

Helping Youth Through Educational Scholarships

HYTES



HYTES Awards "Volunteer of the Year"



At this year's Annual General Meeting held July 4, 2009 in Calgary, long-time volunteer Scott Muzychka was named HYTES' inaugural "Volunteer of the Year." Over the last five years, Scott has dedicated countless hours and priceless talent to building and sustaining this organization. He was our founding Secretary-Treasurer and has now gone on to become HYTES' Chief Financial Officer.

Amazingly, Scott somehow fits HYTES in to his very busy life, somewhere in between his real job as a KPMG accountant, the two most fabulous women in his life - Jacque and Zoë, and other passions such as DIY water projects and trips around the world! We still don't quite know how he manages all of this, but think it may have something to do with his extremely early rising and perhaps the can of beans he eats everyday?!

Scott (aka 'Scooter') is incredible at keeping HYTES' finances and the rest of us on track, and in the words of President, Harold Pliszka, he is "a true saviour to HYTES." We appreciate his unwavering commitment to helping youth through educational scholarships, and are privileged to honour him as our first-ever Volunteer of the Year for 2009.

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Help HYTES Send Youth to Secondary School

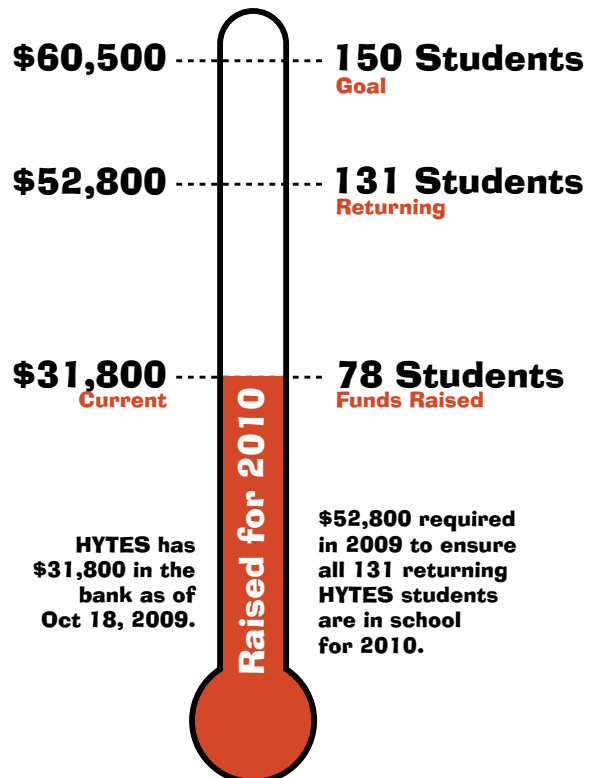
by Harold Pliszka

We have sent 409 young people to secondary school since January 2007. This number represents significant growth for our organization and we need your help to ensure that all of our students can stay in school next year!

Twenty-seven students are graduating in December so we need to raise at least another \$21,000 this year to make sure we fund all 131 returning students in 2010.

We need to raise a total of \$60,500 to reach our goal of 150 scholarships for the year 2010. We currently have \$31,800 in the bank and therefore need to raise another \$29,000 by the end of December.

Please help us send youth to secondary school in Guatemala, Kenya, Tanzania and Zambia. You will find a donation form on page seven of this newsletter or you can donate online at www.hytes.org/ch/.





May your days be Merry & Bright

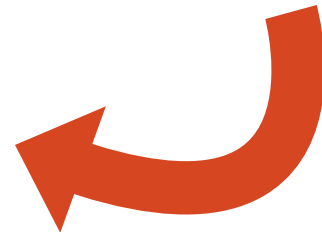


a donation to
Helping Youth Through Educational Scholarships
has been made in your name



Give the gift of education this holiday season!

Purchase your HYTES Gift Card today!



Truly the gift that keeps on giving...

by Pamela Amulaku

“He who works to secure the good of others, has already secured his own.”

~ Confucius

Only a few months until Christmas ... so have you started your holiday shopping yet? Do you have someone on your list who is particularly hard to buy for? Don't have the time or desire to battle line-ups at the mall?

This year, HYTES helps you to avoid all of that crazy consumerism with a convenient and meaningful gift option. Make a donation to HYTES in the name of your loved one, give a personalized HYTES greeting card to the lucky recipient outlining the difference that this gift in their honour is making, and receive a helpful tax receipt to boot!

Talk about a “feel-good” festive season!

For more information or to order your charity gift cards, please contact info@hytes.org.



...reaching new HYTES!

Join us for an evening of fantastic music for a fantastic cause!

SUNDAY, OCTOBER 25TH 2009

Doors @ 7:00pm Show @ 7:30pm

McKernan Baptist Church
11103-76 Avenue, Edmonton
(3 blocks east of the McKernan/Belgravia LRT station)

HYTES is a grassroots Alberta-based charity that awards scholarships to secondary school students in Kenya, Tanzania, Zambia and Guatemala.

\$20/adult \$50/family \$5/child (12 & under)

Tickets available online at www.hytes.org or contact tickets@hytes.org



kokopellivoir.com



Edmonton to Tanzania Penpals

by Jan McGregor

When Sylvester Jotta, “Our Man in Tanzania”, asked us to find penpals for many of the students at Mawengi Secondary School in Dar es Salaam, including 40 HYTES students, I thought it was a wonderful idea. I’ve been around long enough to have a history of hand-written letters, sent by snail-mail, weeks spent anxiously waiting for a reply, the excitement of a handwritten address and foreign stamps. I wondered if today’s Canadian high school students with email, text-messaging and ubiquitous cell phones would have the interest or the patience to engage in a long-distance snail-mail correspondence.

Oh well, might as well try, I thought. So I called Strathcona Composite High school here in Edmonton, and talked with enthusiastic Guidance Councillor Natasha Shewchuk. She was doubtful if any class could take this on as the curriculum was too demanding already. However, she said we could talk to the Scona Pride Club some noon hour to see if anyone was interested in writing letters in their spare time.

Carol Frost came with me to meet with Scona Pride and Natasha. Carol and my daughter, Glenna, had taught at Mawengi School in Dar es Salaam, Tanzania, the summer of 2006 and had brought home to mother the need to raise money to pay the school fees for 40 of their students until they completed Form 6 (for HOW many years, dear??!!)...but that is another story, and how we met HYTES is yet another...

At the Scona Pride meeting Carol showed pictures of Mawengi School... classes with no glass in the windows, no paper, few pencils, a library with almost no books except the ones Carol and Glenna had brought, many students

with no parents, students with a daily choice between eating or taking a bus to avoid a 3 hour walk to school, teachers who had not been paid for 3 months but who were dedicated to their students, students who had missed a few years of school while they raised their siblings after their parents had succumbed to AIDS...a world far from the luxuries of life in Edmonton. As Carol talked, I watched the faces in the room. I think it was hard for them to comprehend a life so different from theirs. I wondered if any of them had ever lacked a pencil, a book, a cell phone, a meal. But as Carol talked on, she showed the enthusiasm of the Mawengi students,,the joy in learning, the drive to get an education, the absolute delight on their faces when Carol and Glenna gave each student a Swahili-English dictionary – the first book most of them had ever owned! Then she showed a few pictures of soccer games, of students dancing in the class, a boy climbing a tree, and the Scona students began to see kids like themselves...kids who had fun, who had friends, who had pride in themselves and their school.

And so it began. We handed out the Mawengi letters we had, addressed to “Penpal”. Their were about 14 of them and we had no shortage of eager respondents from Scona. A couple of weeks later I picked up the replies, addressed to Esther, Hussein, Omary, Martina.... anonymous “Penpals” had become real people; far-away in some dimensions, but so much closer in others.

Airmail to Tanzania takes a week or so, then the letters had to be picked up by Sylvester and taken across the city to Mawengi...another week or so for replies to be written, another trip by



Sylvester to pick them up, another week or so to get here and back to Scona. A long time, but what enthusiasm when they finally got here...letters, drawings, small gifts! The number of students at Scona wanting a penpal grew by leaps and bounds! By summer we had over 30 letters going back and forth, and more students were waiting for more.

Of course, there are difficulties. Long vacations come in January and February in Tanzania, and in July and August in Edmonton; students graduate or leave school; exams slow the flow of correspondence at different times. But I think it was a budding success and now that school has started again, I hope that it resumes. I know there are many students at Mawengi that are patiently waiting for a reply to their last letters...

.....●

“Education is the most powerful weapon you can use to change the world.”
Nelson Mandela

Language and Culture Feature: Memories of Summer

by Mona Csada, Lisa Hicks & Pamela Amulaku

As the leaves transition into glorious colour and the fall winds start to blow here in North America, it seems like a good time to reminisce a bit about summer and think about what seasons our HYTES students are experiencing. In Guatemala it's the rainy season, and temperatures vary dramatically between the highlands, lowlands and coastal areas. For most of East Africa, the summer months through September mark a cooler time of year. That's all relative though – what's considered cool weather in East Africa is often warmer than a summer day in Canada!

Here are a few words and phrases related to summer and its associated activities translated into the languages spoken by most HYTES students: Bemba for Zambia, Spanish for Guatemala, and Swahili for East Africa.

English	Spanish	Bemba	Swahili
summer	verano	ulusuba	kiangazi
vacation	vacacione	pachuti	likizo/safari
sun	sol	akasuba	jua
hot	caliente	ukukaba	joto
beach	playa	ululamba	pwani
to swim (v)	nadar	ukowa	ogelea
to relax (v)	relajar	ukutusha	burudika
to travel (v)	viajar	ukutusha	safiri

HYTES Help Wanted

HYTES is hiring...for three exciting new volunteer positions!



HYTES is 100% volunteer-run, and listed below is a brief outline of key responsibilities for each of the important volunteer roles that we are currently looking to fill. If you are interested in reading the full position descriptions, please contact volunteer@hytes.org.

Newsletter Contributor/Editor

- To provide submissions for HYTES' quarterly donor newsletter "The HABARI Times" in the format of brief articles, book/film reviews, language features, illustrations/photographs, etc. and/or,
- To review and proofread the content and formatting of HYTES' quarterly donor newsletter "The HABARI Times" prior to publication.

In-Canada Education Coordinator

- To coordinate the promotion and use of HYTES' teaching resources (education package and school presentation - www.hytes.org/resources/teachers.html) in Canadian schools.
- To coordinate the provision of additional outreach to schools and through general public events, through encouragement and facilitation of student fundraisers, penpal projects, etc.

Legal Advisor

- To provide guidance and advice to the HYTES Board of Directors regarding any legal matters that may arise. Duties may include reviewing the wording in contracts and memoranda of agreement; offering recommendations to limit Board risk and liability; ensuring HYTES' policies are aligned with regulations for charitable organizations as per the Canada Revenue Agency, etc.

Donate Online:
www.hytes.org/ch/

The Kenyan Education System: An Analysis

by Goal Joseph Akongo



Kenya's educational system has its roots in the British colonial system and initially separate schools were set up for the Europeans, Asian, African and Arab populations. This system had to change after independence in 1963 where the need was now to educate the increasing number of African people working in the industrial and commercial sectors of the economy including governmental organisations.

In modern Kenya the schools are either owned by the government, by private individuals or are run on the Harambee principle which was first introduced by the first President of Kenya Jomo Kenyatta after Independence. He encouraged wealthy people to join hands with the government and help the rural communities of Kenya by organising charity events and giving donations.

The Ministry of Education is responsible for setting up the curriculum to be taught in the educational institutions through the Kenya Institute of Education (KIE).

There is a 3 tier system of education called the 8:4:4 educational system which was started in 1985. Primary education comprises a total of 8 years and subjects taught include mathematics, English, sciences, history, geography, arts and crafts. Examinations are held by the Kenya National Examining Council (KNEC) and the Kenya Certificate of Primary

Examination (KCPE) is awarded at the end of the 8 years if successful. Since 2003 Primary Education has been made free and also compulsory by President Mwai Kibaki.

The secondary education lasts for a period of 4 years and additional subjects like agriculture, business, music, computer studies, art and design are also offered in addition to those offered at primary level. Kiswahili is a subject that is compulsory as it is the language spoken by most Kenyans though the English language is the language used in most schools. At the end of the 4 years the Kenya Certificate of Secondary Education (KCSE) examination has to be passed.

Students can then go on to study at colleges or Polytechnics for diplomas and certificates in Higher Education. These can be in engineering, the medical field or computer sciences to name a few.

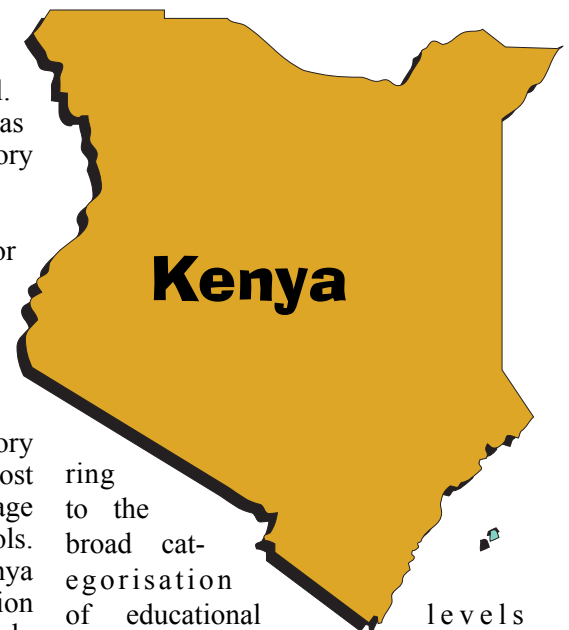
Other students go on to study at the University of Nairobi or the Kenyatta University to further their educational qualifications.

There are also some international owned private schools that offer an educational curriculum that is based on the London educational system and the USIU (United States International University) is largest private university in East Africa which offers a variety of courses for its undergraduates.

Like most developing countries, education system in Kenya faces many challenges. During the last four and a half decades of post independent evolution, it has attempted to solve the problem of matching its resources with responsibilities, and though not always successful, it can certainly claim to be moving in the right direction.

An Overview Of The Kenyan Education System

Since late 1980s, Kenya follows an 8:4:4 system of education, refer-



ring to the broad categorisation of educational levels and the years spent in it. It means 8 years to be spent in the primary school, 4 years in the secondary school and another 4 at the college / university level. This does not include the 'pre-primary' schooling provided to children under the age of six. Around 85% of all children enrol for primary education, about 25% attend secondary schools, while only 2% actually join the University.

The enrolment at the primary level has increased since the parliament enacted the Children's bill in 2002, making primary education free since January 2003 and making it mandatory for parents to send their children to primary schools.

Since independence the financing of most schools was based on the Kenyan 'HARAMBEE' system that means "working together for a common purpose" and refers to the community self-help approach whereby community joins the Government in taking responsibility. Lately, the role of Government is rising, as evident from its increased involvement in pre-primary education since 1980s and even greater role in primary education since 2003. Now the Kenyan Government has introduced plans to make secondary education free.

Primary Education

It starts at age of six years and consists of eight years of schooling, out of which first three may be in the mother tongue, while English is invariably the language of instruction from standards 4 to 8. Most schools are public and run on the basis of harambee system, but the number of private schools, though small as yet, is rising very fast. Most schools are co-ed though a few only-girls schools also exist. The primary education ends with an exam for Kenya Certificate of primary education.

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Certain semi-arid areas in Kenya like Maasai, Samburu, Turkana, and Somali, are inhabited by very poor nomadic people who wander around looking for pasture for their livestock. In these areas the school concept is different, and consists of mobile schools that move along with them on a camel's back. They provide education in a more informal way, with lesser dependence on text books or school infrastructure.

Enrolment levels in primary education are reasonable by third world standards - partly a result of the making it free. In fact, it boasts of the world's oldest primary school student in the form of 'Kimani Maruge' who joined it at the age of 84 years.

Secondary School

Secondary school consists of four years.

Majority of secondary schools are run on the Harambee system. About one fourth are Government schools, but only the most meritorious are able to enter them. The private schools charge

high fees and many offer British O-levels, followed by A-levels or the International Baccalaureate. The enrolment in secondary school is far less compared to the primary school, as it is not free, though some plans to do that are being prepared.

University & College Education

Since the establishment of University of Nairobi in 1970, the first public University in Kenya, four more general public Universities and three public Universities in science and technology have been established. In addition there are also 17 private Universities, most run by religious organizations. Only about 2% of children actually reach the Universities. One of the reasons is the outflow of students belonging to the higher socioeconomic strata, who often prefer foreign Universities, especially those in UK over those back home.

Major Challenges

The greatest challenge faced in the area of education ever since the independence of Kenya is to meet its goals within its meager resources. This was primarily the reason of adoption of the HARAMBEE system for many social sectors including education. The word harambee' is derived from the calls of 'har Ambe' or hail the goddess Ambe' which used to be frequently chanted by migrant Indian workers when a group of them carried out strenuous activities, as a means of ensuring proper coordination between all the labor involved. In time, it became the symbol of working together, and was adopted to denote a policy of cooperation between all. Thus most schools were run by local authorities, with contributions from Government, with fees being charged from students. As many poor families could not afford the fees, enrolment was low till 2003, when Government made it free and compulsory.

Critics of harambee system claim that the harambee system is not efficient, as it involves Government contribution on the basis of number of schools and number of teachers, leading to opening of more schools and appointment of more teachers, than is actually required, by the local communities or authorities. The people often are not benefitted as the fees are substantial.

Another major challenge that the educational policy makers in Kenya face today is to modernize itself to the needs of developing skills in Information technology. Computer education has been introduced in 1998, and though a lot of emphasis is being placed on it, the facilities are still far from enough and need to be expanded further.

One existing criticism of education system in Kenya is that it has not been able to discard its colonial roots and adopt itself to the actual needs of the people, a majority of whom are engaged in agriculture and other unorganized sectors, thereby rendering it less purposeful for them, a fact that might have contributed to poor enrolments.

Summary

Like most other third world countries, Kenya also faces many challenges in achieving its educational goals within its financial constraints. Overseas assistance from Britain and agencies like USAID has helped but a lot needs to be done. Gradually, there is policy shift towards from harambee system to the full Government financing, but it is unlikely to become universal anywhere soon due to lack of resources. Yet, introduction of free and compulsory primary education has helped and it may accelerate enrolment in higher education in coming years.

Goal Joseph Akongo lives in Nairobi and is HYTES' Kenyan Country Representative.

Helping Youth Through Educational Scholarships

HYTES



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**Charitable
Registration
Number:
828039545RR0001**

HYTES is planning to raise an estimated amount of \$52,000 this fiscal year end April 30, 2010 by donations \$40,000, fundraising \$11,650 (it will cost HYTES an estimate of \$2,000 to fundraise this amount) and interest \$600. No consultant or employee will be paid on a commission or percentage basis for his or her fundraising efforts, nor shall they accept finders fees. The money raised will be going to provide educational scholarships to youth in Kenya, Tanzania, Zambia and Guatemala to empower themselves, their families and their communities. For further information, please contact Harold Pliszka at 403 291-9812. Our address is 4676 Quentin Street SW Calgary AB T2T 6E1 and www.hytes.org.

HYTES Donation Form

Name: _____

Address: _____

City: _____

Province: _____

Postal Code: _____

Country: _____

Phone Number: () _____

Email Address: _____

Donation Amount:	<input type="checkbox"/> \$50.00	<input type="checkbox"/> \$75.00
	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$150.00
	<input type="checkbox"/> \$200.00	<input type="checkbox"/> \$300.00

THANK YOU!

Other Amount: _____

Total Payment Enclosed: _____

You will be provided a tax receipt via email (or regular mail) if your donation is \$20.00 or more.

**HYTES
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- Please contact me with any opportunities to volunteer with HYTES' initiatives.**
- I would NOT like my name published in any HYTES material (printed or online). Please consider this gift as an anonymous donation.**
- Please DO NOT add me to your email list.**