholic Parish until in 1995 when the Nairobi Archbishop saw the need of promoting Mukuru to be a parish. The Holy Ghost fathers took over from Makadara parish and started a parish which is now known as St Mary'S Catholic Parish.

There are two Holy Ghost fathers who are full time working together with the Christians to promote pastoral work in the slums for spiritual growth among the people. They also visits small Christians communities around Mukuru slums. The priest say mass at C.T.C. for the students every Friday morning.

Little Daughters of St Joseph Sisters do pastoral work in Mukuru slums and in primary school. They also teach Catechetical classes to primary school children. The sisters also organizes seminars, workshops and competitions for youth in the parish. Through their service in Mukuru , many people have changed their way of life and have become Christians. There are 3 little daughters of St Joseph sisters working in St Mary's Catholic Church in Mukuru. They work from Monday to Sunday. They take their off on Tuesdays.

Through Sister's hard working and collaboration with other activities in C.T.C. , some of the people in Mukuru slums have really improved in their daily life style .

CHAPTER NINE

9.0. ADMINISTRATION

Imani has an administration office which deals with all financial aspects of Imani projects. This includes financial matters advices to project coordinators, for all Imani projects which are Maria centre, Job creation programme and Chaminade training centre.

9.0. FUND RAISING

Major donors and grassroots are from overseas . The name of these fundraising is (M.A.R.O) Marianist Resource Office. ((M.A.R.O.)) tackle whatever coordination of fund raising is needed for all project activities.

9.2. FINANCIAL CONTROL

Imani has the post of financial control. It's work is to enable decision makers who are coordinators and board. They evaluates and understands the costs of the projects they undertake in order to make wiser decisions about the direction these projects are taking and control their directions.

9.3. COSTING IN RELATION TO FINANCIAL MANAGEMENT

Financial management involves three areas. These are Meaning cost effective use of resources, assuring resources are used as intended and raising those resources. Intended use in assuring that resources are used as intended.

9.4. RESOURCES

They are usually categorized as financial administration and include various controls and regulations governing resources such as stock controls, vehicle use, purchasing and expenditure and authorization procedures. It also includes control of receipts, audits and accounts reconciliations. Expenses increases every year as the economical problem increases in our society in Kenya.

For more Information about finance, the expenses figures of budget is strictly private and confidential, only used by the Imani projects. The reason behind this is that they don't want to disclose their expenses budget outside their office.

OVERVIEW OF THE PROJECT

The Imani project was established by the Marianist brothers as part of their apostolic field of working among the urban Poor. They support youth from slum areas around East lands of Nairobi. Imani is part of the Marianist charism of assisting the needy to be independent.

Imani was started in January 1986 and registered with the ministry of culture and social services department in Nairobi as a self help group under the Archdiocese of Nairobi.

Imani projects move people out of a situation of dependence and desperate situation into a situation of less dependency and hope. It also stimulates and encourages self reliance among the unemployed, particular in the poorest areas of the East land part of Nairobi. Imani projects are divided into three distinct sub projects.

- MARIA HOUSE

This project expresses special concern for women. Imani established Maria projects in 1987. Needy women from East land slums receive trade education in skill training which are dressmaking, knitting and book binding. Counseling is also provided to women in crisis due to pregnancy or abandonment.

- CHAMINADE TRAINING CENTRE

In 1988, Imani started a training centre for young men and women in need from Mukuru slums. The centre provides eight trade skills training. Other service involves social work and an agricultural project.

- JOB CREATION PROGRAMME

Job a creation programme is an important area which emerged from Imani realization on these providing skills training itself alone was not enough to stimulate the hard work and self reliance of the poor people in urban. Job creation programme deals with the central and difficult aspect

9.5. COMMENTS

C.T.C. is a community development centre whose main focus is to enable people to create value (work). It's geographical location, it's historical roots and growth emphasis on moving the needy people towards independence in whole integration. Through skills training programme Canceling and Spiritual Sharing. It is also responsible and pays attention to felt needs of the community in Mukuru slums area. C.T.C. is a project which has well organised management. The coordinator Mr Fredrick Njoroge plays his role well and effective to the staff, students, guardians and to the whole project. There is collaboration between the coordinator and the staff members in the whole organisation of C.T.C project. These has really contributed to the success of C.T.C. project. The staff members of C.T.C. project are committed to their work and most of them are grade one. These helps in uplifting students in skills training. Through the activities carried out at C.T.C., I feel that the objectives and the goal of the project are met. C.T.C. Projects atmosphere is very welcoming ,active and Religiously centered and these reflects on Marianist brothers Charism.

CONCLUSION

The project has the ability to reach out and assist many needy people and malgenalised to be independent. Through C.T.C project many people women, youth, children and many others have really changed in their daily life be it in social, economical, spiritual and political. My hope and prayer is that I would like to encourage the project to continue to assist these needy people from the slums in there thirst for identity, self-esteem, self reliant in our society. I feel that

the project is doing it's best to achieve the goal. The challenge is to the Job Creation Programme to find more job in the field for C.T.C. graduates. Also graduates should not sit back and waits , they should also work hand in hand with Job Creation Programme in taking responsibilities for searching for a job

Job Creation Programme



CLIENT'S LOAN RE-PAYMENT BOOK-LET

NO. _____

DATE ISSUED _____

IMANI

JOB CREATION PROGRAMME (JCP)

NAME OF THE CLIENT _____

IDNO. _____

ADDRESS _____

CLIENT NO. _____

LOAN AMOUNT K.SH _____

INTERST K.SH _____

TOTAL K.SH _____

MONTHLY / WEEKLY INSTALMENT _____

1st INSTALMENT DUE ON _____

OTHER INSTALMENTS DUE ON _____

DATE DISBURSED _____

REPAYMENT PERIOD _____

DATE WHEN LOAN IS DUE

o Marianists
O. Box 50504
airobi, Kenya
l: 761699

PROJECTS:
Maria House Women's Centre
Chaminade Training Centre
Job Creation Programme

APPENDIX ▲ iii

APPLICATION FOR A BUSINESS LOAN

1. PERSONAL BACKGROUND:

Full name _____
Age (year of birth) _____
I'D no. _____
Place of residence _____
Address _____
Marital status _____
Home District _____

2. DEPENDANTS:

	Name	Age	Occupation
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

3. WHICH POSSESSIONS DO YOU HAVE AND WHAT IS THEIR VALUE?

	Possession	Value (Kshs)
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

4. EDUCATION LEVEL AND SKILLS:

5. WORK/ BUSINESS EXPERIENCE:

6. PRESENT INCOME:

Sources'	Kshs week/ month
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

7. PRESENT EXPENDITURE (PERSONAL):

	Kshs per week/ month
Rent	<hr/>
Clothing	<hr/>
Food	<hr/>
School fees'	<hr/>
Uniforms	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

8. FOR WHAT TYPE OF BUSINESS PROBLEM DO YOU NEED ASSISTANCE?

C.T.C SMALL SCALE BUSINESS WOMEN'S GROUP 1998**OFFICIALS**

Chair lady: Margaret Wangare

Secretary: Freda Meta

Treasurer: Patricia Katole

COMMITTEE MEMBERS

Millicent Achieng

Grace Simwa

There are 30 members who attend the group meeting. Six groups of five members each.

Group One

Peninah momanyi

Maureen Nabwile

Rose Auma A.

Millicent Achieng

Monica Auma

Group two

Margaret Anyango

Joyce Anyango M.

Millicent Ogutu

Mary Awino

Eunice Auma

Group three

Grace Simwa

Rose Eneye

Beatrice Vihenda

Eunice Otinga

Roselyne A. Onyango

Group four

Margaret Wangare

Agnes Musyoka

Esther Kimeu

Bibian Nthenya

77Benedetta Ndululu

Group five

Patricia Katole

Jacinta Ngene

Beatrice Kabinya

Everine Nasimiyu

Grace Opisa

Group six

Frida Meta

Lucy Wanjiru

Rael Imatikide

Violet Khahota

Magdaline Mwihaki

WORK EXPERIENCE PLACES CARD

NAME

TRADE

GROUP

ACADEMIC LEVEL

DATE OF ATTACHMENT

ATTACHMENT PLACE

1

DATE _____

DAYS WORKED

WAGES

WEPS

TOTAL

REMARKS: _____

Signature of Recipient

2

DATE _____

DAYS WORKED

WAGES

WEPS

TOTAL

REMARKS: _____

Signature of Recipient

3

DATE _____

DAYS WORKED

WAGES

WEPS

TOTAL

REMARKS: _____

Advisors report Job Creation Programme

1. Clients name: _____

2. a) Type of business: _____

b) i) Same product same market

ii) Same product new market

iii) New product same market

iiii) New product new market

3. Location: _____

4. Project SWOT analysis:

Strengths:

Weaknesses:

Opportunities:

Threats:

5. Competition: Low Moderate High

6. Job Creation: _____

7. Clients entrepreneurial and management skills: _____

8. Personal impression on Loanee: Very good
- Good
- Doubtful
- No idea

9. Amount of loan recommended, use and repayment: _____

Loan amount : _____ Number of months to repay _____

Advisor: _____ Date: _____

QUESTIONNAIRE FOR STAFF MEMBERS.

Please assess the Co-ordinators work in accordance with the following scale.
Excellent 5:, Good 4:, Fair 3:, poor 2:, I don't know 1:.

MARKS OUT OF FIVE.

1. Maintaining good relationships with staff members.	5
2. Maintaining good relationships with women, girls, boys, students.	4
3. Listening to the needs of those being served.	5
4. Motivating the staff members.	5
5. Delegating responsibility where necessary.	5
6. Collaborating with every institution within C.T.C. <i>Community!</i>	4
7. Motivating the students.	4
8. Follow up courses / Staff meetings / Workshops.	4
9. Committed in the work.	5
10. Shows concern for the students especially the needy.	5
11. Shows concern for the women's rights.	5
12. Able to confront / Challenge staff and students.	4
13. Cares for all.	5
Total.	60/60.

If you have other comments or suggestions about the Co-ordinators work please write them below.

The Co-ordinator's work is challenging as he comes across people from all walks of life. It needs patience and understanding which the co-ordinator has.

1. Do you believe that this organization which is being evaluated has some positive aspects?

Yes ✓ No I am not sure I don't know

2. Does this organization meet the priority needs of the women?

Yes ✓ No I am not sure I don't know

3. Does this organization have efficient staff? [Some are not quite efficient]

Yes No I am not sure I don't know

4. Are the skills given to the women effective?

Yes ✓ No I am not sure I don't know

5. Is your your relationship with the co-ordinator good?

Yes ✓ No I am not sure I don't know

6. C.T.C. organization gives a good Christian witness to the needy.

Yes ✓ No I am not sure I don't know

7. I am happy with the work I carry out.

yes ✓ No I am not sure I don't know

8. The students are generally happy with me?

Yes ✓ No I am not sure I don't know

9. Does the organization meet the priority needs of the students?

Yes ✓ No I am not sure I don't know

10. Other positive aspects /negative aspects or any other comments about the organization.

(-ve)
1) - It has been difficult to define clearly our goals Especially when dealing with the poor. Who are the "poor" - are they the slum dwellers, single mothers, unemployed etc.
2) - In the organisation at times we claim that the poor students fail to turn up for courses being offered. But we must ask ourselves are the poor unreachables? We need to address on the issue of the client's apathy towards our poverty programme.

(+ve)
1) CTC is a poverty focused programme aimed at alleviating the standard of living of its clientele and by being women focused is a major boost since anyone to see the real face of our society, one has to look at it with all the impoverished ones.

Sr. Mary and the staff members of C.T.C.



Sr. MARY sharing with a social worker in her office



Appendix

Sr. Mary talking with a woman in a social office.

Work

λ

KARIBU TULISOME WENI LA WAKWA
ILI TUMZINE ZAITI TUMBE ZAITI NI
TUMPEDE ZAITI TUMPEDE ZAITI NI
TUMTUMBE ZAITI TUMTUMBE ZAITI NI
ILI TUMKARIBU ZAITI TUMKARIBU
ZAITI NI TUMSHI ZAITI



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