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OPPORTUNITY THROUGH EDUCATION

VOLUME 2, ISSUE 2

2008 ANNUAL REPORT

SPECIAL POINTS OF INTEREST:

- Kilimara Primary School Project Successfully Finished
- Two new projects for the 2008-2009 Year
- First hand account of the success of EACEF in Kenya and Uganda
- Over 30 new student staff members for the 2008-2009 year

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Hujambo Rafiki!

WHO WE ARE:

The East African Children's Education Fund, known as EACEF, is a not-for-profit organization founded by a group of high school students at the Westminster Schools in October 2007. EACEF is student-staffed and operates under the broader umbrella of the Mount Kenya Academy Foundation, a 501(c)3 certified charity. EACEF's goal is to improve educational environments in East Africa by constructing school buildings and implementing learning programs.



MISSION STATEMENT:

EACEF exists to create and promote educational opportunities for academically gifted, economically disadvantaged children in East Africa.

About Us

Originally focused in Central Province, Kenya, EACEF has now expanded into Western Uganda. In both countries, EACEF engages in programs ranging from the promotion of English-language literacy to the development of inter-community relations. EACEF strives to create environments

conducive to learning in every aspect of its outreach: through implementing the Nafasi Process (see pg. 4), infrastructure initiatives such as the construction of fully equipped classrooms, libraries, kitchens, and latrines help to accommodate the everyday necessities of the students. Programs tailored to the needs of the students and teachers alike were also designed to ensure the efficient use of the new buildings. EACEF instills academic encouragement in communities that face educational hardships and believes that the first step to prosperity is proper schooling.



EACEF STAFF 2008-2009



EACEF-Kenya Staff

Below: Janet Kireri, Kenya Country Director, with Kilimara Students

EACEF-Atlanta Staff (above)

Back row (L-R): Beau Clark, Bria Turner, Pierson Bridges, Lindsay Schneider, Deena Tumeh, Tindall Sewell, Robert Heald, Weston Newman, Stephen Schoen, Swinton Griffith, Elena Wathen.

Middle Row (L-R): William Barber, Ravi Patel, Emily Woods, Emily Egan, Sarah Crosier, Eleanor Klibanoff, Joseph Hodges.

Front Row (L-R): Maxine Litre, Niki Arjmand, Hollis Hart, Laura Silverstein.

Not Pictured: Carolyn Candler, Catherine Ellis, Matthew Hawkins, Kathleen Roach, Isha Mitra, Neema Kanyua, Princess Fuller, Russell Hardin, Nick Hines, Betty Holloway, Gabbie Lipton, Claire Arnold, Taylor Ayres, Alison Beskin, Ali Waldron



EACEF Staff Members visit the Kilimara Community, May 2008

*"I am only one,
but at least I am one.
I cannot do everything,
But I can still do something.
And because I cannot do
everything,
I will not refuse to do the
something that I can do."
-Nathan Hale (1885)*



Letter from the Founder

Dear Friends,

This past year has been one of incredible learning and growth for our organization. Starting last year with only a belief that every child should be given the opportunity to succeed in school, we set out putting our ideas into practice. In the last few months, we have built a library, nine classrooms, and a new kitchen at Kilimara Primary School. We also successfully began our peer mentorship programs, teacher professional development programs, a food fund, and a uniform distribution program.

Last May, I had the privilege of visiting Kilimara to see firsthand the remaining needs of the school as well as the efficiency of our current programs. I can truthfully say that our process is working beyond my wildest dreams: the students interviewed for our new documentary (which I urge you to watch) were filled with a sense of hope that the teachers insisted had not existed before. Parents explained that their children now wake up earlier to ready themselves for a day of school in which they could focus on a brighter future instead of fighting just to live in the present.

Our first project has proved so successful that we have begun replicating our process at two new schools in Western Uganda and Central Kenya (the Shalom Junior School and Chania Primary School, respectively). I believe that our success proves that today's youth can be social entrepreneurs and claim responsibility for their world. We all truly appreciate your support and encourage you to join our movement for social change and our commitment to providing opportunity through education in East Africa.

Sincerely,

Andrew G. Sugrue



Letter from the Executive Director

Dear Friends,

The start of the 2008-2009 school year has brought excitement to the EACEF office in Pressly Hall. We just recently completed the entire Kilimara Project, improving almost every aspect of the primary school's educational environment, and we have plans to invest money and programs in two more schools in East Africa.

We have an incredible staff that represents a diverse group of students from the junior and senior classes, and all 34 of us are dedicated to making a difference in the lives of school children on the other side of the globe. With our Events Department devising plans for fundraisers, our Communications Department working to create informative publications, our Projects Department working closely with our Kenyan staff members at Mount Kenya Academy, and our Development department brainstorming ways to run EACEF more effectively, our organization is prepared and eager to explore more ways we can impact the lives of fellow students.

I am thrilled to be in the position of Executive Director this year, and honored to be working with some of the most extraordinary students on the Westminster campus to provide better academic environments in schools in East Africa. I hope that you will join us in our effort to improve schools and inspire young students in Africa in their educational endeavors, empowering them to make a difference in their communities.

Thanks,

Emily Woods



DID YOU KNOW?



Students at Chania Primary

- In Kenya, only around **85%** of children attend primary school (8 years), **24 % of children attend secondary school** (4 years), and **2 % attend college or university** (4 years).
- Only primary schools are free, and the classes are generally over-crowded because of a shortage of teachers. **Student to Teacher ratio in Kenya, 40:1. In Uganda, 50:1.**
- In Kenya, at the end of primary school, students take the KCPE standardized tests, which are **only administered in English.**
- Only the **top 20% of test-takers can pass** on to higher schooling. This cut-off especially hurts the children in rural areas like Kilimara, where tribal languages are spoken as the mother tongue, making their KCPE's a test in a foreign or, at best, a second-language.
- About **41% of children between the ages of 10 and 14 must work** to help support their families. If they enter school at all, most of them drop out before they finish Primary School.
- There is even a great pressure on girls to drop out of school earlier than boys because of the cultural belief that they should take care of the family. **By the age of 18, girls average 4.4 years less education than boys.**

The Nafasi Process

EACEF strives to replicate the successes of its first Kilimara Project at other schools in East Africa through the completion of our Nafasi Process. Swahili for "opportunity", the Nafasi Process is a revolutionary approach to jumpstarting underperforming schools by addressing the needs of its students. With Kilimara Primary School serving as the first test of the process, EACEF has found great success in improving the lives of the pupils.

Addressing everything from literacy to nourishment, the Nafasi Process aims to break down every barrier to a child's success in school. EACEF is dedicated to listening to the needs of each particular school rather than a one-size fits all approach. However, we have developed a general outline broken into phases that addresses the most pressing needs of rural schools in East Africa. By providing the children of Nafasi Process partner schools these unique opportunities, EACEF hopes to successfully establish encouraging educational communities across the region. KCPE National Examination scores should rise as a result of these schools' infrastructure and program developments.



Kilimara: A Nafasi Process Success Story

Infrastructure Programs:



Students in a New Classroom at Kilimara

The Maktaba-Library Phase: Swahili for “library,” the Maktaba Phase seeks to address English-language literacy needs through the new Beverly Ann Gregory Library at Kilimara Primary School. Without proper educational resources, most children in Kenya are unable to successfully learn English. Kenyan law states that the KCPE high school placement test must be taken in English, which gives the rural students a slim chance of success. The library was finished in January of 2008 and houses hundreds of children’s books, desks, and tables to facilitate the mentorship program.

The Chuo-School Renovation Phase: Swahili for “school,” the Chuo Renovation Phase refurbished existing classrooms with new chalkboards, skylights, and windows to create a better learning environment. In a collaborative effort to address the dismal state of the current classrooms, the parents of Kilimara students came together to build new desks and chairs.

The Chakula-Kitchen Phase: Many local children eat only one meal per day, consisting of a cornmeal-based porridge. Because of the students’ inability to concentrate under such circumstances, the school has had to send some children home early. Swahili for “nourishment,” the Chakula Phase consists of a kitchen made to commercial standards with energy-efficient gas stoves that will feed over two hundred children per day.

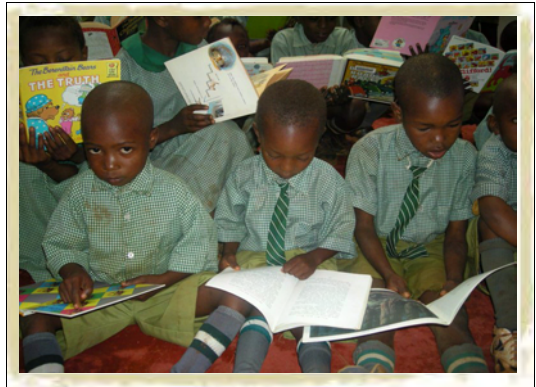
Enhancement Programs:

The Rafiki Food-Fund Program: Swahili for “friend,” the Rafiki Program provides all supplies for the kitchen that was constructed during the Chakula Phase. EACEF collaborates with both area farmers and Mount Kenya Academy to guarantee that the kitchen will be continuously stocked.

The Mavazi Uniform Program: Swahili for “clothing,” the Mavazi Program aims to provide uniforms and shoes for the primary school students. Many children in the area walk to school barefoot and must wear the same burlap uniform throughout their school years. The Mavazi Program will ensure that a lack of clothing and shoes will not limit these children’s education.

The Ndoti Mentorship Program: Swahili for “hope,” the Ndoti Program hosts innovative mentorship opportunities between students of Kilimara and MKA Senior School. The program inspires a cooperative spirit between primary and secondary school children through weekly mentorship sessions. During the interactions at the library at Kilimara, the tutors track the students’ grades and are able to give them individual attention. The tutors are in a unique position to explain concepts in a personalized manner, and their accessibility creates a comfortable environment that many teachers are unable to provide due to time constraints or large class sizes.

The Mwalimu Teaching Program: The Teaching Program seeks to better equip EACEF Partner School teachers to meet the demands of a challenging classroom. Twice a month, seminars are held at Mount Kenya Academy, where teachers from Chania, Kilimara, and MKA discuss teaching strategies in order to improve their classroom environments.



KILIMARA'S EFFECTS ON THE COMMUNITY

The Kilimara Primary School Project, completed earlier this year, deeply impacted the students both in Kenya and at Westminster. The project series, which provided the basis for the Nafasi Process, involved infrastructure improvements and several enhancement programs. During the EACEF staff trip to Kenya this past summer, two phases of the infrastructure aspect of the project seemed to have most visibly affected the students: the Maktaba-Library phase (pictured below) and the Chuo-School Renovation phase. Nick Hines, a Westminster student who participated in the Mount Kenya Academy Exchange Program, said that he “witnessed the profound impact of EACEF’s service when visiting the Kilimara Primary School.” Nick remembered the children’s parents exuberantly celebrating the new construction with a traditional Kikuyu dance at the dedication ceremony. The parents of the community showed their faith, commitment, and gratitude to the partnership of EACEF and Kilimara by hand-making wooden desks for the newly renovated classrooms. The library project has changed the lives of many of the students, according to Sarah Kiboi, a student at Mount



Kenya Academy and member of the EACEF-Kenya staff. Gabbie Lipton, another Westminster student involved in the MKA exchange, also had the opportunity to see the library and school this summer. She primarily noticed its inviting nature and positive vibe. “Kids were coming in and out; it was evident that the kids were really excited about it,” Gabbie noted. Another program Gabbie witnessed was the Mavazi- Uniform program. At the time of Gabbie’s trip, the students had just received their new uniforms. The children were so excited that many of them were washing their uniforms every night and keeping them in good condition. The work of EACEF, from the uniforms to the new library, reminded the students in Kenya that people care for them. Janet Kireri, another student at MKA and EACEF staff member, also noticed a change in self esteem of the kids. **“They are beginning to dream big and believe in their potential,” Janet said, “They have so much hope for the future!”**

EACEF hopes to replicate the success of Kilimara at other schools through our new projects at Chania Primary School and Shalom Junior School.

Current Projects: Shalom and Chania

Shalom Junior School

“Progress!” Stanley Musoni emailed the EACEF staff recently with an update on the construction at the Shalom Primary School. Located in Western Uganda, EACEF is working to construct two structures of three classrooms for Shalom where children grades Standard 1-8 can be educated. Mr. Musoni left his position as Headmaster of Mount Kenya Academy to create a school to educate the children of Uganda. EACEF immediately offered to lend support and fund the construction of the school building. On July 18, Mr. Musoni informed EACEF that the first of the two blocks of classrooms was completed. The construction on the three classrooms in the second block began immediately thereafter. “We have started on the foundation. We have dug trenches, leveled and ground, cut bushes, bought sand, cement and metals in order to erect the walls. Today we emerged from the foundation,” said Mr. Musoni on August 13.

Currently, the second block’s structure is at window level and the completed first block of classrooms is fully occupied. Great progress has been made in Uganda at the Shalom Primary School, but there is always an opportunity to do more. EACEF needs your continued support as the construction comes to a close and the classrooms for Shalom are completed.



The construction process of the classrooms at Shalom Junior School as of September 2008.



Students at Chania Primary School.

Chania Primary School

Down the road from Kilimara in Nyeri, Kenya, Chania Primary School serves the children of destitute migrant coffee and tea laborers. EACEF plans to address the shortcomings of Chania through the Nafasi Process. With a library already built, the most pressing need is for a kitchen. Having recently completed the last phases at Kilimara, our builder Ndoria will begin construction at the Chania site by mid-December. Next, the three classroom blocks will be completely renovated. A mentorship program between MKA and Chania students has already begun, and plans are now in place to provide the students with new uniforms.

New Contact Information:



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Financial Information

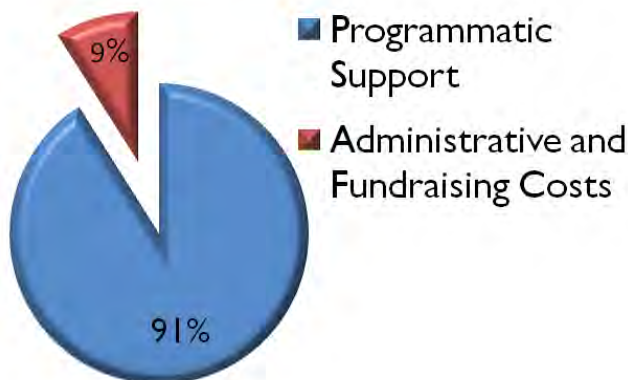
- ◆ **91%** of Donations goes directly to Mission related Projects and Initiatives
- ◆ **75%** of Donations are of **\$100** or less
- ◆ **Over 250** Unique Donors
- ◆ **Over \$60,000** raised in the last year

TO DONATE

Contributions of all sizes are welcome. We accept donations by credit card on our website through JustGive, or by checks made payable to "East African Children's Education Fund" and sent to the Atlanta office (listed above).

Please feel free to contact us with any questions. Your generous support can truly make the difference in creating educational opportunity for the children of East Africa!

Total Expenses



WHAT YOUR DONATION CAN DO

\$10	Feed Lunch to One Class of Students
\$50	Five Desks
\$100	Uniforms for ten students
\$500	Appliances for a Kitchen
\$1,000	Shipment of Books to a Library
\$5,000	Construction of one Classroom Block
\$10,000	Construction of a Named Library
\$50,000	Completion of the Nafasi Process Infrastructure Improvements For a Whole School