



“Unless the Lord builds the house, the builders labor in vain...Children are a heritage from the Lord, offspring a reward from him.”

- Psalm 127:1a, 3.



Annual Report 2021

The Lord is the Builder



Friends,

"Unless the Lord builds the house, the builders labor in vain... Children are a heritage from the Lord, offspring a reward from him." (Psalm 127:3a, 3) As I look back on 2021 I am reminded of the truth of these words from Psalm 127: edukanya has spent the last 16 years seeking God and asking him to be the builder. After everything shut down in 2020, schools did not fully reopen until January of 2021 in Kenya. We remained active and engaged in our students' and families' lives during school closures, ensuring that we were not simply in pursuit of academic success, but that we understood these children to be a 'heritage from the Lord', and that they are in fact the Lord's.

We reopened the doors of the school to a very condensed schedule needing to squeeze the 2020, 2021 and 2022 school years into a 2 year period. While the pressure was high, we never wavered in our pursuit of transformation. We didn't sacrifice vital programs, like our Senior Leadership Program or our ROPES program, that instill character, determination and work ethic in our children, to exclusively pursue academic achievement. It would have been easy to make the decision to give up those programs, given our time constraints, limited breaks in the school year and the reality of what we had just gone through. Yet we knew, and still know, that God has called us to something much bigger than simply sticking kids in school and seeking high test scores. We want the Lord to build the house; because we know that if we are not pursuing transformation that can only be found in him, we will labor in vain.

It is through God's guidance and leading, your faithful generosity and prayers, and a commitment from our staff to see transformation in the lives of our students and the community we serve, that we are able to share these stories of God's brilliant light shining in the darkness. Our world is chaotic and we seem to be pulling further and further away from God, but my hope is that you will see in the pages of this report a reminder of a very real and present God. It says in Lamentations 3:21-23, "Let this I call to mind and therefore I have hope: Because of the Lord's great love we are not consumed, for his compassions never fail. They are new every morning; great is your faithfulness." May that verse be a reminder of an ever present God, one who continues to build as we put our faith in Him. I pray you will be blessed to read these stories that reveal the Master Builder at work.

Gratefully,

Adam Gould
Executive Director/Co-Founder

Who We Are

eduKenya is a movement of people that are driven by the love of Christ to have an impact on the world. It is a catalyst for change in a community languishing in abject poverty.

What is the problem?

Poverty. Chronic, generational, extreme poverty in Mathare, a community of about 600,000 people in Nairobi, Kenya that limits opportunity and stifles capability.

Where do we work?

We focus on particular villages in the larger informal Mathare community that are underserved, with little to no access to public education, or basic social services.

What is transformative education?

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.

How do we do it?

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

How do we measure progress?

Using eduKenya's **7 Transformation Milestones**, which we incorporate into our learning culture, we are able to measure our success at the different development stages of our learners.

The 7 Transformational Milestones:

1. **Christ-Centred** - A learner shows growth towards spiritual maturity as followers of Jesus Christ with an understanding of the need for God's grace and love. And because of their freedom in Christ, they can respond in gratitude to God by using their gifts and abilities to glorify God and positively impact others.
2. **Empowered** - Our learners 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 learners are patient, disciplined, and make wise decisions. They display growth after constructively dealing with disappointment.
4. **Positive Change Agents** - Our learners 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 learners 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 learners 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** - Our learners 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.

Career Week

By Ajema Kikuyu Ngumbia

Career Week is an event that includes all our high school students from Form 2 to Form 4 at Mawenzi's Chelezo High School. This much anticipated event exposes our Student Body to numerous people who share their journey into their different careers. The Chelezo High School 2021 Career Week took place during the half-term break of Third Term from February 10th-14th. It culminated in the Annual Prayer Day on Sunday, February 14th where our learners, who were to sit for their national exams the following month, were lifted up to God in prayer.

Two of our board members, Mary Ochieng' and Alice Karuki, were the main speakers on Saturday, February 13th. The main speaker between 20th and 22nd was Nancy Salamba, a former Retail Manager at Stanbic Bank in Nairobi. Nancy, who is also a Life Coach, inspired the entire student body with her motivational story of hard work and determination. In our own students words:

"Today's session with Mrs. Nancy Salamba was really great. Her job is actually the career path I am interested in. I got to learn a lot from her. She has a unique way of brightening someone's mood with how she engages her audience. Mrs. Salamba talked about family, about God, and about education. The first thing she said is that God must occupy a central place in one's life. Having that close relationship with God will enable us to live a life that is pleasing to Him, in a world that chooses career over God. Secondly, she indicated that girls and women all over the world strive hard to stand out... As girls push themselves hard in order to achieve their dreams, some forget the need for family. Nancy reminded

as that family is important because when things get tough it is your family that will stand together with you. Also after you come to the end of your career, if that is all that you had you quickly find out that it was never enough. Family must have its place in one's life. She also enlightened me to always thirst for knowledge and use my opportunities well. I should not take any opportunity for granted but take advantage of what God has offered me and where He has put me to learn."

Dr. Mary's story touched my heart at a very deep level. She took us through her life's journey which was not easy, but that did not stop her from wanting more. She encouraged us to know God and put him first because our relationship with him matters a lot. I also learned that friendships matter, so one should be very careful when choosing other close friends. She said to choose supportive friends who would help us grow rather than pull us down. She mentioned that one should choose a God-fearing partner who is there to encourage and give their full support."

Cynthia Jephose, Form 2

And as another student shared, "My first lesson was learned from Mrs. Salamba who said that God cares about the little things in my life. This means that God looks into my heart's deepest desires. No matter how small I think they may be, I should express my desires to God. My second lesson came from Mrs. Karuki. She told us that it doesn't matter where one comes from or the nature of their background. Those do not define a person. There are people who have come from

backgrounds that are tough, but that didn't define them or hold them back in the pursuit of their dreams.

During the 8th session of the career week, Dr. Mary shared a very important lesson that changed me completely. She said that comparison is a bane. This means that when you compare yourself with others you suffer. For instance, if you compare yourself with a well-educated person you will feel intimidated; on the other hand, if you compare yourself with an illiterate person you may feel superior to them and end up not reaching your highest potential. You should try not to compare your life with other people."

Arlana Musimbi, Form 2

The Career Week ended with Collector Mwende, our Career Guidance Coordinator, working with the Form 4 class all day to make their college and university choices through the KUCOPS (The Kenya Universities and Colleges Career Placement Service). KUCOPS is the national body that places young high school students into tertiary institutions that match their career choices with their academic achievements when they complete their high school education.

Our Career Week left our Chelezo High School students with a lot to think about with regard to their career choices. We thank God for the three wonderful ladies who spoke into the lives of the Modestus and opened up their minds to the career opportunities available to them in the Kenyan market.



By Iey Nyuki - Student Intern, Class of 2021

Scouting began as a program for boys, 11 to 18 years of age in England. Yet almost immediately others also wanted to participate. The Girl Guides programme was started in 1910 by Baden-Powell who designated his sister Agnes to manage it. In 2007 the Movement celebrated its centenary – 100 years of Scouting. What started as a small camp on Brownsea Island is today a growing movement with members in nearly every country in the world. Scouting in Kenya started in 1911 in Nairobi, with the formation of the first Nairobi troop at St John's church, which consisted mostly of Asians and Europeans. The first African troop was formed at Alliance Boys' High School under the name "First Kilifi Troop" in 1927. Kenya has the largest number of registered scouts in Africa.

During a conversation with Mr. Jackson Otwendo, our Mawenzi School Scouts Club Patron, I learned how scouting provides structured settings where young people can learn new skills and develop habits of continual learning that will help them succeed in life. Mr. Otwendo also added that scouting offers potential for a partnership of enthusiasm and experience between young people and adults based on mutual respect, trust and acceptance of each other as persons. The adults provide educational, emotional, informational and appraisal support to young people in their own development. He further emphasized that the movement employs a program of informal education with an emphasis on practical outdoor activities including camping, woodcraft, aquatics, hiking, backpacking and sports.

The Scout Promise

On my honor I promise that I will do my best
To do my duty to God and my Country
To help other people at all times;
To obey the Scout Law.

Although the numbers are not very large, Mawenzi and Chelezo Schools offer scouting opportunities for their learners through the Scouts Club and it is a very vibrant group. Right from the learners in Grade 2 to the more advanced and disciplined group of high school students,

watching them go through their patrols throughout 2021 was a joy. They spent hours practicing their drills but also learned different skills. Mawenzi and Chelezo School's scout clubs, like other scout clubs in the country, have various categories of scouts defined by age and differentiated by uniforms and the neck scarves they wear.

- 6-11 years: Sungura scouts. They wear yellow scarves.
- 12-15 years: Chipukoni scouts who sport green scarves.
- 16-12 years: Mwamaka scouts step out in maroon scarves.

In Kenya, when scouts advance to college they are in the 18-26 year old category known as Jayo scouts (orange scarves). Mr. Otwendo says that a scout can graduate from one stage to another e.g. from Sungura to Chipukoni immediately when he or she reaches the required age. However, before advancing, they must undergo an examination and when they qualify they move on to the next stage after an event referred to as the Investiture Ceremony.

In 2021, the junior Scouts had an opportunity to go camping, and also spent a Saturday at Mawenzi School engaging in some of their required domestic scout activities. At the high school, Solomon, the Scout commander, led the small troop through some very intricate movements, which was very entertaining to watch. It soon became clear that the Chelezo Scouts are a very disciplined group. The scout patron, a teacher, Mr. Emmanuel Nyangira, is very proud of the strides his scouts have made in the two years that he has been leading them.

With near military precision, scouts have a methodical way of engaging in their activities as outlined below:

- 1) Scouting ideals, which include the scout oath, law, motto and slogan.
- 2) The Scout patrol.
- 3) Participation in outdoor activities.
- 4) Leadership development.
- 5) The uniform.
- 6) Personal growth.

The Scout Patron, in partnership with their heads of schools have been trying to find ways to improve their scouts meetings. Some of the activities they have become intentional about are having Merit Badge clinics, knot-tying practices, scout games and troop presentations.

The scout games provide scouts an opportunity to team up with members of other patrols for some friendly play. A few challenges that interfere with scouting activities include health complications among some scouts, lack of uniforms, since some parents cannot afford them, and the expenses involved in scouting activities like camping. Mawenzi School's headmaster, Mr. Wessonga, who is himself a scout, has been of great help in ensuring that the scout club is faring on well despite the challenges of 2021. He also has plans to take the scouts on more camping trips in the near future so they can be familiar with their duties and activities.

This will enable them to be more responsible and take action accordingly in case of any occurrence. Mr. Wessonga is also passionate about scouting since it is all about building confidence and self-esteem, learning important life and leadership skills, team building, outdoor adventure, education and fun! He added that scouts learn how to make good choices and take responsibility for their actions so that they are prepared for their adult life as independent persons.

The fun of scouting challenges young people to embark on exciting new adventures. From what Mr. Otwendo shared, the main purpose of a scout movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potential as individuals, as responsible citizens of their countries and as members of their local, national and international communities. We're very grateful for the scouts at our schools.

What is Our Mission?

By Adam Gould

At edukanya, it is important for our team to not only simply "know" and "recite" our mission and vision statements, but also understand what they mean, why specific words were chosen, and how they impact what we do as an organization. This allows us to better understand the culture we pursue and our expectations.

Mission: We provide high quality, transformational educational opportunities to children and their families living in extreme poverty in the eastern slums of Nairobi, Kenya. We are driven by the love of Jesus Christ and a desire to greatly God.

Our mission statement starts with a sentence that is actually quoted by the second sentence. The second sentence is the driving force behind everything we do – it is what leads us to do what we do, in the way that we do.



We are driven by the love of Jesus Christ, who in what provides our example to follow, the love of Jesus Christ is reflected in great sacrifice. So as the example that Jesus Christ set in his words, his ministry, and sacrifice on the cross give us the precedent and culture change that transformed the world. Because Christ first loved us, we in turn love others. It does not come from our own goodness, righteousness in itself, but rather from the goodness, his gracefulness and his love. If we are in fact "children of Christ" as the witness of the apostles says to themselves, we then simply need to take on that identity and pursue our Master.

And a desire to greatly God is our whole purpose. The purpose of having others, of affecting lives, of community engagement, and love. Coming back to the Creator of all things, we are not asking what is right because it is "right". We are in pursuit of God being glorified. And that's why we do that is through the realization of the purpose and His creation. That each individual comes to know they are made in the image of God and this is what gives them value, purpose, liberty and freedom. These things are all given to us as a submission to the worship of all that Created, Master, Lord and Savior.

We provide high quality... We go into the community offering something that can be of service and we do not simply go in and look at the situation and say, "well, anything we do is better than what they already have or experience." We are focused on the pursuit of excellence, including what we do as an organization provide. God has given extravagance to us, through the sacrifice of Jesus Christ. He doesn't provide mercy by saying "I won't hold your sins against you." We followed up the many of forgiveness, with the grace of you have been washed clean and will spend eternity with me." The quality of the gifts we have been given is of the highest nature,

and we are called to be true, not simply do the bare minimum, but rather offer the absolute best that we can, just like Jesus Christ dying on the cross and having raised from the dead for our redemption set a precedent and culture change that transformed the world. Because Christ first loved us, we in turn love others. It does not come from our own goodness, righteousness in itself, but rather from the goodness, his gracefulness and his love. If we are in fact "children of Christ" as the witness of the apostles says to themselves, we then simply need to take on that identity and pursue our Master.

Transformational... We are not simply offering money to deal with poverty, or attempting to lead to economic empowerment. We are trying to transform the community. Because we believe Jesus Christ and are driven by the love of Jesus Christ, we are driven by the love of transformation. We are seeking not to simply build the type of poverty and its context that we are currently seeing. We are seeking the type of poverty that is sustainable and sustainable for the long term. We are seeking not to further divide individuals from one another but rather unite individuals. Here about this concept of this world for the kingdom of God, we are not trying to make the world better, we are trying to support the world, supporting struggling to support it. Supporting, we are seeking a shift from our past mentality and set of expectations, to a radically different path mentality and set of implications. Starting in the community from which they come, then are in Christ, we have been transformed. Romans 4:13 says "He did conform to the pattern of this world, but he transformed by the renewing of your mind; then you will be able to test and approve what God's will is; is good, pleasing and perfect will." That is what we are in pursuit of.

Educational... We strive to offer something of value to know our community and then respond to the need. We have identified the foundational elements needed in the community as simply being unchurched, unengaged, uninsured and unconnected. The best way to deal with these issues is not to do things for people, or give them



money and say "good job". It is to address the areas that are lacking through education. This can mean education in the classroom, but also training and development exposure to new experiences outside of the classroom. This is because in the education model, we focus on the learning of skills, training instruments, and perspectives that have not been previously experienced, in which there has been a lack of stimulus and growth in our relationship with God, through being "informed" with knowledge about the world, how to read scripture, how to pray, how to manage our resources and use them to support ourselves and pursue Kingdom endeavors.

Appropriateness... This has been a very word since the inception of edukanya. When I think about my relationship with God and accepting Jesus Christ as my Lord and Savior, it was a choice I had to make. I may have given the knowledge through my parents and/or my church, etc., but I either had to accept or reject this opportunity. As appropriate, God's everyday responsibilities are in front of us and we determine which direction we want to go. Some opportunities are inherently better than others. We cannot control events, and it's important that we have the dignity of choice. A woman might be compelled to leave an abusive relationship for her safety, but like we cannot force a person to be a Christian if they don't want to. Instead, God's love and generosity can motivate us much as we want to. God ultimately knows what they are able to do. Transformation is by giving individuals the opportunity to choose to embark on a path they may have wanted to have anyway, but they had to decide whether to commit at not.

As children and their families living in absolute poverty in the Mathare slum of Nairobi, Kenya. The future is potential, but the present are the Mathare where we have been called to serve. We have been called to be the connectors and influencers in the local culture, to bring hope, to bring laughter, to work with the Mathare team of students, parents and whomever else serving other child opportunities to. There is a reason that children come first in our mission statement. They are our priority, and with the



Positive Opportunities Brought On By The New Competence-Based Curriculum

By Ajemba Kikuyu-Ngumbu

Kenya's Competence Based Curriculum, popularly referred to as CBC, is the new education system that the government has been implementing in Kenya's schools over the past six years. With the adoption of the new curriculum nationwide, many adjustments have had to be made to successfully implement it. One of the biggest surprises that came with the CBC is how much parental and/or guardian involvement is required in the education of their learners; if they are to succeed, this was even more evident in 2020 when learners returned school at the beginning of the year after a 9-month hiatus in the school calendar due to the COVID pandemic. Many of the learners who came back had lost a lot of ground and needed support from both the school and their homes to get back on track. One of the things that was most lacking in our students when they returned was their discipline. For a good number of them discipline was literally thrown out the window because they had spent many hours and days unengaged at home, and there had been no physical follow-up from their teachers during the height of the pandemic. During this time, our parents began to realize the critical role that our teachers play in the lives of their learners.

Our first transformation milestone is "Christ Centered." One of the things our edukanya schools did for the first three months of the post-COVID year (2020) was to focus on bringing the learners back to the place where Christ was, is and remains central to their lives. The word of God and prayer took center stage, and where there were issues at home the Guidance and Counseling department stepped in to help.

Secondly, edukanya empowered the parents to fulfill the requirements of the

curriculum as detailed by the Kenya Ministry of Education. The parents and their learners were encouraged to step out of their comfort zones and invest in the new curriculum, allowing themselves and their families to be exposed to the different ideas and knowledge it entailed. Some assignments given to the learners require their parents to help in guiding their children. This has strengthened the relationship between parents and their children because the parents had to actively engage in the process of learning as much as their children did if they were to reap the desired benefits. As part of the curriculum, as well as implementation of the second milestone (Empowered), our teachers took on small groups of students and made little "families." In these groups, the teachers took the time to build relationships with their students in order to affirm them genuinely. Thus the edukanya families were formed during a year that was extremely difficult for both parents and children.

One of the CBC's objectives is to prepare learners at all levels for the challenges of the future, and enhance learners' skills in various fields of study. Through this, every learner has an opportunity to thrive in life and make something of themselves in their desired field. A learner's academic giftings, talents and abilities are harnessed for the betterment of the child from as early as our pre-primary learners. Although the teachers have had to do more, the learning activities have been more interactive and therefore more helpful for the students because they have engaged in outdoor activities, have learned to do problem solving, and have improved their communication skills through classroom interaction and outside within their communities.

Though 2020 was a difficult transitional year for our parents, their children and the teachers, the challenges that the year brought became the stepping stones for new opportunities to do things differently. We are hopeful that the interactive nature of the new Competence-Based Curriculum continues to bring about positive changes in our pursuit of academic progress and excellence for all the students in our care.





Through the Refining Fire: A Story of Triumph

By Ajema Kikuyu-Ngumba

Some of the students at our ekuKanya Schools have lived through unbelievable challenges that would have broken other children. Instead of collapsing under stress, many of our students remain strong and even thrive because of the safety net that our schools provide for them. The challenges of life were brought out in bold strokes over the two years when the COVID Pandemic struck. Being home for a little over a month in 2020 was excruciatingly painful, as children and their families faced starvation, increasing debt and the very real threat of death from the pandemic. 2021 was in some ways even harder for our students as they reset their focus. From the bleak year that had just past, to an even more uncertain one in the future, the uncertainty for some, almost pushed them over the edge. Phyllis Angira's life over the past nineteen years gives a glimpse into what this means.

Phyllis is one of Chelezo High School's brightest students. Having come from abject poverty, Phyllis knows what it is to be almost destitute. Some might say she represents the face of Kenya's poor, but Phyllis has hope. As a first-born daughter, born in rural Kenya among a people of deeply traditional cultural practices, Phyllis knew pain from a very early age. Her mother was banished from her marital home because she gave birth to daughters only. She left Phyllis with her father and returned to her own parents. However, Phyllis was also sent away by her father's people, and at the tender age of 5, she moved in with her maternal grandparents. Life was not any better with them, and it was not until her mother, who had moved to Nairobi in search of work, was told that Phyllis was being subjected to child labor, that things changed marginally for Phyllis. Her mother came to pick her up and moved her to Nairobi to be with her only other living child.

While she was living with her maternal grandparents, Phyllis was denied any form of education. Whereas her age mates and older cousins were enrolled in school at the age of 5, Phyllis was left at home to do menial tasks that were too heavy for a child her age. Moving to Nairobi provided Phyllis with that opportunity to attend school. Her mother enrolled her in Uhuru Primary School. At the time of enrollment, she was to join Class 4, but it was quickly discovered that she would not be able to cope with learning because she had never been to school. She was therefore put into Class 3 and had to learn the basics of education in a challenging environment where she was essentially ignored by her teachers as she struggled to learn in a classroom with 60 other learners in one class.

Phyllis struggled with catching up and over a span of three years she was lost and confused. However, when she got to Class 6, one teacher took the time to understand her and helped her make up for the lost years. The teacher paired her up with the brightest students, and also took the time to personally tutor her after school hours free of charge. Two years later Phyllis successfully completed her primary education at Uhuru Primary with 338 points, out of a possible maximum of 500 points on the national KCPE exams.

All the time she completed her KCPE she was living with the family of her mother's pastor. This was because her mother was a live-in domestic worker for a Muslim employer who did not allow her to stay with her daughter in their home. The Pastor lives in a property adjacent to ekuKanya's Mawenzi Primary School, and it is through this pastor that Phyllis was introduced to Chelezo High School. The Pastor advocated for Phyllis to join our school and accompanied her to Chelezo High School on her first day, with a promise to cover her school fees as seen as he could.

Phyllis is not a part of any consistent scholarship program, instead her mother has sought for education bursaries/education financial援助 from her local leaders in their constituency and has continued to do so every term. This is what has seen Phyllis through school for three years, and counting. Although very poor, Phyllis' mother has been committed to providing her child with the education that she was denied the first nine years of her life.

Phyllis says that she has suffered much and continues to experience suffering, but rejoices that she came to Chelezo when she did.

"This is the place where I have really transformed. It is the place where I have understood, in the deepest way ever, that God answers prayers and that He truly is Good. I have been given a rare opportunity to learn from our teachers and staff, and have been provided for when I have been in need. God is faithful. I have learned that I must always have something uniquely different that makes me stand out and will create ways for me to succeed in life. I have purposed not to waste a single moment of the time and resources I have been offered through ekuKanya. That is why when I am in school I am fully committed and focused on

what brought me here – the opportunity for a transformational education. I can confidently say that I am getting a quality transformation right here at Chelezo."

Phyllis has lived up to the promises she made to herself when she joined Form 1 in 2020. Except for the first term when she was still getting used to new high school runs, Phyllis has been the overall top student in her class throughout her academic career with us. From a quiet, reserved first year, she is now an outgoing, thoughtful senior student. Just like her Class 6 teacher helped her when she needed it most, she is now the classmate who takes the time to help her friends by tutoring them through the difficult subjects so that the class performance improves. And it does not stop at school only. During 2021 Phyllis and her mother struggled to make ends meet; they went hungry for at least two or three days a week. Phyllis did not let the tough times destroy her spirit. Eventually she figured out a way to help her mother pay rent. After receiving a generous gift of Ksh. 100 (US\$1), Phyllis used the money to buy bags of sesame seeds, known in Kenya as simsim. She made sunflower balls that are a favorite Kenyan snack, made from sesame and sweet caramelized sugar. From the sale of her snacks, Phyllis made a profit of Ksh. 250. With Ksh. 3000 in hand, she paid her mother's rent of Ksh. 2500 and put the balance back into her little business. This time she made a triple batch, after having received a matching cash gift from a senior staff member, who supported her after Phyllis shared her story and her desire to help support her family.

With her simple snack revenue and the matching cash gift she was able to offset her mother's rent that was in arrears for three months. Although she has never been to any hairdressing school, Phyllis is also talented in braiding hair. During school breaks, she earns some money braiding hair and continues to sell her sesame snacks, supplementing her family's budget and putting food on the table. What a talented and industrious young lady! Refined as with fire, Phyllis is now a vessel of valuable use in the Master's hand and all we can say is "God is faithful and worthy of praise."



Financial Snapshot

Fiscal Year 2021

inukelaKenya 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. 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, 2021.

SUPPORT & REVENUE		ASSETS		EXPENSES	
Individual	KSh 457,812.50	US		KENYA	
Business/Corporate	KSh 579.00	KSh 100,961.10	Current	KSh 299.81	Current
Church	KSh 713.49	KSh 100,961.10	Total	KSh 1,270.03	Fixed
Nonprofit	KSh 135.41			KSh 1,270.03	Total
Other	KSh 219.40			KSh 1,270.03	
Rental Income	KSh 108.64			KSh 1,270.03	
School Fees	KSh 612.00			KSh 1,270.03	
Skill Training	KSh 472.84	KSh 102.84	US	KSh 1,270.03	Kenya
TOTAL	KSh 881,317.54	KSh 102.84		KSh 1,270.03	

LIABILITIES		
	KSh 102.84	US
	KSh 102.84	Kenya

*We received two designated gifts totaling KSh 100,000
to build our boarding high school and invest in our
Community Sustainability Program.





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