



# ANNUAL REPORT 2016

*"For I can do everything through Christ,  
who gives me strength."*

*Philippians 4:13*





## Friends,

How do you determine success? Often, we associate success with favorable end results. In the athletic arena, we base success on rankings and scores - who had the fastest time, who had the most points. While these are certainly indicators of achievement, they alone do not define success. At eduKenya, we can certainly boast of top rankings and high performance on exams, but 2016 reminded us that success can sometimes look less traditional.

At the end of 2015, the need for a high school became clear. We desired space for our students to continue to grow academically, spiritually, and emotionally. Not yet in a financial position to build the planned boarding school campus on our 11.5 acres outside of Nairobi, we were pushed by the needs of our students to find a temporary solution. We faced several bumps in the road, as well as logistical challenges, such as space and staffing. We found an unused boarding school with beautiful views and fresh air and hired a phenomenal staff and administrator. We now have one year at this school to reflect upon - a year that our high school students had space to learn, escape the challenges of Mathare, and experience freedom through mentoring and counseling. We can look back and say the year was a great success.

One of the greatest successes of 2016 was Rita. Rita did not come up in the Mawewa School system, but rather at another school in Mathare. When she arrived at the boarding school,

she was disengaged, uninterested, and unwilling to make an effort. Through peer-to-peer counseling and teacher-led small groups, we discovered that before Rita left Mathare, she was told by some in the community that she would not amount to anything. She was told that despite going to boarding school and leaving Mathare, she would no doubt return, never escaping the “walls” of the slum. Rita allowed those comments to define her as she joined the new boarding school.

After the first set of exams, Rita finished at the bottom of the class, well below the other students. Through consistent encouragement by her classmates and teachers, and the opportunity to pursue leadership roles and responsibilities, Rita began to change. No longer feeling hopeless, she began to see herself for who she was—a child of God, capable, talented, and loved. As her first year at the boarding school came to an end, Rita still found herself at the bottom of the class academically, but she showed the most improvement in her performance than any other student in the school. More importantly, Rita grabbed hold of the opportunity she had at the school and began to find hope and joy in who she was and of what she was capable. You see, eduKenya isn’t just about A’s and 1st place; we are about opportunity and transformation. While Rita’s story is still in progress, her trajectory has changed.

Rita is just one success story - a story of transformation. We hope that in the pages of this annual report you will see the many “successes” that are taking place in the eduKenya community. We know we have achieved something significant when a child begins to see themselves the way that we do, and most importantly the way that God does. You are a major part of making that happen, in helping the Ritas’ of the world see that they are God’s beloved - capable and talented, ready to make an impact. Thank you so much for your partnership, and we hope that you are blessed to see the impact of your prayers and your generosity at work.

**Adam Gould and Bob Kikuyu**  
**eduKenya Executive Directors**



# 2016 Highlights

For the first time, Mawewa Primary School students advanced to the **National Kenya Music Festival** in three categories, placing in the top six in each event.

Mawewa teachers attended a **learning support training seminar** to discover strategies and practices to teach students with learning disorders.

An agricultural science program began after Mawewa High School received **permission to farm 3 acres** on the boarding school property.

Mawewa School **soared above both public and private schools** in national exam results.

The Kenyan team held its first major Kenyan fundraiser, the **Wezesha Bike Ride**.

A health care team provided **basic medical exams for all students** in February, June, and October.

Mawewa Preschool **joined an RTI International research program** involving 75,000 three to six-year-olds in 1,500 Kenyan early childhood education centers. The study, Tayari Preschool Model, aims to develop a curriculum that ensures children in Kenya are well-prepared to start and succeed in primary school.

In 2016, an annual **eduKenya Internship Program** started. The aim is to promote leadership and to develop a team of internship alumni who champion the vision and mission of eduKenya.

Mawewa High School welcomed its first Form 1 (9th Grade) Class. **20 students moved into a temporary boarding school property**, located in Naivasha, approximately 57 miles northwest of Nairobi.

In December, Mawewa School teamed with **Christian Best Camps of Kenya (CBCK)** to provide outreach to our students in grades 4-9.



An organization built on the belief that life can be radically different for children and families living in abject poverty in the Mathare Slum of Nairobi, Kenya.

Schools that provide a holistic education, utilizing a challenging curriculum, and emphasizing character development.

## WHO WE ARE

A movement offering sustainable opportunities to children and families through formal education, skill training, and local investment.

Programs leading to transformation and hope for our students, their families, and the community.



# The Mawewa Difference

The start of Evelyn's high school education was a disappointment. Accepted to an academically strong school after graduating from 8th grade in 2014, her parents could not afford the high tuition. She was able to attend a different boarding school in Nairobi for the first 2015 term, but resources ran out, and Evelyn left school during the second term. She enrolled in a day high school in Mathare, but distractions at home and in the slum interfered with her focus. Again, family funds tightened, and Evelyn dropped out of school.

In 2016, Evelyn's mother, Loise Wanjiku, joined Mawewa School staff as the Preschool Custodian. As Loise became



more comfortable around co-workers, she shared about family struggles and her daughter's plight. eduKenya invited Evelyn to a 4-day visit with the Form 1 (9th grade) Class at the Mawewa High School in Naivasha. Evelyn was accepted into the student fold, and her 4-day visit extended to the end of the 2016 school term.

To Evelyn's delight, she was offered a place in the Form 2 Class for the 2017 school year. Evelyn is forthright with her new fellow students about the distinction between Mawewa High School and the two other secondary schools she attended. She eagerly shared several ways Mawewa boarding school stands out:

- *The teachers are serious about their responsibilities and have high expectations of themselves and the students. They make sure the children understand the lesson concepts, working with individual students as needed.*
- *Girls may braid their hair. (Many schools require that girls wear their hair closely cropped or blow dry it straight. The Mawewa practice is to help students learn personal care, responsibility, and time management.)*
- *Teachers and students pray and study the Bible together. Guided by teacher-mentors, students gather in Care Groups where they share their challenges, read scripture, and share devotions.*

- *The environment at the boarding school is beneficial for learning. It is peaceful and spacious. There is a generous amount of time to collaborate on class projects and opportunity to study independently.*
- *Fellow students hold each other in high regard. Kind, willing to share, and accepting of others' backgrounds, they do not bully or mistreat. Classmates are deliberate in their school work, hold each other accountable, and engage in wholesome academic competition.*
- *There are enough textbooks and beds for each student.*
- *The food is delicious, well balanced, and ample. Students and teachers eat the same meals.*

*Evelyn is right - there is a Mawewa difference. Compared to many Kenyan schools, public and private, Mawewa is a standout. A few key areas of contrast between Mawewa School and public schools include:*

## MAWEWA SCHOOLS

- *Nominal tuition based on ability to pay. If a family is deeply impoverished, they need only pay for pens and exercise books.*
- *Most students are age-appropriate for their class level.*
- *Literacy and math skills are a priority, and Mawewa students become proficient in both.*
- *Mawewa School mean score for the 2015 & 2016 KCPE exams = 333 & 316, respectively/500.*
- *Low teacher/student ratio = 1:20.*
- *Absentee rates are low. Main reasons for absences are health issues and bereavement.*

## KENYA PUBLIC SCHOOLS

- *Free education, but multiple hidden fees may burden impoverished families; e.g., lunch, textbooks, and exam fees.*
- *Many students are older than expected for their class level.*
- *By Class 8, literacy levels remain low, and few students can solve abstract math problems.*
- *Kenyan public school mean score for the 2015 & 2016 KCPE exams = 181 & 187, respectively/500.*
- *Severe teacher shortage, with a high teacher/student ratios range = 1:42-to-1:85.*
- *High absentee rates for students and teachers.*

*Mawewa Schools prepare their students to live responsibly and successfully, to break the chronic cycle of poverty, enrich their community, and experience a full life in God. Our students are becoming the future hope of Kenya.*



## A Door of Hope

Evans, 15, was elated with his good score on the 2016 Kenya Certificate of Primary Education Exam, but his joy was overshadowed by despair when he learned that high school was not in his future. His mother believed Evans could make it on his own in the world, and his grandmother could not afford the fees. Distraught and unable to see a way out, Evans locked the door to his room and took to his bed.

The middle child of five boys, Evans' life journey is often in turmoil. Evans' father is not in the picture, and the family lives with their grandmother. His mother sometimes works away from home for long periods, forcing Evans into a co-parenting role to his youngest siblings. Though he loves his mother, Evans is not keen to emulate her life choices.

Pregnant with her first child at age 13, Evans' mother, now 37, has difficulty holding down a job to support her family. Several years ago, enticed by the promise of easy money in a foreign land, she found herself the victim of debt bondage and forced labor in Saudi Arabia, a major destination country for Kenyan victims of human trafficking. Released when her health deteriorated, she returned to Mathare with no compensation for the toil and abuse.

Providentially, God provided Evans with a wonderful role-model in his grandmother. With no formal education, Lydia works hard to support her family. She once eked out a living making beaded bags to sell but found it difficult to compete in the available job market. When eduKenya's Community Support Ministry (CSM) offered a course in soap-making, Lydia became their brightest student. Mastering the skill, Lydia now supplies her neighbors and Mawewa School with soaps, cleaners, and disinfectants.

As Lydia stood staring at her grandson's locked door and the barricade to his future, she reminisced about his academic struggles. Hampered by the distraction of a chaotic home-life, Evans struggled significantly throughout his academic career. But with the persistence

*"At the core of poverty alleviation is igniting God-given dignity into the hearts of the poor by empowering them to be who God created them to be."*

Dr. Anne Bradley, Institute for Faith, Work & Economics



of Mawewa School staff, committed to transforming the lives of their students, Evans persevered and earned the right to advance to secondary school with exemplary marks.

Broken-hearted by Evans' sorrow, Lydia's determination to save his future intensified. She contacted CSM Coordinator, Joseph Njenga, who came to the house to counsel and comfort Evans, and offer hope. He helped devise a way for Evans to attend Mawewa High School. At the end of his first week at the boarding school, Evans wrote, "My experience at boarding school has been good. I feel love from the way I am treated by my classmates and teachers. It is the best place for me."

Jesus calls those who bear his spiritual DNA to care for the needy. eduKenya embraces God's commission by providing education, skill training, nutrition, health care, and emotional support for impoverished children and families. These life-transforming opportunities open a door of hope to the future in this valley of extreme poverty called the Mathare slum.



## The Gift of Creativity

Co-curricular activities complement and strengthen classroom academics, and contribute to the holistic development of our students, affecting their cognitive, emotional, social, moral, and cultural transformation. eduKenya provides quality complementary opportunities for Mawewa School students, including athletics, visual arts, crafts, debate, poetry recitation, music, dance, and drama.



Each year, Mawewa's preschool and primary classes prepare for and take part in the Kenya School and Colleges Music Festivals. In 2016, Mawewa students sang, recited, and danced their way through multiple levels of competition. And for the first time, they progressed to the National Competition held at the Kasarani Stadium in Nairobi. Mawewa Primary School students placed within the top six of three categories: Public Speaking, Swahili Poetry Verse, and Choral Group.

Stanley, Class 8, sang with the Mawewa School Choral Group, Pata Potea, and describes his experience at the regional level competition, "We had to compete with many schools. These were not ordinary schools, they were fierce horses with only one goal - to get the trophy. The fierce, well-decorated, tall students were intimidating. I was nervous. There I was on stage with my heart pounding. My legs became weak and began trembling. I then remembered my teacher's words, 'It is better to try and fail than to not try at all.' I let my heart out to the audience, and you should agree with me when I say, hard work pays. By God's grace, we proceeded to the National Level!"

Mawewa School's annual participation in the Kenya Music Festival not only introduces our students to performing arts education, but enhances their confidence, creativity, perseverance, focus, collaboration, and accountability. Additionally, participation in events outside Mathare exposes the students to other Kenyan traditions and promotes the preservation of Kenya's rich cultural heritage.

God is the One who gives the gift of creativity, and He intends for the fruits to delight others. eduKenya is privileged to help our students discover and find opportunities to share those gifts with thanksgiving and for His glory.



Collapsed 6-story apartment building. The colorful Mawewa School is visible from the rescue site.

## The Power of Community

Through the years, eduKenya and Mawewa School staff and the parents of our students have developed into an encouraging community with hearts and hands available in times of need. In 2016, the group initiated a more formal support system to help Mawewa families in times of crisis. Both staff and families contribute what they can, when they can, into an account collected and distributed by eduKenya's Community Support Ministry. Unfortunately, several tragic needs arose in 2016.

Ann N., Class 5, a girl full of dreams and aspirations, found her life in turmoil throughout 2016. Her mother, diagnosed with advanced cancer, needed extensive medical tests that drained family funds. Ann's father sustained an injury at a construction site and could not work. While he was recuperating, he contracted meningitis, was misdiagnosed, and succumbed to his illness. On the day of her father's funeral, her grandfather died in a tragic car accident. As the family reeled with grief, the Mawewa School community pulled together to support them. Collected funds covered medical bills, funeral expenses, and daily needs. Fellow Mawewa parents took responsibility for the care of Ann and her brother when needed.

On April 29, 2016, Wayne O., Class 1, the eldest of three young children, was in awe of the torrential rains falling outside his six-story apartment building. A neighbor noticed a large crack forming in the wall and warned everyone to evacuate. As Wayne exited the

building, he felt debris hit his face, and he ran for his life. Wayne, his parents, and brother narrowly made it to safety, but his young sister was one of 49 who died in the building collapse. The family moved into cramped quarters with relatives and lived each day amid profound sorrow. The Mawewa community aided the family during their time of displacement and loss. Later in the year, Wayne's family found a new home and started a small business.

Joyce W., Class 5, was abandoned by her mother when she was a baby. Her grandmother raised her, working hard to provide for Joyce, but as she aged, it became difficult to work long hours and their financial resources dwindled. In July, a matatu (bus), struck Joyce's grandmother, and she died. The eduKenya and Mawewa community pulled together to help pay for funeral expenses and look after Joyce. Members of the eduKenya and Mawewa staff helped Joyce process the overwhelming grief. After her uncle took guardianship, Community Support Ministry Coordinator, Joseph Njenga, continued to follow up, ensuring that Joyce received proper care and continued her education.

In 2016, the eduKenya initiative collected and distributed \$400 to offset medical bills, pay funeral expenses, and support the bereaved. Mawewa families learned that together, in a life transforming partnership, they are stronger. eduKenya embraces this type of community development orientation as we continue to find new ways to provide services and support in Mathare.

*Finally, all of you should be of one mind. Sympathize with each other. Love each other as brothers and sisters. Be tenderhearted and keep a humble attitude. 1 Peter 3:8.*

*And don't forget to do good and to share with those in need. These are the sacrifices that please God. Hebrews 13:16.*

# Training the Trainers

Mary K., 18, struggled with school lessons during her primary education. After 8th grade, Mary dropped out of school and stayed home. Several years passed, before Mary's aunt invited her to Mathare to enroll in the 2015 eduKenya Skill Training Tailoring Program. Pleased with the prospect of learning a trade to support herself, Mary moved to Nairobi.

Like primary school, Mary found trade school daunting as she struggled with her lessons. Certain concepts and calculations were perplexing to her, requiring much one-on-one tutor time. At the end of the 6-month program, she bid farewell to classmates as they graduated and moved into the workforce. Mary studied three months longer before receiving her Certificate of Completion in Tailoring in 2016.

While not the first Skill Training student with learning deficits, Mary's difficulties severely taxed the teachers' experience. Likewise, Mawewa Preschool and Primary

School teachers sometimes labor to meet the needs of young students with learning disabilities. As concerns circulated among the educators and administrators, earnest dialogue centered on improving outreach to struggling students. A search committee formed to find a Learning Support Specialist to conduct faculty training.

Joy Njuguna, who has an extensive background in special education and teaches in the Kibera slum, came highly recommended. On October 16, 2016, Joy provided Learning Support instruction to Skill Training and Mawewa School faculties. Joy taught about holistic child development, specific strategies for dealing with various types of learning disabilities, and balancing classroom time between curriculum and intellectual/emotional support. The teachers, impressed with the in-service content, looked forward to employing the techniques they learned. Also, Class 8 teacher Moureen Njeru, currently taking classes in remedial/



special education, will act as Mawewa's Learning Support teacher-consultant.

Learning disabilities can interfere with our students' ability to meet their intellectual and life potential. eduKenya believes that Mawewa teachers and Skill Training instructors are the key to successful transformation for those with learning deficits. We are committed to supporting faculty as they offer high-quality educational experiences that address the physical, mental, social and spiritual needs of all students.



## Class 8 Soars!

While accomplishments alone do not define success, eduKenya is aware that Mawewa students must meet specific national criteria to advance their education. The national Kenya Certificate of Primary Education (KCPE) exam is the gateway test that grants passage from primary school to high school.

952,021 Kenyan 8th-grade students in public and private schools, including 18 Mawewa students, sat for the KCPE in 2016. The exam total was 500. The passing score was 175 or greater. The 2016 mean scores for public and private schools was 187/500 and 230/500, respectively.

Mawewa School's Class 8 students soared above both

public and private school averages in national KCPE exam result with a mean score of 316/500. The entire Mawewa 8th grade class passed the exam, making them eligible to apply for high school.

Only 5,190 (.005%) of the national candidates scored above 400, with the top score in Kenya being 436. The top Mawewa candidate, Kevin K., scored 398.

Mawewa School clearly offers an outstanding scholastic education that is competitive with the better schools in Kenya. Maria Montessori said, "Free the child's potential, and you will transform him into the world." At eduKenya we believe that freeing a child's potential will transform the child and their world.

# Mawewa High School

2016 marked the tenth year of operation for eduKenya. Starting as The Kenya Children Project in 2006, the program expanded from a church childcare program into three fully functional education centers known today as Mawewa Schools. Each year, a new grade level was added, and in 2016, 20 students entered the first high school Form 1 (9th grade) Class.

In the past decade, we observed large numbers of adolescents dropping out of other schools – violent gang recruitment, drug use, prostitution, and early pregnancy stealing their childhoods. The eduKenya and Mawewa School teams knew the best way to protect our students and keep them in school was to provide an opportunity to attend boarding school outside of Mathare.

In January 2016, eduKenya opened a temporary boarding school in a rented facility in Naivasha, 57 miles northwest of Nairobi. The new environment is serene; a distinct difference from the overcrowded and chaotic Mathare. Throughout the school year, teachers and students forged a

## Financial Highlights

*eduKenya is dedicated to the highest standards of financial stewardship and accountability to both our donors and the people we serve. We are committed to efficiently and transparently utilizing the resources entrusted to us.*

*We regularly monitor program budgets and costs to ensure that resources are maximized and used for their intended purposes. Certified Public Accountants conduct annual audits.*

### REVENUE

Individual/Private	\$239,444. <sup>49</sup>
Business/Corporate	\$111,082. <sup>68</sup>
Churches	\$58,935. <sup>88</sup>
Gifts in Kind (Stock)	\$5,082. <sup>34</sup>
Rental Income	\$13,591. <sup>00</sup>
Nonprofits	\$16,272. <sup>10</sup>
Skills Training	\$1,159. <sup>79</sup>
School Fees	\$9,460. <sup>28</sup>
<b>TOTAL</b>	<b>\$ 455,028.<sup>56</sup></b>

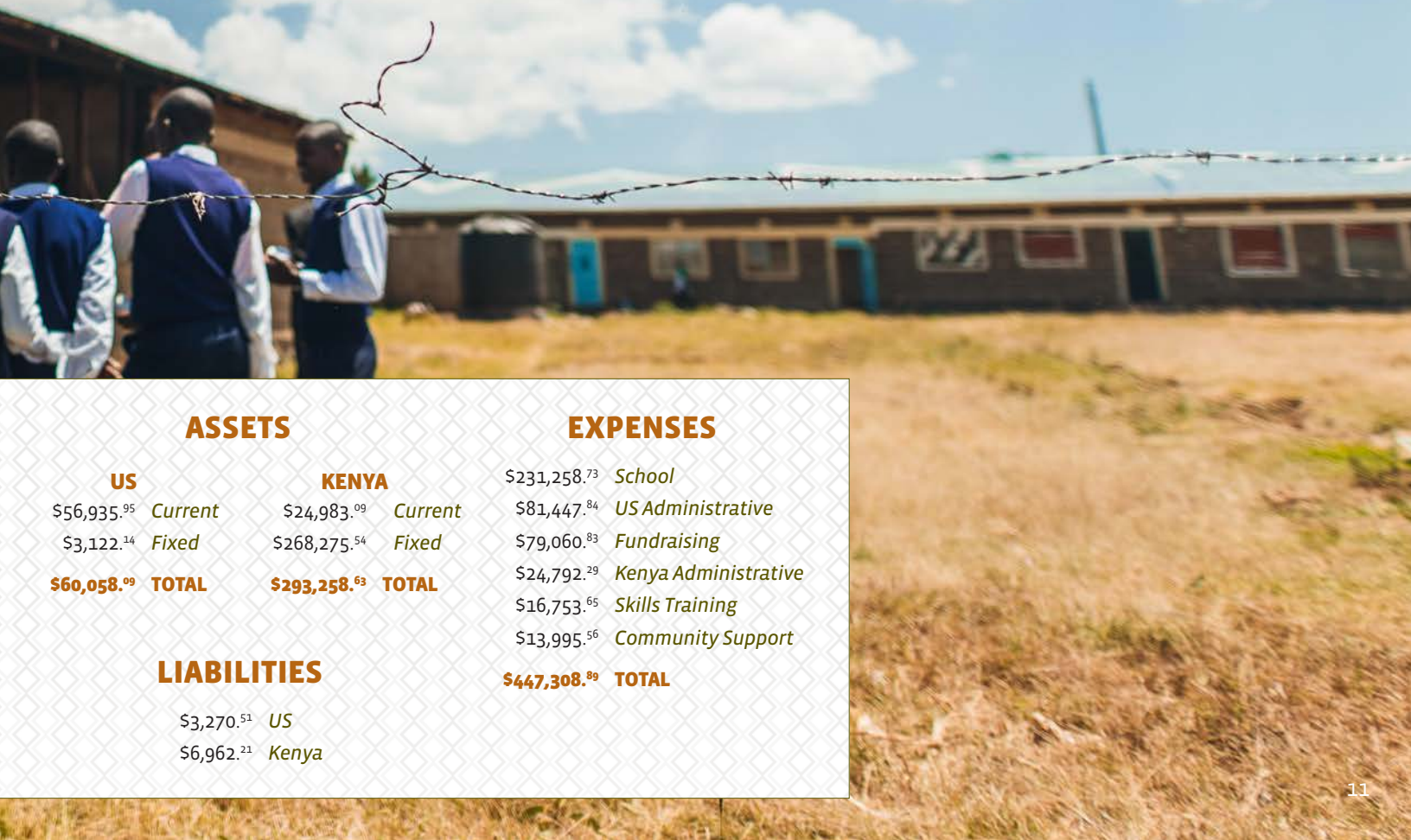
competitive education program with high academic standards and extracurricular activities.

Form 1 students tackled many new areas of knowledge, such as biology, geography, and chemistry. Students farmed 3-acres to promote agricultural education and grow vegetables for student and staff meals. An intensive literacy support and reading recovery program became a fundamental part of the program, and each child received a Kindle to download their literature assignments. Student-centered curricular activities, such as debate, enriched the educational program.

To broaden their experience, the children explored the culturally rich landscape of Naivasha and the surrounding areas. They enjoyed rock-climbing, day hikes on nearby mountain paths, and picnics at a local lake. Students traveled to Hell’s Gate National Park, where they marveled at the scenery rich in wildlife. There are hopes of a future visit to Olkaria Geothermal Power Station, the first of its kind in Africa.

The Form 1 staff and students worked diligently to develop and support an environment of respect, care, and trust. Conflict is inevitable among students living in close quarters, so they learned the skill of peer mediation to resolve disputes. Guided by teacher-mentors, students gathered in Care Groups to share challenges, read scripture, do devotions and pray together.

eduKenya’s Mawewa Schools are centers of hope, opportunity, and transformation. eduKenya is committed to providing expanding opportunities and resources for Mawewa students to break the chronic cycle of poverty, enrich their community, and experience a full life in God. Our goal is to establish a permanent residential high school on our 11.5-acre property near Masimba, 100 miles outside of Nairobi. This way, all Mawewa students, grades 6-12, will leave the slums of Mathare for the remainder of their primary and secondary education.



### ASSETS

US	KENYA
\$56,935. <sup>95</sup> <i>Current</i>	\$24,983. <sup>09</sup> <i>Current</i>
\$3,122. <sup>14</sup> <i>Fixed</i>	\$268,275. <sup>54</sup> <i>Fixed</i>
<b>\$60,058.<sup>09</sup> TOTAL</b>	<b>\$293,258.<sup>63</sup> TOTAL</b>

### LIABILITIES

\$3,270. <sup>51</sup> <i>US</i>
\$6,962. <sup>21</sup> <i>Kenya</i>

### EXPENSES

\$231,258. <sup>73</sup> <i>School</i>
\$81,447. <sup>84</sup> <i>US Administrative</i>
\$79,060. <sup>83</sup> <i>Fundraising</i>
\$24,792. <sup>29</sup> <i>Kenya Administrative</i>
\$16,753. <sup>65</sup> <i>Skills Training</i>
\$13,995. <sup>56</sup> <i>Community Support</i>
<b>\$447,308.<sup>89</sup> TOTAL</b>

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