



Annual Report 2018

"... Let God transform you into a new person by changing the way you think. Then you will learn to know God's will for you, which is good and pleasing and perfect."

Romans 12:2 NLT



Friends,

Each year as I sit down to type out this introductory letter for our annual report, I reflect on the previous year. I try to think of specific conversations with students, families and staff that I can share. As I reflect on 2018, all that comes to mind is this has been a particularly difficult year. Sometimes we fall into the trap of getting caught up in the idealism of the theoretical (how things should be), and stop engaging in the present (how things really are). In 2018, our theories on transformation and how God works were tested, and the reality of working in Mathare was a challenge. 2018 was a year of stretching, frustration and growth. We certainly experienced joy and there were many amazing stories of transformation throughout the year, but it was a hard year nonetheless.

While we were hoping to be in our permanent location for our boarding school, that has not happened. Our temporary high school location in Naivasha, Kenya was not the ideal space we had hoped it would be and it became necessary to find a new location. We looked at this transition as an opportunity to move to a more conducive learning environment, with upgraded facilities. Though the cost of our new rent was more expensive, we had the commitment of maintenance from our new landlord, as well as stabilized water and electricity - things we lacked in Naivasha. In addition, we moved to the county in which we own land for our permanent boarding school. This means that once we completed the official government registration for our high school, we would not have to go through the process again when we ultimately move to our permanent location. Transitions, even when anticipating the best, can be challenging. Trying to get all of our belongings out of the Naivasha location proved difficult, as did getting our security deposit back from the landlord. While our new location provided better infrastructure, many of our students fell ill throughout the year - creating a different set of challenges.

As a staff team we also experienced the difficulties associated with the transition of some team members into and out of the organization. We dealt with a heartbreaking incident of child sexual abuse, when one of our students was raped by a neighbor, and also the early teen pregnancy of another student.

We dealt with sickness, injury and loss. It felt as if every week, just as we began to recover from the last struggle, some new difficulty would arise.

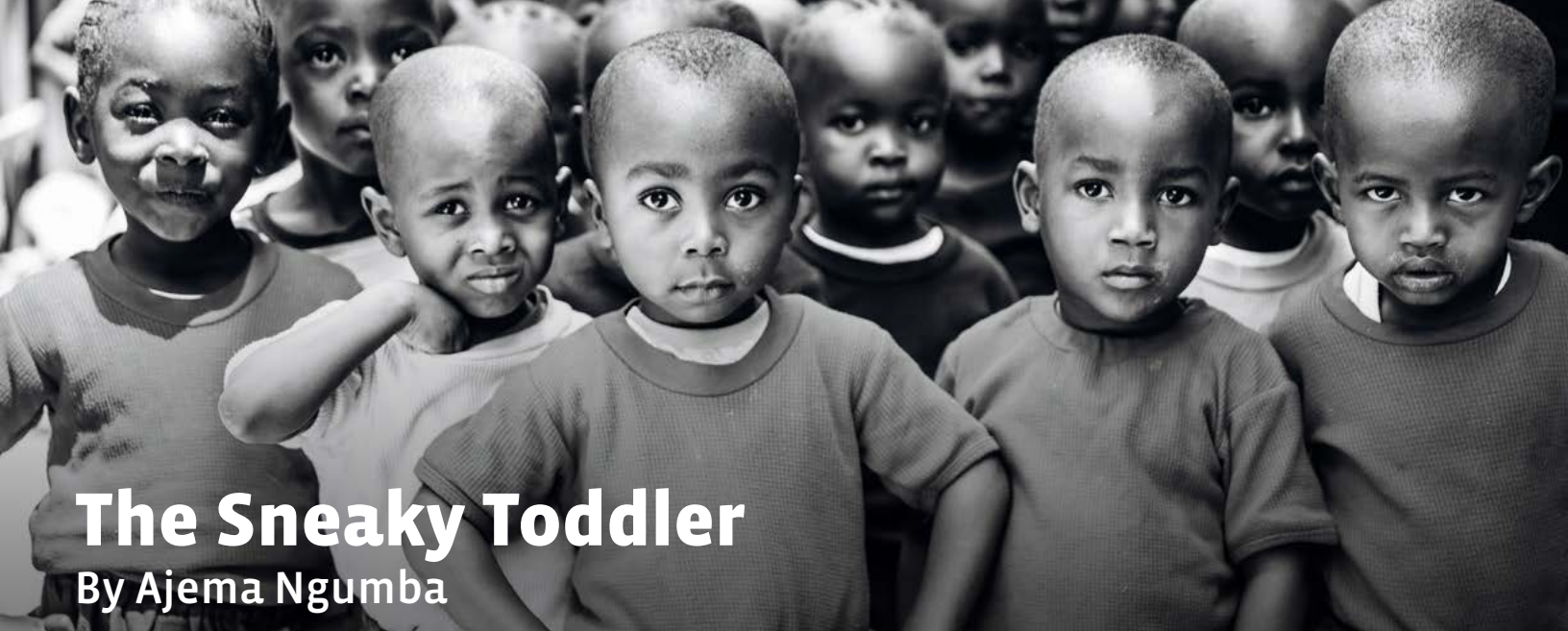
The growth of our schools and programs has required greater resources. As we have prayed for the floodgates to open, we continue to find a steady drip at the tap. It has been a grind getting all of the resources we need. There were times when some of our team delayed taking salaries, where we had to eliminate certain activities - months where we had no idea where the resources would come from.

It was a hard year. It began with difficulty and it ended with difficulty. Yet, there remained a constant and consistent truth: God provides. He provided the right staff at the right time, the “just enough” resources in the right moments. He helped bring healing and comfort where there was struggle and mourning. He led us to new ideas and structure that we hadn’t even realized were needed. It is so easy to point our finger at God and say, “Why aren’t you helping and doing more?” We do not see all that God sees. We often fail to see the blessing in the struggle.

As I look back at the life of our organization, it has been in the difficulty and challenge that we have seen God lead us to a place of thriving. It is when we stop and look at the abundance around us, that God reminds us of this truth - as it says in Ephesians 3:20, He “... is able to do immeasurably more than all we ask or imagine.” 2018 laid a foundation that is bearing fruit in the early part of 2019 and will continue to bear fruit in the years to come. I’ve never enjoyed being “refined by the fire”, but with hindsight being 20/20, it allows me to be joyful and hopeful in the midst of the grind, the heartache and the challenge, and know that the process of suffering is the foundation of hope (Romans 5:3-5). In these pages you will read of hope - hope that was born out of suffering, perseverance and character. Embrace that in your own life. Thank you for being a willing traveler on this journey with us.

Adam Gould
Executive Director/Co-Founder





The Sneaky Toddler

By Ajema Ngumba



For a long time, we wondered who the toddler was that kept appearing at the preschool during break times to play with Mawewa Preschool children. More often than not, he would then join them in class for their lesson and in the afternoon

nap with the rest of our youngest students. Jahvis Macharia is now a lively five-year old who attends Mawewa Preschool. He is the last of three children born to Joseph Kamande, and Lydia Wanjiru with older teenage siblings, Kevin and Annette. Fondly nicknamed “Kabuda,” Jahvis and his family live right next to the Mawewa Preschool in a property his father inherited from his late parents. Kabuda’s parents serve as caretakers of their property and the meagre rent they collect is shared equally among a number of siblings.

Kabuda’s mother, Lydia, who has lived in the area for the past twenty years is so thankful for the Mawewa School. Due to her observation of the school over the last few years, Lydia has a wonderfully refreshing understanding of the mission and vision of eduKenya. She says that since the school moved next door to her, she has been impressed by the diligence and love the teachers have towards their work and pupils. She is especially impressed by the high level of discipline evident in all the pupils, whether in pre-school, primary or high school. This discipline, she noticed, is not brought about by harsh rules or corporal punishment, but rather through a loving and nurturing environment for the children. Having watched the interaction

between the staff, pupils and parents, Lydia was never afraid of Kabuda’s safety when he seemed to disappear from her sight. Before Kabuda turned two years old, he often slipped into the school and spent time in Miss Ng’anga’s and Mrs. Mwangi’s classrooms. He would tell his mother he was going to have porridge at the school, or, he would be found playing with the children during break time and then disappear with them into their classrooms. His mother never worried that he would be lost, she knew he was safe when he came into the school. In fact, the staff who interacted with him at different times and in different ways often jokingly told him to get a uniform and come to school, so he would pester his mother for a uniform so that he could start school even though he was too young. Naturally, when the time came to interview the next group of entry level pre-primary students (also called playgroup) students, Kabuda was first in line to officially join our Mawewa community. His interview went really well because he was so familiar with the teachers and staff. Having snuck into classrooms so many times before, Kabuda was already part of the school.

Lydia, who like many women in Mathare, carries the burden of taking care of her family, thanks God for the chance she has to have two of her children study at eduKenya run schools. Her oldest son Kevin, who is completing his senior year at Jamhuri High School in Nairobi, has been heard wishing he would have had a chance to be a part of the student body at our Chelezo High School. Having interacted with some of our students, Kevin sees the difference in them and has made a conscious choice to be as disciplined as they are.

At the end of 2018 Lydia’s daughter, Annette sat for her Class 8 exams, and begged her mother that if she did well in her exams, Lydia

would find a way for her to join our Chelezo High School. Annette saw how much her little brother was growing and learning in the short time that he had been a pupil at the Mawewa School. She promised that she would work hard if she got a place in the high school. She felt that Chelezo had everything she needed to give her the platform to succeed and later on to help her family break from the cycle of poverty in which they find themselves. Annette had a clear vision of what she wanted in life and expressed to her mother that Chelezo offered her a unique opportunity to pursue those goals in an enabling environment. Based on her passing grades and connection to the school, Annette joined Chelezo High School as a freshman at the beginning of 2019.



Lydia would like to thank God for eduKenya because it has given her younger children an opportunity to get high quality education that she would not otherwise have been able to give them. Being a petty trader, she makes roughly \$3 a day from the onions, cabbage, tomatoes, kale and spinach that she sells sporadically. She goes to the market once a week if she makes good money from her sales, but this is hard because her son, Kevin needs 80 cents for transport every day to Jamhuri High School where he is in his final year. However, Lydia’s silver lining is that her younger children have an even greater chance of success by being at Mawewa and Chelezo Schools. From one little boy sneaking into the school next door, there is now hope for the transformation of an entire family.



Empowering Teachers and Students

by Ajema Ngumba

In the 1984 classic “The Karate Kid,” Mr. Miyagi famously said “...No such thing as bad student, only bad teacher. Teacher say, student do.” For Michael Maingi, eduKenya’s Head of Education, this pop culture quote directly correlates to his passion: making sure that all our teachers are empowered. For Michael, empowered teachers mean better equipped students who have a greater chance at becoming responsible adults.

Michael first joined our team when he served as a lower primary teacher at Mawewa School in 2009. He grew up in extreme poverty in the Majengo slums of Nairobi, which are located near Mathare. He knows our children’s struggles all too well. With limited role models and a minimal understanding of what an empowered life meant, Michael counts himself as fortunate to have received a partial scholarship opportunity with Compassion

International – an organization that he says, “... largely changed my way of thought and my way of living. It opened a world of possibilities just by having me interacting and volunteering with the staff, and the organization at large.”

Through the seeds planted by Compassion International, Michael’s life changed. His life no longer meant merely existing day to day and barely surviving through the challenges that come with poverty and living in the slums. Michael was now able to thrive under the care and provision made by the organisation that sponsored him through primary and secondary school. Upon graduating from High School, Michael knew that he wanted to make a difference in his community. He enrolled in a teacher training course at Meru Teachers College where he trained to be a primary school teacher.

Upon graduation, Michael interviewed and was recruited as a teacher at Mawewa Primary School in 2009, which was the only eduKenya school at the time. Reclining in his chair and staring into space with a warm smile, Michael reminisces about starting as a teacher at Mawewa. “It was such a privilege and I gave it my all. I worked very hard... I know the impact an empowered teacher has in building the best kind of children who will later build the best kind of nation.” As a young 22-year old teacher fresh from college, his plan was to teach at Mawewa for a few years, then move on to other pursuits. The teaching position was to launch him into something bigger, or so he thought. As much as he appreciated eduKenya’s vision and mission, Michael wanted more, and he didn’t think it was to be found at Mawewa School.

God had other plans for this bright young man.

As Michael began interacting with the children in his class, he began to question what his purpose was and why, having grown up in the slums, he was drawn back there to teach. God placed on his heart a burden for the children in the slums. It was a burden to help them receive high quality education in a nurturing environment, and to empower them so that they are able to articulate their thoughts and make wise decisions based on knowledge imparted to them and gained through exposure to new ideas. It dawned on him that he had the perfect opportunity and platform to nurture children from the slums, to give them hope for the future. “... I know what it is like to be a child growing up in the slums. I understand how, without proper guidance, a child growing up in the ghetto can miss the mark and go completely astray. This is not the story I want for any of the children that go through the eduKenya schools.”

Michael is not only interested in the academics of the children at the Mawewa Schools. He also desires that they grow into passionate, compassionate, creative and responsible adults that will participate in, and have a positive impact on society. Over the years that he was the Headmaster of both Mawewa Pre-primary and Primary School, he worked tirelessly to empower his teachers and sought the best possible resources that would ensure the transformation of each child. Michael also went out of his way to ensure that the children remained in school, whatever their challenges at home. “I have visited more children than I can count or remember. If a child showed up



at school in dirty clothes on a Monday, I felt it was really my responsibility to find out why. To this day I believe that sometimes, the “why” is not found at school with the child answering our questions, but at home; so I visited the parents.” One of the reasons Michael was, and still is, able to get to the heart of the problems Mawewa children have at home is because he understands the slum and its challenges. In and around Mathare, Michael is known as Mwalimu, the Swahili word for Teacher. He knows Mathare like the back of his hand because of the follow-up he has enrolled in our schools and their families. He insists that this is a safe place once you get to know the people. “I hear people say Mathare is not safe and I cannot relate. Mathare people are like everyone else in the world. Once you get to know and understand them you will find it easy to live with them. Isn’t that true of everyone?”

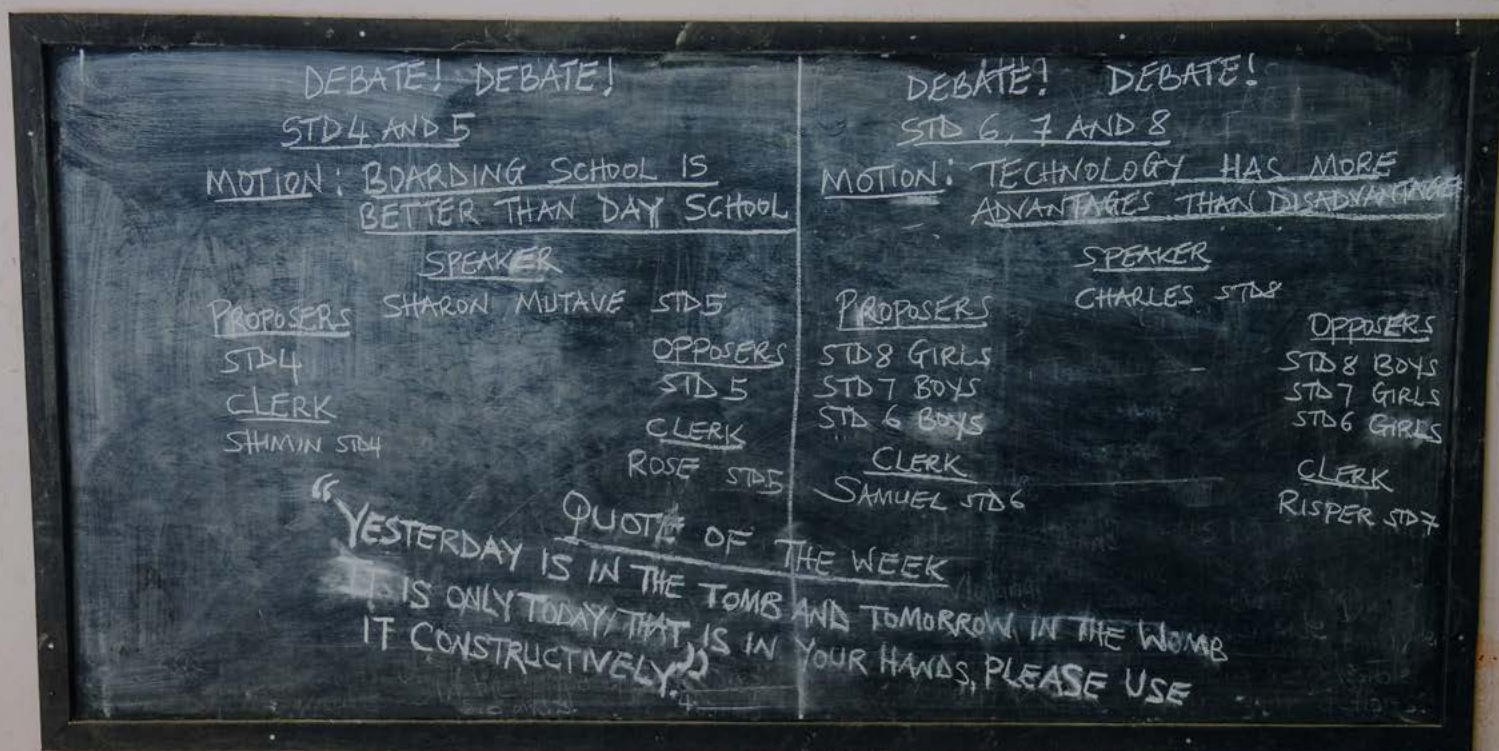
Michael’s hard work, his intentional, purposeful and systematic approach to

bringing quality education to the students through empowering their teachers has yielded much fruit. In 2015 he was recognised as the Employee of the Year. He had steered the primary school through registration as well as preparation for the national examination. Our first Class 8 candidates posted good results after their KCPE and that encouraged all the staff to give their best in whatever area they served.

At the beginning of September 2018, Michael stepped into the newly created role of Head of Education for all eduKenya schools. He is tasked with coaching the heads of Mawewa Pre-primary and Primary, and Chelezo High School. He works to ensure all our schools run smoothly, while leading the charge towards a robust and innovative curriculum that is transformative and adapted to the context and circumstances of Mathare. Stepping into this role so recently, there have already been positive changes within the schools. “We want to ensure that every

child that goes to the pre-primary, primary and secondary schools experiences that same high quality education. That is why our 7 milestones of transformation are key to the successful transition and transformation of each child at each stage. I’ve watched as the milestones we are in the process of implementing build the teachers and grow them in their own spiritual walk with God. As a result, they are able to break down to the youngest ones complicated ideas, concepts and even doctrine so that they understand, for example, the Trinity. We want to bring up students that are not only able to achieve academic excellence, but having such transformed character that they grow up to be responsible adults. That is our goal, and we can only do this by ensuring that their teachers are empowered.”

We are so grateful for your continued support of eduKenya. Through your gifts, educators like Michael have found purpose and influence over the next generation of African leaders.



Mission

We provide high quality, transformational, educational opportunities to children and families living in abject poverty in the Mathare slum of Nairobi, Kenya. We are driven by the love of Christ and a desire to glorify God.

Where do we work?

Chronic, generational, extreme poverty in the underserved Mathare slum, a community of about 600,000 people in Nairobi, Kenya that limits opportunity and stifles capability due to little to no access to public education, or basic social services.

Vision

All children and their families in Mathare experience fullness of life through Christ-centered economic, social and spiritual transformation.

How do we do it?

We offer opportunity. A chance for the people of Mathare to not only break the cycle of poverty, but thrive; transforming their own community through the purposeful, transformative education of the next generation.



My Final Year at Chelezo High School

by Stanley Wambua



Being a Senior at Chelezo High School gives me a mixture of feelings. To some extent I am excited to complete my high school education, but on the other hand I am anxious and afraid. I am not sure I am ready to face the outside world and be independent.

When I recall the journey that started in Form One (Freshman Year) I feel inspired. It has not been easy or smooth, but full of ups and downs. Sacrifice and determination has made it possible for all of us to make it to the final year here at Chelezo.

Besides pursuing my academic studies, Chelezo has taught me lots of things. I am not only in school to attain high grades, but I am also here to grow, to build my character and live a Christ-centered life. The school has taught me the importance of putting Christ at the center of my life and also about having a good and outstanding character that others will desire to embrace and emulate.

eduKenya, in my view, is the best institution in that the staff support and are there for the students. During my last three years as a student of Chelezo High School I have been exposed to different mentors, places and activities that have contributed towards who I am today. This is a clear indication that eduKenya cares deeply about us, a fact I have seen only at Chelezo. They

have invited successful Kenyans who shared their challenges and inspired us as they shared how they made it through and past those challenges. People such as Joe Momanyi had a profound impact on the Class of 2019. I will not easily or quickly forget the words he shared with us, and his generosity in providing, at his own cost, computers for us to set up a computer lab. I will never forget his words: "Life is like a book and everything you do is written in it. Once you are gone, it will be read as your eulogy." I believe his will be read very well for all the kindness he has shown Chelezo High School.

We have had qualified and experienced teachers lead us on our journey of education. They are loving and passionate about what they do. To me our teachers feel like older brothers and sisters who keep school interesting. We are comfortable with each other and talk a lot about what we are going through and how to solve the problems that we face. They have trained us to be problem solvers rather than wait for others to give the solutions.

Once you come to Chelezo School, you can never come out empty-handed. We have learned that the grades we get do not define us. There is more to life than a good score on a test. We have been taught life skills through our care groups, given a skill or two like dress-making, tailoring and carpentry basics to help us navigate life outside of school, and have drawn closer to God who is the sustainer of everything.

I personally have experienced the unity we have among students and staff. When I fell

sick, the teachers and my fellow students were there for me. At Chelezo we are literally one another's keeper, and function more as brothers and sisters because we believe we are all one family. When challenges hit us we hold each other's hands and pray together. This has really stood out for me as a unique feature of all eduKenya schools.

I discovered that for us to be well-rounded students, every aspect of ourselves needs to be nurtured. Our gifts and talents are brought out as we engage in co-curricular activities like sports, drama and music, as well as putting on the annual cultural day school program.



I feel really sad that my time at Chelezo is close to coming to an end. I look forward to sharing with the world what eduKenya, through Mawewa and Chelezo Schools, has imparted in my life. My class will be the pioneer class of graduates. We have had a strong bond from the first year we started our journey together and I will miss that. My prayer is that God would bless each of us and bless eduKenya as they continue to pursue the Mission and Vision of transformation.

Transformation Milestones

By Stella Ndiho

Since the beginning of the eduKenya movement, we have been talking about the transformation of our students and their families, and the transformation of Mathare. But what exactly is transformation? After educating and nurturing our students for more than a decade, we will be celebrating the graduation of our pioneer class at the end of 2019. At the end of 2017, this major milestone in the life of our organization that was quickly approaching inspired us to take a closer look at our work and evaluate if we had accomplished what we first set out to do for our students, their families and the Mathare community, where we work. To do this evaluation we had to first define what transformation means within the eduKenya context, and then devise a process by which we could measure our effectiveness surrounding the idea of transformation.

eduKenya's definition of *transformation* is seeing someone go from one path of expectations and actions to a radically different path of expectations and actions that are counter to the environment they are in.

Breaking free from the generational cycle of poverty continues to be a major challenge for children in Mathare because of the low quality educational opportunities typically accessible to them. At eduKenya our vision for each child and their surrounding community is that they would experience fullness of life through Christ-centred economic, social and spiritual transformation.

This then raises the question - how will they begin to experience this fullness of life? How will the students who have gone through our programs be different from other students? To this end we identified and began to incorporate into our learning culture 7 Transformation Milestones. These milestones are:

1. Christ centered - Our students understand the truth of the Cross - there is nothing we can do positive or negative to influence how God sees us. Therefore we live in freedom and our response of gratitude is to use our gifts and abilities to glorify God and positively impact others. They carry an understanding of the need for God's grace and his love.

2. Empowered - Our students are exposed to different ideas and gain knowledge to be able to articulate their own understanding and ideas and make wise decisions. Students are ready, willing and able to take action.

3. Self Control - Our students are patient, disciplined, and make wise decisions. They deal with disappointment in a constructive and growth-inducing manner.

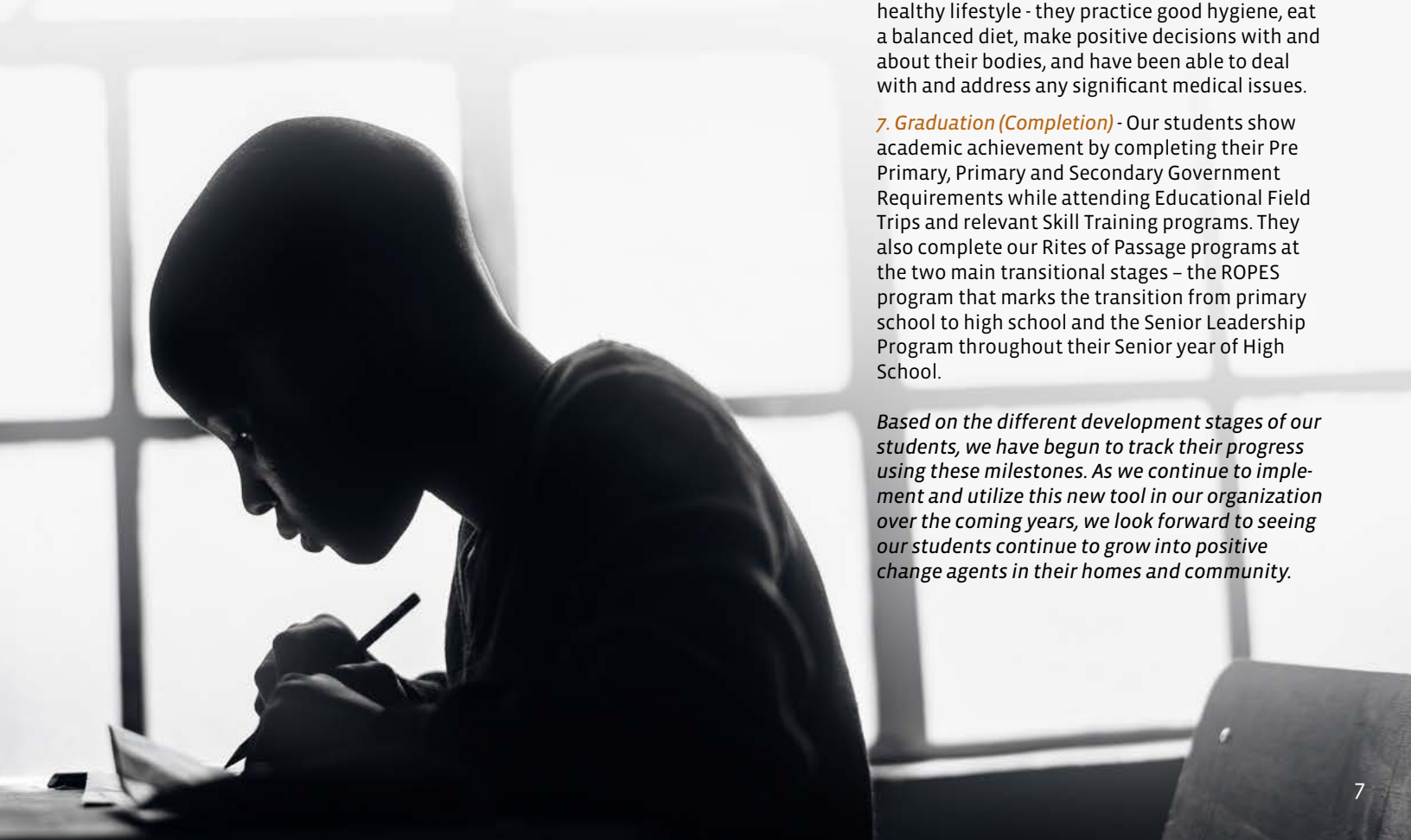
4. Positive Change Agent - Our students are team players who are ready to lead and/or follow when the opportunity presents itself. They display compassion, critical thinking, creative problem solving, humility and positive persistence.

5. Open minded worldview, grounded in truth - Our students are respectful of themselves and others. They are self-aware. They are ready to listen, learn, engage and support others without compromising Gospel truth.

6. Physical Wellness - Our students pursue a healthy lifestyle - they practice good hygiene, eat a balanced diet, make positive decisions with and about their bodies, and have been able to deal with and address any significant medical issues.

7. Graduation (Completion) - Our students show academic achievement by completing their Pre Primary, Primary and Secondary Government Requirements while attending Educational Field Trips and relevant Skill Training programs. They also complete our Rites of Passage programs at the two main transitional stages - the ROPES program that marks the transition from primary school to high school and the Senior Leadership Program throughout their Senior year of High School.

Based on the different development stages of our students, we have begun to track their progress using these milestones. As we continue to implement and utilize this new tool in our organization over the coming years, we look forward to seeing our students continue to grow into positive change agents in their homes and community.





Career Mentorship

By Stella Ndiho

In September 2018 we requested our Kenyan eduKenya partners and friends to share their career path and experiences with our students at Chelezo High School. We ended up with 8 individuals from various backgrounds, ranging from an architect turned World Bank official, an entrepreneur, a lawyer, a TV Producer, a Financial Director and Commercial Farmer, a People and Business Capacity Development expert, a Professional Career Coach and a Real Estate advisor.

Our mentors shared their academic journey, their career paths and what a day in their lives looks like. After the presentations, the students had an opportunity to ask questions. The day provided an opportunity for our students to gather information on some careers that they had not considered.

While our Guidance Coordinator will share with you the experience for the students, from the Development department perspective, this event provided an

opportunity for our Kenyan partners to interact directly with our students, giving them a deeper appreciation of the wonderful young men and women that we have at our school. After the event, they spent time talking over a meal and getting to know each other and at the end of our scheduled time together, our partners had an opportunity to tour the school facilities. This led to a partner donating 8 new computers to enable our Chelezo High School to include Information and Communications Technology (ICT) in its curriculum. This Career Day also led to networking opportunities for partners with each other, as well as a reunion opportunity for a few who had not met in over 28 years. Over the following months the testimonies from the Career Day motivated other friends to join us on this journey to transform our community, by contributing Kshs 1,890,000 (\$18,900).

Overall, the first Career Mentorship Day was a great success and has led to plans for organizing many more for our students in the future.





Career Day & Strathmore University Visit

By Collette Mwende

All children dream about the future. They wonder what life will be like after school and hope for a better future for themselves and those they love. As children get older, these dreams transform into their first concrete steps exploring what the future holds as they prepare for adulthood. In high school, students begin to lean toward certain career paths as they begin to narrow down their future options through their subject choices. Some of the subjects a student may choose are based on their interests, but for many, the future is still confusing. Some are unsure what career they would like, or they don't understand how the choices they make today can affect their desired careers in what seems like the distant future.

In light of this, in my role as the Guidance Coordinator at eduKenya, I felt the need to organise a career day for our high school students in order to broaden their horizons and enhance their personal growth.

As a team, we reached out to some of our Kenyan partners as prospective mentors. Through meeting and engaging with our students, these mentors would help them explore the future from a place of knowledge and experience.

Our students first met with Phyllis and Gerald who took them through a career counseling session, in which they explored the process of choosing the right career path according to their passions, interests and skills. This was an eye opening experience for our high school students, and was especially helpful for some who had no idea how to narrow down what their interests actually were and in light of this, what career paths existed for them to explore.

The next weekend, we were graced with the presence of seven speakers, who shared their journeys to where they are now, the challenges they encountered along the way and their success stories. Through this, the students began to have a clearer idea of the kind of career paths they could follow and make informed choices about them.

Career guidance will help bring out confidence and improve communication skills in our students, as they engage and exchange ideas with our partners and mentors. It will also enhance decision

making skills as they are faced with numerous choices such as choosing subjects and courses, colleges and universities, what skills they want to pursue, and a career in which they will thrive.

Armed with all the information they got from these two sessions, the next step towards empowering our students was a University visit. I reached out to Strathmore University in Nairobi about the possibility of our students visiting the school and they were gracious enough to coordinate a school visit with us. Strathmore University has a large number of programs, but is well known in Africa for its ICT, Mathematics, Business and Accounting programs of study. Our Chelezo High School students were eager and excited for the trip, and their experience at the University gave them a feel of what university life would be like. The day was filled with new experiences as our students sat in the large lecture halls, ate food with University students and explored the different departments and courses offered. Our students were particularly excited when they found out about various scholarship and financial aid options available to them which included merit based sports, drama, music and science scholarships.

At the end of our tour, some of the university's leaders spoke with our students, encouraging and motivating them with the message that everything was possible if they put their hearts into it. Our Chelezo High School students gathered a great wealth of information that day and it really motivated them to want to work even harder towards realizing their dreams of attending university. For most of our students, the perception is prevalent that attending a University like Strathmore is only for those with the financial means to do so. But by the end of the day, our students felt empowered that they could get into a school like Strathmore University despite their humble financial circumstances.

At eduKenya our goal is to equip our students with the knowledge and skills they need to help them break the cycle of poverty. Whether it's joining a University, pursuing a technical skill in vocational institutions, or choosing to pursue a talent or gift in the arts. We strive to empower our students to thrive and bring transformation to their families, their communities, their country and Africa.



My Final Year at Chelezo High School

by Maureen Alier

Going into my final year at Chelezo High School actually means a lot more than I thought. Now that I have realised I am on my way out, I just can't imagine what life will be like out there. For me, Chelezo has been the best place to be. Here I have found a shoulder to cry on, an ear to listen to me, and somebody to encourage and advise me. It has given me a lot of second chances as well as unique opportunities. One of those opportunities includes having had a chance to live in Naivasha and now Wote, places I never, ever thought I would reside. Chelezo has also given me opportunities to visit several places outside of our school, opportunities not many students in other schools get. This has exposed me to the outside world and expanded my horizons. That is Chelezo, a place where it's not just about grades, but about all of life!

But let me take us back a little bit so that you understand my journey towards transformation so far. I will liken it to a race of four laps, one for each year.

My first lap at Chelezo started in late February of 2016. Excited to have traded my primary school uniform of a dress to the smart navy blue skirt and crisp white blouse and socks, I was ready to start the second level of my education. Not too long after admission to the school, I encountered my first challenge. This came during the first assessment test. There were no multiple choice questions!!! I wondered how I would survive high school. With the help of my teachers and lots of revision I overcame this hurdle and adapted to the new learning format.

My second challenge during this first lap was that I kept getting into trouble with my teachers and was often on the receiving end of their discipline. I thought they didn't like me and were unfair to me. Little did I realise the problem lay with me, not them. I later came to understand that the other students were not as prone to mistakes as I was and that the teachers

disciplined me to make me better, not to destroy me. This was enough for me to change my attitude towards everything I believed was negative. In doing so, I began to feel like I was being transformed from within. My perspective of my teachers, fellow students and even life changed. I was now on a different more positive path.

In my second lap at Chelezo, I picked myself up and chose to forget all about the past year and resumed my journey together with the other



students as our teachers led us. As the oldest class in the school now, we had to be role models to the Form Ones (Freshmen). This really helped me a great deal since there was no way I was going to be a good role model to any incoming student if I was always getting into trouble for wrongdoing. I learned to be more responsible and my second year at Chelezo went a lot more smoothly. Although I still made minor mistakes, they were like a bend in my road towards transformation and I purposed to straighten them by not repeating the same mistakes. And so I had a good second lap.

My third lap started off really badly. I was late reporting to school at the beginning of the year due to challenges my dad had providing all the school supplies I needed to successfully start the year. Even though he told me to give him time to prepare and send what I needed, I did not understand the situation he was in and was angry with him. I talked to my teachers who were a great help to me during that time. They

helped me to understand my dad's situation and advised me to carry on with a clear focus on my studies and not on what I did not have. I realised that the problem was my desire to be like others and have what they had, which was impossible.

That was a moment of character growth for me.

Chelezo has taught me a lot of skills which I believe are going to help me out there. Throughout the previous three years we have been exposed to different people, places and experiences. In this way Chelezo has prepared me for the reality of life out there. Now that I am beginning my final lap in my journey I don't like the feeling of leaving Chelezo behind. It is the place where I have always found the solutions to most of my issues. I am ready to apply the lessons and skills that I have learned from the start of my first lap to the end of the last one that will come in December 2019.

I have learned from my previous mistakes and grown. I now accept correction without feeling judged, discriminated against or treated unfairly. I choose to live my life without comparing myself to others or wishing that their life was mine. I want to be myself, recognizing that life is like a path and the problems and challenges I face are like bumps and bends. It is up to me to determine whether they will be obstacles that stop me, or if they will lead me to growth and positive transformation.

Chelezo has taught me how to be a young lady of substance, working out my personal struggles with patience and grace in order to emerge victorious. I will be stepping out, not with a hyena's cowardly face, a hare's deceptive heart, or a chameleon's slow gait, but with a lion's courageous heart, an eagle's perceptive eye and best of all, with God's unfailing grace. I want to make Chelezo High School proud of this pioneer student.

Financial Snapshot

Fiscal Year 2018

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 and we were recently accredited by the Evangelical Council for Financial Accountability (ECFA).

We regularly monitor program budgets and costs to ensure that resources are maximized and used for their intended purposes. Annual audits and reviews are conducted by Certified Public Accountants.

Here is the unaudited statement of our financial position for the year ending December 31, 2018.

REVENUE

| | |
|--------------------|-------------------|
| Individual | \$387,208 |
| Business/Corporate | \$85,086 |
| Church | \$78,338 |
| Nonprofit | \$17,361 |
| Rental Income | \$12,169 |
| School Fees | \$22,075 |
| Skill Training | \$715 |
| TOTAL | \$ 602,952 |

ASSETS

| US | KENYA |
|------------------------|------------------------|
| \$79,741 Current | \$97,654 Current |
| \$22,333 Fixed | \$295,667 Fixed |
| \$102,074 TOTAL | \$393,321 TOTAL |

EXPENSES

| | |
|------------------|--|
| \$389,688 | School, Skills Training, Community Support |
| \$115,150 | US Administrative |
| \$68,386 | Fundraising |
| \$12,365 | Kenya Administrative |
| \$585,589 | TOTAL |

LIABILITIES

| | |
|----------|-------|
| \$68,961 | US |
| \$4,401 | Kenya |





**EduKenya International
Board of Directors**

*Pete Zimmerman, Chair
Chege Waiganjo, Vice Chair
Steve Gould, Treasurer
Adam Gould
Luke Michael
Eric Mirangi
Danny Mutisya
John Rosacker*

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