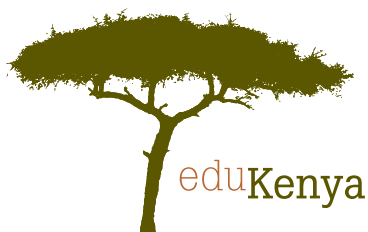




“...one thing I do: Forgetting what is behind and straining toward what is ahead, I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.

- Philippians 3:13b-14



# Annual Report 2022

Pressing On!





## ***Friends,***

“Forgetting what is behind and straining toward what is ahead...”. Considering these words from Philippians 3:13, we can look back at the last three years around the globe and want to forget what is behind and strain toward what is ahead. For many of our students, the difficulties they face would most likely make them want to forget what is behind and strain toward what is ahead. You will read their stories in the pages of this report. You will see what has been overcome - circumstances and challenges difficult for many of us to even relate to. Yet, even as you read these inspiring stories, it is not simply forgetting and straining toward something different. It isn't running away from something, it is the focus on the very specific thing being strained toward that allows us to forget the influence of what is behind.

Each time we share with you about eduKenya, we seek to tie in the journey of transformation. That is our pursuit as an organization and that is the journey we pursue with our students and families. It is not simply trying to run away from poverty and the circumstances that can be overwhelming and burdensome, but rather running, and straining toward a completely different understanding of life - one that pursues Divinely given purpose. Paul follows up his statement about *forgetting what is behind and straining toward what is ahead*, by pointing toward that which leads to a completely different existence. He says in Philippians 3:14, *‘I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.’* Poverty is what led us to Mathare, purpose in being called heavenward in Christ is what leads our

students forward. You see, our desire is not simply for our students to have an easier life and get away from Mathare, it is to help give them the stable footing to forget what is behind, and perhaps even present, and *strain toward the goal to win the prize for which God calls each individual heavenward through Jesus Christ*. Circumstances are ever changing and uncontrollable, but what we seek and who we serve can be a constant. The investment you are making in the lives of these students is, in fact, addressing important present issues of insecurity around food, education, safety and lack of opportunities, but it is doing even more. You are investing in the future transformers of Mathare.

Throughout the pages of the 2022 report, my hope is you will be able to see beyond the circumstances and see the striving toward the promise of what is ahead.

In humble gratitude,

**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-Centered** - 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.

## A Letter from Wesley Otieno, Chelezo High School, Grade 11

My name is Wesley Otieno. I live with my mother, in the Mradi slum of Mathare. My mother is a preschool teacher who works in a school called Samergo. My father is an electrician who left to find work upcountry (in the rural areas) 7 years ago because there was no work near us. He never came back and does not send anything to support us, so it is just my mother and I who take care of ourselves. It has really been tough, more so during the holidays as my mother does not get paid when she is not teaching when the school kids are on school break.

I joined Mawewa School when I was in Class 7, in the third term. Compared to my previous school, it was the best! The education is high quality and they have nurtured my talent in football (soccer). In my previous school, I was ranked number 1 in my class, after my first exam at Mawewa I was ranked 6th. With hard work and determination I ended up being ranked 1st in my class after the KCPE exams (end of Class 8 examinations). The ROPES and now Senior Leadership Programs have helped me a lot, teaching me to not let my background define me and encouraging me to desire to succeed. I am now a Form 3 (Grade 11) student, who will be in my final year in Form 4 in 2023. I have been performing well since I joined high school. I have never gotten a grade below B+ and at the end of this term, I got an average A grade. I hope to pursue Medicine in the future.

I would really like to thank you for the financial support you have given me. If not for your support, I am not sure if I would have joined High School since my mother could not afford school fees. I pray to God to continue blessing you and your families. May He also continue to protect you. You have really touched my life, and this has also encouraged me to work hard to achieve my goal of becoming a doctor, so that I can touch other people's lives too.

Thank you so much and may God bless you!







## Gardens

*“Make it your goal to live a quiet life, minding your own business and working with your hands, just as we instructed you before. Then people who are not believers will respect the way you live, and you will not need to depend on others.”*

*1 Thessalonians 4: 11-12*

With the rising cost of living in Kenya continuing to soar, particularly in urban areas, it is becoming increasingly difficult for Kenyan families to put food on the table. The feeding programs at our Mawewa and Chelezo Schools are critical components of our work serving the children of Mathare. Food costs are the second largest of eduKenya's Kenyan operation expenses every month, with fresh green vegetables being one of the more expensive items.

At our Chelezo High School, one of the subjects studied is Agriculture. Over the years our students have undertaken numerous successful planting and harvesting seasons, and more recently a goat keeping project for their Agriculture practical exams. In an effort for Chelezo High School to work towards food self-sufficiency, we have transformed what began as simple exam projects into larger scale farming where we grow our own vegetables and livestock to feed our school. This involves collaboration between our support staff and students so that our farming projects benefit the whole Chelezo community.

One of our school security guards, who is also an excellent farmer, has taken on the responsibility of caring for our school vegetable garden. The

vegetables being grown are sukuma wiki (a form of kale), spinach, amaranth, cabbage and managu which is an indigenous bitter herb (African nightshade). All of these vegetables have become a part of the nutritious meals that we feed our students and staff at our high school throughout the term, with the added benefit of reducing our overhead costs. In 2020 our students' final year exam project involved goat keeping. After the class finished with their exam project, another of our security guards took on the care of our goats, supervising their successful growth from 10 to 17 goats. As we have grown our farming endeavors at our high school, our students have been inspired as they see how a project that starts off as something for “passing exams,” which with some skill, effort and perseverance, can become a source of livelihood for themselves and their community.

In 2022 our Mawewa School, despite being in a location with limited space for children to play, and with no space for any traditional gardening, took on the exciting opportunity to explore an innovative solution to supplement our nutritional needs - a vertical garden along the school's perimeter wall. A vertical garden is a suspended panel on which plants are grown using hydroponics, which is an irrigation system where crop roots receive a balanced water based nutrient solution. Our system continually recycles the water used in our garden, requiring a minimal amount of water over time. In addition to providing food, lowering costs and being aesthetically pleasing, Mawewa's vertical garden will mean better air quality and general health of

our children and those living near our school by reducing the volatile organic compounds, excess carbon dioxide and absorbing pollutants in the air over time. The vertical garden has also acted as a sound barrier, with leaves blocking high-frequency sounds, while stems help reduce low-frequency noise. In June 2022, the first phase of Mawewa's vertical garden was planted. Stella Ndiho, our Kenya Director of Development and an avid organic farmer, was happy to spearhead this project. After a short adjustment period working out technical and maintenance challenges, our garden has continued to grow and we have begun harvesting spinach, coriander and spring onions. This has been a nutritional bonus for our school which initially only provided green vegetables two days a week due to the high cost and lack of availability of the vegetables during the dry season. During our first phase of development some of our scout members were trained by the vertical garden professionals that set up our garden on how to run and maintain it. One of our scouts commented that the training session opened up his mind to how easy it is to practice farming no matter where you are. Since our launch, our garden has become a great practical learning resource for all of our learners.

Our traditional farming at Chelezo High School and our Vertical Garden at Mawewa Primary School have both been successful opportunities for eduKenya to become more sustainable while providing our students with practical experience in farming.

# The Finish Line, ROPES, 2022

The future can seem bleak for children growing up surrounded by extreme poverty, broken families, insecurity, drug and alcohol abuse, gang activity, teen pregnancy and prostitution. It takes a special combination of grace, grit, motivation and a helping hand to get the children under our care over the finish line of graduation and thereafter onto a path of becoming an independent, positively contributing member of society, who shines the light of God's love wherever they go.

At our Mawewa School, we focus on character. Character is central to getting our children over that finish line. During the year, our Grade 8 pupils at Mawewa School participate in our ROPES (Rights of Passage) Program. ROPES focuses



on Christ-centered character development, guiding our students through the transition from childhood into their teenage years. During ROPES, our students enjoy an amazing social, spiritual, and educational experience as they have opportunities to connect with God, while learning to navigate healthy relationships and uphold sexual purity.

One of the highlights of our ROPES program in 2022, was our community service activities. At the end of October, our Grade 8 students raised money from staff, family and friends to buy provisions to bless the orphaned or abandoned children of the Smile Community Centre Children's Home in Kayole, which is near Mathare North where Mawewa School is located. The students' community service visit involved showing love and care for the orphaned children through various activities such as fetching water, cooking, washing and cleaning both their laundry and living areas. During their visit, our students' made chapati (Kenyan flatbread) which involves a labor intensive process of rolling out individual mounds of dough into perfect thin circles which are then pan fried into a delicious side. Some of

our students also took the time to help feed some of the youngest residents at the children's home with the meal they had prepared.

Following their visit, our students talked about their new experiences serving others and shared that they never want to take for granted all that they have, especially the gift of having parents. Even though our students live in poverty themselves, through our ROPES program, they learned the lessons of generosity and gratitude, as they learned to fundraise, gave of their resources, their time and talents to serve other children who were in even more difficult circumstances than themselves.

Another of the highlights of ROPES is the week-long camps. During these weeks, key activities include a challenge to endure a day-long, 21 km hike in the heat, as well as a 24 hour fast. During one camp, our students began their fast the evening before the hike and ended it when they got back to camp. During the hike, they carried their heavy backpacks with all their camping gear, as well as an apple, with instructions not to eat it until they got back to camp. As you can imagine,

## A Graduation Speech by Ivy Njoki, Chelezo High School,

Our Graduation Ceremony for the Class of 2021, was held early in 2022 due to COVID lockdown delays. During the ceremony, our Chelezo High School graduating class Head Girl, Ivy Njoki made a speech. We would like to share some of her words with you. They are a testament of God's grace at work in the hearts and minds of our students.

*I remember when some of us joined eduKenya's school as little children in preschool in the slums of Jangwani way back in 2006. Some of these graduating students joined in 2007 and 2008 while in primary school, and still others when we transitioned to Chelezo High School in 2018. The journey to get to this point has been long and filled with many challenges along the way.*

*The struggles we went through as a class were overcome because of our love for one another and the unity that we built together... Discipline leads to success. I thank our teachers for making*

*us interrogate and understand the reason we were born, and that it is to live out our God-given purposes. As a class, we fell short many times in discipline and even in our academics, but our teachers never gave up on us. They stood strong and lifted us up from where we had fallen. When we needed a shoulder to lean on they were ready, they loved us unconditionally and supported us unfailingly. This is because they wanted us to discover who we are and bring out the hidden treasures that are within each one of us. Thank you very much to our teachers for bringing out the best in us.*

*My fellow graduates, we are now moving from one stage of our lives to the next. Remember that life is full of challenges and trials. For us to overcome them we must be strong. We must choose not to let a situation have control over us. Also let us remember that we must be determined and press on through the challenges in order to*

*be successful. That calls for us to draw on God's power, and to remain true to self. The worst any of us can do is to give up. Please do not give up. Just like we pushed ourselves beyond our perceived limits on Lenana Peak [during the senior leadership trip to Mt. Kenya], let us press on, and press on some more, until we get what we want. It all starts in the mind, just remember that.*

*We have a mission to fulfill, and that is to develop and change our communities. I would be so happy if we all accomplished this. I know we all will have different types and levels of success but it is important to work towards that success. We are a product of eduKenya, indeed some of the best products. Let us go out there and show who we really are, conquerors through Jesus Christ.*

*Thank you eduKenya for making us know who we are and teaching us to develop character. Your love and support has made us champions. It is my*





for our young teenagers, this was a lesson in self-control, endurance, patience and determination. At the end of the hike we had many victors, but also a few who succumbed to the temptation and ate their apples. During our December camp, our students also had the chance to spend a day fasting and praying while spending quiet/personal time in prayer and reading the Bible in their tents. On that day of solitude our teachers and ROPES staff had the opportunity to spend time speaking with and counseling our students individually.

Another highlight of camp involved a special surprise for our learners. After their long day of hiking, they returned to camp to discover their parents, guardians and teachers waiting for them. This was a complete surprise for our pupils who were greeted with song and ululation, as their parents celebrated their achievements.

In the course of the evening, as mothers shared precious moments with their daughters and fathers bonded with their sons, the parents and guardians purposely passed on important life skills to their children, taking the time to prepare them for the next phase of life, while advising and praying for them. The girls learned how to properly butcher, pluck, dress and cook chicken

from their mothers, while the boys learned how to butcher and properly barbecue goat meat from their fathers. Later that night after a shared meal of all the meat and accompanying sides they had prepared, our parents and children enjoyed a camp bonfire and later a camping sleepover. For our pupils from Mathare, this was an especially memorable and unique experience of rare one-on-one time spent enjoying the great outdoors with their parents. At the end of our December ROPES camp, our students graduated and were given gifts that were to serve as a reminder of all the character building lessons they had learned over the year, especially emphasizing their “updated” roles as young men and women in society, while highlighting the importance of sexual purity.



## Class of 2021

*prayer that this organization will always be there to help those children in the slums of Mathare and beyond to find their destiny. On behalf of my fellow graduates, thank you for molding and shaping us. Believe me when I say that we are leaving Chelezo High School with something special because of the seeds of greatness planted in each of us. From the bottom of our hearts, we are truly grateful and we thank you again and again. God bless us all.*







## The Twins

Eleven years ago, 4 year old twins, Francis Muli and Dennis Musembi, met Njenga, eduKenya's Community Relationships Developer and Erick, our Procurement Coordinator. Francis and Dennis were happy boys, seemingly blissfully unaware of their difficult circumstances. Perched on a garbage heap where they had been scavenging for food, they innocently told Njenga and Erick, all about what life in their home in the Jangwani slums of Mathare North looked like. They described an absentee mother who was away most nights and asleep most hours of the day when she came home, and a concerned aunt who looked after them when their mother did not. During the day, they were left to their own devices, unsupervised and neglected. What other children with doting or just responsible parents experienced in their households was totally foreign and unknown to them, so they didn't even miss it. They were too little to understand. Francis and Dennis expressed their desire to go to school like many little boys their age, but they couldn't imagine they would ever get the chance, simply because their mother was neither interested nor present in their lives. On meeting Njenga and Erick that day, they unknowingly began a journey of hope. They took their first steps away from a life of abject poverty, suffering and neglect. After several conversations with the twins, Njenga and Erick took on the burden of seeing these boys join our eduKenya community.



Having gleaned quite a bit of information about the twins' family background from the boys, their aunt and neighbors, Njenga and Erick were eventually able to enroll them into our Mawewa preschool. They quickly discovered that any time the children reported to school in the morning looking unkempt, their mother had not spent the night at home and her children had not had anything to eat the night before. This became a regular occurrence that necessitated Njenga speaking to their aunt, who determined to continue checking in on them even more regularly, even ensuring she prepared and brought them to school in the morning. The twins' aunt stepped in time and time again to help her nephews, but one could tell that it was a heavy and uncomfortable burden for her to bear navigating a relationship with her irresponsible sister while also having a family and home of her own to care for. Njenga and Erick took on the responsibility of paying for Francis and Dennis's school fees, while also providing for their school uniforms and learning materials, and stepping into the role of parents through their care and mentorship. Both twins attest that if it weren't for their benefactors they would never have made it into any school. They are eternally grateful for the Lord who brought Erick and Njenga their way. Both men have been like fathers to them and loved them through the toughest times. To these boys, the name "Father" is characterized by love as they have experienced a fatherly love from both Erick and Njenga.



Eleven years later, 7th Graders Francis and Dennis, can look back on the way their lives have been transformed. The change that they have experienced has also touched their previously absent and neglectful mother who is now more present and caring of her sons, making sure that they are provided for to the extent that she is able. She is very proud of her teenage twin boys. Over the years, Dennis has proven himself to be an excellent student. By the time he was in 2nd Grade, he was the top student in his class, much to his teacher Mrs. Wandera's delight. Mrs. Wandera encouraged Dennis to "reach for the stars" and by 5th Grade, he was representing Mawewa School in science competitions and other inter-school academic challenges. The twins' current class teacher Miss. Wanjala says that the twins, "...work hard and perform well in class, exhibiting a thirst for knowledge... For one to be successful in life, they do not necessarily have to go where the path may lead. Sometimes one has to go where there is no path and then leave a trail for others to follow. Francis and Dennis are doing exactly that for one another and for their family." Dennis shares that his life in Jangwani slum is one of the things that really pushes him to work hard and put a lot of effort into his education. He knows the key to the change he longs for, for himself and his family, lies in making the most of the opportunities he has received at the Mawewa School. Francis also wants to make a big difference, regardless of the challenges he faces. He has shared "The moment I feel like I reach the end of my rope, I don't give up but tie a knot and hang on to it... We are happy and proud to be in this school. We're thankful that we are able to develop ourselves, be realistic and achieve our goals."









# Financial Snapshot

## Fiscal Year 2022

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. 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, 2022.

### SUPPORT & REVENUE

Individual	\$553,345.31
Business/Corporate	\$24,025.00
Church	\$97,691.00
Nonprofit	\$10,826.85
Other	\$5,321.89
Rental Income	\$12,348.85
School Fees	\$40,824.81
Skill Training	\$8,511.23
<b>TOTAL</b>	<b>\$752,894.94</b>

### ASSETS

<b>US</b>	
Current	\$753,440.04
<b>TOTAL</b>	<b>\$753,440.04</b>
<b>KENYA</b>	
Current	\$196,953.22
Fixed	\$560,514.19
<b>TOTAL</b>	<b>\$757,467.41</b>
<b>TOTAL ASSETS</b>	
<b>TOTAL</b>	<b>\$1,510,907.45</b>

### EXPENSES

Program (School, Skills, Community Report)	\$776,920.50
US Administrative	\$170,842.47
Fundraising	\$93,612.42
Kenya Administrative	\$21,587.79
<b>TOTAL</b>	<b>\$1,062,963.18</b>

### LIABILITIES

US	\$40,312.84
Kenya	\$15,158.34
<b>TOTAL</b>	<b>\$55,471.18</b>







# eduKenya Leadership Team

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