



**Maasai Mara
University**

**The MMARAU-ASWEK
International
Conference
2022**



THEME:

**ADVANCING SUSTAINABLE DEVELOPMENT GOALS
THROUGH SOCIAL WORK EDUCATION AND PRACTICE**

**HELD IN
MAASAI MARA UNIVERSITY
BETWEEN
25TH – 27TH MAY, 2022**

BOOK OF ABSTRACTS



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**THIS BOOK HAS BEEN AUTHORED
BY
THE MMARAU-ASWEK INTERNATIONAL CONFERENCE
2022
ORGANIZING COMMITTEE**

**THE BOOK WAS REVIEWED BY A TEAM OF EXPERTS
FROM MAASAI MARA UNIVERSITY & THE TECHNICAL
UNIVERSITY OF KENYA**

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BOOK OF ABSTRACTS

**The Maasai Mara University-Association Of Social Work Educators In
Kenya International Conference 2022
25th – 27th May 2022, Narok, Kenya**

Theme

- ♣ Advancing sustainable development goals through social work education and practice

Sub Themes

- ♣ Sustainable Development Goals (SDG's) and Social Work Education
- ♣ Emerging trends in Social Work Education
- ♣ Social Work within and Beyond Africa
- ♣ Indigenization (Decolonizing) of SW practice, education, and discourses
- ♣ Professionalization of Social Work in Kenya
- ♣ Specialization in Social Work Practice
- ♣ Legal & Ethical Issues in Social Work Education and Practice
- ♣ Field Education in Social Work Education: Challenges and Opportunities
- ♣ Cross-cutting issues: Emerging inter and multidisciplinary studies linking economics and business, education, natural and health sciences, humanities and liberal arts to social work

Compiled by

Conference Organizing Committee, MMARAU & ASWEK

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Background of Maasai Mara University

Maasai Mara University (MMU) is located at the gateway to the world famous Maasai Mara National Reserve within the greater Mara-Mau Ecosystem. The University is in Narok Town, approximately two kilometres from the Town centre along the Narok-Bomet Highway. Narok Town, approximately 143 kilometres west of Nairobi City, is in the Southern part of the Kenyan part of the Rift Valley. The University is the successor to Narok University College (NUC), which started in 2007 as a college campus of Moi University. The College took over the then existing Narok Teachers Training College. NUC was later established as a constituent college of Moi University by the Narok University College Legal Order No. 101 of 2008. On 11th February 2013, NUC was awarded a Charter and renamed Maasai Mara University.

ISO Certification

Maasai Mara University is ISO 9001:2015 Certified. The University continues to maintain its certification through a raft of internal Audits carried out by Internal Auditors and periodic Surveillance Audits by the Certification Body KEBS. The quality Audits provide feedback on the performance of the Quality Management System, the feedback obtained is further used for continuous improvement.

An ISO 9001:2015 Certified Institution



Our Vision

"To be a World Class University committed to academic excellence for development."

Our Mission

"To provide Quality University Education through innovative teaching, research and consultancy services for development."

Core Values

Excellence

Professionalism

Teamwork

Creativity and Innovativeness

Transparency and Accountability

Equity and Social Justice

University Niche

Environmental Resource Management
and Conservation

Background Of The Association Of Social Work Educators In Kenya



Who Are We?

The Association of Social Work Educators in Kenya is the professional body that represents and advances the aspirations of Social Work Academics in Kenya. Registered in 2019, our mandate is to support social work educators and students to ensure that the next generation of social workers has access to excellent and quality learning opportunities. ASWEK's overall purpose is to strengthen, promote and advance social work education, develop and enhance standards of quality social work education as well as avail an enabling environment for the exchange and sharing of social work scholarship in Kenya and beyond.

Our Vision

- To be a global pace setter in Social Work Education, research and training in pursuit of a more impactful social work profession

Our Mission

- To create and maintain a motivated, supported, highly skilled, qualified, adequately resourced and empowered network of social work educators and programs in Kenya.

Our Core Values

- **Quality;** Our degree of excellence in the delivery of social work education is unrivalled
- **Competence;** proficiency, mastery and expertise in social work knowledge
- **Integrity;** honesty and truthfulness in what we do
- **Social Transformation;** positive and impactful social change
- **Diversity;** as inclusive as our services and products
- **Collaboration;** Leveraging collective genius

Key Areas Of Programming

- Research
- Inter-Universities' exchanges and Collaborations
- Continuous Professional Development
- Academic mentorship
- Publishing
- Influencing Policy
- Knowledge sharing

Our Partners

1. Schools of Social Work in Kenya (Universities, Technical Training Colleges, Middle-level colleges, and all institutions that offer social work training and programs)
2. Social Work practice and welfare agencies; CBOs, NGOs, FBOs; These organizations offer field practicum sites and employment for our students.
3. The Government; local and national county Gvt.
4. International global Social Work bodies; ASSWA, IASSW, IFSW

ASWEK is affiliated with The Association of Schools of Social Work; ASSWA, and by extension, The International Association of Schools of Social Work; IASSW and therefore adheres to international standards for quality social work education and professional ethos.

Member Categories

1. **Full Member**;- Dip in SW, BSW, MSW, PhD SW Must be a Social Work Educator affiliated with an institution.
2. **Affiliate Member**;- Social work professionals working as practitioners, training in social work related disciplines; Community Development, Psychology, counselling, criminology, sociology, and medical sociology.
3. **Associate members**;- Do not necessarily possess social work related training but has an interest in strengthening social work education or implementing social work related programs; NGOs, CBOs, FBOs etc **Student**;- MSW, PhD SW students only.
4. **Partners**;- Collaboration in realizing social work education agenda locally, nationally, regionally and globally. MOU, TOE.

Contact us on;

Website

[www.https://aswek.org](https://aswek.org)

Facebook

[Association of Social Work Educators FB page](#)

Youtube

ASWEK



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WELCOMING REMARKS

Message from the University Council Chair, Maasai Mara University



Dr. Kennedy Ole Kerei, PhD
Chair, University Council

A very warm welcome to Maasai Mara University to all our local and international social work practitioners, scholars and students as well as speakers from all around the world. Thank you for coming to share your diverse experiences. This conference presents an important platform for social work educators and practitioners to stay connected to others in their field and learn about cutting-edge scholarship and best practices in practice.

We are very pleased to be hosting the **Joint Association for Social Work Educators in Kenya (ASWEK) – Maasai Mara**

University (MMARAU) International Conference 2022. Most importantly, this conference is the first hybrid conference (both virtual and physical) we have ever held at this University. The theme of the conference is: **Advancing Sustainable Development Goals through Social Work Education.**

On behalf of the University Council, I take this opportunity to thank the conference organizers, our partners, the members of academia, participants, researchers, students and other university community members for conducting research for presentation, publication and global dissemination. The University Council supports and takes great pride in this international conference.

Ladies and gentlemen, the 21st Century has experienced dynamic challenges including pandemics, the latest being the ongoing COVID-19 that has significantly threatened to wipe out humanity and has devastated all sectors of human life. Furthermore, the world order is under the threat of climate change, global terrorism, political upheavals, sinking economies, ruined societal moral fabrics, unfulfilling education systems, poverty, drug abuse, violence including armed conflicts, street children, human trafficking and disaster (both man-made and natural), among others.

Ladies and Gentlemen, the social worker who is seen as a bridge between the government and the afflicted have a great task in any society (Magnus, 2020):

- Social work aims to provide succour to individuals, groups, organizations, or communities without recourse to profit.
- In underdeveloped countries, social workers in health care settings have been actively involved in the treatment of women, who suffer from childbirth injury during obstructed labour.
- Social workers supply services in welfare offices which undertake welfare matters relating to infant children, troubled parents, and/or homes for orphans.
- They may also serve as counsellors or career guides that help young people identify and pursue suitable careers.
- Social workers assist in sanitation duties, health care delivery, and public sensitization against epidemics and scourges.
- They serve as a safety gauge taking the pulse of both the authorities and their target population striving to create and maintain a balance of interest.
- Social workers serve as relief workers offering a helping hand to those in turmoil, whether from personal misadventures or major catastrophes.
- Social worker acts in a way of a lobby group influencing the government to create suitable laws for the good of society.
- The social workers' activities centre on delivering priceless assistance ranging from sanitation, health care, correction/reorientation, and general humanitarian aid both in normal conditions and emergencies.

Sustainable Development Goals (SDGs), which are yet to be realized, were mooted as a panacea to the problems. Kenya has domesticated these SDGs amongst other global treaties. We have in place national blueprints such as the Kenya Vision 2030 and the current Big 4 Agenda focusing on Manufacturing, Health, Food Security and Housing. However, the real solution lies with research and innovation to enable Kenya and the World at large to surmount the ever-emerging challenges.

Ladies and Gentlemen, this conference should gather, critique and disseminate information which can address existing and emerging global challenges and turn them around into opportunities for prosperity. The generated knowledge will inform policy to support global and national interventions that will turn around societal, environmental, technological and economic challenges into opportunities for economic growth and development.

May I take this opportunity once again to thank the conference planners, researchers, participants, our partners and the entire Maasai Mara University fraternity for thinking about and actualizing this important conference. I wish you fruitful and fulfilling deliberations.

Thank you.

Message From The Chairman Of The Academics, Sealing And Honorary Degrees Committee Of Maasai Mara University Council



Dr. Benson Momanyi, PhD
Chair of Academics, Sealing
and Honorary Degrees,
University Council

We are gathered here – both physically and virtually for Maasai Mara University - Association of Social work Educators International conference 2022. This year's conference has been organized around a theme that directly addresses local, national, regional and global thematic areas touching on our societies' development needs. This year's conference theme revolves around the role of social work in achieving the seventeen (17) sustainable development goals (SDGs).

Conferences are an important undertaking in institutions of higher learning as a forum for researchers, students and other stakeholders to learn, network and build collaborations regarding current and emerging knowledge and trends.

I, therefore, wish to congratulate the Organizing Committee through the University Management for ensuring that, this conference was executed as planned. The conference will contribute to our growing efforts of enhancing the visibility of Maasai Mara University and therefore be assured of the University Councils' continued support in the implementation of knowledge sharing through conferences and training.

The multidisciplinary nature of the conference is a clear demonstration of the need for a multidisciplinary approach to action oriented and applied research. I am pleased to note that presentations will be made from fields as diverse as education, economics, sociology and natural sciences all demonstrating their connection to social work.

The Maasai Mara University 7th International Conference has attracted over eighty-five (85) plenary presentations, seven Keynote presentations and three workshop presentations. The participants are drawn from over 35 institutions from nine (9) countries.

As the Chairman of the Academics, Sealing and Honorary Degrees Committee of Maasai Mara University Council, I urge the University fraternity to embrace this opportunity to, build sustainable networks and partnerships for research collaborations, and joint fund-raising opportunities and outreach activities.

Finally, please allow me to extend a warm welcome to all participants and wish you a pleasant three-day stay at Maasai Mara University and the very hospitable Narok County.

Thank you. *Ahsante Sana. Ashe Oleng!*

Message From The Vice Chancellor, Maasai Mara University



Prof. Joseph S. Chacha, PhD
Ag. Vice Chancellor: Maasai
Mara University

It is a great pleasure to welcome you all to Maasai Mara University and this International Conference. This is a truly unique platform for all of us to come together and shape the future of Sustainable Development. I have the honour as the Vice-Chancellor, to address this great audience. As University, we are privileged to host this Joint Conference between the Association of Social Work Educators and our University, Maasai Mara (2022). This is indeed a Unique International Conference for Maasai Mara University as we host both the physical and online audience.

As you all may be aware, the Conference focuses on Sustainable Development through Social Work Education and Practice. Against this backdrop, the Conference is a forum in which participants will present papers, network for future collaborations, publish, socialize and travel (Maasai Mara University is adjacent to the Maasai Mara Game Reserve, I hope that you won't miss visiting the place to witness the seven wonders of the world). In today's fast changing world, attending a conference has become a "**must**" to survive in any academic discipline as we look forward to building synergies and collaborations.

Honourable Guests, Ladies and Gentlemen, Sustainable Development has become a norm as a pattern of social and structured economic transformations that optimizes the economic and societal benefits available in the present and even the future world. Today, this has become a global agenda and now we talk of Sustainable Development Goals adopted by the United Nations, Africa Union 2064 Agenda, Kenya Vision 2030 and the Government of Kenya Big Four Agenda. This implies that we cannot talk of *Advancing Sustainable Development Goals through Social Work Education and Practice* in isolation from the global aspirations and agenda. It is my trust that the presentations and discussions at this conference will embrace such global aspirations and above all during the COVID-19 pandemic era. Through our community service and outreach programmes, we can promote knowledge and technology transfer, thereby contributing toward the realization of Sustainable Development.

Ladies and Gentlemen, I am delighted to say that research expands our knowledge base, gives us the latest information, helps us to build up our credibility, introduces us to new ideas and

above all helps in problem-solving. One cannot claim the monopoly of ideas because there is always more to learn from others about various topics. It is in the context of this International Conference that we can achieve all these. May I, therefore, take this earliest opportunity to thank all the researchers and authors of various articles of this conference, academicians and participants for without them we wouldn't have had this Conference. Congratulations in advance for your invaluable contribution to this wonderful Conference as we anticipate learning more from one another.

To our Joint partner, the Association of Social Work Educators, allow me to thank you especially for accepting to partner with our University during this International Conference. Your partnership with us will go a long way in the History of this great University. I have no doubt that Social Work being an academic discipline and a practice-based profession, plays a key role in our society in meeting the basic needs of individuals, families, groups, communities and societies. In the University setting, the students, the academic staff and the non-teaching staff are the greatest beneficiaries of the social work services. This thus helps in social functioning, solving social problems and promoting social responsibility among individuals. It is against this background also that I want to recognize the Social Workers and Practitioners in this Conference for the immense work they are doing for the society at large.

Distinguished Guests, Ladies and Gentlemen, As I conclude, allow me to appreciate the support we have continued to receive from all our stakeholders and the University Community at large. To the Guest of Honour, thank you very much for accepting to grace this occasion. Allow me also to appreciate our Key Note Speakers, our Guest Speakers; the participants, and all Guests. May I further thank the Research Innovation and Linkages Division and the Conference Organizing Committee for having worked tirelessly to ensure that this conference becomes successful?

I wish you all a happy and successful Conference.

Thank you, and God bless us all

Message From The Dvc (Academics & Students Affairs), Maasai Mara University



**Prof. Godrick Bulitia, PhD
DVC (Academics & Students
Affairs)**

*Social Work Provides Holistic and Sustainable Ways of
Addressing Human Need*

I take this opportunity, on behalf of the Academic and Students Affairs division of Maasai Mara University, to welcome you to this University and the **International Social Work Education and Practice Conference (ASWEK)**. We appreciate the Association of Social Work Educators in Kenya, and all other institutions and organizations, for their partnership in organizing this inaugural Conference. In hosting this Conference, the University is playing its role of not only disseminating knowledge but also effectively participating in the creation of the same. Our societies currently encounter myriad challenges. It is our rightful duty, therefore, to contribute to the alleviation of these societal difficulties.

I am glad to note that this Conference is aligning itself to tackle matters on *“Advancing Sustainable Development Goals through Social Work Education and Practice”*. The Sustainable Development Goals (SDGs) just as with the Millennium Development Goals (MDGs) have proven elusive and difficult to implement. The situation has worsened, and some member states have struggled even more, during the current COVID-19 pandemic. It is my hope, therefore, that this Conference will make significant contributions to examining the attainment of these SDGs through social work education and practice.

As the Conference takes off, I urge all of us to go beyond the excellent presentations and turn many of them into policies that can be implemented. As scholars, we are aware of the various institutions, nationally and internationally, dedicated and willing to fund competitive and winning proposals that would cause an impact on society.

May you all have productive proceedings.

Message From The Dvc (Administration, Finance & Strategy), Maasai Mara University



Prof. James S. Nampushi,
PhD, MKIM, DVC
(Administration, Finance & Strategy)

Kenya's Vision 2030, coupled with the big four agenda, aims to transform Kenya into a newly industrializing, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment. This is not far from the seventeen (17) Sustainable Development Goals (SDGs) whose aim is to create a better fairer world by 2030.

We are less than a decade away from this realization, and the Conference Theme: **Advancing Sustainable Development Goals through Social Work Education and Practice** is indeed timely.

The SDGs and Social Work bring an interconnected understanding of human needs and concerns that are economic, social and environmental, which jointly will help to advance the Sustainable Development Goals.

It is often said that the importance of social work is in its primary aim to confront social issues in all facets of life, from providing one-on-one support for family welfare to shaping legislative policies. Social work is a practice-based profession that promotes social change, development, cohesion and the empowerment of people and communities. This conference will enhance the profession of social work in our University as a world class institution committed to academic excellence.

As Administration, Finance, and Strategy Division, we continue to re-affirm our commitment to sound financial and administrative policies, practices and strategies that will ensure the University achieves its mission and objectives in supporting academic programs, research and outreach.

I would like to thank the University Council, the University Management Board, the Senate and our partners ASWEK and all those involved in the preparation of this conference, for their unending support in realizing this conference.

I wish you all an inspiring, informative and successful convention. Thank you.

PROF. JAMES SIMIREN NAMPUSHI, MKIM
AG. DEPUTY VICE CHANCELLOR,
ADMINISTRATION, FINANCE AND STRATEGY

Message From The Chairperson, Scientific Conference Organizing Committee



Prof. Romulus Abila, PhD
Conference Chair & Director
of Postgraduate Studies,
Maasai Mara University,
Kenya

All esteemed researchers, participants and exhibitors,
It is that time of the year again that I have the honour of welcoming you to Maasai Mara University for the 7th Annual International Conference.

Like the 6th Conference held online in June 2021, this year's Conference again demonstrates the University's continued post-COVID-19 resilience. However, this year's conference has a fundamental departure from the previous 6 conferences the University has held in that it has been organized in partnership with the Association of Social workers in Kenya (ASWEK), Kenya's premier social work and allied practices

professional body.

By drawing from diverse expertise and field practitioners, this Conference goes beyond being just another annual academic undertaking but rather a forum for structured engagement by field social workers who are at the forefront in dealing with emerging societal dynamics that have impacts on human wellbeing including mental health.

Although the world is at the centre of unprecedented technological transformation, the COVID-19 pandemic illustrated how vulnerable human societies still are and how critical social work is despite 21st-century advances in medical sciences. This Conference will thus provide an excellent opportunity for multidisciplinary engagement on research and field practices advances in social work and how it relates to other disciplines such as medicines, economics, education and other human social development spheres.

Finally, the international nature of this year's Conference has been demonstrated by the fact that it has attracted over 80 presentations from 34 institutions based in Africa, Asia, the USA, Canada and Europe.

For those visiting Africa and Kenya for the first time we hope you are going to get a positive and everlasting first impression and to all participants, researchers and exhibitors I wish to extend to you a warm KARIBU!.

Prof. Romulus Abila, PhD.

Director, Board of Postgraduate Studies & Conference Organizing Committee Chairman

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Message From The Co-Chairperson, Scientific Conference Organizing Committee



**Ms. Phylis Muraguri Gacheke,
Conference Co-Chair &
President, Association of
Social Work Educators in
Kenya (ASWEK)**

What lies behind us and what lies before us are tiny matters compared to what lies within! Raph Waldo Emerson

It gives me great pleasure to welcome you all to this important global conference, which is being co-hosted by ASWEK together with Maasai Mara University. I am extremely encouraged to see so many schools of Social Work from across the world, distinguished leaders in the social work profession, scholars, dignitaries, students and industry representatives from around the world gathered here today, both physically and online. Sometimes back, this type of “hybrid” event would have seemed a little unusual to say the least. Now, of course, we have all grown quite accustomed to engaging in virtual debates with colleagues thousands of kilometres away. There are, after all, some advantages to the turbulent period we are all living through. This is the first time the Conference has convened, and therefore to all of us making this history here today, I say congratulations! Feel appreciated.

1 year ago, ASWEK decided to dream big. We never could have imagined that one day, we shall have such a pleasant event. I will never forget one person who told us, our dream was simply not realistic, I mean how do you host an international conference with ZERO BUDGET? As a young professional body still making baby steps, we envisioned a forum where social work academics would converge and confer on their contribution towards the growth of our profession to which most of us have devoted most of our lives. The very first school of social work here in Kenya that we approached was thrilled by the idea and gave us a venue to hold this conference. When I look back through the journey we have come, I can confidently confirm that today is a true manifestation of the future from which we expected so much. Anything is possible, only if you believe in what lies within you!

This being our very inaugural Conference, we have devoted it to the current research and trends in social work education and practice as well as future perspectives on the contribution of our profession towards the realization of SDGs. It will give us a platform to exchange ideas, discover novel, opportunities, reacquaint with colleagues, meet new friends, and broaden our knowledge.

The single most ambitious project that ASWEK aims to undertake soon is DEVELOPING MINIMUM STANDARDS FOR SOCIAL WORK EDUCATION IN KENYA. Our social work programs here in Kenya are disorganized, to say the least, and we need a lot of harmonization. Minimum Standards describe the

generic principles that guide the development & implementation of all SW programmes in any country. They are meant to achieve comparability of qualifications for Social Work students across Higher Education Institutions (HEIs). They serve as guiding principles for Harmonization, Comparability, Quality, Universality, Accountability, Reliability, and Professional autonomy. Social workers are part of the national social service workforce if not the dominant professionals. They occupy the centre stage in meeting the needs of vulnerable populations, including children, youth, people living in poverty, internally displaced people, those affected by the disease; persons with disability; the elderly; those whose rights are violated in families and communities. **Ineffective service delivery is partly attributed to the limited access to quality training and education.**

I am hereby calling out for potential local and international partners to collaborate and support us achieve this dream.

I would like to take this opportunity to express my sincere gratitude to the Organizing Committee members who have put together an incredibly stimulating program for this conference. They have been working since the beginning of the planning stage and they are still here today for all of us, even though they are very busy with their responsibilities at their agencies. Starting with the ASWEK members of the organizing team as well as those from Maasai Mara University We truly appreciate your dedication. Again, this conference could not have been made possible without this great university, Maasai Mara, who foresaw the importance of this conference. To the University council and management, ASWEK will forever remain indebted. We indeed cherish and treasure this partnership and we shall guard and maintain it in pursuit of our joint vision and look forward to many more future partnerships and collaborations.

To give you an idea of what you can expect and what we hope to achieve over the next few days, the program offers over 80 presentations, including key-note speakers, paper and poster sessions, workshops, panel discussions, etc. The presentations at this conference cover current research on Sustainable Development goals and Social Work conducted in 10 countries from all over the world.

Once again to all our local, regional and international participants, I say welcome, feel at home and I wish you all a fruitful time of exchange and learning.

Asante Sana.

Baie dankie, to those who speak Afrikaans

Message From the Director, Research & Innovation, Maasai Mara University



Dr. Aloys Osano, PhD
Director Research &
Innovation

The Directorate of Research and Innovation at Maasai Mara University is pleased to be at the forefront of organizing the MMARAU-ASWEK International Conference 2022. The conference is not only quite relevant but also extremely timely to the local and global affairs. In a world experiencing all sorts of psychological pressures ranging from a looming world war, economic hardships, health pandemics and numerous family pressures, there was the need for a platform for researchers to exchange valuable and in-depth research findings on how best to solve these challenges at a

social level.

The Directorate strongly supports the spirit of the conference in ratifying social work in other disciplines such as science, education, business and economics, history, and environment among other fields of social work. The Directorate is oblivious of the fundamental role that social work education plays to ratify research and innovation in the aforementioned disciplines. Several spectra of social work that touch on different needs of researchers and innovators ranging from Sustainable Development Goals (SDGs), legal and policy issues, social work curricula and pedagogy, social work beyond borders and decolonization of social work have been fully addressed.

The Directorate acknowledges the growing trends in calls for research grants along with social work issues. This highlights the critical need in social work education to eradicate social atrocities that have gradually and consistently increased over the years. Some of the notable running research in the University include those involving community health, socio-cultural feuds, the plight of the Maasai girl's education and rehabilitation of street children. The conference is thus quite fundamental in providing a platform for collating, critiquing and disseminating these findings to a more global arena. The conference will seek to publish at least five (5) research articles from the conference and the Conference Book of Abstracts in its inaugural Maasai Mara Multidisciplinary e-Journal.

On behalf of the entire Research and Innovation fraternity at Maasai Mara University, I cordially invite you to the MMARA-ASWEK International Conference 2022 to be held in Maasai Mara University in hybrid mode; between 25th to 27th May 2022.

Karibuni Sana!!

CONFERENCE PREPARATION COMMITTEE



MAASAI MARA UNIVERSITY

1. Prof Romulus Abila – Chair (Director, Board of Post-Graduate Studies)
2. Dr Aloys Osano – Secretary (Director, Research and Innovation)
3. Mrs Nancy Kimile – Ag University Librarian
4. Mr Reson Lankeu – Director, Linkages and Collaborations
5. Mr Anil Kumar – Director, ICT & E-Learning
6. Dr Sammy Mutisya – Director, Gender and Equity
7. Prof. Beatrice Manyasi – Dean, School of Education
8. Prof. Benard Kodak – Dean, School of Arts, Humanities, Social Sciences and Creative Arts
9. Prof. Francis Mburu – Dean, School of Tourism, Hospitality and Natural resources
10. Dr George Rukaria – Dean, School of Business and Economics
11. Dr Kennedy Karani Onyiko – COD, Social Studies (Coordinator, ASWEK)
12. Mr Bakari Chaka – Secretariat Team, Directorate of Research & Innovation

THE ASSOCIATION OF SOCIAL WORK EDUCATORS IN KENYA (ASWEK)

1. Ms Phylis Muraguri – co-Chair (President, Association of Social Work Educators in Kenya & Snr Lecturer, Technical University of Kenya)
2. Mr Timothy Okatta – Secretary General, ASWEK & Lecturer, Maasai Mara University, Kenya
3. Dr Wanja Ogongi - Millersville University, School of Social Work, USA
4. Dr Bertha De Jesus - Millersville University, School of Social Work, USA
5. Prof. Mary Gitau - Clarke University, USA
6. Ms Euphracia Owuor – Nairobi Womens Hospital
7. Dr Wilkins Ndege Muhingi – Pan Africa Christians University
8. Mr Wilfred Wanjala
9. Mr. Abdullahi Hillow Hassan
10. Mr Michael Waweru
11. Mr Reynolds Kiprotich

Guest Speaker



**Prof. Shahana Rasool, Vice President, Association for Schools of Social Work in Africa (ASSWA), University of Johannesburg, S. Africa
Guest Speaker**

She is a Full Professor at the University of Johannesburg (UJ). Shahana has been an activist, researcher, trainer and academic in the field of gender for many years, with a particular focus on gender-based violence. Shahana is active in various organisations and partnerships both regionally and internationally. She is Vice President of the Association for Schools of Social Work in Africa (ASSWA) and the African representative of the International Association of Schools of Social Work (IASSW). Shahana is chair of the International Conference on Gender and Sexuality, and just edited a special issue in the Journal of Gender Issues. She is also vice-president of the Asian-African association of Women, Gender and Sexuality (AAAWGS).

KEYNOTE SPEAKERS

Sub-theme 1: Sustainable Development Goals (SDGs) and Social Work Education



Dr. Wanja Ogongi

**Millersville
University of
Pennsylvania, USA**

An Assistant Professor at the Millersville University School of Social Work in Pennsylvania, USA. Born and raised in Kenya, Dr Ogongi graduated from the University of Nairobi with her B.A, earned her Master of Social Work (MSW) degree at the West Chester University of Pennsylvania and her PhD in Social Work at Widener University, Pennsylvania. Dr Ogongi teaches a variety of courses in the BSW and MSW programs; and has chaired and served on dissertation committees for several doctoral students. Her areas of teaching include Human Behavior and the Social Environment (HBSE), Introduction to Social Work, Social Work Macro Practice and Social Work Field Education. Dr Ogongi has practised social work professionally in the areas of International Human Rights (focus on women and children), Child Welfare, Refugees and Unaccompanied Minors, and Medical Social Work. Her areas of interest for research and presentation include Social and Community Development, International Social Work Education, Multicultural Mental Health, and Issues affecting the African Diaspora in the United States.

Sustainable Development Goals (SDGs) and Social Work Education

The Sustainable Development Goals (SDGs) are a call to action to address pressing human needs in three thematic pillars- social equality, economic justice, and environmental protection without compromising the future. This visionary and bold global agenda was unanimously adopted by 193 member states of the United Nations in 2015. Achieving SDGs is of great concern to the social work profession, especially because most of the individuals and communities who bear the biggest burden of global ecological, financial, and economic mal-development contribute the least to this injustice. The SDGs provide the social work profession with an opportunity to redefine its role in challenging injustice, advancing sustainable social-economic development and tackling inequality globally. The profession is especially well suited to address these challenges through its values of human rights and social justice and normative principles that parallel the ideals set out in the SDGs.

Sustainable Development is designed to shepherd social and economic progress in ways that will not exhaust the earth's finite resources and not exploit or impoverish one group of people for the enrichment of another. Locally and internationally, social workers work towards transformational change in many communities. Social work education and training programs

should adopt a well-articulated vision and mission aimed at educating students to address global Sustainable Development Goals (SDGs). Graduates of social work training programs must have the ability to apply the skills and knowledge gained as well as embrace the Sustainable Development Goals in a manner that promotes social, economic, and environmental wellbeing. SDGs provide a framework that many social workers are familiar with in the five areas they deem to be of critical importance, specifically- People, Planet, Prosperity, Peace and Partnerships (five Ps). As indicated in the IFSW/IASSW 2014 definition of social work, these five Ps are at the heart of social work theory and practice. There have been many advances in social work programs in preparing students to intervene at the individual, family, community and societal levels. However, proceeding to intervene at the global level remains a challenge. Training professionals to think critically, solve problems and innovate will assist in meeting many of these global challenges. Global engagement requires strong cross-cultural skills, coupled with ample opportunities to interact with global communities in a meaningful manner. Social work education and training should therefore focus on producing graduates who are inter and cross culturally literate, informed and responsive. In the age of technology, educators must cultivate opportunities for cross-country/cultural connections and interactions. There are 17 broad and interdependent SDGs defined in a list of 169 Targets. Progress towards these Targets is tracked by 232 unique Indicators that are all pertinent to social work education and practice. Social work is essential to the realization of sustainability, within and beyond the SDGs. This keynote will address some but not all of the sustainable goals and how social work education and practice meet this need.

Sub-Theme 2: Emerging Trends in Social Work Education



Prof. Mary Gitau

Clarke University, USA

Is an Associate Professor of Social Work at Clarke University, Iowa, USA. She holds a BSc from Ithaca College in New York and an MSW & PhD from the University of Wyoming. Prof. Gitau's research agenda focuses on peace and social justice; (DEI)-diversity, equity and inclusion; community engagement and global and international social issues, as well as cultural competencies in working with underserved communities. She has presented research in international and national conferences and published in peer

reviewed journals which include the Journal of Global Research in Education and Social Science, and the Journal of Health Education Research among others and was the lead editor of a book entitled: Kenyan Education System: Are We Preparing Students to Meet Current Global Needs and Challenges.

Her exemplary global and community engagement work has earned her Clarke University BVM Core Values Award which exemplifies the BVM Core Values of Freedom, Education, Charity, and Justice. She is passionate about international and global engagement and has led two successful studies abroad trips to Kenya with American University students. Further, she is a two-time recipient of a prestigious fellowship from the Carnegie African Diaspora Fellowship Program (CADFP), funded by the Carnegie Corporation of New York and hosted by Kisii University, where she facilitated the establishment of the Centre for Conflict Transformation and Peace Initiatives. In addition to her work as a professor, Prof. Gitau serves as a board member of various community-based organizations. Born and raised in Kinangop, Nyandarua County, she enjoys spending time with her family, walking while listening to music and of course she loves travelling.

Emerging trends in Social Work Education

Even though social work education in Kenya is relatively a young profession, it has made tremendous milestones in becoming a recognized profession. Social work is practised in a context of rapid change and increasing complexity with policy development, research findings, community needs change, population diversity with those at-risk change, and advanced learning technology. Traditionally, social work arenas of practice have been child welfare, geriatrics, mental health, school settings, domestic violence, healthcare, substance use, and the

criminal justice system. Examining and considering the emerging trends in social work education under the influence of these global challenges require preparing professionals who are competent in providing services in varied settings. With these trends, innovations come with requirements to learn new information, develop new avenues to enrich social work competencies, prepare students with knowledge and skills of working with clients from diverse backgrounds, interdisciplinary collaboration, competency in modern learning technology, and engaging in professional development.

Learning Objectives:

Upon the completion of this presentation, participants will:

- Identify and understand emerging trends in social work education and their implication for social work practice
- Grapple with how these emerging trends can be skillfully adapted and utilized to prepare social work professionals who are prepared to take roles in varied settings.

Sub-Theme 3: Social Work within and Beyond Africa



**Dr. Emmanuel Hakizimana,
Rwanda National
Organization of Social
Workers (RWA-NOSW)
President (ai) Lecturer and
Director of Research and
Quality Assurance at Catholic
University of Rwanda**

Dr Emmanuel Hakizimana holds a Bachelor’s degree in Clinical Psychology obtained in 2008 at the National University of Rwanda, a Master of Arts in Social Works and Community Development from Kampala University (2012) and a PhD in Social Work from the Open University of Tanzania. He started lecturing at the university level in 2011 at the Catholic University of Rwanda where he also served as Academic Registrar, Director of Research and Quality Assurance; he also taught in various universities on a part-time model. He is a social worker activist involved in the development of the profession since 2011 as General Secretary of Rwanda Organization of Social Workers and now its interim President. He was recently nominated by the Rwandan Cabinet Meeting

for the position of Research Analyst in the Ministry of National Unity & Civic Engagement, Rwanda.

Social work within and beyond Africa (abstract)

Social work was informally entrenched into African cultures and other nations at large where the values of humility, empathy, honesty, and service characterized the lives of their citizens. With colonialism, young African generations assimilated western science and progressively most cultures started being influenced and changed. Social work approaches were fed by western influences and step by step Africans shifted from their indigenous practices to westernized life. Since 2011, the Rwanda Organization of Social Workers in collaboration with some Canadian universities has undertaken steps towards the indigenization of social work through documentation of how local practices are linked to the social work profession.

Sub-Theme 4: Indigenization (Decolonizing) of Social Work Practice, Education, and Discourses



Dr Sharlotte Tusasiirwe
| Lecturer, Social Work,
Secretary | Association of
Schools of Social Work in
Africa (ASSWA), School of
Social Sciences, Western
Sydney University

Dr Sharlotte Tusasiirwe is a Ugandan-born, internationally educated social worker, researcher, and activist.

After completing a bachelor's degree in Social Work at Makerere University in Uganda and a master's degree in Social Work and Human rights from the University of Gothenburg, Sweden, Sharlotte pursued her PhD at Western Sydney University, Australia from 2016 to 2020.

Sharlotte is very interested in researching Social Work Education and her PhD has been focused on how to decolonise social work education and practice to create a culturally appropriate and contextually relevant profession.

She has researched how African knowledge and **Obuntu/Ubuntu** philosophies can inform social work. She is interested in theorising how diverse epistemologies from our diverse cultures can be at the centre of social work education and practice.

She loves teaching and researching indigenous knowledge, ageing and age-old wisdom, community-led initiatives, community development and advocacy, and gender, among others.

Sub-Theme 5: Professionalization of Social Work In Kenya



Dr. Kennedy Karani Onyiko

**Head of Social Studies
Department, Maasai Mara
University**

He has over 14 years of professional work in the field of social work as a university lecturer, child protection officer and researcher. Dr Onyiko is currently a lecturer of social work and the Chairperson of, the Department of Social Studies at Maasai Mara University. He was appointed as a tutorial fellow on 7th January 2015 and promoted to a Lecturer on 17th July 2015 upon earning his PhD. Since then, Dr Onyiko has excelled as a high education manager, lecturer, and researcher.

He has co – authored and published 12 articles in refereed journals since his appointment as lecturer. He has supervised and mentored 4 master's students to completion and he is currently supervising and mentoring another two more masters and 1 PhD student.

Onyiko is currently the Principal Investigator in a research project entitled: *“Character and Thriving among Kenyan Youth: A Novel Measure for Use with Street Children and Youth Enrolled in Schools in Kenya”*. The project is funded by Templeton World Charity Foundation and is aimed at developing a measure of character for Kenyan youth who live and are educated in a range of contexts, including rural schools, urban schools, and children who are homeless (i.e. ‘street children).

He has also worked as a child protection officer for six years with Hope for Sick and poor. This is an NGO involved with the rehabilitation of street children which is a common phenomenon in the streets of the Kenyan towns.

He holds a Doctor of Philosophy in Social Work, Master of Science degree in Social Work and Bachelor of Science Degree in Social Work, all from St. Elizabeth University, Bratislava, Slovakia.

He has research interests in positive youth development, character development, child protection, resilience and care leave.

Sub-Theme 6: Specialization in Social Work Practice



**Mr. Noah Sanganyi,
HSC
Former Director of
Children Services,
Kenya**

A Child Protection Specialist for 35 years. He is immediate former Director of Children's Services at the Department of Children's Services and Secretary to the National Council for Children's Services (NCCS), a State Corporation under the Ministry of Labour, Social Protection, Pensions and Senior Citizens. He is pursuing PhD in Sociology at Mount Kenya University. Noah is the founding member of the Child Protection Network in Kenya and has over five{5} publications on child protection initiatives. Noah is an Alumni of Harvard Kennedy School Executive Education (USA) having participated in Leaders in Development: Managing

Change in a Dynamic World, June 2017.

Sub-Theme 7: Legal & Ethical Issues in Social Work Education and Practice



Dr. Bertha Saldaña De Jesús
Millersville University of
Pennsylvania, USA

Dr Bertha Saldaña DeJesús is an assistant professor and the director of the doctor of social work program in the School of Social Work at Millersville University in Pennsylvania. She teaches micro, mezzo, and macro practice, Field Education courses and co-taught Dissertation Comprehensive and Research Proposal preparation courses. In 2018, Dr Saldaña DeJesús earned her DSW through the joint program run by Millersville University and Kutztown University. In 2004, she graduated from the social work graduate program at Widener University. She graduated in 1998 from the social work program at Shippensburg University. Dr Saldaña DeJesús practised in the areas of child welfare, behavioural health, and hospice. Her research interests include field education, international social work (in the Dominican Republic and Kenya Africa), inequality and disparities, social work ethics, social work professional development, and religion.

Legal & Ethical Issues in Social Work Education and Practice

Social workers are confronted with several legal and ethical issues throughout their careers. Several difficult decisions must be made about intervention issues, professional boundaries must be maintained, and awareness of value conflicts needs to be developed. It is important to ask: What is our ethical responsibility? What governs practice? As social work educators, we are committed to imparting knowledge, skills, and ethical practice habits to our students that will protect clients from psychological and physical harm. As global social problems continue to evolve, the need for social work is now greater than ever. The way social work programs teach legal responsibilities and ethical practice must be innovative and consistent. Ethical and legal dilemmas are inevitable in an environment where social issues are a part of everyday life. Students enrolled in social work programs are expected to be trained in ethical practice and legal guidelines. These skills should be infused throughout the curriculum. Giving students opportunities to solve real-world ethical dilemmas will enable them to become agents of change the world needs at this point. Educators of social work must reflect on their pedagogy in light of the present legal and ethical issues the profession faces and provide ways for students to reflect on their experiences as practitioners through case examples, research, and fieldwork opportunities. Doing so will enable them to become innovators that effectuate change not only in students but also in how we teach.

WORKSHOP PRESENTERS

Workshop 1: Human Rights Education



Prof. Corlie Giliomee,
University of Pretoria, South
Africa

This workshop is based on the recommendations from my doctoral study to explore the nature and extent of human rights in the curriculum and pedagogic methods that promote human rights education in schools of social work at universities in Southern and East Africa. A mixed methods research approach was used. Quantitative data were gathered using an online survey, and qualitative data were collected using semi-structured interviews and document study. One of the important findings of the study was that social work educators have a need to be trained in delivering locally relevant human rights content to students and how that content must be infused into the social work curriculum, with appropriate pedagogic methods to facilitate learning which enables students to practise human rights-based social work. The proposed workshop will be a practical interactive session where the facilitator and participants work together using participative learning methods to improve their skills, knowledge, and attitudes about human rights and how to introduce it to social work students. The workshop aims to co-create ideas and share best practices to develop participants' human rights education practice in social work.

Workshop 2: The Praxis of Decolonising Social Work Education



Dr. Mpumelelo Ncube,
University of free state, South
Africa

Dr Mpumelelo E. Ncube is the Academic Head of the Social Work Department and Senior Lecturer at the University of the Free State, South Africa. He has previously been at the University of Johannesburg where he attained his PhD and taught for 7 years. His research interests include supervision and management in social work, developmental social welfare, social development and decoloniality.

Workshop Presentation 3: Writing Grant Winning Proposals in Social Work



**Dr. Ben Ole
Koissaba
Indigenous
Concerns Resource
Center & Langston**

Dr Ben R. Ole Koissaba holds a PhD in International Family and Community Studies from Clemson University, South Carolina, USA, a Post-Doctorate in Advanced Rehabilitation Research from Langston University, Oklahoma, an MA in Social Entrepreneurship from Northwest University, Kirkland, Washington, USA, and a Post-Graduate Diploma in Theology and Development from the Oxford Center for Mission Studies of the University of Leeds, UK. Dr Koissaba is a Certified Development Project Manager and a holder of several professional certifications including Occupational Safety and Health Administration, Project Information Management Systems, Project Design Monitoring & Evaluation, Financing for Development, Advocacy and Human Rights, among others.

Dr Koissaba has extensive experience working for Non-Profits and government agencies in Africa and the United States as well as International institutions like USAID, AusAid, UNDP, DFID, the World Bank, and the European Union. Dr Koissaba has contributed immensely to the work of global Indigenous Peoples through advocacy work and representation at global forums including the United Nations where he was the global co-chair for the United Nations Permanent Forum on Indigenous Peoples during the 2009 session.

Dr Koissaba's broad research interests are in indigenous societies of Sub-Saharan Africa, globalization, environmentalism and development, social justice, and human rights. Nevertheless, within these foci, is a strong work, consultancy, and research experience in community-engaged research in community development as it pertains to the challenges facing the minorities and/or underrepresented indigenous peoples in other parts of the world. Thus, he has researched, published, advocated for, and made many conference presentations on the land, ecological, and development challenges of the Maasai community of Kenya and other minority groups.

Dr Koissaba has several publications which include the book "Local Advocacy to National Activism: Maa Civil Society Forum, Kenya. ISBN 978-3-659-26221-0. Lambert Academic Publishing, and book chapters "Elusive Justice: The Maasai Contestation of Land Appropriation in Kenya: A Historical and Contemporary Perspective" in M. M. Kithinji, M. M. Koster, & J. P. Rotich (Eds.), "Kenya after 50: Reconfiguring historical, political, and policy milestones",

Basingstoke, U.K.: Palgrave Macmillan, several, and E-learning Principles and Practices in the context of Indigenous Peoples: A Comparative Study. In M. Gitau, P. Mutisya, C. Kamau, C. Wieczorek, & J. Ngundi (Eds), Kenyan Education System: Are We Preparing Students to Meet Current Global Needs and Challenges. BookBaby, among others.

The Secretary General, Association of Social Work Educators in Kenya (Aswek)

Timothy Osiru Okatta an Adjunct Faculty Member at Maasai Mara University. He is a Medical Social Worker by training and holds an MSc. in Social Work and BSc. in Social Work and Healthcare (Medical Social Work) both from St Elizabeth University (Slovak Republic, Bratislava).



**Mr. Timothy Osiru
Okatta
Secretary General, The
Association of Social
Work Educators in
Kenya (ASWEK)**

Okatta is a published author and has authored several articles in various reputable, high impact factor International Peer Reviewed Journals. His publications have attracted wide readership and citation over the years all found on Google scholar and researchgate. He has presented several papers at International Conferences on various topics locally and internationally in different countries (Kenya and Rwanda).

He has a proven track record of mentoring and guiding students and early scholars in the same. Mr Okatta represented the IFSW during the first UN Habitat Assembly in Nairobi, 2019. He is an active member of the Kenya Medical Social Workers Association, a Founder member of the Association of Social Work Educators in Kenya and the current Secretary General.

He has vast experience as a School of Social Work and a Youth Development Specialist practitioner and currently serves as a Monitoring and Evaluation Officer at Missions of Hope International, Nairobi Kenya.

Timothy Okatta

Youth Development Specialist

Faculty member- Department of Social Studies - Maasai Mara University

Association of Social Work Educators in Kenya (ASWEK) - Secretary General

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THE MMARAU-ASWEK INTERNATIONAL CONFERENCE 2022

25TH - 27TH MAY, 2022

CONFERENCE PROGRAMME

WEDNESDAY, 25TH MAY 2022

TIME	ACTIVITY	FACILITATOR
CONFERENCE PRELIMINARIES – Room 1/Link 1 (https://meet.google.com/tby-sefb-gtt)		
8:00 AM 9:00 AM	Participants Sign in/Delegates arrival and registration	Conference Secretariat/ Marketing Officials
9:00 AM 9:10 AM	Welcoming of Guests	VCs Office/Directorate of Linkages and Collaborations Office
9:10 AM 9:15 AM	Opening Prayers	Mr Timothy Okatta
9:15 AM 9:25 AM	Tree Planting for physical delegates (Live coverage to online members)	Estates, Mr. Mzalendo Kemboi
9:25 AM 9:50 AM	Entertainment & Adverts (Live coverage to online members)	Dr Kennedy Onyiko
9.50 AM 10.15 AM	Tea Break	Catering & Hospitality
WELCOMING SPEECHES		
10:15 AM 10:25 AM	Physical Group Photo for physical members (Online photo for virtual attendees members)	Mr Mzalendo Kemboi
10:25 AM 10:30 AM	Welcoming Remarks	Ms Phyllis Muraguri, Chair. ASWEK and co-chair, Conference Organizing Committee
10:30 AM 10:35 AM	Welcoming Remarks	Prof. Romulus Abila, Chair, Conference Organizing Committee

10:35 AM 10:45 AM	Opening Remarks			Prof James S. Nampushi, Ag. DVC (AF&S)		
10:45 AM 10:55 AM	Opening Remarks			Prof Bulitia M. Godrick, DVC (AS&A)		
10:55 AM 11:15 AM	Opening Remarks			Prof Joseph S. Chacha, Ag. VC		
11:15 AM 11:25 AM	Opening Remarks			Dr Benson Momanyi, University Council		
11:25 AM 11:40 AM	Opening Remarks			Dr Kennedy Ole Kerei, Council Chair		
11:40 AM 12:10 PM	Guest Speaker			Prof. Shahana Rasool - University of Johannesburg, S. Africa		
12:10 PM 12:40 PM	Sub-theme 1 Keynote Speech (Sustainable Development Goals (SDGs) and Social Work Education)			Dr Wanja Ogongi - Millersville University of Pennsylvania, USA		
12:40 PM 12:50 PM	Q/A Session for Keynote Speaker			Prof. Benard Kodak, Dean School of Arts, Humanities, Social Studies & Creative Industries		
12:50 PM 12:55 PM	Commercial Break			ICT/Secretariat		
12:55 PM 1:55 PM	LUNCH BREAK			Catering & Hospitality		
1:55 PM 2:00 PM	Commercial Break/Break out to individual rooms (Links 2 & 3 to break out from the main link: https://meet.google.com/tby-sefb-gtt)			ICT/Secretariat		
	Session 1 (Virtual) (Room 1/Link 1)	Session Chair (Dr Sammy Mutisya)	Session 2 (Virtual) (Room 2/Link 2)	Session Chair (Prof Mary Gitau)	Session 3 (Virtual) (Room 3/Link 3)	Session Chair (Dr George Rukaria)
2:00 PM 2:15 PM	Is it decolonisation or indigenisation of social work in Africa? A case in Uganda	Sharlotte Tusasiirwe (University of West Sydney, Australia)	Analysis of the Impediments to the Realisation of the total ending of all forms of Discrimination and Violence against Women and Girls by	Daniel Tuelo Masilo (University of Witwatersrand, S. Africa)	Environmental social work as a vehicle for the indigenization of Social Work	Issie Jacobs & Linda Arkert (Northwest University, Potchefstroom, S. Africa)

			2030: A Social Work Perspective			
2:15 PM 2:30 PM	The agricultural revolution: a historical review and lessons to domesticate in Kenya	Jackline Njogu (Chuka University, Kenya)	Re-examining social work training in Kenya: Integrating faith and Practice	Mary Mogute and Daniel Mutunga (Daystar University, Kenya)	Field Education in Social Work Education- Expected outcomes: community impact versus student impact	Elizabeth Ivy Smit (North West University, S. Africa)
2:30 PM 2:45 PM	Sources of Variations in the Kenyan Sign Language and its Effects on Academic Performance of Students in Hearing Impairment Schools. A Case Study	Sheila Jebet, Mutai Paul, Asakhulu N. Mukolwe (Maasai Mara University, Kenya)	Resource mobilization and fundraising in the 21 st century for non-governmental organizations in Narok town, Kenya: challenges and opportunities	Asige Lawrence, Obushe Dennis & Walter Kiboi (Maasai Mara University, Kenya)	Unpacking cultural compatibility and professional practice in an African contextual lens	Ugechukwu Ude, Paula (University of Concord, West Virginia, USA)
2:45 PM 3:00 PM	Role of Traditional Leadership Structures in Enhancing Inter-Ethnic Conflict Resolution in Laisamis Sub-County, Marsabit County, Kenya	Bursuna Ejere, Kennedy Karani Onyiko & Maurice Josphat Oduor Omollo	Socio-cultural practices that influence the Maasai boys to drop out of public primary school in Kenya. the case of Osupuko division, Narok county, Kenya	Julius Ntaiyia, Karani Onyiko & Misati Akuma (Maasai Mara University, Kenya)	Repellence of Essential Oil of <i>Nigella sativa L.</i> Seeds Against <i>Anopheles gambiae</i> And Identification of the Active Blend	Ephantus Ndirangu (Kenyatta University, Kenya)
3:00 PM 3:05 PM	Commercial Break				Secretariat/ICT	
3:05 PM 3:20 PM	Investigating the Effects of Covid-19 pandemic on Narok County's Tourism and Hospitality Sectors	Kinzi Keiza (Kenya Wildlife Service Research Training Institute, Kenya)	The role of healthcare availability on health care equity in Makueni County, Kenya	Mary Syokoli (Catholic University, Kenya)	Entrepreneurial Strategic Capability and Performance of Small and Medium Enterprises in Kenya	Paul M. Wachira, Patrick Karanja Ngugi & Samson Nyang'au (Jomo Kenyatta University of Agriculture and Technology, JKUAT, Kenya)
3:20 PM 3:35 PM	Beyond the freedom: Implications of Mass prison release of	Violet Nekesa (Catholic University, Kenya)	Curtailing Dissonance amongst Clans in Kenya: A	Joshua Ole Kelele (Maasai Mara University, Kenya)	Household catastrophic health care expenditure: Evidence on the effects	Johnson Nzau Mavole (St. Augustine University of Tanzania)

	inmates due to COVID-19 pandemic		Deeper Insight into Maasai Clans' Feuds in Narok, Kenya		of out-of-pocket health care payments in the East African Region	
3:35 PM 3:50 PM	Leading by Example: Self-Care Practices in the Classroom	Channel L Lowery (University of Minnesota, USA)	Influence of Post-Harvest Technology on Food Security in Narok East sub-County, Kenya	Asige Lawrence and Obushe Dennis (Maasai Mara University, Kenya)	Transforming Microfinance Institutions into Regulated Deposit Taking Financial Institutions in Kenya: Does Legal Compliance Matter?	George Koome Rukaria (Maasai Mara University, Kenya)
3:50 PM 4:05 PM	Alternative dispute resolution mechanisms and conflict prevention	Justus O. Kiche (Kenyatta University, Kenya)	The Role of Entrepreneurship Among the Youth to Reduce Unemployment for Sustainable Development in Kenya	Samson Kisirkoi (Maasai Mara University, Kenya)	Teacher Preparedness for Implementation of the Competency-Based Curriculum and Its Implication to Kenya	Florence Kisirkoi (Maasai Mara University, Kenya)
4:05 PM 4:30 PM	EVENING TEA/Poster exhibitions				Catering & Hospitality	
4:30 PM 5:30 PM	Workshop Presentation 1 (Human Rights Education) Room 1/ Link 1 (https://meet.google.com/tby-sefb-gt)				Prof. Corlie Giliomee, University of Pretoria, S. Africa	
5:30 PM 5:35 PM	End of Day 1; Summary Lessons & Remarks				Prof. Romulus Abila, Conference Chair	
5:35 PM 5:40 PM	Closing Prayers				Volunteer 1	
5:40 PM -	Participants Leave				Secretariat/Transport Committee	

THURSDAY, 26TH MAY, 2022

TIME	ACTIVITY	FACILITATOR
Day 2 Preliminaries – Room 1/Link 1 (https://meet.google.com/tby-sefb-gtt)		
8:00 AM 8:20 AM	Participants Registration/online attendees sign in	Conference Secretariat/ICT
8:20 AM 8:25 AM	Opening Prayers	Dr Sr Alice Sambu
8:25 AM 8:30 AM	Opening Remarks	Prof Romulus Abila/Ms Phyllis Muraguri
8:30 AM 9:00 AM	Sub-theme 2 Keynote Speech (Emerging trends in Social Work Education)	Prof. Mary Gitau - Clarke University, USA
9:00 AM 9:10 AM	Q/A for Keynote speaker	Dr Kennedy Onyiko, HOD, Social Studies, Maasai Mara University, Kenya
Group Presentations (Room 1/Link 1) (https://meet.google.com/tby-sefb-gtt)		Secretariat/ICT
9:10 AM 9:50 AM	Equitable Access to Higher Education Panel Presentation	Abby Gabner, Shanta Mills and Darlene Newman (Millersville University of Pennsylvania, USA)
9:50 AM 10:30 AM	Crossing Over: SDGs as a Framework for Connecting Social Workers Across Cultures	Kyla Campbell, Deliyah Carrasquillo, Yasmine DeLoach, Ann Kennedy, Thalia Wetherill and Susan Wysor Nguema (West Chester University of Pennsylvania, USA)
10:30 AM 10:35 AM	Commercial Break	ICT/Secretariat
10:35 AM 11:15 AM	The State of Social Work Field Education in Africa	Emmanuel Chilanga ¹ , Julie Drolet ¹ , Jill Hanley ² , Yassannah Nurudeen ¹ , Kamal Khatiwada ¹ , Godfrey Makoha ² , Uzo Anucha ³ ¹ University of Calgary, Alberta, Canada. ² McGill University, Quebec, Canada ³ York University, Ontario, Canada
11:15 AM 11:40 AM	TEA BREAK (Entertainment for virtual participants) /Poster exhibitions	Catering & Hospitality
11:40 AM 11:45 AM	Re-convergence to Room 1/Link 1 (https://meet.google.com/tby-sefb-gtt)	Secretariat/ICT

11:45 AM 12:15 PM	Sub-theme 3 Keynote Speech (Social Work within and Beyond Africa)				Dr Emmanuel Hakizimana (PhD), Rwanda National Organization of Social Workers (RWA-NOSW) President (ai) Lecturer and Director of Research and Quality Assurance at Catholic University of Rwanda	
12:15 PM 12:25 PM	Q/A for Keynote speaker				Ms Euphracia Owuor, Nairobi Women's Hospital College, Kenya	
12:25 PM 12:30 PM	Break-out to respective rooms/Commercial break (Links 2 & 3 to break out from the main link: https://meet.google.com/tby-sefb-gtt)					Secretariat/ICT
	Session 4 (Room 1/Link 1)	Session Chair (Dr Wilkins Ndege)	Session 5 (Room 2/Link 2)	Session Chair (Prof Paul Maithya)	Session 6 (Room 3/Link 3)	Session Chair (Dr Wanja Ogongi)
12:30 PM 12:45 PM	The dynamics of social media use on the self-concept and social behaviour of adolescents in secondary schools in Uasin Gishu County, Kenya	Lydia Oside Amgechi & Asakhulu Mukolwe (University of Eldoret, Kenya)	Sustainable community development through decolonial social work education: A South African perspective	Thembelihle Brenda Makhanya (University of Kwa-Zulu Natal, S. Africa)	Social Justice: Project Based Student Driven Collaboration Beyond Borders	Elizabeth Jelagat Murey, Bertha De Jesus & Wanja Ogongi (Millersville University of Pennsylvania, USA)
12:45 PM 1:00 PM	Bridging the gap in community-based pedagogical intervention through partnership: Three organizations aiming at the same goal	Peter Onchuru Mokaya (U-Tena Youth Organization, Kenya)	Construction Industry Outlook Industry Statistics and Trends	Stephen Nyakondo (National Construction Authority, NCA, Kenya)	Productivity Gap and its Determinants in Smallholder Farms: A case study of Mango Production in Makeni county, Kenya	Faith Mathew Ndanu and Job Ogada (Maasai Mara University, Kenya)
1:00 PM 1:15 PM	Diffusion or Infusion of Sustainability Development Practices in the Social Work Curriculum in Kenya	Elizabeth Jelagat Murey & Lydia Korir (Moi University, Kenya)	The Process Model of Social Work Supervision in Social Development	Mpumelelo Ncube, University of the Free State, S. Africa	Competency based education and training for sustainable development. a case of emerging economies, Kenya	Eshphan Kingori & Martha Gitahi (Directorate of University Education, Kenya)
1:15 PM 1:30 PM	Continuous Professional Development among Generic Social Work Practitioners in Kenya.	Otieno Edwine Jeremiah (Radicle Global Limited, Kenya)	Mapping Social Work Education & Training Programs in Kenya: A Baseline Survey	Phyllis Muraguri, Mary Gitau and Wanja Ogongi (Technical University of Kenya)	Effects of Covid-19 pandemic on religious activities and faith of worshippers in Kenya: A case of Narok County,	Sr. Alice Sambu (Maasai Mara University, Kenya)

					Kenya	
1:30 PM 2:20 PM	LUNCH BREAK (Entertainment for virtual participants) /Poster exhibitions				Catering & Hospitality	
2:20 PM 2:25 PM	Re-convergence to Room 1/Link 1 (https://meet.google.com/tby-sefb-gtt)				Secretariat/ICT	
2:25 PM 2:55 PM	Sub-theme 4 Keynote Speech (Indigenization (Decolonizing) of SW practice, education and discourses)				Dr Sharlotte Tusasiirwe Lecturer, Social Work, Secretary Association of Schools of Social Work in Africa (ASSWA) School of Social Sciences, Western Sydney University	
2:55 PM 3:05 PM	Q/A for Keynote speaker				Dr Wilkins Ndege Muhingi Pan Africa Christian University, Kenya	
3:05 PM 3:10 PM	Breakout to respective presentation rooms/links (Links 2 & 3 to break out from the main link: https://meet.google.com/tby-sefb-gtt)				Secretariat/ICT	
	Session 7 (Room 1/Link 1)	Session Chair (Prof Benard Kodak)	Session 8 (Room 2/Link 2)	Session Chair (Dr Bertha De Jesus)	Session 9 (Room 3/Link 3)	Session Chair (Prof Paul Maithya)
3:10 PM 3:25 PM	Words Matter: Substance Use Disorders and the Importance of Non-Stigmatizing Language	Jessica Lareau and MaryRose Kline (McLean Hospital, USA)	Reimagining the Implicit Curriculum in Kenyan Social Work Education	Njeri Kagotho and Euphracia Owuor (University of Ohio, USA)	Reflections on Social Work Field Education in Kenya: Identifying Gaps and Opportunities	Phyllis Muraguri & Wanja Ogongi (Technical University of Kenya)
3:25 PM 3:40 PM	21 st Century Challenges Experienced by Mental Health Practitioners Working with Older Adults in Kenya	Jacinta Wangui Gitau (KCA University, Kenya)	Effects of Covid-19 Pandemic on the Welfare of the Maasai Girl Child in Narok County, Kenya	Morompi Ole Masago (Maasai Mara University, Kenya)	(Un)charted Waters: Case File Analysis with Child Victims of Trafficking in South Africa	Ajwang' Warriia (University of Calgary, Canada)
3:40 PM 3:55 PM	A Sisters' Journey Through the American Child Welfare System	Madalyn Gordon (Millersville University of Pennsylvania, USA)	Implications of datafication and dataveillance of children	Wilkins Ndege Muhingi (Pan African University, Kenya)	Influence of learners' readiness and physical facilities on the transition of Learners with a visual impairment from integrated pre-primary to	Mary Consolata Shinali & Anne Maina (Maasai Mara University, Kenya)

					Primary schools in Narok County, Kenya	
3:55 PM 4:10 PM	Gender Equity for Economic Development in Africa: The Case of Kenya's Blue Growth	Rebecca Sangura & Betty Kemboi (Maasai Mara University, Kenya)	The implication of Just In Time system in Customer Satisfaction, A case study of Toyota Company, Nairobi Branch	Umami Ali (Jaramogi Oginga Odinga University of Science and Technology, Kenya)	Awareness level of pupils on CSA in Emesa sub-location, Kisii County	Ngasharr Leiyan (Maasai Mara University, Kenya)
4:10 PM 4:25 PM	The role of a social worker in the prevention of jigger infestation among children in Kisii County, Kenya	Jeniffer Koikai, Amadi Orucho and Zeddy Lemein (Maasai Mara University, Kenya)	Estimating willingness to pay as a driver of socio-economic transformation in the Yala wetland community	Kimais Nickson, Ogada Job, Abila Romulus, Ombok Maurice (Maasai Mara University, Kenya)	Effects of Covid-19 On Contractors' Business Resilience in the Construction Industry	David Lagat (National Construction Authority, NCA, Kenya)
4:25 PM 4:30 PM	Commercial Break, Re-convergence to Room 1/Link 1 (https://meet.google.com/tby-sefb-gtt)				Secretariat/ICT/Catering & Hospitality	
4:30 PM 5:30 PM	Workshop Presentation 2 (with Evening Tea/drinks) The Praxis of Decolonising Social Work Education				Prof. Mpumelelo E. Ncube, University of a free state, South Africa	
5:30 PM 5:35 PM	End of Day 2; Summary Lessons & Remarks				Prof. Romulus Abila, Conference Chair	
5:35 PM 5:40 PM	Closing Prayers				Volunteer 2	
5:40 PM -	Participants Leave				Secretariat/Transport Committee	

OFF-CONFERENCE ACTIVITY
VENUE – MARA FRONTIER HOTEL, NAROK

TIME	ACTIVITY	FACILITATOR
8:00 PM 9:00 PM	Focus Group Discussions on Social Work	Prof. Emmanuel Chilanga/Dr. Julie Drolet
9:00 PM 10:00 PM	Gala Dinner with Drinks and Roasted Maasai Goat (Participants to pay for the services)	All
10:00 PM -	Participants leave at their pleasure	All

FRIDAY, 27TH MAY, 2022

TIME	ACTIVITY	FACILITATOR
Day 3 Preliminaries – Room 1/Link 1 (https://meet.google.com/tby-sefb-gtt)		
8:00 AM 8:20 AM	Participants Registration/online attendees sign in	Conference Secretariat/ICT
8:20 AM 8:25 AM	Opening Prayers	Dr Kenneth Odhiambo
8:25 AM 8:30 AM	Opening Remarks	Prof Romulus Abila/Ms. Phyllis Muraguri
8:30 AM 9:00 AM	Sub-theme 5 Keynote Speech The Current Situation, Bottlenecks and Expectations of Social Work Education/Practice in Kenya	Dr Kennedy Karani Onyiko – Maasai Mara University, Kenya
9:00 AM 9:10 AM	Q/A for Keynote speaker	Prof. Mary Gitau (Clarke University, USA)
9:10 AM 9:15 AM	Commercial Break and Convergence of Participants to different rooms/links (Links 2 & 3 to break out from the main link: https://meet.google.com/tby-sefb-gtt)	Secretariat/ICT
	Session 10 (Room 1/Link 1)	Session Chair (Prof Francis Mburu)
	Session 11 (Room 2/Link 2)	Session Chair (Dr Abdullahi Hillow)
	Session 12 (Room 3/Link 3)	Session Chair (Dr Sammy Mutisya)

9:15 AM 9:30 AM	A Demographic Survey of the Reception of Damietta Peace Initiative as a method to resolve Interreligious Conflicts in Nairobi, Kenya	Sambu Alice (Maasai Mara University, Kenya)	Mental illness intervention among adolescents during the Covid 19 pandemic era	Peter Onchuru Mokaya & Muthoni Kamau (Executive Director, U-Tena Youth Organization, Kenya)	Incorporating intentional professional mentorship in youth job placement and entrepreneurship to address youth unemployment in Kenya.	Timothy Osiru Okatta (Maasai Mara University, Kenya)
9:30 AM 9:45 AM	The socio-economic determinants of agricultural productivity: a case of orange farming in Makueni County, Kenya	Muuo Wambua and Christopher Maokomba (Maasai Mara University, Kenya)	African social work education and training: Challenges and opportunities for social work	Ugechukwu Ude Paula & Wanja Ogongi (University of Concord, West Virginia, USA)	A Call to More Engagement of Social Work Professionals in Social Policy Making and Practice in Kenya Today	Harrahs Malinda & Phyllis Gacheke (Christian Scott University, Kenya)
9:45 AM 10:00 AM	Leveraging Ocean Economy for Empowerment of Women: A focus on Kenya	Sangura Rebecca (Maasai Mara University, Kenya)	Nourishing Minds: A study of food insecurity among Moi University students in Kenya	Bemnet Bekele, Francis Omondi & Joshua Makau (Millersville University of Pennsylvania, USA)	Anthelmintic properties of <i>Cucubita pepo</i> seed extracts	Denis Kiragu (Maasai Mara University, Kenya)
10:00 AM 10:15 AM	A framework for Electronic Document Management in the implementation of E-Government in Kenya	Priscah Kirwa & Rogers Matiko Obare (Maasai Mara University, Kenya)	The Relevance of Social Work Practice for Social Development in Kenya	Onyiko Kennedy Karani, Jeremiah Echukule, Martha Tali & Orucho Justine Amadi (Maasai Mara University, Kenya)	The Role of Public Administrators in Mitigating Gender Based Violence Meted Against Children	Aden Ang'aba Esokomi (Maasai Mara University, Kenya)
10:15 AM 10:45 AM	TEA BREAK (Entertainment for virtual participants) /Poster exhibitions				Catering & Hospitality	
10:45 AM 10:50 AM	Re-convergence to Room 1/Link 1 https://meet.google.com/tby-sefb-gtt					Secretariat/ICT
10:50 AM 11:20 AM	Sub-theme 6 Keynote Speech (Specialization in Social Work Practice)					Mr Noah Sanganyi; Immediate Former Director of Children Services, Ministry of Labor, Social Protection, Pensions and Senior Citizens

11:20 AM 11:25 AM	Q/A for Keynote speaker					Dr Wilkins Ndege Muhingi, Pan Africa Christian University
Commercial Break and Convergence of Participants to different rooms/links (Links 2 & 3 to break out from the main link: https://meet.google.com/tby-sefb-gtt)						Secretariat/ICT
	Session 13 (Room 1/Link 1)	Session Chair (Dr Karani Onyiko)	Session 14 (Room 2/Link 2)	Session Chair (Dr Wanja Ogongi)	Session 15 (Room 3/Link 3)	Session Chair (Dr George Rukaria)
11:25 AM 11:40 AM	The Impact of Primordial Social Bonds on Electoral Participation in Uasin Gishu County-Kenya	Geoffrey Towett & Karani Onyiko (Maasai Mara University, Kenya)	Challenges and opportunities experienced by social work learners during the covid-19 pandemic	Boniface Mwema Melissa Omondi Joseph Kisibi Nicole Barasa (Technical University of Kenya)	Effects Of Quality On Procurement Performance Of Public University In Kenya	Stella Chesseto (Maasai Mara University, Kenya)
11:40 AM 11:55 AM	Performance of Transfer in the Construction Industry of Kenya	Proson Kipng'eno (National Construction Authority, NCA, Kenya)	Cost effectiveness of various interventions for enhancing retention to care with adequate viral load suppression among HIV-positive young people in Homa Bay County, Kenya	Eucabeth Jabuya & Grace Orina (Maasai Mara University, Kenya)	Assessing the health hazards present in open air markets and the effects they pose; a case study of markets in Narok town, Kenya	Vaniah Karimi (Maasai Mara University, Kenya)
11:55 AM 12:10 PM	Fabrication of a galvanic ion cell using waste aluminium foils electrodes and synthesized citric acid as electrolyte	John Wamumwe (Maasai Mara University, Kenya)	Analysis of the Catalytic Behavior of <i>Osyris Alba</i> Bark and <i>Indigofera Amabelacensis</i> Leaves Extract in Ethanoic and Lactic Fermentation	Maxwell Gitonga (Maasai Mara University, Kenya)	Prevalence of child sexual abuse among pupils in Kisii County during the Covid-19 pandemic	Amadi Orucho, Zeddy Lemein, Karani Onyiko (Maasai Mara University, Kenya)
12:10 PM 12:25 PM	Inculcating wealth creation versus income generation concept among the youth in urban informal settlements in Nairobi	Timothy Okatta (Maasai Mara University, Kenya)	Agricultural capacity development opportunities for women and youth in Kenya: the role of open distance and e-	Sammy Mutisya (Maasai Mara University, Kenya)	Alcohol and Child Health in Gesoni Location, Kisii County, Kenya	Jaqueline Naulikha (Maasai Mara University, Kenya)

	– Kenya		learning			
12:25 PM 12:40 PM	Effects of Covid-19 Pandemic on The Academic Perception of Class 8 and Form 4 Students Towards Their National Exams: A Case Study of Narok County, Kenya	Rueben Kweingoti (Maasai Mara University, Kenya)	Factors Leading to Increased Poverty Levels in Kajiado County, Kenya	Ngashar Leyian & Mary Koisa (Maasai Mara University, Kenya)	The intertextuality of Themes in the Plays of Kinjeketile and Majira ya Utasa	Susan Njoroge, Alexander Meitamei & Benard Kodak (Maasai Mara University, Kenya)
12:40 PM 12:45 PM	Commercial Break, Re-convergence to Room 1/Link 1 (https://meet.google.com/tby-sefb-gtt)				Secretariat/ICT/Catering & Hospitality	
12:45 PM 1:15 PM	Sub-theme 7 Keynote Speech (Legal & Ethical Issues in Social Work Education and Practice)				Dr Bertha De Jesus, Millersville University of Pennsylvania, USA	
1:15 PM 1:50 PM	Workshop Presentation 'Writing Grant Winning Proposals in Social Work'				Prof. Ben Ole Koissaba, Cross Cultural Consultancies & Langston University of Oklahoma, USA	
1:50 PM 2:40 PM	LUNCH BREAK (Entertainment for virtual participants) /Poster exhibitions				Catering & Hospitality	
Closing Ceremony (Room 1/Link 1) (https://meet.google.com/tby-sefb-gtt)						
2:40 PM 2:50 PM	Lessons learnt from the Conference				Prof Romulus Abila, Conference Chair, and Ms Phyllis Gacheke, Conference co-chair	
2:50 PM 3:05 PM	The Way Forward				Prof. Bulitia Godrick, DVC (AS&A)	
3:05 PM 3:30 PM	Closing Speech & Issuance of Certificates				Prof Joseph S. Chacha, Ag. VC	
3:30 PM 3:35 PM	Vote of Thanks				Prof. Benard Kodak	
3:35 PM 3:40 PM	Closing Prayers				Dr. Sr Alice Sambu	

3:40 PM -	Interested participants Leave for Maasai Mara Game Reserve	Secretariat/Transport Committee
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Room 1 – Conference Hall

Room 2 – Sch. Of Business and Economics Postgraduate Room

Room 3 – Sch. Of Education Postgraduate Room

*The programme caters for 21 oral presentations on the 1st day, 33 on the 2nd day and 30 on the 3rd day (84 in total)

*Poster presentations/exhibitions be presented during the health breaks

*Sessions 1,2 & 3 are fully virtual

*There will be 7 Keynote presentations and 3 workshop presentations

*There are 3 group presentations to be conducted on the 2nd day

*Sessions 1,2,3 virtual presentations for those outside Kenya (Time in Pennsylvania is 0730 to 0830 hrs)

*Links 2 and 3 are breakout links from Link 1 (<https://meet.google.com/tby-sefb-gtt>)

Support Lines

Issue	Contacts
For presentations submission	aswek-mmarauconference2022@mmarau.ac.ke Call/Whatsapp; +254-705350166 (Chaka) +254-726375961 (Timothy)
Difficulties in accessing the room links	Call/Whatsapp; +254-721284526 (Njoroge) +254-725513032 (Kibaso) +254-723068081 (George) +254-786835417 (Sadia)

PARTICIPANTS ABSTRACTS

Sub-Theme I: Sustainable Development Goals (SDGs) and Social Work Education Awareness Level of Pupils On CSA in Emesa Sub-Location, Kisii County, Kenya

Ngashar Leiyian¹, Dennis Kipkorir², Kimberly Miser Otieno³, Aswani Emmanuel⁴, Faith Nafula⁵,
Elijah Kyalo⁶, Janet Akinyi⁷, Everlyne Kamene⁸, Pauline Maithya⁹, Perseveranda Mwenze¹⁰, Amadi
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Abstract

Child abuse as recorded in literature in many parts of the world continues to affect children conventionally. The abuse dates back to ancient civilizations as seen in the reports of female genital mutilation, infanticide, neglect, abandonment and child trafficking. Child abuse is a worldwide problem that occurs in various forms and is profoundly entrenched in cultural, economic and social practices. It manifests in different forms such as physical, emotional neglect and sexual abuse. Child sexual abuse (CSA) is a global problem which cuts across all status boundaries ranging from social, economic, cultural and political. Despite myriad research on CSA, its awareness level has been difficult to estimate among pupils. This study, therefore, concentrated on the awareness levels of pupils on CSA. The study used systematic sampling to select pupils, convenience sampling to select parents/guardians and purposive sampling to select key informants. The sample size was 100 pupils, 100 parents/guardians and 10 key informants. The findings of the study reveal that the knowledge of teachers, parents and other caregivers on CSA prevention directly influences the child's prevention awareness. The study recommends a dialogue among the religious institutions, policy formulators, teachers and parents, the introduction of sex education both at the school and societal level to equip the learners with the possible negotiation technics, abuser identification, where to report in the event of abuse and the consequences of the abuse and the emphasis should not only be on girls but also boys since all can be sexually abused.

Key Words: Child abuse, Child Sexual abuse, Child trafficking, Prevention awareness, Female genital mutilation, Sex education

Crossing Over: SDGs as a Framework for Connecting Social Workers Across Cultures

Kyla Campbell, Deliyah Carrasquillo, Yasmine DeLoach, Ann Kennedy, Thalia Wetherill and Susan
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Abstract

The Council on Social Work Education provides accreditation to US based social work education programs. The most recent Educational Policy and Accreditation Standards highlight the importance of having a global perspective in US-based social work education and “enhancing the quality of life for all persons, locally and globally” (p. 5). One of the main intentions of the Sustainable Development Goals is to provide broad-based goals which can be implemented at the most local of levels with the intent to create ripple effects for societal change. This workshop, presented by five US-based undergraduate social work students, will offer a fun and engaging activity to illustrate how we as social workers can connect beyond borders and cultures when we use the Sustainable Development Goals as a framework to bridge the gaps between us. These students, having completed the second semester of their senior year field placements while taking an advanced policy course which uses the SDGs as a framework, will be in Kenya shadowing social workers in the field. They will use the knowledge gained in their classrooms, their US based field placements, and their initial experiences in Kenya to create a space of sharing, exchange, and humility. Participants, in addition to engaging with one another, will have the opportunity to hear briefly from each student on their personal experiences. The professor for the course will also be available to talk about the structure of the course and how the same framework might be applicable in other classrooms.

Key Words: social workers, culture, SDGs

The Role of a Social Worker in The Prevention of Jigger Infestation Among Children in Kisii County, Kenya

Orucho Justine Amadi¹, Zeddy Kauria Lemein² & Jennifer Malaso Koikai³

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Abstract

Social workers are key professionals in assessing social care needs and providing psychosocial support. Nonetheless, the needs for jigger infestation containment and control are not well managed. Tungiasis is both a social and public health concern worldwide. It affects the victim's quality of life through localization in the foot causing walking difficulties that reduce the normalcy of the infested child. Both social and psychological problems such as low self-esteem and stigma have been identified among the children infested with jiggers. The purpose of this study, therefore, was to investigate the role of a social worker in the prevention of jigger infestation among children in Kisii County. The study utilized a descriptive survey design. The sample size was 50 pupils, 50 parents, 20 Key Informants and 20 practising Social workers. The findings of the study reveal that to mitigate Tungiasis, the risk factors that contribute to their spread such as poverty, poor hygiene conditions, area sanitization, inadequate health facilities, sharing houses with domesticated animals, political negligence and controlled number of children in families should be addressed. social work practitioners should engage with children to assess challenges in social functioning, process information in ways that enhance their ability to maintain body hygiene, develop skills to curb tungiasis and create support for change. The study recommends a change of behaviour in the community and the superstitions' perception of the causes of Tungiasis.

Key Words: Tungiasis, Social worker, Psychological problem, Stigma, Low self-esteem.

Diffusion or Infusion of Sustainability Development Practices in the Social Work Curriculum in Kenya

Dr Elizabeth Jelagat Murey¹, and Lydia Korir¹

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Abstract

The global agenda of sustainable Development Goals (SDGs) provide social workers with an opportunity to redefine their role in people empowerment, socio-economic development, human rights and the environment. This is especially so for social workers in transitional societies whose roles have been narrowly defined in the past. Additionally, there is consensus among scholars that the most effective way to achieve Sustainable Development is by enhancing educational practices. This brings the issue of curriculum development and reviews to the core of sustainable development. Among all the professions, social work carries specific importance, primarily because the competence of social work practitioners will have a direct impact on the pursuit of SDGs. Hence there has been a realization that curriculum planning and review for social work educators need to be suitably aligned to the requirements of Sustainable Development Goals. Social work institutions of higher learning are therefore considered as the avenue in ensuring the fulfilment of these development goals. Unfortunately, these social work institutions in many developing countries remain locked into their role of being a mere supplier of skilled labour to industry and are thereby unable to respond effectively to the needs of the sustainable development strategies. There is a need, therefore, for social work professionals to be called upon to reorient their curricula towards sustainability. The objectives of this paper were to critically explore the role of social work institutions of learning as a catalyst toward sustainable development, examine how Sustainable development goals can be successfully embedded across the entire curricula and suggest the appropriate model for the incorporation of Sustainable Development in the curricula. The study used content analysis to analyse the objectives. The findings showed that social work Institutions of learning have particularly adopted various approaches to sustainable development through curricula shifts. The paper recommends that there is a need for institutions of learning to understand their key role as agents of Sustainability; integrate sustainability as a transversal theme rather than limiting it to specific parts of the curriculum and invent new ways in which the concepts of Sustainable Development can be infused into the curricula.

Key Words: Sustainable Development, curriculum, sustainability, Institutions of higher learning, Infusion, Diffusion

Competency Based Education and Training For Sustainable Development: A Case of Emerging Economies, Kenya

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Abstract

Universities, in emerging economies same as in developed economies, have a critical function to play owing to the rapidly changing, fragile and fractured world. It is, therefore, essential that they remain relevant by keeping abreast with new research, innovation and technological demands of the 21st-century economies. In an emerging economy like Kenya, universities have to play a pivotal role in enabling the society to deal with the challenging restructuring process that our economy has been undergoing for the last two decades in its endeavour to become a competitive middle-income nation by the year 2030. Discovering new knowledge and skills as well as cultivating an academically rich environment in higher education are possibilities that can make a knowledge-based economy a reality. The rationale of increasing the stimulus for obtaining global solutions towards the breakaway issues and challenges, for instance, rising levels of radicalization, increasing level of uncertainty, rapid change and complexities has lingered in the minds of the academia for a long. To seek a response to the foregoing, developed nations, as well as emerging economies, are consistently adopting more sustainable intervention measures which are anchored on appropriate education which has the potential to sustain their economic development. Nonetheless, sustainable development is a largely demanding concept which encompasses changes at the political, economic, social, educational and environmental levels among other levels of development. Because of this fact, sustainable development can be seen as a progressive search for a pathway for improving human daily lives while putting levels of negative environmental impacts at their minimum and at the same time lowering ecological scarcities. Competency Based Education and Training (CBET), for this purpose, comes as a pathway for the creation of an educational platform which will impart graduates with skills and competencies which would make them active, creative, cooperative and capable of combining theoretical knowledge with innovative and practical ideas. Nonetheless, the level of preparedness of institutions of higher education in mainstreaming CBET in their curriculum is to a larger extent unexplored. It is paramount for universities to embark on a move to play an enabling role in the implementation of CBET to remain relevant in meeting new research, innovation and technological challenges, geared towards the attainment of a middle-level industrial status. This is the lacuna addressed by this research paper. The research paper is anchored on Moshman's Dialectical Constructivism Theory (DCT). The paper thus attempts to explore CBET through the eyepiece of higher education and further justify its integration in university education and its ensuing implications on sustainable development in Kenya.

Keywords: Competency Based Education and Training, higher education, sustainable development, recognition of prior learning, technical skills

Sub-Track 2: Emerging Trends in Social Work Education

Prevalence of Child Sexual Abuse Among Pupils in Kisii County During The Covid-19 Pandemic

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Abstract

Child sexual abuse (CSA) is both a social and public health concern locally and globally. A mutual mistaken belief on child sexual abuse is that it is an uncommon occurrence committed against girls by male strangers in both rural and urban areas in Kenya. Notwithstanding myriad research on CSA, little is known about its Prevalence. It occurs at all levels of society affecting not only girls but also boys. The purpose of this study, therefore, was to investigate the prevalence rate of child sexual abuse among pupils during the COVID-19 pandemic. The COVID-19 plague is an international historic incident that will remain to affect approximately every facet of ordinary life, including affecting our economic, political, and healthcare eco-systems. The study was informed by the Attachment Theory which suggests that children's lives are centred initially on their parents, the family environment being their primary agent of socialization. Systematic random sampling was used to select the respondents to ensure that the sample was representative. The study utilized a descriptive survey design. The study population was 700 pupils out of which a sample size of 100 (14 per cent) pupils was selected. The study used questionnaires administered to each respondent. The researcher administered the questionnaires individually to all respondents. The study found out that threats from perpetrators were preventing the disclosure of child sexual abuse. The research recommends that research, programs and policies should focus on child protection. The patriarchal narrative of manhood needs to change and boys should read from a different script on their roles and place in the society.

Key Words: Attachment theory, Patriarchal narrative, Socialization, perpetrators. COVID-19

Leading by Example: Self-Care Practices in the Classroom

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Abstract

The COVID-19 pandemic has had drastic implications for social work in both practice and educational settings. We have seen an increased need for social workers that has been heightened by the global pandemic. Social workers and other helping professionals have high exposure to populations that have experienced trauma. There is a continual need for these professionals to utilize inner and outer resources to do their job effectively. Depletion of these resources can lead to burnout. Social workers who are new to the profession are more likely to experience a lack of learned coping mechanisms that come with experience and practice. Michalopoulos and Aparicio, (2012) suggest that newer social workers have a higher risk of developing vicarious trauma and becoming burnt out as a result. The profession has been challenged to include the teaching of professional self-care concepts into social work education programs with the goal of better preparing new social workers for the realities of jobs and how they can better take care of themselves (Newell & Nelson-Gardell, 2014; Newell & MacNeil, 2010). Specifically, Newell and Nelson-Gardell (2014), propose including self-care as a measure of student's competency listed in the required learning contract for field placement. Social workers being aware of the challenges they will face in their work as well as strategies that can be utilized to combat these challenges will assist them in being prepared and productive in their careers. Although the importance of self-care practices and utilization is agreed upon among helping professionals, conceptualization, formal discussion, and the use of a curriculum that highlights self-care is minimal (Diebold et al., 2018; Slemon et al., 2021). Mindful classrooms have been suggested as a way to help students cope with the stressors of their educational and work/field experiences (Napoli & Bonifas, 2011). The benefits of integrating self-care concepts and exercises into the classroom can lead to increase confidence, competence, and demonstrations of self-care practices among students (Franz et al., 2019). This has implications for social work practice as these students prepare for field placements and to be professionals in the field of social work. Making sure that students are adequately prepared for the professional roles they will take on as social workers requires a holistic and critical evaluation and the messaging they are receiving during their educational journey.

Keywords: Self-care practice, covid-19 pandemic, classroom

Bridging the gap in community-based pedagogical intervention through partnership: Three organizations aiming at the same goal

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Abstract

Research evidence indicates that students from the informal settlements of Nairobi don't make the transit to high school. U-Tena Youth organization implements after school hours interventions that aim at improving learning outcomes and life skills among high school students and better parenting in the informal settlements of Viwandani. This is done through career awareness sessions, motivational talks, holiday homework support, counselling support and community leadership involvement. Through the evaluation processes of APHRC, it was found that learning outcomes and the transition were improved in the informal settlements of Viwandani through the work of the U-Tena Youth Organization. Since most parents are unable to retain their children in high school because of school fees, World Education Fund chipped in to support bright needy students in the program with high school scholarships. As APHRC offers leadership in the project, U-Tena manages intervention processes and World Education Fund funds the high school retention arm. APHRC evaluates the process, documents and shares learnings. Intervention components are implemented by U-Tena Youth Organization while funding support is given by World Education Fund while APHRC offers leadership and evaluation of the project. Learning of this project is done through intervention research that quantitatively and qualitatively seeks to determine which of the intervention packages has the most significant impact among secondary school students. In this presentation, we use longitudinal data that is continuously updated by APHRC from 2016 to date. Intervention packages will be linked to the outcomes of the project's participants. More than 90% of targeted students transitioned to high school, 66% received subsidies of \$100 each to join high school, and 100% of the beneficiaries receive shopping vouchers worth \$15 as per the support from APHRC. Due to research findings, World Education Fund will fund 120 students with high school scholarships. This study demonstrates how different organizations can partner to improve education outcomes based on each entity's competitive advantage.

Keywords: Informal settlements, U-Tena Youth Organization, students performance

Socio-Cultural Practices That Influence The Maasai Boys To Drop Out In Public Primary School In Kenya. The Case of Osupuko Division, Narok County, Kenya

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Abstract

Education is the basic human capital and social development against ignorance and poverty across the world. It enables individuals to acquire skills, knowledge and abilities for a better future. Free primary education introduced by the Kenyan government to all children of school-going age is characterized by high dropout rates. The school dropout phenomenon is not only a concern in Kenya but a global challenge. It has a negative impact on individuals, families and the country at large. The dropout rate among the Maasai boys is a concern to the stakeholders in the Osupuko division. The present study sought to determine how socio-cultural practices influenced the Maasai boys to drop out of public primary schools. The study utilized the Classical Theory of Equal Opportunity with a descriptive research design. The target population comprised 415 school dropouts, their parents, 20 head teachers, 5 area chiefs, 3 cultural leaders and 2 education officers. Simple random sampling was used to select the school dropouts while convenience sampling was used to select parents. Purposive sampling was used to select key informants. The sample size of 62 school dropouts, 62 parents, 6 head teachers, 5 area chiefs, 3 traditional leaders and 2 educational officers as respondents and key informants respectively were used in the study. Questionnaires and interview schedules were used to collect data. Data were analyzed quantitatively and qualitatively and were presented using tables and graphs. The results showed that socio-cultural practices like Moranism (Maasai warriors), age set/group systems, initiation ceremonies, appointments as cultural leaders and rites of passage contributed to school dropout. Further, the study established that the boys are taught to be dominant and to be aggressive to serve as a pillar for social protection in the community. From the findings of this study, the following conclusions were drawn. Maasai social-cultural practices such as rites of passage, "Moranism" (warriors), male chauvinism, age set/group system, and pastoralism which is a subsistence strategy dependent on the herding of animals such as sheep, goats and cattle by young boys who migrate from one place to another in search of pasture, ear piercing, tooth removal and tattooing are school dropout pulls practices.

Key Words: Socio-cultural practices, School dropout, Boys

**Effects of Covid-19 Pandemic on the Welfare of the Maasai Girl Child in
Narok County, Kenya**

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Abstract

The Maasai girl child is vulnerable to poor menstrual hygiene, teen pregnancies, early marriages, domestic violence and female genital mutilation (FGM). Schools had temporarily offered the girls shelter towards these challenges. However, the covid-19 pandemic led to the indefinite closure of schools forcing the girls back home to the full glare of these predicaments. Additionally, there was fear of the health pandemic which had also affected the economy. This study aimed at examining how the covid-19 pandemic had affected the welfare of the Maasai girl child in Narok county, Kenya. A cross-sectional design of the study was used. Data was collected using questionnaires and observations. Descriptive analysis was used to analyze the data. The findings indicate that frustrations over lack of basic needs coupled with numerous domestic violence incidences caused the girls to engage in 'sex for sanitary towels'. 83.1% of the girls did not use any sex protection means while a majority of the rest used ineffective methods. FGM was at its peak as there was abundant time to practice it and less government interference. In conclusion, the Maasai girls' welfare was in dire need of external assistance. Government and non-governmental organizations (NGOs) should urgently intervene to rescue the Maasai girl child.

Keywords: Maasai girl child; covid-19 break; teen pregnancies; early marriages; Female Genital Mutilation

**Effects of Covid-19 Pandemic on The Academic Perception of
Class 8 and Form 4 Students Towards Their National Exams: A Case Study of Narok County, Kenya**

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Abstract

National exams in Kenya have been seen as the bridge to better livelihoods. Passing the exams translates to more chances of selection to quality schools and professional courses. On contrary, failing these exams is perceived to render the candidate 'a community failure', with little chance of making it in life. The exams, therefore, carry a lot of weight in the minds of candidate students. The covid-19 pandemic resulted in the indefinite closure of learning institutions. This closure affected many dynamics responsible for candidates' performance in their national exams. A study was hereby conducted aiming to assess how the pandemic had affected candidates' (class 8 and form 4) perception of national exams in Narok county, Kenya. The research used a mixed design involving a case study and a cross-sectional design study. Questionnaire guides were used. Descriptive statistics were used to analyze the findings. The findings indicated that the candidates' perception of passing in essential subjects was completely altered. The pandemic also made the learners switch their dream professions. The study found out that there was little online learning activity with numerous excuses for the same. Most of the learners indicated that their perception of school resumption was largely dependent on how the government would contain the pandemic. In conclusion, the pandemic had significantly ruined how the learners perceived national exams. The authors recommend all education stakeholders move with speed in ensuring the candidates are engaged with learning activities either online or through community-based learning platforms.

Keywords: Class 8 and Form 4 candidates, covid-19 pandemic, perception towards national exams

**Investigating the Effects of Covid-19 pandemic on Narok
County's Tourism and Hospitality Sectors**

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Abstract

The tourism and hospitality sectors are one of the biggest economic pillars of Narok county, Kenya. This study was conducted to examine the exact level and nature of the effects of the Covid-19 pandemic on the sector in Narok county. A cross-sectional design of the study was used. Questionnaires, interview guides and observations were used for data collection. The findings indicated that over 70% of the clients were non-willing to resume tourism activities after the pandemic is over. Some of the stakeholders had partially or fully changed their profession. The average number of clients visiting tourism destination sites had reduced by 84% within 3 months. The clients had changed their perception of preference, with economy and safety being preferred over comfort. As a result, their mode of transaction and travel changed. There was no significant change in the preferred tourism destination sites ($P < 0.05$). The stakeholders' net profit margins had reduced from more than Ksh. 40,000 to less than Ksh. 10,000 per month. It was concluded that the sector had truly been ravaged by the pandemic. The stakeholders recommend cushioning in form of tax-waivers, monthly stipends or incentives from the county and national government.

Keywords: Tourism and hospitality sector, Covid-19 pandemic, stakeholders, Narok county, economy

Effects of Covid-19 pandemic on Religious Activities and Faith of Worshippers in Kenya; A Case Study of Narok Town, Kenya

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Abstract

The novel covid-19 pandemic led to changes in lifestyles and other social activities including religious gatherings. In Kenya, the government restricted attendance of worship places in March 2020 to help curb the spread of covid-19. This study sought to determine the impact of this restriction on the members' faith and activities towards their religions. A descriptive survey was carried out in Narok town, as a representative of other parts of the country. Questionnaire and interview guides, as well as observations, were used for data collection. The study found out that the majority of the members still had a strong faith in their religious doctrines and leaders. About half of the respondents were still actively engaged in other religious activities such as reading holy books and following weekly sermons on media. However, there was a significant difference in most religious activities carried out by worshippers before and after the pandemic. Radio and television were the most exploited media for transmitting weekly sermons. A good proportion of the respondents were afraid that continuous absenteeism from worship places would significantly alter their faith.

Keywords: covid-19, religious activities, faith, religious doctrines

Mental illness intervention among adolescents during the Covid 19 pandemic era

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Abstract

According to the report done by the Population Council in 2021, 97% of adolescents reported having challenges accessing learning materials, 4% of 15-19 years' adolescent girls are pregnant or had a baby 75% of adolescents reported having missed meals, 52% of boys, and 39% girls reporting physical violence and nearly half of the adolescence reported experience of depression symptoms due to Covid 19 complications. U-TENA in partnership with Brown University (USA) has been implementing the KUZA project since 2013. This project that targets young adolescents addresses the needs of girls on the frontiers of financial literacy and Sexual and reproductive health. Due to the effects of Covid 19, U-Tena in consultation with Brown University incorporated a mental health component in this intervention from October 2020. These two institutions came up with a mental health intervention project that sought to achieve the following objectives: create awareness of mental health through sexual reproductive health, capacity to build the support for young adolescents to manage their mental distress and engage government and other partners to support young youths on mental health matters. Training and recruiting of mentors/counsellors were done in January. With the consent of the parents and in collaboration with the Ministry of Health (School Health Program) One hundred and twenty adolescents in grade 5 who needed mental health intervention were recruited from several schools in the Viwandani informal settlements of Nairobi. Each of the eight mentors/counsellors was assigned fifteen mentees'. The first activity for the mentors was to conduct a Problem Management Plus pre-assessment test to assess the mentee's level of mental distress. Each mentor had 15 mentees for focus group discussions that were conducted twice a month. The mentees who had scored about 15 points out of 20 on the assessment were to undergo an individual problem management session of six sessions. For cases that need more support referrals were made. Parents' sessions were done once every quarter. A lot of parental sessions were required since most parents were struggling in providing psycho-social support to their children which led to some factors contributing to mental illness. Mode of inquiry: In mid-November 2020 U-TENA conducted a survey in the fourteen villages of Viwandani interviewing three hundred and thirty adolescents on sexual reproductive health and mental health issues. The analysis was done by the brown student's team and inclusion in mental health was highlighted as key as we offer SRHR mentorship to the adolescents. Out of 304 surveys conducted, 101 participants had difficulty sleeping, 73 participants had been physically, sexually or emotionally abused, and 25 participants had attempted to commit suicide. Within the first eight months of implementation, a drastic change had occurred among adolescents in their self-awareness and self-esteem.

Keywords: U-Tena youth organization, mentorship, mental health

Sub-Theme 3: Social Work within and Beyond Africa

African social work education and training: Challenges and opportunities for social work

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Abstract

Social work education and field practice are essential in helping the social work profession attain its mission of lifting individuals, families, groups, and communities from poverty and oppression. Each plays a vital role in helping students acquire essential knowledge and skills that would allow them to practice social work effectively in the practice areas of interest. Delivery and evaluation of African social work education and training on this ground is paramount. On reviewing curricula of several social work departments in some of the Sub-Saharan African universities' websites, there exist few explicit or clear curricula depicting a structured social work education curriculum and methods of engaging and socializing social work students to professional social work practice. This review reveals a need for the Association of School of Social Work in Africa to mobilize and implement a unified social work education and field practice system to help students achieve their learning and practice goals which would translate to providing a quality social work education and training. Therefore, this proposed conference presentation calls for consistency in the delivery and implementation of social work education and training to minimize opportunities for students and enhance and ensure the future of social work as a profession. In this light, this presentation will discuss the current landscape of social work education from publicly available materials, the role of the African social work departments in designing explicit/implicit and measurable curricula, and field education processes, monitoring, and supervision to facilitate competent field learning and practice skills.

Keywords: social work education, field practice, Africa, education and training

Nature & impact of harassment of domestic women worker in district Peshawar, Khyber

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Abstract

Women domestic servants are part of the workforce that rests unseen and invisible in plain view. This is the most vulnerable and unstandardized among other professions which are the necessities of the civilizations. The current study was carried out to through light on the present condition and problems of domestic women workers and especially exploring the nature of harassment of domestic women workers in district Peshawar and to come up with the solutions to these problems. This study speaks about various aspects of women's labour for extended years till now, great importance was attached to paid domestic servants. To complete this study, the researcher reviewed related statistics and literature to discuss and address all facets of the women domestic workers. The main objectives of the study are to explore the types and extent of harassment faced by domestic women workers in the workplace and explore the impacts of harassment on the domestic women workers' jobs and family life. Further to find out the domestic women workers' level of knowledge regarding harassment issues, their possible solutions, and the legal and social problems faced by the domestic women workers while seeking justice in the harassment cases. The impediments are broadly divided into general harassment, verbal harassment, physical and sexual harassment, low wages, long working hours, no maternity leaves, humiliation, no recognition of their work at a national level, no union, and no other benefit under a legal framework. This research study provides information for victims as well as for those who are doing legislation and research on harassment related to women domestic workers. Serious efforts are required to provide a safe working environment & social security to domestic women workers and to improve the working conditions of domestic women workers in district Peshawar to encourage women to join any profession without any fear. This will lead to the development, empowerment and participation of women in the decision-making process.

Keywords: women, domestic servants, harassment, social security

Social Justice: Project Based Student Driven Collaboration Beyond Borders

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Abstract

The mission of the social work profession is grounded in meeting the needs of others while empowering them to be the best version of themselves. This mission aligns deeply with the principles of the Ubuntu philosophy, its values, beliefs, and the customs that dictate the behaviour of those who practice it. The Ubuntu concept of "I am because we are" is at the heart of social work practice, as the confidence and competence to serve others can only be possible if we first begin knowing and acknowledging who we are, and how we are interconnected with others. Our day-to-day call as social work educators is to become innovators that influence transformational changes in students, as they learn to engage, assess, and intervene with other humans by offering experiential learning opportunities beyond the classroom. We will discuss how Ubuntu practices can assist students to engage in online group work research while being socialized to social work practice as they simultaneously enhance macro practice skills and knowledge beyond their borders. Participants will have an opportunity to brainstorm with presenters and offer feedback on how to expand online group work.

Keywords: social justice, Ubuntu philosophy, transformational changes

Sub-Theme 4: Indigenization (Decolonizing) of Social Work Practice, Education, and Discourses

Sustainable community development through decolonial social work education: A South African perspective

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Abstract

Education is a tool for emancipation not only of students only but of the communities to be served. Social Work education in particular focuses on advocating for human rights and social justice for others. This suggests a need for education that is founded on the needs and experiences not only of students but of the society to be served. This also suggests an avoidable link between communities; universities; curriculum and the workplace. This chain needs to feed and speak to one another. The imbalance or shift to any component of the chain means the destruction of the whole system. The concern for the balanced chain for sustainability in the societal system evoked the writing and presentation of this paper. As South Africa celebrates twenty-five years of democracy, most of its citizens' lives are still characterised by injustices of the past and continue to experience and witness colonial legacies. This has been evident in South African higher education institutions in the years 2015 and 2016 which have been dominated by the #FeesMustFall student protests. These protests have been towards 'free, decolonised higher education. Moreover, the students have called for contextually relevant curricula that would be free from colonial influences (Kreitzer 2012; Mbembe 2016). In South Africa, social work education and training have been deeply affected by colonialism and apartheid. Dumbrill and Green in early 2008 also posit that, despite the commitment to inclusion and diversity, social work continues to be taught in Eurocentric philosophies that colonise the indigenous knowledge system. Mkhize, Mathe and Buthelezi (2014) particularly highlight that the social work code of ethics continues to be dominated by the epistemological paradigms of the Western colonial conquerors. Maringe and Ojo (2017) have also argued that while African universities offer local degrees, the content and epistemologies presented in such courses have not changed from colonial idealism. This means that Western European philosophies still dominate the African academy. This study adopted a qualitative approach in engaging with literature that speaks to decoloniality and sustainable community development through social work education. Adopting the principles of community development alluded from Maringe and Ojo (2017), this paper will discuss how these principles can be adopted in social work education to ensure sustainable community development.

Keywords: Decolonization, S. Africa, social work education

Environmental social work as a vehicle for the indigenization of Social Work

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Abstract

Recent worldwide events (Covid-19, wildfires, flooding, earthquakes, droughts) have proven that social work practice and training find themselves at a crossroads with the realisation that social work as we have known it, no longer addresses the pressing need of our clientele, both from a practice point of view as well as from an educational point of view. The presenters believe that the relevance of social work on the African continent strongly depends on the ability to indigenize social work training, practice and the social work discourse. If we are to advance sustainable development goals as social workers the presenters believe that there needs to be an understanding of the urgency of the climate emergency, and the existential threat that this poses to mankind, and to understand that a paradigm shift in social work is needed to begin to address this. It is believed that by combining Environmental Social Work and focusing on decoloniality, indigenous knowledge and resilience, a useful contribution could be made to sustainability, social and environmental justice and human rights, which could offer a new model for social workers to use.

Keywords: environment, social work, indigenization

Is it decolonisation or indigenisation of social work in Africa? A case in Uganda

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Abstract

Although there is consensus that Western social work is inappropriate for African contexts, how to create culturally appropriate social work has remained a conundrum. Some of the approaches proposed include decolonisation and indigenisation which are often used interchangeably in social work literature. I have found the interchangeable use of the terms rather confusing because although decolonisation and indigenisation are inextricably tied, the two approaches are different processes that convey different ideas. In this paper presentation, I will critically examine the differences between indigenisation and decolonisation and propose which approach is appropriate for progressing the creation of culturally appropriate and locally relevant social work in Africa.

Keywords: decolonization, Africa, culture

The Praxis of Decolonising Social Work Education

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Abstract

The concept of decolonisation has been touted for many years as an intonation for the resistance to colonisation. Scholars such as W.E.B Dubois, Frans Fanon and Steve Biko among others speak at length about the colonisation and the coloniality of power as an anomaly that needs to be resisted and reversed. Despite many forces against colonisation both through wars of resistance and scholarly work and with benefit of hindsight, it is evident that the determination to colonise was stronger than the will and means to resist and decolonise. This resulted in the institutionalisation of the colonial matrix of power whose impact is seen in every aspect of the life of the previously colonised groups as evidenced in the health care, cultural, educational, political, and religious systems. While the new generations are born in this distorted situation surrounding their being, in their connection with the older generations, they realise the extent to which colonisation alienated them from their identity. This gave rise to a mass movement of students and academics in South Africa referred to as the #Fallists. It was named after its demands for the fall of colonial architecture and the total emancipation of the racially dominated. The movement was established in 2015 wherein, among its demands, was the scrapping of tuition fees with a social media tagline #Feesmustfall. The understanding is that tuition fee is an affront to the poor and an impediment to the strides towards decolonisation. Secondly, they sought to have statues of colonial and apartheid-era leaders removed from public spaces such as universities and city centres among others. Statues of Cecil John Rhodes at the University of Cape Town and Oxford University in London were targeted against the backdrop that he is one of the architectures of colonialism who should not be displayed on the façade of prestigious places. This was in essence a symbolic gesture for the decolonisation of public spaces. In this way, the call for decolonisation took a global stature. Thirdly, the movement heightened the demand for decolonised education amid concerns over the quality and contextual relevance of education at the South African Institutions. Furthermore, the movement understood the centrality of decolonised knowledge production in the broader decolonial project, hence the call for attention to the process of knowledge production and dissemination in institutions of learning. It is in this vein that this paper focuses on the praxis of decolonising social work education. The paper uses critical race theory (CRT) and the social development theory to reflect on the critical aspects that need attention in decolonising education in general and social work in particular. This is a desktop review of literature aimed at elucidating the calls for decoloniality and the praxis for decolonising social work education. The paper will also make recommendations on how other disciplines within academia may begin the discussions and actions towards decolonising their process of teaching and learning as well as the content thereof.

Keywords: decolonization, S. Africa, social development theory.

Curtailing Dissonance amongst Clans in Kenya: A Deeper Insight into Maasai Clans' Feuds in Narok, Kenya

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Abstract

Regions occupied by pastoral communities in Kenya are known to have intra-state conflicts. The main causes of conflicts and clashes are believed to be; grazing fields, water, encroachment by other communities, political leaders, and assimilation. The study thus sought to investigate the causes and remedies of conflicts and clashes among the Maasai clans of Kenya. A cross-sectional research design was used for the study. This design was opted to enable the researchers to determine the impacts of these variables from a more situational analysis perspective. From the study, 90.91% of the respondents agreed that there are clan tussles while 46% agreed to be caused by land ownership. It was also noted that the IIsiria clan do not adhere to culture and are more vulnerable in protecting their territories and culture, the Ilpruko are most favoured on choosing political leaders, sale of land preference, and distribution of social amenities. The Ildamat is found to be the most oppressed clan. The respondents believed that remedies to the observed conflicts are through; equal distribution of resources, improving security, the fair appointment of leaders, land demarcation, education/religion, and intermarriages.

Keywords: Cultural feuds, dissonance, Maasai clans

Role of Traditional Leadership Structures in Enhancing Inter-Ethnic Conflict Resolution in Laisamis Sub-County, Marsabit County, Kenya

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Abstract

Africa experiences significant levels of inter-ethnic conflict. These conflicts have caused loss of life and property, human displacement, cattle rustling and slow socio-economic growth. This study sought to investigate how cultural factors enhance inter-ethnic conflict resolution in Laisamis Sub-county, Marsabit County in Kenya. Specifically, the study sought; to establish the extent to which traditional leadership structures enhance inter-ethnic conflict resolution in Laisamis Sub-county, Marsabit County, Kenya. The study used a mixed research design. The target population constituted 292 leaders of Laisamis Sub-county. A sample of 123 respondents was selected using both purposive and simple random sampling methods. The study used a questionnaire, key informant interview schedule and focus group discussions guide to collect data. Responses from key informant interviews and focus group discussions were organized into themes and analyzed qualitatively. The findings were presented using frequencies and percentages. The results indicated that cultural factors do indeed enhance inter-ethnic conflict resolution in the study area. The majority of the respondents indicated that traditional leadership influences inter-ethnic conflict resolution in the Laisamis Sub-county of Marsabit County. The study concluded that most of the conflicts in Laisamis could be resolved through effective traditional leadership also plays a role in enhancing conflict resolution in the area. This study is expected to add value to the existing theories on conflict resolution and existing knowledge in the field of inter-ethnic conflict resolution. Besides, it is expected to provide information to different organs of the government and stakeholders with an interest in inter-ethnic conflict resolution.

Keywords: Conflict, Traditional Leadership Structures, Inter-Ethnic Conflict, and Resolution

Sub-Theme 5: Professionalization of Social Work in Kenya

Continuous Professional Development among Generic Social Work Practitioners in Kenya

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Abstract

Generic social work practitioners contribute to the higher percentage of social work practitioners in Kenya because most learning institutions both higher and middle colleges offer generic social work training. These practitioners are employed in every field and social welfare institutions that require social work services in emancipation, maintenance and therapeutic that require them not only to perform their duty effectively but also to keep up with the latest global trends in the social work field. Besides, technological advancement, urbanization and the ever changing service ecosystem require professional development. This study explored the nature of continuous professional development practices employed by the generic social work practitioners in Kenya. The study is grounded on continuous learning theories of humanism and ecological models. The study adopted a qualitative approach with an exploratory design. A total of 100 social workers were sampled using simple random sampling cross data were collected through phone interviews, face to face interviews, and WhatsApp Messaging and Email interviews. The study revealed that continuous professional development is a common practice among generic social workers as such organizations organize short training and workshop for their practitioners. Respondents indicated that they go for short courses to build up their skills and efficiency and this is reflected in their job performance which is significantly impacted by CPD. Few practitioners noted that they attend conferences. The study further revealed that lack of proper framework, lack of awareness and incentives jeopardize the need and urge for continuous CPD. The study revealed that professional development is very important in enhancing skills, culturing the right attitude and social networking. The study recommends that there is a need to strengthen CPD, formalizing CPD by both Government through an Act of parliament, social welfare institutions, and social work Professional bodies in Kenya as well as management, crediting, and establishing a mechanism to recognize continuous professional development points to enhance professional growth among social work practitioners.

Keywords: Professional Development, Generic, Social Work, Practitioners, and Welfare

Incorporating intentional professional mentorship in youth job placement and entrepreneurship to address youth unemployment in Kenya

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Abstract

Youth unemployment has been a perennial challenge in Kenya more so in the urban informal settlements. Every year major learning institutions graduate hundreds of thousands of students after completion of either high school, college or university education. These youths migrate from rural communities to urban centres to scramble for the few formal employment opportunities, some who are innovative join the informal sector but a majority lack job opportunities and as such they wallow in poverty and some end up engaging in crime, alcoholism, drug and substance abuse among other vices. This study seeks to assess the possibility of incorporating intentional professional mentorship in youth job placement and entrepreneurship to address youth unemployment in Kenya. Specifically, the study explored the attitude of employers and seasoned entrepreneurs towards youth, the perception of youth towards professional mentorship, the government policy on professional mentorship and the challenges of engaging youth as professional mentees. The study is grounded on a zone of proximal development theory and cognitive development theories. The study adopted a qualitative approach with an exploratory design. A total of 100 youth, 20 employers and 20 entrepreneurs were sampled using simple random sampling cross data were collected through phone interviews, face to face interviews, and WhatsApp Messaging and Email interviews. The study revealed that employers and seasoned entrepreneurs have a negative attitude towards youth as they perceive them as inexperienced and not ready for the job market, the youth, on the other hand, have been oriented to start earning immediately after graduating therefore they are not ready to learn, the government policy is in place but there are no incentives towards employers and entrepreneurs to facilitate its implementation, the government internship policy excludes the high school graduates hence worsening youth unemployment and the negative attitude of youth towards professional mentorship, the financial burden of engaging mentees and the negative perception towards the youth by employers and seasoned entrepreneurs undermines professional mentorship in Kenya. The study recommends that the youth should be sensitized to the need for professional mentorship, this will change their attitude and thus embrace professional mentorship, the government policy is amended to include high school graduates and introduce incentives like tax cuts to employers and seasoned entrepreneurs to encourage them to offer intentional professional mentorship to the youth.

Keywords: youth, unemployment, entrepreneurship, professional mentorship

Leveraging Ocean Economy for Empowerment of Women: A focus on Kenya

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Abstract

This paper interrogates the nexus between harnessing maritime resources and women's empowerment. Women's exclusion from maritime sectors is due to patriarchy and unequal gender relations. Data for this research was drawn from an extensive literature review of government reports, internet sources, journal articles and books and analysed using a content analysis approach. Ocean resources are a propeller toward women's economic empowerment. The realisation of vision 2030 is ineffective if they exclude a seaward gaze, and if it fails to prioritise women. The study concludes that public and private actors should be guided by gender-responsive frameworks that guide policy and legislation on the role of women in the ocean economy. There is an urgent tap into the ocean resources for economic gains, especially for women.

Keywords: ocean economy, women empowerment, vision 2030

Estimating Willingness to Pay as a Driver of Socio-Economic Transformation in the Yala Wetland Community

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Abstract

The economic value of ecosystem goods and services provided by the Yala swamp ecosystem wetland was estimated using the Deliberative Choice Experiment Approach as a first step towards providing a social and economic base for promoting transformation and sustainable utilization of the wetland. The objectives of this study were to determine the social and economic factors that influence the willingness to pay for the ecosystem services and to estimate the willingness to pay level for the conservation of the Yala swamp ecosystem. The attributes assessed include fish richness and abundance (FISH), conservation of biodiversity area (IBA), Crop farming area (FARMING), grazing area (GRAZING), and Wetland Management (GOVERNANCE), and payment vehicle (COST). Fishery, farming, grazing, and governance were found to be significant at a 5% confidence level thus affecting WTP. The mean willingness to pay for the improvement of governance attribute is the highest which is 3 bags of maize and it is significant at a 5% level. The mean willingness to pay for the improvement of IBA (Importance Bird Area) and farming is 0.04 and 0.12 bags of maize respectively. The respondents are willing to pay for two bags of maize for the improvement of fishery attributes in the ecosystem. Finally, the respondents are willing to pay 0.12 bags of maize for the improvement of the grazing attributes. The research findings suggest that market-based conservation schemes aiming at improving the provision of ecosystem services through incentives for ecosystem services providers can be formulated to target specific interventions in the Yala swamp. The study demonstrates that governance is an important issue among the local communities and needs to be resolved if meaningful wetland-based development is to take place.

Keywords: Socio-economic transformation, Yala wetlands, willingness to pay

**Service Quality On Patient Satisfaction In Public Hospitals In Kenya; A Case Study Of Narok
County Referral Hospital**

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Abstract

Adequate access to a well-programmed healthcare system that ensures service quality within a country is very important for economic growth and development. Generally, service quality is a multidimensional construct whose measurement focuses on customer fulfilment. In the Kenyan health sector, the relationship between service quality and customer satisfaction is reciprocal, thus patient's service quality expectation has an unquestionable effect on the preference of a healthcare provider. This study will examine the impact of healthcare service quality on patient satisfaction in public hospitals. The study will categorically address the impact of quality tangibility, reliability responsiveness, empathy and assurance on patients' satisfaction levels in Narok County Referral Hospital. The study will adopt a descriptive research design where the target population will be Narok County Referral Hospital's average number of in-patients and the staff totalling 656. The sample size will be 248 respondents. A questionnaire will be the main instrument to be used to collect data whereas SPSS-Version 20.0 will be utilized to analyse data and findings presented in the form of tables. This study will be relevant in informing the management of public hospitals on whether tangibility, reliability and assurance as service quality dimensions affect patient satisfaction which will result in providing a steady platform for devising the necessary remedy to enhance effectiveness to counter the prevailing scenario.

Keywords: patient satisfaction, healthcare system, Narok

Mapping Social Work Education & Training Programs in Kenya: A Baseline Survey

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Abstract

This session will present the results of a study that sought to gather information on social work education and training, as well as establish baseline data on existing social work programs in institutions of higher learning in Kenya. Utilizing a survey, data were collected on the levels of training offered number of students in each program, the number of faculty members and their educational background. Understanding the landscape of social work education and training in Kenya is essential information that can be used by the Association of Social Work Educators in Kenya (ASWEK) to guide social work education programming, inform policy decisions, identify gaps, issues and trends, inform research, and advocacy among other needs.

Keywords: social work education, training programs, Kenya

Reimagining the Implicit Curriculum in Kenyan Social Work Education

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Abstract

The tripartite social work curriculum is comprised of the explicit curriculum, field practicum, and the implicit curriculum (IC). Kenya's social work literature has focused on the explicit curriculum but remains conspicuously silent on the IC. The paucity of indigenous models to inform the development and formalization of the IC is especially alarming given that social work pedagogy is dependent on institutional culture, classroom ambience, and interpersonal relationships to instil professionalization. We argue that social works' continuing curriculum renewal must include a critical review and assessment of the IC to determine how best to create an environment that prepares students for practice.

Keywords: implicit curriculum, social work education, Kenya

A Call to More Engagement of Social Work Professionals in Social Policy Making and Practice in

Kenya Today

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Abstract

The power of policy practice has been demonstrated throughout the history of the social work profession. Through policy practice, social workers have made a difference in the lives of Kenyans. This article examines the role of policy practise within social work. It is aimed at helping Social Workers and students apply basic social work skills to policy practice arenas so that they can become successful advocates for just social welfare policies and reforms. This article will examine Policy practice, setting the foundation for engagement of Social Workers in influencing the policy-making processes in their agencies, communities, counties, and nation. In doing so, Social Workers will be making a tremendous difference in the lives of individuals and families living and working in unjust conditions and living on the margins of society. Despite the evidence from the literature review that social workers have a greater role to play in implementing social policies in the country, their participation in Policy Practice in Kenya has been minimal. Therefore, this article provides the recommendation that there is a need for empirical studies to be carried out to establish the levels of social workers' involvement in social policy development processes as well as the relationships between the involvement and effectiveness of social policies in meeting the social needs of the society.

Keywords: Social Work Professionals, Social Policy, Social Practice, Social

Sub-Theme 6: Specialization in Social Work Practice

Words Matter: Substance Use Disorders and the Importance of Non-Stigmatizing Language

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Abstract

The Surgeons General Report states that stigma is the most formidable obstacle to receiving treatment for Substance Use Disorders (SUDs). Common terms, such as addicts and alcoholics, propagate stigma by implying willful misconduct. Stigma can lead to moralization and criminalization of SUDs which disproportionately harm people of colour and that low-income. Stigmatization language conveys that a person “is” the problem; conversely, clinically accurate language asserts a person's agency, separate from a diagnosis (Kelly et al., 2016). When non-stigmatizing language is used, people with SUDs have better treatment engagement and outcomes (Luoma et al., 2014). Provider attitudes and biases are influenced by their preparedness (Phillips & Borne, 2008). Stigma tends to decrease after education or mass media interventions (Ahmedani, 2011). Social work students who receive training in substance use report increased confidence in their knowledge and skills, and more positive perceptions of patients with SUDs (Galvani & Hughes, 2010). In MSW programs, content on SUDs is minimal compared to the need for this training (Minnick, 2019). SUD stigma – the idea that people with SUDs do not deserve intervention – may cause marginalization of addiction training within social work curricula (Chahine et al., 2013). Social work educators have key roles in teaching and modelling the use of non-stigmatization language when referring to people with SUDs. Across practice settings, social workers serve people impacted by SUDs and should use clinically appropriate terminology. The ASWEK conference has the theme of bringing social workers together to develop sustainable goals and promote justice in social work education and practice. By using person-centred, strengths-based language, social workers can counter biases about SUDs. It is an act of social and racial justice to resist moralizing and criminalizing this disorder and recognizes that stigma exacerbates disparities in access to treatment. The workshop describes social work students’ knowledge and perceptions of SUDs and examines their understanding of the impact of stigmatizing and non-stigmatizing language.

Keywords: non-stigmatizing language, social workers, Substance Use Disorders

Analysis of the Impediments to the Realization of the total ending of all forms of Discrimination and Violence against Women and Girls by 2030: A Social Work Perspective

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Abstract

In South Africa, women and girls have and continue to be the victims of all forms of discrimination and violence at the hands of their loved ones and members of their communities. Given the magnitude of statistics on violence against women and girls. President Cyril Ramaphosa has classified this violence as a pandemic and the government has intensified its programmes with the hope of bringing change. Despite South Africa having different programmes, intervention strategies and policies aimed at addressing discrimination and violence against women and girls, the situation is not improving instead, it is getting worse day by day. Like many countries in the world, South Africa has committed herself to the Sustainable Development Goals (SDGs) 2030 Agenda. As it is known that Goal 5 of the SDG aims at achieving gender equality and empowering women and girls. One of its targets includes ending all forms of discrimination and violence against women and girls. Against this backdrop, this desktop paper seeks to analyse some of the impediments that will make it impossible for South Africa to end all forms of discrimination and violence against women and girls by 2030. These impediments include but are not limited to the Covid-19 pandemic, lack of proper coordination and programmes, corruption, poverty and unemployment, delays in the finalization of court cases, changes in the government political leadership and insufficient funding. Theoretically, the paper is grounded on feminist theory, ecological perspectives, rights theory and empowerment approach. The paper concludes with some recommendations that have implications for the social work practice, policy and education.

Keywords: women and girls, impediments, Vision 2030, S. Africa

21st Century Challenges Experienced by Mental Health Practitioners Working with Older Adults in Kenya

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Abstract

The International Day of Older Persons is an occasion celebrated on the 1st of October every year and was established by the United Nations to educate the public on issues of concern, address global problems, to celebrate and reinforce the achievements of humanity. These efforts align with Sustainable Development Goals on the call to ensure that all people enjoy health, peace and prosperity by 2030. Currently, Kenya has witnessed the massive deaths of older citizens due to COVID-19 complications especially those with underlying medical conditions and advanced age. The continued growth of the elderly population in society has placed renewed focus on providing older adults with quality mental health care. Older adults are a diverse and vibrant population that is a natural extension of our psychotherapeutic knowledge and skills, through its present ethical challenges in the provision of psychological services. Upon the completion of this presentation, participants will:

- Understand the special health needs of older adults
- Understand the common mental health issues for older adults
- Learn different ways to promote a healthy lifestyle and social inclusion
- Understand ethical and legal issues in working with older adults.

Keywords: 21st century, mental health, covid-19 pandemic

A Sisters' Journey Through the American Child Welfare System

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Abstract

Many children experience anxiety, guilt, grief, and a loss of identity when they enter the foster care system. Although practice guidelines support the placement of siblings in the same foster home whenever possible, sibling groups are frequently separated. Little empirical knowledge is available to understand why siblings are separated or how different sibling placement patterns are related to a child's placement and permanency outcomes. Sibling relationships help children achieve developmental milestones as well as provide emotional support, companionship, and comfort in times of change. When siblings are separated research indicates that the individual child feels as though they have lost a part of themselves. Despite these consistent findings, there are significant obstacles to keeping siblings together once they enter the child welfare system. The most common reason is that a child or children in the sibling group may require one-on-one attention that may not be possible for one foster family to handle. Another significant obstacle is finding foster families willing to take sibling groups. Other obstacles include the siblings having different jurisdictions, siblings never sharing a home before placement, or the siblings not knowing they were related. While working in child welfare, I had two siblings on my caseload whose permanency case was difficult. They were two sisters, Elsa and Anna. Elsa was five when they originally came into care and Ana was three years of age. This case study is about their journey through the child welfare system and their separation from each other.

Keywords: Sister's welfare, American child welfare system, siblings

(Un)charted Waters: Case File Analysis with Child Victims of Trafficking in South Africa

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Abstract

Background: Trafficking of children remains a concern in South Africa. Despite South Africa having progressive legislative measures to protect trafficked children, challenges in identification, referral and service provision are evident. The child's voice is the expression of their will and their participation in matters involving them is pertinent. However, research approaches involving directly interviewing children have been debated and are often thought of as somewhat controversial. Being heard is important to everyone – including children, yet there are limited child-friendly methodologies, the sample sizes are typically small, and social work files are rarely investigated. To close this research and practise gap, this study analyzed child trafficking using the children's case files in social work agencies. Methodology: Manual extraction of information was applied using a template. The data was cleaned up and analyzed thematically. Ethics clearance was granted by the University of the Witwatersrand Human Research Ethics (non-medical) Committee (HREC). Permission was also granted by the Department of Social Development. Ethical considerations of confidentiality, anonymity and deferred informed consent were adhered to. No files or notes in electronic format were accessed. Research findings will not be shared with the children because of increased risks over benefits and due to assent and consent not being sought directly. In cases where concerns of (ongoing or perceived) harm especially were noted, these were discussed with the senior social worker in charge of the team for further action. Findings: Case record reviews are crucial in understanding the healing and recovery process of trafficked children in care. They can be valuable when studying the hidden and vulnerable populations like trafficked children and understanding prevention measures. In addition, they are a treasured source of information – due to the range of documents available for review, because they allow one to glean into the practice of social work and the mediating influence between the practitioner and the client. Conclusion: SDG 16.2 aims to end the abuse, exploitation, and trafficking of children. Introducing case file review and analysis in the social work curriculum and using it to pursue research on trafficking helps us to inch closer to evidence-based interventions that support development.

Keywords: child trafficking, S. Africa, human rights

The Occupational Social Worker's Unique Role in Contributing to the Sustainable Development

Goals

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Abstract

Most traditional social work rules require social workers to focus on assisting and strengthening children, families and communities. Yet through the years in some countries, the scope of social work has expanded significantly to see social workers operating in different sectors, which include settings such as medical, education and corporate spheres. Occupational social work is a specialist area in social work, where professional services are offered to both employees and work organizations to promote wellness, justice and diversity in the workplace. Moreover, to ensure the development and sustainability of organisations, employees need to work in environments that are conducive to optimal productivity and in which harmonious and respectful relationships are nurtured and promoted. According to the United Nations, 2030 Agenda for Sustainable Development, the eighth Sustainable Development Goal is to “promote sustained, inclusive and sustainable growth, full and productive employment and decent work for all” (United Nations, Department of Economic and Social Affairs, 2015). This presentation will highlight how occupational social workers are ideally positioned to contribute to creating a healthy work environment through assessing and enhancing optimal relationships between the various systems within work organizations. Reflecting on the South African landscape, the authors draw on their knowledge and experiences in promoting and supporting the well-being of both the employees and the employers. The challenges and opportunities of this role will be presented, as occupational social workers continue to navigate and gain credibility in areas which are not traditional to social work.

Keywords: Occupational social work, SDGs, S. Africa

Implications of datafication and dataveillance of children

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Abstract

Children are increasingly becoming the targets of a plethora of surveillance devices that create extensive data about them, and critical data researchers and privacy advocates are only now beginning to pay attention to these activities. Other data surveillance of children, as well as mutual social surveillance, can be beneficial to children's close relationships and well-being. However, the potential negative consequences of datafication and dataveillance of children, as well as their implications for children's rights, must be recognized. People's life chances and access to possibilities are increasingly being moulded by social sorting given by dataveillance, as a growing number of critics are beginning to assert. People have very few opportunities to question algorithmic calculations' inferences and predictions. There is still little indication that special instruments to protect children's rights regarding data collection have been designed or implemented, and these issues require more attention. This will be a desktop review that will utilize general and specific search engines with the help of keywords to review data. Findings will be presented, a conclusion drawn and recommendations made guided by the findings of this study.

Keywords: Implications, datafication, dataveillance, children, Kenya

Influence of learners' readiness and physical facilities on the transition of Learners with a visual impairment from integrated pre-primary to Primary schools in Narok County, Kenya

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Abstract

The transition of pre-primary learners with a visual impairment from integrated pre-primary to primary schools in Narok County has been low. Thus, the study assessed school dynamics influencing the transition of learners with a visual impairment from integrated pre-primary to primary schools in Narok County, Kenya. The study objectives were; to establish the influence of learners' readiness and physical facilities on the transition of learners from integrated pre-primary to primary schools in Narok County. The study was based on the Ecological Systems Theory and Transition Theory. The study employed mixed methods approach and in turn, used a concurrent triangulation research design. The target population consisted of 16 headteachers, 3 Educational Assessment and Resource Centre officers and 208 teachers and 160 learners with visual impairment all totalling 387. The study adopted the Krejcie and Morgan (1970) sample size determination formula where a sample size of 266 respondents was sampled. The study used the purposive and stratified sampling methods to select the sample. 15 headteachers and three EARC Officers were sampled using purposive sampling. A stratified random sampling method was used to select 135 teachers while 113 learners were selected using simple random sampling. Questionnaires were used to collect data from teachers, interview guides were used to collect data from headteachers and EARC Officers and an observation checklist was used to collect data from the learners. Pilot testing of the instrument was done on 2 headteachers, one EARC officer, 12 teachers and 5 learners with a visual impairment from the neighbouring Bomet County. Validity was established through expert judgement. Reliability was established using the test re-test technique and reliability index, $r = 0.867$ was determined using the Cronbach Alpha method. Qualitative data were analysed thematically along with the objectives and presented in narrative forms. Quantitative data were analysed using descriptive statistics and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Packages for Social Sciences (SPSS Version 23) and presented using tables. The study established that learners' readiness and physical facilities influence the transition of learners with a visual impairment from integrated pre-primary to primary schools. The study recommends that the Ministry of Education should redesign the teacher training curriculum to encompass components of special needs education to equip them with skills to handle and teach learners in integrated school microsystems. Ministry of Education should also allocate more funds to schools to enable the school management to provide adequate, but suitable physical facilities for learners with visual impairment.

Keywords: visual impairment, pre-primary, learners' readiness, physical facilities

Re-examining social work training in Kenya: Integrating faith and Practice

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Abstract

Africans are religious and associate situations that call for social workers' intervention with divinity. Similarly, the profession of social work is rooted in religion since its history can be traced back to Judeo-Christian beliefs and practices that valued humanitarian services and charity to vulnerable populations. Nevertheless, modern professional social work is not based on faith but on the scientific knowledge that little appreciate the profession's religious heritage and inclination. Though the profession upholds a holistic approach to intervention which reckons religion as one of its key dimensions, there is apprehension from a section of professionals that integration of faith and practice may lead to active evangelization and imposition of social workers' values on clients. This is contrary to the professional code of ethics that emphasizes; respect for human diversity, unique values and belief systems and ethical considerations. Resultantly, little attention is paid to religion while training professional social workers, which leaves them ill-equipped in this regard. Hence, the need for promotion of professional training and practice that appreciates faith as an anchor on which social work practice revolves in the interpretation of client needs and finding meaning and purpose for resilience in problem-solving. Therefore, this paper highlights the necessity of integrating faith and practice in social work training and intervention without compromising professional service quality.

Keywords: integration; faith and practice; religion; spirituality; social work training

**Beyond the freedom: Implications of Mass prison release of inmates due to
COVID-19 pandemic**

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Abstract

The unprecedented times of COVID19 have over raging implications on almost all systems of humanity and prisons worldwide are being pushed to the limits to make adjustments in how effective to administer services to persons involved in the criminal justice system. Historically prisons worldwide are characterized by congestion overcrowding, poor hygiene and sanitation, and understaffed and inadequate competent staff to handle any form of an outbreak. Social distance as a measure to combat the spread of coronavirus is mission impossible as most prisons do not have enough infrastructures to implement such a measure. Prisons are known to be closed environments, in case of an outbreak; prisons will be hotbeds of the COVID19 pandemic infections. For such reasons countries most hit by the pandemic are contemplating the mass release of prisoners to decongest the prison. The outraging COVID19 crisis crippling health care systems of the world are indeed the immediate concern but inhumane prison conditions should not be the only reason for the necessity of mass release of inmates into the community. With such a hasty and procedural decision being debated as a “perfect” solution for the COVID19 crisis, the Double pandemic may be staring in the face of all stakeholders in the criminal justice system. Is it for this reason that this paper sought to assess the implication of mass prison release of inmates due to the COVID pandemic? Majorly, secondary literature was reviewed to assess the implications of the mass release of inmates during the corona pandemic. It is purely a desktop review with a conclusion drawn and recommendations suggested thereafter.

Keywords: Beyond freedom, implications, prison release, inmates, pandemic

**Sub-Track 7: Legal & Ethical Issues in Social Work Education and Practice
Resource Mobilization and Fundraising in the 21st Century for Non-Governmental Organizations
in Narok Town, Kenya: Challenges and Opportunities**

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Abstract

Globally, many development organizations both in the public and private sectors need resources to help them continue providing services to the community they serve. Specifically, Non-Governmental Organizations (NGOs) for a long time have relied on the generosity of donors to support their project activities through grants and donations. The main objective of this study is to examine the challenges and opportunities that NGOs face in the 21st century while mobilizing resources and fundraising in their quest to remain afloat in the ever-changing world. The study adopted a descriptive research design. The target population constituted 28 NGOs operating in Narok Town. This being a desktop study various concepts from a collection of 35 studies on challenges and opportunities of resource mobilization and fundraising among NGOs between the period 2000 and 2018 were assessed and evaluated. The findings of the study were analyzed based on the common themes and contradictions in the results. The study concluded that NGOs should diversify their funding bases, and approach local corporate bodies and philanthropists for funding support. Prudent and sound organizational management of NGOs should be adopted to maintain their key mandate as alternatives in working for vulnerable people. Given the expected roles local NGOs have to play in the development of the less privileged communities, all other players in the development process must collectively re-examine their contributions towards the financing of local NGOs. Local NGOs on their part should be able to assess factors that hinder them from enjoying public and corporate support and ensure effective collaboration between them and the public. The study recommends that there is a need to strengthen policies that are related to the management of NGOs to promote sustainability. Secondly, measures need to be put in place to ensure that NGOs can respond to current issues. There is also a need to support proper networking to create sustainable networks within the NGO sector. Lastly, development agencies need to unearth the root causes of ineffectiveness and redundancies in NGOs through organizational capacity assessment and training. This study is expected to offer insights on resource mobilization and fundraising to upcoming NGOs, development partners, CBOs, upcoming researchers, the Government, Educationists and students from a global to a local scenario.

Key Words: Challenges, Fundraising, Non-Governmental Organizations, Opportunities, Resource mobilization

Alternative dispute resolution mechanisms and conflict prevention

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Abstract

The world as we know it is a global village and there is a need for countries and the individuals in the said countries to co-exist peacefully. In years past when conflicts resulted in wars, the devastating effects were felt all over the world. Communities engaged in conflict have made people lose their lives. As long as the human race is in existence and humans continue to co-exist with themselves and the environment, the conflict will forever be an inevitable part of such existence. The purpose of the study was to establish the importance of alternative dispute resolution mechanisms in preventing conflict. The study sought to bring to light the possibility of preventing conflict through alternative dispute resolution. The same wars have led to destruction in all spheres of human life. The study was guided by the Theory of Conflict Transformation. The study adopted ethnographic and cross sectional survey designs using a mixed method approach in data collection. The target population in the study included all those involved and with knowledge of the conflict in Mundoro location including government officials, members of the civil society, inter-governmental organizations, the community and members of the church as well as the media. The researcher used multistage sampling to get the sample size and to identify the respondents. The study utilized both primary and secondary sources in the collection of data. The secondary sources of data included books, journals, and relevant articles. The primary data were collected through the use of a questionnaire distributed to relevant respondents involved in the conflict in the Mundoro location. Quantitative data were analyzed descriptively and inferentially while qualitative data was analyzed thematically. The study found out that there was a need for conflict resolution mechanisms in the world so that the human race can continue to survive and thrive. There is a need, therefore, to have conflict resolution mechanisms so that conflict is dealt with to avoid its escalation to devastating levels. Adopting conflict resolution mechanisms is the best way to reduce conflict situations and the best way to start the process of peacemaking. Parties in conflict can avoid violence through mechanisms such as mediation, negotiation, arbitration, adjudication, litigation, conciliation, and reconciliation. The study, therefore, recommends that the courts should allow parties in conflicts to resolve their disputes by use of various conflict resolution mechanisms.

Keywords: Alternative Dispute Resolution, Conflict, Conflicting parties, Conflict management, Criminal justice, Mediation

Unpacking cultural compatibility and professional practice in an African contextual lens

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Abstract

The cultural compatibility and professionalism approach allows the African social workers to infuse cultural humility into cultural knowledge and practice when delivering services to individuals, families, groups, and communities facing pressing needs and oppressions. Although the practice of social work in Africa has recently attained momentum, the effectiveness of its service delivery method as it relates to client-centeredness remains unquestionable. Therefore, this conference section introduces the cultural compatibility and professionalism practice approach, unpacks its meaning in the African contextual lens, and highlights the essentiality of its adoption in promoting a just and client-centred practice. The sanctions of the social work profession to its members about cultural competency and humility pivots the relevancy of this conference topic to African social work practice. The profession of social work underscored the importance of its members being culturally competent and humble to enable them to embrace and effectively work with individuals, families, groups, and communities from diverse and dynamic cultures, particularly the vulnerable populations (National Association of Social Workers 2018). Social workers participating in this conference session will gain cultural knowledge and skills that would allow them to improve their ability to promote, engage and encourage help-seeking among the people they serve. This conference section proposed presentation will define and describe the "cultural compatibility and professionalism" approach, its components, and the importance of viewing African social work practice through African-centered theoretical lenses. It will also discuss the "cultural compatibility and professionalism" application process during the assessment and service delivery intervention plan.

Keywords: cultural compatibility, Africa, social practices

Equitable Access to Higher Education

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Abstract

Navigating higher education admissions in the United States is a complex process with multiple components. High school students planning to attend college usually begin preparing in their 10th or 11th-grade year by attending university open houses or other campus visits. Most students take aptitude tests to increase their likelihood of admission and often hire tutors or consultants to assist with the process (Scott, 2013). This can cost thousands of dollars, presenting a clear access barrier even before tuition is considered. The average cost of a four-year college education in the U.S. is \$102,000 for an on-campus student at a public institution (National Center for Education Statistics, 2021). Private institutions are more than double this, making financial aid necessary for most American students. This creates paperwork, deadlines for applications, testing, student aid, health forms, and more. Most students need financial support and the support of an advocate to be successful in higher ed. Considering that post-secondary degrees translate to higher median salaries, this contributes to the increased poverty rates of our most vulnerable populations by limiting their access to education (Ma et al., 2016). Foster care youth face special challenges that can impact their academics and are among the most disadvantaged in terms of opportunities for higher education (Wolanin, 2005). These youth experience challenges in education due to the instability of moving from one placement to another. Only about half of foster youth graduate from high school and less than 3% obtain a bachelor's degree. Higher education can be difficult for foster youths due to a lack of support, guidance, stability, and financial resources (Higher Education, 2021). Wolanin (2005) finds that many foster youths have not achieved the adult skills and maturity needed to pursue higher education. The past two decades have brought a greater awareness of the impact early childhood experiences have on our neurological, behavioural, and emotional development. Specifically, experiences of trauma, abuse, neglect, grief, and separation, otherwise known as adverse childhood experiences (ACE) (Adverse 2022). The lack of ACES and resiliency supports for these experiences shape our worldviews, behaviours, and mindset and have been known to have negative effects on mental health, cognitive function, and Interpersonal Relationships. The study of ACES while new is critical in aiding clinicians, children, families, and

communities in healing from trauma, building resilience, and cultivating hope. Long-term outcomes of ACES are linked to negative effects on mental health, cognitive functioning, emotional regulation, and higher rates of substance use, depression, memory issues, and challenges in education. Access barriers to higher education can vary greatly internationally. In Europe, there is a complex social-political entity called the European Union (Pasolea, 2022). This union has been the driving force for improvements in areas such as education and equal human rights. In Northern Europe, tuition fees depend on your country of origin and in which Nordic country you want to study. In Eastern Central Europe education is not free, but the cost is below average compared to other countries. In Western Europe, students pick their place of study based solely on what they want to study. In Australia, they have University or Technical and Further Education (TAFE) (Marks, 2009). TAFE is a trade school and is paid for upfront. Australian University uses The Higher Education Contribution Scheme (HECS) debt allowing students to repay their debt when they can afford to do so.

Keywords: higher education, equity, adverse childhood experiences

The Impact of Primordial Social Bonds on Electoral Participation in Uasin Gishu County-Kenya

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Abstract

In liberal democracies, the choice of political leaders through a free, fair and regular election is an unfringeable right of the voter provided for by the Constitution and international law. However, the outcome of elections globally has been shaped by multiple factors. This research study interrogated the impact of primordial social bonds on electoral participation in Uasin Gishu County-Kenya, with a specific focus on the election of the President, Governor, Members of National Assembly and Members of County Assembly under the Constitution of Kenya-2010. A descriptive survey research design was adopted and targeted all 450,055 registered voters in Uasin Gishu County as per Independent Electoral and Boundary Commission statistics of 2017. A sample size of 384 respondents participated in the study and was drawn from 12 selected Wards in all the six Sub-counties in Uasin Gishu County. Questionnaires, interview schedules and Focused Group discussions were used as key research instruments in the collection of primary data and corroborated with the existing secondary data. Data analysis was carried out using a convergent parallel mixed method for presentation. From the study, it was established that ethnicity, family history, gender, social class and religion of political candidates, as well as the voter's family significantly shaped voters' choice of candidates during elections. The study concluded that despite the constitution of Kenya providing for citizens' free will to vote, primordial social ties still constitute significant determinants of electoral participation and outcome. The study recommended that the established Constitutional commissions such as Independent Electoral and Boundaries Commission, National Cohesion and Integration Commission and Kenya National Human Rights Commission should develop a civic education training framework that incorporates and inculcate liberal democratic values as opposed to primordialism in elections. Comparative national studies on primordial based politics with other African countries are recommended for further studies to enrich the existing literature gap.

Key Words: Primordial Social Bonds, Electoral Participation, County, Kenya

A Demographic Survey of the Reception of Damietta Peace Initiative as a method to resolve Interreligious Conflicts in Nairobi, Kenya

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Abstract

The Damietta Peace Initiative, DPI is a communal platform geared towards non-violence, right relationships, harmony, reconciliation and care for creation. This platform has successfully been able to resolve conflicts and bring peace to different parts of the continent. In Kenya, there are many religious groups with Christianity and Islam being the two major ones. These religions have had good and bad days since time immemorial. There has been a growing trend of terrorism globally which has worsened the relationship between these two religions. In Kenya, terrorist militia groups have been attacking Kenyans with more bias toward non-Muslims. There have also been complaints by some Muslims living in a Christian neighbourhood of being discriminated against and sidelined from essential services. This study aimed at evaluating the reception of DPI as a method to resolve interreligious conflicts amongst several residents of Nairobi, Kenya. A mixed method research approach was used integrating cross-sectional survey and phenomenological research designs. Questionnaires and an in-depth interview guide were used as research instruments. The findings indicated that more males (64%) were involved in the process compared to females. Most DPI recipients were also quite youthful. The study also found that there was more preference for DPI by Christians (70%) compared to Muslims. The profession of the respondent was not found to significantly affect their perception of DPI ($P < 0.05$). However, most of the recipients of DPI were business persons. In conclusion, DPI had not been fully acknowledged by the residents of Nairobi as an interreligious dialogue platform. Its popularity was still low. The research recommends more public awareness and facilitation of DPI in Kenya by the national government, Ministry of Internal Security and Co-ordination and Religious leaders. This will fasten the healing process of interreligious conflicts as well as enhance peace in the country.

Keywords - Damietta Peace Initiative, Demographic survey, Interreligious conflicts, Religion.

**The Dynamics of Social Media Use on Self-Concept and Social Behavior of Adolescents in
Secondary Schools in Uasin Gishu County, Kenya**

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Abstract

Technological advances have been said to reduce the world into a global village thereby easing communication/interaction. By virtue of these, an online social community via social media or Social Networking Sites (SNSs) has been birthed out. With the penetration of the internet globally, billions of people can interact regardless of their location, race, gender or age. Young people (teenagers/adolescents) have particularly been observed to be very active on social media. The interactions and activities they engage in on social media can have either positive or negative influences on their self-concept and their social behaviour. This paper presents the findings of a study whose main objective was to determine the kind of influence social media use can have on the self-concept and social behaviour of adolescents in secondary schools in Uasin-Gishu County in Kenya. A descriptive research design was employed in the study. The target population for this study was 11,525 secondary school students from Form Two to Form Four, which yielded a sample of 375 respondents. The study will also include teachers in secondary schools in Uasin Gishu County. Data was collected through a questionnaire on the influence of social media use on self-concept and social behaviour for students, interview guides on the same for teachers and focused group discussions among students. Data collected were analyzed using both descriptive and inferential statistics. The study findings are expected to put measures in place to guide and counsel students on the proper and constructive use of social media.

Key Words: Social Media, Self-Concept, Social Behavior, Adolescents

Sub Track 8: Field Education in Social Work Education: Challenges and Opportunities

The Role of Public Administrators in Mitigating Gender Based Violence Meted Against Children

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Abstract

Gender based violence (GBV) is one of the contemporary predicaments distressing the harmonic existence and coexistence of members of society. It is a phenomenon entrenched in gender inequality and continues to be one of the most notable human rights violations within all societies worldwide. Despite myriad research on GBV, little is known about the role of public administrators in the extenuation of depravity. As part of the efforts geared towards achieving the sustainable development goal of gender equality, this article investigates the role of public administrators in mitigating gender-based violence meted out against children. Purposive sampling was used to select the participants of this study. The study sampled 50 children who had been affected by GBV in Kakamega County, 20 public administrators and 50 parents whose children had suffered the violence. The study conducted focused group discussions with the children and interviewed the parents and administrators. Thematic analysis and analytic induction were used to analyze data and presented various themes under investigation. The study concludes that consciousness of gender discrimination and violence must underpin the implementation of protective policies for all children in Kakamega County and across the nation. Additionally, it proposes a comprehensive response to GBV by public administrators and other stakeholders, alongside prevention strategies, if children are to be effectively protected.

Keywords: public administrators, GBV, children

How can I become a dynamic human rights educator?

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Abstract

This workshop is based on the recommendations from my doctoral study to explore the nature and extent of human rights in the curriculum and pedagogic methods that promote human rights education in schools of social work at universities in Southern and East Africa. A mixed methods research approach was used. Quantitative data were gathered using an online survey, and qualitative data were collected using semi-structured interviews and document study. One of the important findings of the study was that social work educators have a need to be trained in delivering locally relevant human rights content to students and how that content must be infused into the social work curriculum, with appropriate pedagogic methods to facilitate learning which enables students to practise human rights-based social work. The proposed workshop will be a practical interactive session where the facilitator and participants work together using participative learning methods to improve their skills, knowledge, and attitudes about human rights and how to introduce it to social work students. The workshop aims to co-create ideas and share best practices to develop participants' human rights education practice in social work.

Keywords: human rights education, curriculum, pedagogy

The State of Social Work Field Education in Africa

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Abstract

Social work is a growing professional discipline in Africa. Field education, or fieldwork, is a central component of social work education that enables students to apply their classroom learning to practice in the field. It has been argued that social work educators in many African countries focus on classroom theoretical instruction with limited attention to field education. The Transforming the Field Education Landscape (TFEL) project is a partnership project that is conducting a study to understand the current state of social work field education in the African continent. The partnership brings together partners including post-secondary institutions in Ethiopia, Nigeria, Eswatini, as well as international social work professional organizations. In the study, African field education coordinators, directors, and heads of departments from undergraduate and graduate social work programs were invited to complete one survey per post-secondary institution. The goal of the study was to understand social work field education placement models, policies, logistics, and gaps. It will be, to the best of our knowledge, the first pan-African study of social work field education in the past decade. The presentation aims to share the preliminary results of the survey research at the International Social Work Education and Practice Conference in Kenya under the 'Field Education in Social Work Education track'. Implications and recommendations for social work field education will be discussed.

Keywords: social work education, Africa, field education

The Relevance of Social Work Practice for Social Development in Kenya

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Abstract

This article discusses how social work practise in different settings encourages social development in Kenya. The extent to which professional social work practice contributes to social development depends on which social development gaps social workers address in executing their mandate. To ascertain this, a sample of 40 social workers was drawn to appraise the role of social work in socio-economic development. Findings indicate that while executing their mandate, social workers are involved in the following social development activities: poverty alleviation (12.5%), HIV/AIDS prevention and treatment (15.0%), social entrepreneurship (5.0%), child and maternal health (12.5%), rehabilitation of street children (17.5%), social research and consultation (7.5%), environmental conservation (7.5%), and food security (22.5%).

Key Words: Social worker and Social work practice, Social Development, Socioeconomic development, Social service agencies

Field Education in Social Work Education- Expected outcomes: community impact versus student impact

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Abstract

Social work is not an evidence-based profession, but integrating theory and practice is one of the fundamental elements that make social work one of the professions that covers the basics. Equally, students are subjected to quality theory and quite extensive practice. The latter takes the form of field practice or work integrated learning, previously known as internship. This prepares students for their role as fully qualified practitioners whose knowledge, attitude and skill are tested in real practice to the benefit of the clients. However, field practice has been compounded by COVID-19 and its impact. This paper will highlight the relationship between theory and practice, the challenges of field practice as well as the benefit to both the students and institution and the community at large.

Keywords: field education, social work education, community vs students impact

Reflections on Social Work Field Education in Kenya: Identifying Gaps and Opportunities

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Abstract

This session will explore important issues that are worth noting in the current status of social work field education, student placement processes and supervision in Kenya today. It captures field practices for the different levels of social work training in Kenya from certificate, Diploma, bachelor, Masters and Doctorate levels and the nature of fieldwork experiences by key stakeholders, that is the student, the college supervisor and the field/agency supervisor. The information shared is based on informal conversations with these individuals and personal observations of field placement practices in many Kenyan institutions of higher learning. Social work agency placements remain the single most important factor in the preparation of social work practitioners, it is the most vulnerable to lack of standardization, unavailability of trained high-quality field instructors, poor quality control and it is often allocated little if any resources to manage.

Keywords: social work, field education, gaps and opportunities

Sources of Variations in the Kenyan Sign Language and its Effects on Academic Performance of Students in Hearing Impairment Schools. A Case Study

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Abstract

Sign language is a system of communication that uses a manual alphabet, hand gestures, facial expressions and finger spelling to convey meaning. It is used in communication as well as instructional language during the teaching and learning process. However, there are variations in sign language worldwide and Kenya is no exception. The variations in sign language may affect academic performance among students in secondary school with hearing impairment (HI). This study aimed at identifying the sources of variations and the effects of variations on the academic performance of students in HI schools. The study was guided by the ecological system theory of human development. A descriptive research design was employed. The target population of the study was 17 secondary schools for HI students, 589 forms four students and 189 teachers. Two questionnaires were used, one for the teachers and the other for the HI students. A pilot study was conducted to assess the validity and reliability of research instruments. Data were analyzed descriptively with the help of SPSS version 25. The results were presented in tables and figures in the form of frequencies and percentages. Results from the respondents established that there were variations in the KSL which were brought about by the family background, the teachers' interactions, peers and friends, the curriculum and also regional variations. It was also established that the variations affected the way the students receive and respond to various concepts during the teaching and learning process which affected their academic performance. The study concluded that there were variations in the KSL, which influenced students' academic performance. The researcher recommends that curriculum developers should consider these findings and align the curriculum to reduce variations. Curriculum developers to use the media to teach the community about the appropriate signs used for communication in Kenya more in service courses for the trained teachers to all other teachers to get the basic sign languages used in Kenya.

Keywords: Variation; hearing impairment; performance; Students; Teachers

Establish the information seeking behaviour of visually impaired students in accessing digital information resources

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Abstract

Information is power, a very important and valuable commodity in everyday human activity as evidenced by the current digital divide that equal access to information is essential to the development of an information society which also applies to people with disability. The study aimed to establish the information seeking behaviour of visually impaired students in accessing digital information resources with special reference to University of Nairobi library services. The study was guided by the following objectives; establish information seeking behaviour by students with visual impairment in accessing digital resources; determine how existing adaptive and assistive technology impact students with visual impairment in accessing digital information resources; identify the challenges that mitigate the visually impaired students when accessing the digital resources and to propose possible strategies to mitigate the challenges that VI students face while accessing the digital resources. The total population of the study comprised two units of analysis which were 32 visually impaired students and 6 librarians in charge of the visually impaired students. The study surveyed using questionnaires and observation protocol. The researcher observed keenly the behaviour of the VI students on how they interact with the adaptive/assistive technology; how they seek the information and the challenges to its accessibility. This was achieved through the use of an observation protocol instrument. The observation results were to complement questionnaires from both the digital librarians and the VI students. The study employed Wilson's (1999) Theory of Information Behaviour Model which provided a framework for mapping the student's information patterns. SPSS version 25 was used to analyse the data. The response rate was 78.95% from all the units of analysis. The results indicated that the majority 72% were female. Similarly, the results revealed that most VI students were getting assistance from a sighted person or by use of computers, speech synthesizers, screen readers, brail prints, and audiobooks. The study revealed that a smaller number used a mobile app called Tap Tap. The findings also indicated that the UON library had digital resources for VI which were inadequate. Although most of the VI students had attended training or workshops, they faced several challenges which include; a limited number of learning materials, slowness of VI students in grasping/typing information, inadequate electronic knowledge and skills from the librarians, negative attitude from their peers, financial challenges, inadequate digital skills by VI students, small learning space, failure to see facial expressions, mobility problems, and poor network.

The study recommends that; the number of braille machines/learning materials/digital resources for students is increased, that the university has continuous training for the existing librarians to equip them with enough and current technological skills, and ensure that the study environment is adaptive for VI students. The study further recommends that this being a grey area, more research needs to be carried out in other public universities handling visually impaired students.

Keywords: knowledge seeking behaviour, visually impaired students, librarians

How can I become a dynamic human rights educator?

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Abstract

This workshop is based on the recommendations from my doctoral study to explore the nature and extent of human rights in the curriculum and pedagogic methods that promote human rights education in schools of social work at universities in Southern and East Africa. A mixed methods research approach was used. Quantitative data were gathered using an online survey, and qualitative data were collected using semi-structured interviews and document study. One of the important findings of the study was that social work educators have a need to be trained in delivering locally relevant human rights content to students and how that content must be infused into the social work curriculum, with appropriate pedagogic methods to facilitate learning which enables students to practise human rights-based social work. The proposed workshop will be a practical interactive session where the facilitator and participants work together using participative learning methods to improve their skills, knowledge, and attitudes about human rights and how to introduce it to social work students. The workshop aims to co-create ideas and share best practices to develop participants' human rights education practice in social work.

Keywords: human rights educator, curriculum, pedagogical methods, social work students

Diffusion or Infusion of Sustainability Development Practices in the Social Work Curriculum in Kenya

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Abstract

In an effective healthcare system, availability means the presence of competent and motivated health workers, adequate facility infrastructure, responsive information systems, adequate funding, and sufficient drugs and other medical supplies at a health facility or in a community when patients seek care. Equity refers to the absence of avoidable or correctable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically. The purpose of this study was to examine the role of healthcare availability on equitable service delivery among the residents of Makueni County. The study was guided by the systems theory of universal health care. A mixed methods approach was used in this study. The target population comprised the general Public, healthcare workers and healthcare administrators from the public healthcare facilities. Questionnaires and interview guides were used as research instruments. From the six sub-counties, the researcher randomly selected two sub-counties (Kaiti and Kilome) and purposively selected one sub-county (Makueni) to carry out the study. Yamane's (1967) formula was used to get the sample size of 400 health care consumers. The purposive sampling technique was used to sample the health care managers and officials of the county health care worker force. Findings from the study revealed that the main known barriers to accessing healthcare cited by most of the participants were distance to the available health facilities 37%(148), lack of finance/income 26%(102) and infrastructure 24%(97). The study recommended a need for partnership and networking between the government and the private sector in delivering affordable and equitable healthcare. Another recommendation was on the improvement of healthcare infrastructure and facilities for equitable service delivery and lastly affordable healthcare funding services in an equitable manner.

Keywords: Universal healthcare, Healthcare Equity, Healthcare service availability, healthcare funding, healthcare access

Sub-Theme 9: Cross-Cutting Issues

Influence of Post-Harvest Technology on Food Security in Narok East sub-County, Kenya

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Abstract

Crop yields have decreased globally due to declining investments in research and infrastructure which are preconditions for food security. The purpose of this study was to establish the influence of post-harvest technology on food security in Narok East sub-county, Kenya. A descriptive research design was adopted for the study. The target population is comprised of 25078 households distributed proportionately in the 4 wards and that are involved in different farming activities. A sample of 378 household heads was determined using the sample size determination formula by Krejcie and Morgan (1970). Primary data was collected using a questionnaire and an interview guide. Data analysis was done using descriptive statistics of frequencies, percentages and inferential statistics of correlation, ANOVA and regression analysis. The results were presented using frequency and percentages, tables and charts. The relationship between the variables was tested at a significant level of 0.05. The results show that there is a strong, positive and significant correlation between post-harvest technology and food security in the sub-County ($r = .606^{**}$ and $p\text{-value} = 0.000$). This implies that the relationship between the variables is very significant hence post-harvest technology is a strong determinant of food security in the study area. The study concludes that the ANOVA model indicated a very significant and statistical relationship between post-harvest technology and food security. The study will be beneficial to all the stakeholders in the ASAL areas who have consistently experienced food insecurity as it will provide appropriate data that will be used for policy making.

Keywords: Arid and Semi-Arid areas, Food security, Post-Harvest Technology, Narok East sub-County

Productivity Gap and its Determinants in Smallholder Farms: A case study of Mango Production in Makueni county, Kenya

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Abstract

Improving agricultural productivity requires an understanding of the extent of and challenges involved in the production process. In this study, we determine the yield gap using boundary line analysis and analyze the factors contributing to the gap in mango production using multiple regression in Makueni County, Kenya. A total of 60 smallholder mango farmers were randomly sampled and data was collected on actual and potential mango yield, fertilizer use, access to extension services, acquisition of a credit, membership to farmers' groups, farmer's age, and education level and years in mango production. Results from the study indicate that the average yield is 10.1 MT/ha/yr while the potential is 18.4 MT/ha/yr. Further, the results indicate that farmers' access to extension services, acquisition of credits, fertilizer use, membership in farmers' groups and education level significantly determined the productivity gap in the area. An improved understanding of the productivity gap and its determinants are important in the development of management strategies aimed at increasing mango production among smallholder farmers.

Key Words: Mango productivity, Boundary Line Analysis, Multiple Regression, Makueni County

The socio-economic determinants of agricultural productivity: a case of orange farming in

Makueni County

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Abstract

Agriculture is the most underutilized sector yet it has the potential of creating jobs for millions of unemployed Kenyans. It accounts directly for about 26% of Kenya's GDP and another 27% indirectly. It provides jobs to 80% of the population and generates 60% of Kenya's exports. In addition, it provides 45% of the government's revenue. For the economy to develop in double digits, this sector must not be neglected. Agricultural output in developing countries is low, especially in Kenya, due to small holdings, adoption of traditional methods of farming, poor irrigation facilities, low modern farm technologies etc. As a result, this contributes to small income and no savings or small savings. In Africa, one of the most difficult challenges facing small-scale farmers in boosting their agricultural productivity is the lack of finance. Credit is an important instrument that enables farmers to acquire commands over the use of working capital, fixed capital and consumption goods. The study seeks to establish the role of agricultural finance in agricultural productivity, using orange farming in Makueni as a case study. The study employs regression analysis using cross sectional data. The study looked at the effect of the loan amount, interest rates, provision of training and collateral on agricultural productivity. The study determined that loan amount had a significant positive effect on agricultural productivity ($B=0.872$, $P<0.001$), collateral had a significant positive effect on agricultural productivity ($B=0.182$, $P=0.039$), and training services had a significant positive effect on agricultural productivity ($B=0.142$, $P=0.037$). Lastly, the interest rate had a negative significant effect on agricultural productivity ($B=-0.787$, $P<0.001$). It is therefore recommended that Kenya should develop appropriate credit policies with a great focus on sustainable development with agriculture in focus as it plays a fundamental role in Kenya's economy.

Keywords: agriculture, economy, Makueni county

Nourishing Minds: A study of food insecurity among Moi University students in Kenya

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Abstract

This session will present the results of a study on food insecurity among college students attending Moi University. The study was conducted after developing a survey instrument, data was collected by distributing surveys to students at the main campus across different years of study. The survey captured data on several aspects of food insecurity including the number of meals students consume per day, family income level and money spent on accessing food was analyzed. This study sought to understand the scope of the issue of food insecurity among students. Understanding how food insecure students are impacted by their education and overall health is important in guiding policy, implementing programs and improving resources to support students.

Keywords: food insecurity, college students, education, health

Cost Effectiveness of Various Interventions for Enhancing Retention to Care With Adequate Viral Load Suppression Among HIV-Positive Young People In Homa Bay County Kenya

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Abstract

Globally, HIV and AIDS have been recognized as key social, economic and medical health problems. It may cause hospitalization, a neuro-paralysis developmental problem, household expenditures, school absenteeism or even death. For this reason prevention of quality care and prompt monitoring in medical clinic care and retention services, viral suppression should be the top priority for any government. Homa Bay County is one of the 47 counties that were created in Kenya in 2010. It is a rural county with a predominantly peasant economy. The county has poverty levels above the national average and marked the highest HIV prevalence nearly 4.5 times higher than the national prevalence at 26%, the county contributed 15.1% and 14.1% of the total new HIV infection in Kenya among children and adults. Amid the covid-19 pandemic, HIV and AIDS appear to have taken a back seat yet globally two in every seven new HIV infections occur among young people aged 15 to 24 years. The impact of devolution on access to comprehensive care services for young people living positively in the rural area is yet to be studied.

Keywords: HIV/AIDS, young people, Homa Bay County

Anthelmintic properties of *Cucurbita pepo* seed extracts

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Abstract

Across the globe, *Cucurbita pepo* is widely used both as food and as traditional medicine. This research details the determination of the chemical constituents, and pharmacological and clinical uses of *Cucurbita pepo* seeds as a potential anthelmintic. Herbicidal drugs are promising in the minimization of certain human diseases because they have been proven to be effective, have minimal side effects and are less expensive. There are increased cases of human worm infections like the roundworms and tapeworms. Also, there have been reported many cases of unavailability of the anthelmintics and ineffectiveness of the available anthelmintics. These factors prompt the need for this research intending to develop cheaper, more effective, anthelmintic in the long term curbing of the human worms infections. The main objective of this research is to analyze phytochemicals and identify the Active Pharmacological Ingredient (API) in *Cucurbita pepo* seed extracts concerning human worms' infection treatment. The seed extracts were tested for moisture retention, phytochemicals by wet chemistry, functional groups by Fourier Transform Infrared(FT-IR) analysis, colour tests for API, efficacy using *Lumbricos rubellus*, essential metals zinc, calcium, magnesium by Atomic Absorption Spectrophotometry (AAS) and identification of Active Pharmacological Ingredient (API) by Gas Chromatography for Mass spectrophotometry (GC-MS). The above was carried out in a controlled experimental design by spectroscopy, spectrophotometry, chromatography, and wet chemistry. The seed extracts were found to contain high amounts of zinc, fatty acids and their derivatives, and macrocyclic lactones responsible for their antihelmintic properties.

Keywords; Helminthes, Anthelmintic, Phytochemicals, *Cucurbita pepo*, macrocyclic lactones

Fabrication of a Galvanoic Ion Cell Using Waste Aluminum Foils Electrodes and Synthesized *Dovyaris caffra* extracts as Electrolyte

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Abstract

Aluminium waste accumulated in landfills is a solid waste in abundance. Various methods have been employed to alleviate the waste only to yield secondary pollution effects. This study sought to provide an alternative greener recycling procedure that is beneficial to society in terms of health and economics through energy storage materials. The study aimed at fabricating and monitoring an aluminium ion cell from waste aluminium foil and *Dovyaris caffra* extract as the electrolyte. Aluminium oxide nanoparticles were obtained by co-precipitation of waste aluminium foils at constant annealing room temperature followed by mechanical milling to the nanoparticulate range. The particles were characterized to be nanoparticulate (79.12 nm) with desirable crystallinity and exhibiting α -Al-O bonds with γ -Al₂O₃ phrases pertinent for electrical conductance. The optimal absorption peak was $\lambda_{max}=245$ nm corresponding to a band gap of 5.35eV. The fabricated cell exhibited great electrochemical potential with parameters such as open and closed current voltage, power density, energy balance and charge/discharge times in the range of conventional commercial cells ($P > 0.05$). Relatively high energy capacities and densities (0.117Wh/cm³ and 133.7Wh/kg respectively) were recorded. The cell also exhibited discharge times of up to 30% per hour at ambient conditions (approx.. 330 charge cycles).

Keywords: Aluminium wastes, Al₂O₃ nanoparticles, aluminium-ion cell, *Dovyaris caffra*, battery performance

Determination of The Potential of Briquette Ashes as a Plant Fertilizer vis-à-vis Conventional Commercial Fertilizers

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Abstract

Fertilizers are applied to replace the essential nutrients for plant growth in the soil after they are depleted. Due to the increased food security in Kenya, poor agricultural yields are a significant problem. Inorganic fertilizers (nitrogenous and phosphate based) are expensive in that not all farmers can afford thus resulting in low yields affecting food security. The main objective of this study is to determine the potential of briquette ash as a plant fertilizer vis-à-vis conventional fertilizers. The study evaluated the physicochemical properties, nutritional composition and pesticide efficacy. Briquette ash has a positive impact on soil since it contains soil rich nutrients. The findings illustrated the high potential of the ash in terms of mineral composition and appearance concerning other contemporary fertilizers as proved by their morphology, particle size (including distribution), crystallinity and physical chemicals. On the other hand, bio-assays analysis using larvae of aphids and Fall armyworms. These findings illustrate that briquette ash can be suitable used especially in rural areas where commercial inorganic fertilizer is expensive and out of reach to the common farmers.

Keywords: briquette ash, fertilizer, conventional fertilizer

Analysis of the Catalytic Behavior of *Osyris Alba* Bark and *Indigofera Amabelacensis* Leaves

Extract in Ethanoic and Lactic Fermentation

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Abstract

One of the traditional methods employing indigenous science amongst the Aembu community of Kenya is fermentation. The Aembu community mastered the art of hastening fermentation using indigenous science. The fermentation process naturally occurs spontaneously though the process is quite slow. To optimize the fermentation process, high-temperature systems and enzymes are used. However, these processes are quite expensive and lead to increased production costs. This is notwithstanding the importance attached to the fermentation process in food, dairy, baking, brewery, pharmaceutical, chemicals and biofuels synthesis. *Osyris alba* bark and *Indigofera amabelacensis* leaf extracts were traditionally used to hasten saccharification and fermentation of biomass during the preparation of communal alcohol. This study aimed at exploiting the potential of these two extracts in catalyzing ethanoic and lactic fermentation at ambient temperature conditions. The extracts were fused into maize and sorghum flour (ethanoic) and milk (lactic fermentation) in 1.5-liter batch reactors. The reactors were monitored for 30 days while closely assessing the amount of CO₂ gas produced. The products were qualitatively screened by Iodoform and Benedict's methods as well as infra-red spectroscopy. The products were quantitatively analyzed by ultraviolet-visible (UV-VIS) spectroscopy and gas chromatography (GC) techniques. The results indicated that the catalyzed samples generated 3-to-5-folds more CO₂ gas compared to the control samples. These findings were supported by the qualitative tests done which showed the catalyzed samples began producing ethanol and lactic acid before the control samples. The catalyzed lactic fermentation setup produced more lactic acid (2.79µg/L) compared to the control one (1.48µg/L). Catalyzed ethanoic fermentation setups yielded 11.55% (sorghum) and 2.16% total ethanol while the control samples had negligible ethanol concentrations under similar conditions.

Keywords: Fermentation; bio-catalysts; *Osyris alba*; *Indigofera amabelacensis*; ethanol; lactic acid

Effects of Quality on Procurement Performance of Public University In Kenya

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Abstract

Public Procurement has been exposed to reforms and regulations. Procurement entities focus on getting technologically advanced goods and services that have no defects in a timely and cost-effective manner. It is against this background that this study sought to determine the effects of orders adhering to specifications, adjusted orders, timely delivery and complete delivery on procurement performance. Data were analyzed using a multiple linear regression model. Findings indicated that quality procurement process (adjusted order, timely delivery, complete delivery and adherence to specification) were statistically significant predictors of procurement performance. The study concluded that the quality procurement process is dependent upon to heighten procurement performance. In view of that, it is recommended that for better procurement performance, public universities should ensure that quality is enshrined in their procurement process.

Key Words: Quality Procurement Process, Procurement performance

Assessing the health hazards present in open air markets and the effects they pose; a case study of markets in Narok town, Kenya

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Abstract

The growth of open-air markets has been on the rise both globally and locally. Narok town has also had its fair share of growth in open-air markets. These open-air markets are however associated with various health hazards which end up posing a threat to the health of the people working in these markets and the environment at large. This study aimed at identifying the health hazards in the two major open-air markets, that is, ODM and Muthurwa open-air markets and the health effects they pose. The objectives for this were to determine the public health hazards and risks in these markets, how these hazards affect the health of people working in these open-air markets, to determine the levels of knowledge and awareness of public health standards and requirements among the market and to suggest possible recommendations on how to improve the working conditions in these open air markets. A descriptive cross-sectional study design was used where a semi-structured questionnaire was administered to the target population and was duly filled. From the results obtained from the study, it is evident that there are public health hazards present in these markets which tend to affect the health of the people working in these markets and the environment as well although they are not very severe. Although a few people in the markets are aware of the public health standards in the markets, there is still inadequate information in these markets and the levels of awareness need to be improved in these markets. The working conditions of these markets also need to be improved to ensure the comfort of the people who work in these markets as well as those visiting the markets. This study concluded that these major open-air markets in Narok town face a couple of challenges and it is thus essential for all the stakeholders associated with these markets to be involved to adopt relevant measures that will help reduce these hazards that affect the people working in them. It was recommended that similar studies be conducted in other open-air markets in the country to compare the results with the findings of this study.

Keywords: open-air markets, health hazards, public, environment

Inculcating wealth creation versus income generation concept among the youth in urban informal settlements in Nairobi – Kenya

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Abstract

Urban youth have an emphasis on income generating for daily upkeep and neglected virtues of investment for wealth creation and future financial prosperity. As a result youth in urban informal settlements live in perpetual poverty for their entire life in the city. This paper sought to see the possibility of inculcating wealth creation versus income generation concept among the youth in urban informal settlements in Nairobi. The study specifically sought to find out the causes of youth being reluctant to participate in wealth creation ventures, the role of society in nurturing wealth creation among the youth, the perceived barriers by the youth to participate in wealth creation ventures, systemic barriers to wealth creation by the youth in urban informal settlements. The study is grounded on the zone of proximal development theory and cognitive development theories. The study adopted a qualitative approach with an exploratory design. A total of 100 youth and 20 investors were sampled using simple random sampling cross data were collected through phone interviews, face to face interviews, and WhatsApp Messaging and email interviews. The study revealed that the majority of the youth are not aware of wealth creation opportunities and as such do not see the value of investing to create wealth, the society does not implore the youth to invest therefore the push is for them to find a job and earn a living for upkeep so that they are not a burden to their parents, there is no intentional role modelling and mentorship for wealth creation and investment, the youth perceive investments for wealth creation as time-consuming and slow yet they need quick fixes and riches, there exists no known systemic barriers to wealth creation in Kenya as the government through laws and policies have encouraged the youth to invest in all sectors including setting 30% of government tenders to be awarded to the youth. The study recommends that the youth be sensitized to the difference between wealth creation and income generation and be encouraged to practice both, the society exerts social pressure on the youth to invest and create wealth for their future and future generations through role modelling and intentional mentorship, the government should maintain the investment opportunities for the youth and facilitate the youth to seize these opportunities.

Keywords: Wealth creation, investment, income generation, intentional mentorship

The Effect of Project Evaluation on Solid Waste Management Projects in Narok County

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Abstract

Waste management has been critical since time immemorial. With the tremendous growth of the world's population, particularly in Sub-Saharan Africa, waste management has become critical for maintaining good health, a healthy environment, and the beauty of its towns and cities. Principally, project evaluation in solid waste management is critical for assuring continual improvement in the projects by addressing their relevance, efficacy, and impact, as well as their intervention and overall progress toward original objectives. However, solid waste management in Narok County has a great deal of variance in terms of project development. For example, SWM continues to be the largest impediment to the Narok Municipal Board's efforts to ensure a clean and healthy environment for the Municipality's residents. Fundamentally, the study's overarching objective was to determine the impact of project evaluation on solid waste management projects in Narok County. The research investigated the effects of project consistency assessment, project change management, and project impact scoring on the performance of SWM projects. Notably, the research was founded on program, evaluation, and result-based management theories. The study utilized a descriptive research methodology and primary and secondary data. The data were gathered by a census of 50 managers and waste collection service personnel and 400 residents from the Municipality's six zones. The approach allowed for triangulation, which ensured the data's validity. In the data analysis, a correlation coefficient model was used to identify the strength and direction of the association between the variables, and coefficients of determination were employed to assess the magnitude of change in values caused by the mediating variable. The obtained P-values were used to assess the samples' dependability concerning the study population's real values. The study found a substantial effect of the mediating variable (project evaluation) on solid waste management projects. The research concluded that project impact evaluation in terms of consistency evaluation, change management, and measure of impact assessed has a substantial effect on the performance of solid waste management projects and recommended that factors be aligned with SWM to improve performance.

Keywords: project management, solid waste management, Narok

The implication of Just In Time system in Customer Satisfaction, A case study of Toyota Company, Nairobi Branch

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Abstract

The fundamental sources and drivers of a firm's competitive advantage and superior performance are mainly associated with the attributes of its resources and capabilities which are valuable and costly to adopt. However, with all the efforts that most firms cultivate in their manufacturing processes, absolute customer satisfaction still poses the greatest threat to the firm's success, with the firms experiencing low productivity. Despite this challenge, Toyota company in all its branches has for quite a several years managed to outdo many motor vehicle assembling companies such as TVS Motors Kenya, Honda Motorcycle Kenya, and General Motors East Africa among others. The general objective of this study was to find out the Implication of the Just In Time system of production and assembling by the Toyota regional dealer representation in Nairobi, in delivering exemplary services. The aspects considered in this study included the production and delivery time, product quantity and quality, and overall cost of assembling and profitability. A case study was used to allow the in depth investigation of the company, where face to face interviews coupled with the use of questionnaires, were considered to interview the top management who are concerned with formulating company strategies and brand loyalists of Toyota products. The study established that just like their counterparts at the headquarters in Toyota city, Aichi in Japan, the management at the trading arm of Toyota Motor Corporation in Nairobi adopts the JIT system of production and assembling which significantly contributes to the overall customer satisfaction by Toyota. Fixed quantities, timely production and deliveries, high product quality in line with customer specifications and low cost of production and assembling as a result of waste reduction due to reduced dead stock and defective items. Apart from the 300 Truck series, Yamaha Motorbikes, Hino 500 and the Toyota Landcruiser pick-up being assembled in the Toyota branches across the country, the manufacturing of several vehicles is still being carried out in the developed countries due to the complex nature of the JIT system of production. With the continuous improvement in technology, the research recommends other manufacturing industries such as the fabric, metal and plastic industries adopt the system to ensure efficiency and effectiveness in their productivity and increase their level of customer satisfaction.

Keywords: Just In Time system, Customer satisfaction, low productivity, efficiency, effectiveness

The agricultural revolution: a historical review and lessons to domesticate in Kenya

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ABSTRACT

History is a respected academic pursuit that challenges our intellect. Through history, we can learn how past societies, systems, ideologies, governments, cultures and technologies were built, how they operated, and how they have changed. The rich history of the world helps us to paint a detailed picture of where we stand today. Developing your knowledge of history means developing your knowledge of all these different aspects of life. Children can learn about the pillars upon which different civilizations were built, including cultures and people different from their own. All this knowledge makes them more rounded people who are better prepared to learn all their academic subjects. History is not about memorising a list of facts or dates. It requires interpretation and analysis of information around subjects which often have no right or wrong answers. Still, there are plenty of effective methods for studying history which are enhanced by the availability of learning resource materials and a positive attitude towards the subject. The project is based on form one syllabus under the topic development of agriculture.

Keywords: agricultural revolution, historic perspective, domestication

Agricultural Capacity Development Opportunities for Women and Youth in Kenya: The Role of Open Distance and e-learning

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Abstract

The agricultural sector has the capacity to create jobs for the many unemployed Kenyan women and youths by promoting entrepreneurial innovativeness along the agricultural value chain. This can be achieved if women and youth actively involved in agriculture have access to training opportunities for agricultural skill development. One of the ways of increasing access to agricultural training is through Open Distance and eLearning (ODEL). This study assessed Kenya's women and youths' preparedness to embrace ODEL for agricultural skill development. The descriptive survey design was used. Qualitative and Quantitative data were collected from 325 women and 243 men sampled from women and youth groups supported by three Non-Governmental organizations. Descriptive data analysis procedures were used for data analysis. The findings revealed that the majority of respondents were adult learners actively involved in agriculture and other non-agricultural commercial activities. The agricultural training needs of the respondents were in agribusiness, entrepreneur skills and marketing. Women and youths indicated that getting training support in agriculture was difficult but were willing to meet their training needs in agriculture. Very few respondents invested income acquired from farming activities in building their capacity in agriculture. The amount of money they were willing to pay for capacity building in agriculture ranged between 1,001 and 10,000 shillings, which is way below the institutional fee for a certificate course in agriculture. The mode of training preferred by most respondents was face-to-face followed by mobile learning, online learning, blended learning, telecourse and correspondence. Respondents had access to smartphones, Internet connectivity and electrical power and were willing to spend between 1-50 shillings daily on Internet bundles. The study concludes that the majority of women and youth actively involved in agriculture lacked opportunities and financial resources to develop their agricultural skills. The study also concludes that women and youth actively involved in agriculture have access to online learning infrastructure and can use ODEL for skill development in agriculture. The study recommends that organizations supporting women and youths in agriculture provide them with scholarships to upgrade their agricultural skills. Agricultural training institutions should also provide short courses in agriculture for women and youths in agriculture delivered through ODEL.

Keywords: agriculture, open learning, women and youth

Factors Leading to Increased Poverty Levels in Kajiado County, Kenya

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Abstract

The purpose of the study was to examine the causes of increased poverty levels in Kajiado County in Kenya. The study was carried out upon the background that about 60% of the households of Kajiado County are living below the poverty line and this was according to the analysis of the NGOs operating in Kajiado County. The findings of the study revealed that; the households of Kajiado County are in poverty because they are ignorant of change due to their cultural rigidity, unfavourable climatic conditions, lack of education among most these households which limits their employment capacity and also due to the presence of HIV/AIDS Epidemic which creates a dependency syndrome among these households. The research design of the study was based on a sample survey and cross sectional study design where primary and secondary data were described and analyzed to give the magnitude of the study. Data was collected using primary data designs where qualitative data was sought using interviews, observation and focus group discussion methods and quantitative data was sought through questionnaires. Secondary data was gathered through documentary reviews from different libraries. A sample size of eighty respondents was used whereby ten NGO representatives and ten government representatives from the ministry of special planning and disaster preparedness were involved and also ten household representatives per every sub county participated in the study. The community should be sensitized and empowered to abandon negative practices in their culture such as polygamous marriage, discrimination against women and cultural rigidity, which has dragged them back in issues to do with development. The community should also be informed about the importance of trimming their large herds of indigenous breed of cattle and replacing them with a manageable number of cattle given the conditions of the area. This community should also be helped to engage in other means of income generating activities that can withstand the dry conditions of the area such as drought resistant crops and any other economic activities apart from solely depending on livestock keeping.

Key terms: NGOs; HIV/AIDS Focus group discussions; Government ARVs

Gender Equity for Economic Development in Africa: The Case of Kenya's Blue Growth

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Abstract

The paper explains the role of the concept of gender equity in achieving economic development in Kenya. The Kenyan constitution recognizes the significant role of gender parity in development outcomes, but despite varied interventions, the goal of achieving gender parity has not succeeded. More so in the blue economy where the gender gap is wide. Women's contributions and participation in the blue economy sector are often devalued and underrepresented. Their vulnerabilities are exacerbated by societal biases and cultural norms that leave them open to exploitation and unfair competition in the diverse Blue economy. Data for this research was drawn from an extensive literature review of government and conference reports, journal articles and books and analysed using a content analysis approach. The Findings reveal a need to evaluate Kenya's development trajectory to incorporate gender equity in economic development discourse more urgently in the blue economy. Increased participation of women in relevant blue economy sectors guarantees the sustainable use of blue resources and improved prospects for decent employment opportunities and poverty alleviation. The paper concludes that no genuine sustainable economic development can be attained without gender equity. It proposes deepening gender equity in utilising the blue economy resources to enlist more participatory national development initiatives that focus on increasing effective conservation, management and exploitation of the blue wealth for equitable and sustainable economic development in Kenya.

Key Words: Gender equity, Blue economy, sustainable development, women economic empowerment, economic development, poverty

Household catastrophic health care expenditure: Evidence on the effects of out-of-pocket health care payments in the East African Region

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Abstract

Health care funding and the quality of healthcare outcomes in development are inseparable. The World Health Organization Assembly resolution of 2005 on universal coverage and sustainable health financing and the Paris Declaration of 2001 on greater Investments in the Health Sector, Health Insurance and Financing forms the basis of this study. African Governments committed through the Abuja Declaration, to allocate and spend at least 15 per cent of government funds of their National GDP on health. In June 2015, Countries in the East African Community concurrently released their National budgets for the Financial Years 2015/2016. None of the countries had fulfilled the Abuja declaration promise on healthcare investment in East African Community. Households pay for healthcare through subscriptions to health insurance schemes and direct out-of-pocket payments as they utilize services. Out-of-pocket payment is generally considered to be the least preferred mode of paying for healthcare. This is due to the fact that there is no pooling of risk and cross subsidization between individuals with varying health care needs. Individuals with greater health care needs bear the heaviest financial burden, irrespective of their ability to pay. As such, there is no equity in paying for health care. Out-of-pocket payments also expose households to the risk of catastrophic expenditures. This is a situation where a household spends a large proportion of income on healthcare, at the expense of other needs such as clothing and education for children. A related literature review will be analyzed, and conclusions and the way forward concerning household healthcare spending in East African Countries discussed.

Key terms: Households; catastrophic health care spending/expenditure; Out-of pocket payment, Universal health care

Entrepreneurial Strategic Capability and Performance of Small and Medium Enterprises in Kenya

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Abstract

The performance of most small and medium enterprises in Kenya has been declining, which is evidenced by increased cases of closure after a short operating period. This study sought to examine the influence of entrepreneurial strategic capability on the performance of small and medium enterprises in Kenya. The study adopted a descriptive cross-sectional research design and the target population was 2400 small and medium enterprises in Thika town's light industrial area. The study sampled 331 small and medium enterprise owners using stratified random sampling. Results indicated that entrepreneurial strategic capability had a positive and significant influence on the performance of small and medium enterprises ($\beta=0.697$ $P < .000$). The study concluded that strategic capability has a positive and statistically significant influence on the performance of small and medium enterprises. The implication is that strategic capability is paramount in determining the performance of small and medium enterprises. The recommendation was that business owners should strengthen their competitive advantage capabilities. The focus should be on product/service differentiation, competitive prices, business segment awareness, and quality products/services.

Keywords: Entrepreneurial strategic capability, Performance, Small and Medium Enterprises

**Repellence of Essential Oil of *Nigella sativa* L. Seeds Against *Anopheles gambiae* and
Identification of the Active Blend**

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Abstract

The objective of this study was to evaluate the repellence of the essential oil on *Nigella sativa* L. seeds using *An. gambiae* and identify the active constituents and blend. *Nigella sativa* L. seeds were ground and hydro-distilled. Then bioassays of essential oil were conducted on human subjects against newly emerged female *An. gambiae* using DEET as the positive control. It was noted that the repellence (98.81 ± 1.19 and 100.00 ± 0.00 at a concentration of 0.01g/ml and 0.1g/ml respectively) of the essential oil against *An. gambiae* was comparable to that of DEET (100.00 ± 0.00 and 100.00 ± 0.00 at a concentration of 0.01g/ml and 0.1g/ml respectively) at higher doses; however, it showed lower repellence (36.97 ± 1.81 and 50.41 ± 2.87 against 51.11 ± 13.32 and 86.22 ± 4.51 of DEET at concentration of 0.0001g/ml and 0.0001g/ml respectively) at lower doses. GC-MS and GC-EAD (Gas Chromatography-linked Electro Antennography) analyses of the essential oil led to the identification of eight bioactive constituents namely α -thujene (**19**), longifolene (**38**), 1, 2, 3, 4, 5-pentamethylcyclopentane (**18**), α -pinene (**20**), β -pinene (**22**), tetradecane (**24**), *p*-cymene (**11**), and α -longipinene (**37**). Subtractive bioassays to characterize the constituents that contributed most to the repellence of the oil were then carried out. The most repellent blend was found to contain (+)- β -pinene (**41**), (-)- β -pinene (**42**), (+)- α -pinene (**39**), (-)- α -pinene (**40**), α -longipinene (**37**), tetradecane (**24**) and 1,2,3,4,5 pentamethylcyclopentane (**18**) ($RD_{75} = 3.763$), though less repellent than DEET ($RD_{75} = 1.630$). Bioassay of pure (+)- α -pinene (**39**) and (-)- α -pinene (**40**) showed that (+)- α -pinene (**39**) was a better repellent than (-)- α -pinene (**40**). More studies need to be undertaken on the essential oil of *N. Sativa* seeds to determine the optical stereochemistry of the α -pinene (**20**) and β -pinene (**22**) and also establish whether α -thujene (**19**) and longifolene (**38**) contribute to repellency or not against *An. gambiae*. These results form the basis of downstream development of the appropriate blends for personal protection against *An. gambiae*.

Keywords: Malaria, *Nigella sativa* L. seeds, *Anopheles gambiae*, blend

Alcohol and Child Health in Gesoni Location, Kisii County, Kenya

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Abstract

Alcoholism is a major global problem. According to WHO 2015 data, 2 billion people worldwide consume alcoholic beverages and 76.3 million are diagnosed with alcohol use disorders, making alcohol the most prevalent psychoactive substance used globally. In Kenya, a high rate of alcohol abuse has been identified by multiple studies.³⁻⁶ According to the most recent 2015 WHO data the prevalence of heavy episodic drinking among the general Kenyan population aged 15 years or older is 5.2% ⁴. In Kisii County, Kenya, the statistics are even more concerning. This study created and piloted a CHAAT (The Child Health and Alcohol use Assessment Tool) survey to assess the prevalence of alcohol use and its effects on children in Gesoni, a sub-community of Kisii County. We found that 46% of Gesoni's adults use alcohol and 80% of these meet criteria for hazardous drinking. 9% of children reported using alcohol. Children were more likely to report being injured or ill, having missed a meal, or missed school days if their parents drank alcohol. The issue of alcoholism was explored within Kisii County and its sub location Gesoni through a mixed methodology, using quantitative and qualitative approaches to data collection that included a free listing market survey, focus group discussions, key informant interviews, case studies and ethnographic mapping. Indeed the results indicate there is alcohol abuse and the problem with the Kisii child that requires quick public health attention.

Keywords: alcoholism, Child health, Kisii County

The intertextuality of Themes in the Plays of Kinjeketile and Majira ya Utasa

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Abstract

This study examines the intertextuality in the plays of *Kinjeketile* (1969) by Ibrahim Hussein and *Majira ya Utasa* (2015) by Timothy Arege. Although the two plays have a great difference in the historical periods of their writings, they depict similarity in the creation of themes and to a greater extent, the echo of Hussein's work is seen in Arege's play. Hussein is a great East African playwright whose works have been read in Tanzania and East Africa at large. Most East African literature focuses on protests against colonialism and neo-colonialism and advocates for education and how best they can fight vices such as tribalism and corruption. Intertextuality is the concept of interdependence of texts. The common themes in both plays are examined with a view to explaining the cultural, economic, historical and social factors that give rise to the situations inherent in both plays. Further, an attempt is made to explain the relevance of the contemporary themes in Arege's *Majira ya Utasa* to the historical environment obtains in Hussein's *Kinjeketile*. All texts are intertexts because they refer to, recycle and draw from the pre-existing texts. According to Kristeva (1986), any work of art is an intertext which interacts with other texts and rewrites to transform or parody them. This article explores some of the themes in the two plays guided by the theory of intertextuality.

Keywords: co-operation, freedom, intertextuality, leadership, oppression

Transforming Microfinance Institutions into Regulated Deposit Taking Financial Institutions in Kenya: Does Legal Compliance Matter?

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Abstract

For the first time, MFIs in Kenya received a legal framework within which to transform into regulated deposit taking microfinance institutions (DTMs) following the enactment of the Microfinance Act of 2006. Based on evidence from other countries like Bolivia and Peru legal compliance is one of the major challenges faced by transforming MFIs. However, the available information is not conclusive on the significance of legal compliance for successful transformation. Thus, this study sought to determine the specific legal compliance challenges faced in the transformation of microfinance institutions in Kenya. The objectives of the study were to establish the extent to which legal compliance is a significant challenge in the transformation of microfinance institutions into regulated deposit taking institutions in Kenya and to make recommendations for successful transformation. This study used a mixed methods approach. The target population was the 48 member institutions of the Association of Microfinance Institutions of Kenya (AMFI). Using purposive sampling, the study selected 25 MFIs from which 100 respondents were selected through simple random sampling. A questionnaire and an interview schedule were used to collect data. Data entry, storage and analysis were done with the aid of the Scientific Package for Social Sciences (SPSS). The data was first explored for the underlying factor structure through factor analysis before descriptive and inferential statistical analyses. The study established a significant association between legal compliance and successful transformation in Kenya. It concluded that legal compliance was a significant challenge in the transformation of microfinance institutions into regulated deposit taking institutions in Kenya. This study recommends that transforming MFIs need to understand the entire licensing process to be prepared well to meet the requirements of each step and to deal with the challenges arising from an application for licensing and documentation, issuance of the license and fit and proper test. This study recommends further research to determine the impact of Microfinance regulation in Kenya; a study to determine the impact of MFI transformation on overall financial inclusion and a study to compare the experience of newly created DTMs and those that have transformed.

Keywords: Microfinance, Microfinance institution, Transformation, Legal compliance, Deposit-taking microfinance

Teacher Preparedness for Implementation of the Competency-Based Curriculum and Its Implication to Kenya

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Abstract

Education Is Like A Parent Of All Occupations, Which Nurtures All Others, including social work; it unlocks life opportunities as the weapon that fights enemies of humanity: illiteracy, poverty and disease with the power to transform lives. The curriculum delivers education with the teacher as the driver who requires continuous renewal of delivery skills. Kenya is in the process of phasing out the 8-4-4 curriculum and phasing in the competency-based curriculum (CBC). A case study was conducted in a primary school in Narok county; selected because it had a champion teacher trainer who trains others in a zone comprising 7 schools. The selected school had 16 teachers and 450 pupils. All the teachers were trained on the implementation of CBC, 13 of them teach in CBC classes and 3 do not and the 13 in teaching CBC classes participated in the study. The objectives were to find out the teachers' awareness and appreciation of the reason for curriculum change; the teachers' attitude towards the incoming competency-based curriculum; teachers' skills of effectively engaging learners and using resources in the classroom in a learner centred environment; application of skills gained from professional development courses in the classroom teaching and the teacher's assessment of learning outcomes. Data was collected from focused group discussions using an interview guide. Results indicated that teachers were not clear on reasons for curriculum change but appreciated that CBC had more advantages over 8-4-4 in helping every child explore and think critically and not just drill them to pass examinations. Teachers feel CBC introduction was abrupt with many demands on them and asked for sustained training to skill them enough for its implementation and assessment. They appreciated that the in-service training supports their classroom practice. Without effective teacher preparation for curriculum development, the country is in jeopardy of the enemies of humankind because education is as good or as bad as the teachers who implement it. This study recommends continuing school-based teacher support in CBC implementation.

Keywords: teacher readiness, curriculum implementation, competency-based curriculum

The Role of Entrepreneurship Among the Youth to Reduce Unemployment for Sustainable Development in Kenya
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Abstract

Unemployment among the youth has become of major concern to many countries across the world. This study sought to determine the role of entrepreneurship to reduce unemployment in Kenya. The research was driven by the problem of the high rate of unemployment among the youth in Kenya. The acute unemployment rate of the youth is a potential source of insecurity and political and economic instability. According to the Kenya Bureau of Statistics report on the 2019 population census, the youth comprised 70% of the total population in the country. This group makes up the largest pool of human capital that needs to be tapped economically. Every effort must therefore be made to ensure the youth are usefully engaged. The methodology of the research is purposive. It focused on the youth in Nairobi- Kasarani Sub-county and Narok town. The sample size was 100 businesses, comprising 70 from Nairobi and 40 from Narok. The research data was collected with the use of interview schedules, observation and secondary sources. The study population was drawn from *Boda Boda*, cybercafés and groceries operators. In the opinion of the researcher, the two towns- Nairobi city and Narok town, typically represent the actual situation across the country. Data were analysed and presented using descriptive statistics. The main finding was that productive engagement of the youth enhances economic, social and political stability. This will require the youth to acquire the necessary skills and knowledge. To ensure sustainable development, there should be a clear and reliable market for the chosen products or services. The qualities of agility, creativity, flexibility and innovativeness were critical factors for success in entrepreneurship.

Keywords: sustainable, development, engagement, entrepreneurship, unemployment

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- Master of Education (Early Childhood Development)
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- Bachelor of Education (Early Childhood Development Education)
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Intakes

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- School based/Part time modes of study: April, August and December

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Contacts

For more information, please contact us through the addresses indicated below. You can also log on to our website www.mmarau.ac.ke

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Since 1843, Clarke University has championed the values of education, charity, justice and freedom in Dubuque, Iowa and throughout our region. Founded by Mary Frances Clarke and the Sisters of Charity of the Blessed Virgin Mary, our Catholic heritage lays the foundation for our vibrant and welcoming community that welcomes students of any background where you can become the best and truest version of themselves.

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MILLERSVILLE UNIVERSITY OF PENNSYLVANIA, USA



Social Work is an ever-growing field providing opportunities in a variety of different fields. At Millersville University, we recognize that growth and continue to build upon the education opportunities in this field. Beginning with a BSW through to our DSW program, Millersville offers a comprehensive experience allowing our students offerings in many different areas of social work.

Post-Baccalaureate Certificate in Expressive Arts

- The Expressive Arts Certificate provides students with the required knowledge and skills around the use of the arts to apply to their practice with various groups
- Upon completion of the certificate and then a subsequent 200 hour (social work, psychology, educational psychology, marriage and family counselling, related mental health discipline) or 500 (fine arts or another discipline) supervised internship in chosen art modality, the individual will be eligible to apply as a Registered Expressive Arts Therapist and/or Registered Expressive Arts Consultant through the International Expressive Arts Therapy Association.
- Students complete 3 required courses and then choose two additional electives

Post-Baccalaureate Certificate in Home & School Visitor

- Prepare for home and school visitor role
- Ensures attainment of knowledge and skills to meet the needs of PreK-12 students to foster academic success
- Flexible program options

Post-Masters Certificate in School Social Work

- Prepare master level social workers for the role of school social worker
- The Certification in School Social Work has been developed according to PDE certification standards and was approved to fulfil the educational requirements for certification as a Pennsylvania School Social Worker, and Educational Specialist.
- Ensures new school social workers are highly qualified and meet competencies to be certified as a School Social Worker Educational Specialist
- Flexible program options

Post-Masters Certificate in Children, Youth & Families

- Students will be able to provide culturally competent services to vulnerable children youth, and families through a range of public and private agencies at various levels of practice.
- Students will attain clinical skills to work effectively with children and their families to promote positive outcomes, and macro skills and strategies to develop a productive change in service delivery systems.
- Students receive instruction in evidence-based practice and management strategies to develop competency in working with children and youth in a variety of contexts.

Master of Social Work

- Students can customize their MSW program through electives or the addition of 1 or more certificates or certification
- Face-to-Face and online options. Face-to-Face classes start at 3:00 pm or later
- The advanced generalist program prepares students for state licensure through clinical experiences as well as policy, advocacy, and community organizing careers

Master of Social Work/Master of Education in Sport Management (dual program)

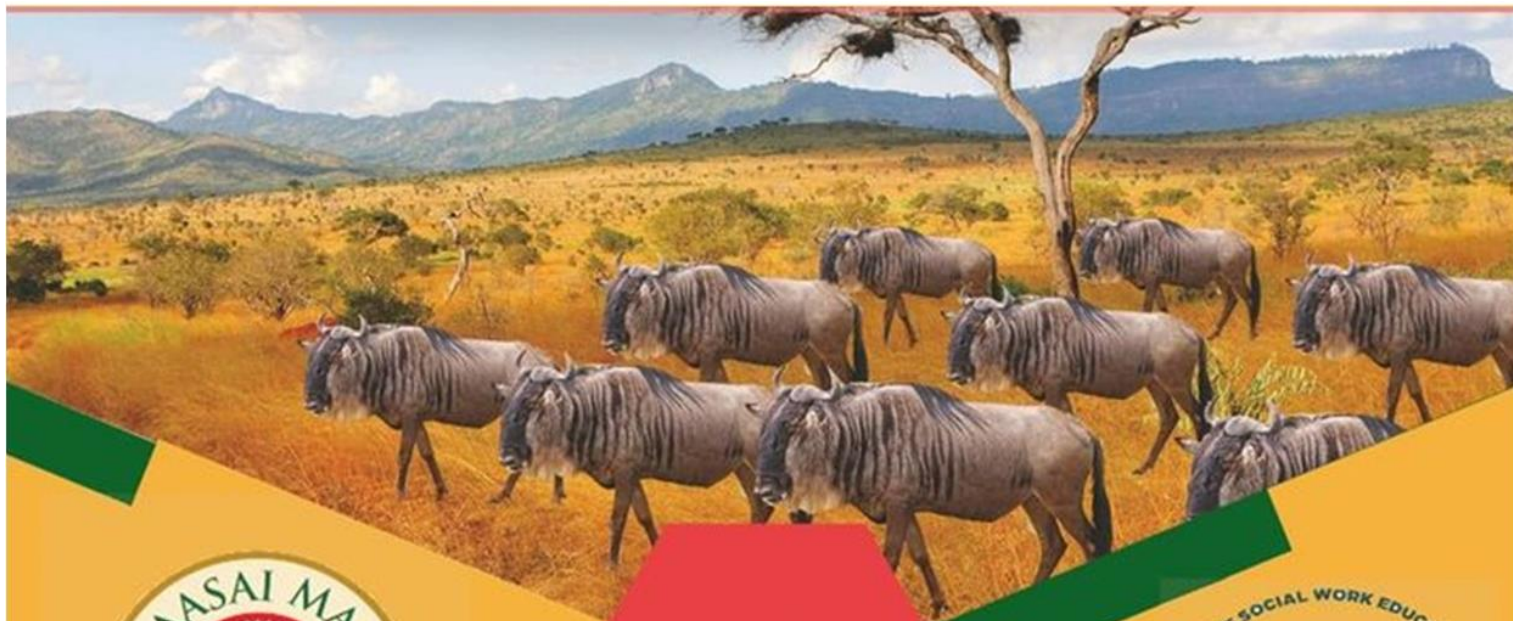
- A dual degree offered by the Millersville University School of Social Work and the Millersville University Center for Disaster Research and Education prepares students to work in planning, preparation and response as well as human service and resource development for communities and individuals
- Students can apply to, and pursue, both programs at the same time, or join the second program while enrolled in the first
- Field internships in Emergency Management

Master of Social Work/Master of Science in Emergency Management (dual program)

- A dual degree offered by the Millersville University School of Social Work and the Millersville University Wellness & Sport Science Department
- The dual degrees provide students with an understanding of the emerging trends in social work and sports management at the clinical, program planning and administrative levels with a focus on athlete wellness
- Students can apply to both, and pursue both programs at the same time, or join the second program while enrolled in the first
- Field internships in Sport Management

Doctor of Social Work

- Prepare for social work leadership roles as well as teaching
- Ensures social workers' voices are heard where key decisions are being made
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**ADVANCING SUSTAINABLE DEVELOPMENT GOALS
THROUGH SOCIAL WORK EDUCATION & PRACTICE**

BOOK OF ABSTRACTS



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