



Gatoto
Community
Primary
School



ANNUAL REPORT - 2020



We Strive to Shine

SUMMARY

The year 2020 was a particularly unsettling one and our working atmosphere was changed significantly. First it was the erratic weather and its impact on food availability, then the widely publicized locusts' invasion in Kenya's traditional food baskets and ultimately the Covid19 pandemic. The Covid19 pandemic caused bizarre challenges for our programmes. To traverse these uncertain times, the staff decided that the manner of our response was imperative to the manner in which our community would respond. We needed a human response with the support of our donors. From the start American Friends of Gatoto and its Board duly demonstrated love and kindness. AFG provided funds for much needed food, reusable fabric masks, sanitizers and soap for our parents and their families.

Later we transitioned to a cash transfer system to needy parents that enabled them buy food for their families. We also did community outreach events at which in addition to food and soap we provided reusable fabric face masks. The results are telling. While the pandemic has continued to ravage Nairobi by upwards of 10% daily, Mukuru Kwa Reuben has recorded only one reported fatality to date. What followed was the changing of lives for this community that largely live on the margins. Though this situation is extraordinary, we remain optimistic that in the fullness of time we will emerge stronger and resilient.

Like most schools in Kenya, the pandemic disrupted our normal activities. During the unprecedented 9-month closure, there was no contact learning. Our daily food programme and co-curricular activities were disrupted.

While Covid19 did not hit our community hard health wise, we recognized one bad hit: that the healthcare challenges were a lot less than the economic ones. We witnessed this in many different ways. One, while our teachers were facilitated to conduct online tuition to the children during the pandemic restrictions that came in late March, a big number of our pupils could not join classes owing to lack of mobile phones and computers. A lot of our community members who used to do casual labour in nearby factories were rendered redundant.

Against the challenge above on virtual learning, we wish to thank our teachers for embracing the system. During the period, we provided revision materials to the pupils in the senior classes and to ensure they were using them, teachers provided assessment work that the children delivered to school once a week for correction. In addition, teachers provided remote tuition via zoom although, unfortunately, a majority of the children had either only limited access to their parents' smart phones or could not access the same altogether. Recognizing associated stress factors, children were also targeted for emotional support via phone. A key lesson learnt with regard to online learning is that it



GIDP Staff and volunteers on an outreach sensitization campaign to Mukuru Kwa Reuben Slum.

can effectively reinforce offline learning. This is an area we will meet our stakeholders to see whether we can continue with post pandemic.

Staff were involved in preparation of two portions for kitchen gardening and working in our green houses. This was in addition to cleaning all the buildings' floors, walls and roofs. To ensure safety protocols were observed, the teachers divided themselves into small groups. The need to stay healthy and safe as we engage with our communities will continue to be a big part of our conversation with the staff.

With funding from AFG, we did a new 6-unit classroom block. This was the fourth phase of the development of our infrastructure. Although the Covid-19 pandemic occasioned some delays, we are happy to report its completion. The contractor handed over the completed buildings having been certified by our team of consultants. This block represents one of the biggest milestones in the process of transitioning from the iron sheeting classrooms to secure and safe classrooms that are much more conducive for learning. The Board and in deed the entire Gatoto community convey deep appreciation to AFG for funding this great project.

In early October, the Ministry of Education announced a staggered reopening of schools. As such, we prepared the rooms prior to reopening ensuring there would be social distancing. We fumigated the classrooms and created water points in front of every room and at the gate. Of the Grade 4 and Class 8 pupils expected back, we are glad to report that with the exception of 2 children in Grade 4, the rest reported back representing just under 100% of the expected population. During the third week, the pupils sat a National Assessment. Against many odds, we managed to successfully upload the children's results onto the KNEC portal.

To ensure the children already in school remained focused and healthy, we gave them food each school day. This consisted of a mid-morning cup of porridge and a vitamin enriched hot lunch. This offering went a long way in reducing what had been a substantial burden on the part of parents. With the Government's decision on full reopening in the first week of January 2021, we are happy to report that we have thus far continued to successfully execute our programmes.

During the year, a large number of Mukuru Kwa Reuben residents had their structures demolished following orders from the Nairobi Metropolitan Services. While we have not gathered exact numbers, we know that many of our pupils were affected by this development. This was to pave way for major road and drainage works within the slum. As part of these works, the school and in deed the slum have been opened up considerably. Access is now a lot easier.

In successfully delivering our programmes in the middle of the pandemic, we have all our donors to thank. They include the AFG, The Iris O'Brien Foundation, Stichting Dioraphte and The Kenyan Friends of Gatoto among others. We highlight contributions from all our donors in the Financials Section.

YEAR 2020 RESULTS

Committed	Delivered
<p>1. Access/Quality: Academics Excellence, Enrolment and Retention targeting over 1000 children in primary school and 150 in post-primary institutions each year.</p> <ul style="list-style-type: none"> ▪ The school programme ensures relevance, quality and balance. ▪ Engage the local community as partners in education. ▪ Design suitable mentorship and affirmative action models to support girls in primary and post-primary schools. ▪ Inspire students and alumni through extra supports to enable them to excel. ▪ Promote environmental consciousness among the student community, including personal hygiene and caring for their surroundings. ▪ Review staff performance and decide on appropriate measures. 	<p>Quality education delivered to over 1,200 students this year.</p> <ul style="list-style-type: none"> ▪ 124 children registered to sit the K.C.P.E Examinations 2020. This examination has been rescheduled to March 2021. ▪ We continued our engagements with parents focusing mainly on ensuring the success of the CBC targeted classes. ▪ With the Covid19 pandemic hitting globally, our mentorship programme was disrupted. We however managed a leaner mentorship programme delivered virtually to a small number of pupils in class 8. ▪ 15 alumni from the class of 2019 who qualified to join university had their calendar adjusted and joined university later in the year although most of their learning was virtual. ▪ During the year we managed only one alumni meeting on 22nd December. The meeting focused mainly on preparedness for the revised academic calendar and safety measures against the Covid19 pandemic. ▪ Earlier in the year, we evaluated the Teacher Performance Appraisal and Development Plan for all teachers. As this was the first year for the same, it was a learning phase for all of us, and we met to take stock of the process to inform our plans going forward.
<p>2. Health and Safety: Improve infrastructure and grounds.</p> <ul style="list-style-type: none"> ▪ Complete the fourth phase of our infrastructure development. 	<p>Align all current and future school development of facilities and grounds, ensuring safety and support to education.</p> <ul style="list-style-type: none"> ▪ Work on the new permanent classrooms was completed. Firefighting equipment procured for the building will be installed soon. This project was fully funded by AFG. ▪ To mitigate the effects of the novel covid19 pandemic, we among other measures facilitated basic training on personal safety to our community. In addition we provided soap, sanitizers, fabric masks and food to the most needy in the community. ▪ The Nairobi Metropolitan Services sank a borehole within the school grounds as part of its Nairobi Regeneration Projects. As part of the deal, the school now gets water from the borehole for free. This water mainly goes towards our sanitary facilities and cleaning.
<p>3. Financial Sustainability: Achieve long-term financial sustainability.</p> <ul style="list-style-type: none"> ▪ Work on means to achieve financial sustainability. 	<ul style="list-style-type: none"> ▪ We report with gratitude that Stichting Dioraphte responded to our proposal by funding us to the tune of € 40,000. ▪ We received generous gifts from The AFG and Iris O'Brien Foundation for Capital and Operating Costs.

<ul style="list-style-type: none"> ▪ Maintain a comprehensive 3-year budget. ▪ Develop alternative funding sources to ensure no dependence on anyone single donor. 	<ul style="list-style-type: none"> ▪ We partnered with Fletcher School Investment Group (FSIG) to share ideas on drawing a marketing strategy to attract a large pool of donors going forwards.
<p>5. Governance Development: Looking at 2021 and beyond.</p> <ul style="list-style-type: none"> ▪ Put in place a training and professional development plan to support the Board. ▪ Develop an effective mentoring process for new Board members. ▪ The Board will assess the Strategic Plan’s implementation bi-annually. 	<ul style="list-style-type: none"> ▪ Our 3-year Strategic Plan lapsed this year. We will review how successfully we implemented it and lessons learnt as we embark on developing a new strategy this year.

ADDITIONAL ACHIEVEMENTS

ACADEMIC (PRIMARY)

- Earlier in the year we procured the services of a senior director of the Teachers Service Commission and her colleague to run an in-house training for our teachers. The course lasting about a week focused on the new Competency Based Curriculum.
- Following the disruption of the school calendar in response to the Covid19 pandemic, we facilitated teachers to run virtual classes for our class 8 candidates. We also provided critical revision materials for all class 7 and 8 pupils. The children studied from home, did assignments and dropped them to school once each week for marking.
- The social worker and teachers also contacted children in these classes for virtual psycho-social support on coping with stress associated with long periods of staying at home and away from their colleagues.
- Following resumption of classes for Grade 4 and Class 8, just under 100% of all our pupils reported back. They did a National Assessment in the third week of opening and an end of term examination in December.

ACADEMIC (POST-PRIMARY)

- Just like the primary schools, the post primary calendar was similarly disrupted. Due to social distancing advisories, we were only able to hold one alumni meeting on 22nd December. The meeting focused mainly on preparedness for school reopening and personal safety.
- Our alumni who qualified to join university did so starting September although their classes were virtual.

MANAGEMENT, FUNDRAISING AND PLANNING

- During the year, we had the privilege to host several guests from different organizations, including Childslife International, Local Agricultural Extension, Concern Worldwide, Education for All Children and Willow Wheelers. Others were from Copia Kenya, Kenya Medical Research Institute, Kenya Revenue Authority, Kenya National Bureau of Statistics and Absolute Wellness. Several others came in their individual capacity. They include Professor Jennifer Brass – a member of our International Advisory Board. Although we cannot give all their names in this

report, we wish to sincerely thank them for their support, words of advice and encouragement during their visits.

- Details of our other funding are in our Income and Expenditure Account shown in the financials section.

COMMUNITY SUPPORT

- The economic consequences following the pandemic stretched us to approach this area differently. In addition to the 60 vulnerable families in our usual programme, we reached out to over 600 additional families. We provided food support later changing to a cash transfer system. We also provided soap, sanitizers and masks.
- We also did an outreach event and held meetings to sensitize the community on the Covid19 pandemic and safety measures.

CHALLENGES

- The year was marked with significant challenges. Of particular note were those caused by the Covid19 Pandemic. They ranged from health concerns to economic. Many of our parents lost their livelihood means,
- The school's normal calendar was severely disrupted. From March schools remained closed and only partially opened for two levels in October. This had a significant effect on the children's learning and play. Even when we ran online lessons, the uptake was low owing to a number of factors among them lack of requisite gadgets, pressure to do chores at home and a poor learning environment.
- The social distancing requirements put our numbers to the test. With just 2 classes reopening, they took up room meant for 7 streams.
- An erratic weather and invasion of locusts in the country's traditional food baskets impacted the price of food in Nairobi.
- During the year 4 of our teachers served notice of intention to leave. One resigned due to Covid19 fears in Nairobi, two to take up a posting with the Teachers Service Commission and the last one to take a position with a different organization.
- The road and drainage works followed demolition of structures in the village. Many families were affected. The works also occasioned the cutting off of water supply as the main pipe followed the route of the road.

SOLUTIONS

- Thanks to the generosity of our donors we were able to significantly mitigate critical issues by providing food to needy families. We also gave them soap, sanitizers and face masks. Later we transitioned to a cash transfer system to affected families.
- We provided revision materials to class 7 and 8 pupils. They studied from home and did assignments which they delivered to school once a week for marking. We also ran online classes while also encouraging the children to follow lessons aired on TV and radio.
- We had all our teachers on duty regardless of the classes they teach in order to adequately manage the 7 rooms.
- The spike in food prices could not be mitigated but we hope the situation will normalize soon.

- Following the teachers' notices, we put out adverts inviting applications from suitably qualified teachers. We ran interviews to fill the vacancies in mid-January and recruited 5 new teachers.

LOOKING FORWARD TO 2021 AND BEYOND WE COMMIT TO:

1. Provide primary and post-primary education up to 1,200 children

To provide a quality, holistic, gender-balanced education programme:

- To offer a quality educational experience that challenges pupils to achieve their fullest potential. To this end, we will also seek to have manageable class sizes, not exceeding 50 pupils in the longer term.
- Retain qualified, capable and committed teachers.
- Promote a thorough academic culture that engages the full community and encourage all Gatoto pupils to embrace constant learning.
- Provide a wholesome, well-balanced, clean and safe environment for the students.
- Digitize as much as possible some learning areas mainly focused on CBC.
- Continue our rigorous evaluation of teaching and conduct an annual assessment of teachers' job satisfaction. Any gaps noted will be fixed.
- Promote regular career guidance sessions to give advice on career choices for students.
- Continue our co-curricular activities offerings to allow children to express and grow their talents beyond the classroom.

2. To raise funds for years 2021 and beyond

Primary objectives:

- Maintain a balanced budget that will provide financial support for GIDP and Gatoto's short and long-term operations.
- Foster good working relations with donors to benefit from their investments.
- Work closely with the Board to establish relations with local businesses to support our programmes.
- Engage international NGOs and Foundations to raise funds.
- Work closely with APBET to gain support from the Ministry of Education, particularly the annual capitation grants.
- Strengthen our partnership with current and potential donors.
- Continue encouraging parents to support the school.

3. Provide families from Kwa Reuben and its environs with a nutrition and health programme

- Continue to offer a psycho-social support programme for people affected by HIV/Aids in Mukuru.
- In light of the Covid19 Pandemic, maintain a hygienic environment and continuously offer a mentorship programme on coping mechanisms to all our pupils.
- Continue to provide families from the Kwa Reuben area with a nutrition and health programme.

4. Organisation strengthening and infrastructural improvements;

Enhance the professional development of the organisation so it can respond to the ever-changing environment of education and improve the safety of the school.

- A training and professional development process implemented to support the Board
- Improve the physical facilities necessary to accommodate the school programs.
- Secure the school by completing and maintaining the remaining section of the fence.
- Implement a water treatment system in the school and train children on safe water use.

FINANCIALS - SUMMARY

Income

Sources of Income	Amount
American Friends of Gatoto - Operating Costs	15,132,740.87
American Friends of Gatoto - Capital Costs	24,142,743.40
American Friends of Gatoto - Covid19 Support	4,230,715.00
Iris O'Brien Foundation	5,353,086.17
Stichting Dioraphte	6,165,200.00
Suas Educational Development	1,269,100.40
Philip Sharpe	648,900.00
The Good Cause	1,049,663.24
Kenyan Friends of Gatoto	2,302,000.00
Childslife International	132,000.00
Walter Hollas	560,000.00
Catholic International Community	215,000.00
Parents' Contributions	1,243,600.00
Paola Vaughan	433,500.00
Nora Kinsella	12,000.00
Orla Cawley	17,000.00
Sue Rolls	6,000.00
Willow Park School	20,000.00
Sale of Timber	6,000.00
Green House Income	17,425.00
Total Income	62,956,674.08

EXPENDITURE

Particulars	Amount
Staff Costs	14,126,618.10
Teaching Supplies	825,284.00
Examinations	53,825.00
Food	3,015,662.00
Repairs and Maintenance	1,316,617.00
Post Primary Support	4,115,564.00
Text Books	333,500.00
Water	253,500.00
Electricity	135,000.00
Transport	338,650.00
Emergency Assistance	7,194,742.00
Firewood	416,000.00
Training	254,500.00
Audit Fees	170,500.00
Bank Charges	55,217.41
Email	196,000.00
Student and Teaching Costs	70,090.00
Hospitality	20,000.00
Legal Fees	95,000.00
Phone	282,669.00
Postage and Post Box Rental	14,450.00
Fundraising	80,000.00
Family Support	132,220.00
Motor Vehicle	501,155.00
Photocopy and Printing	164,014.00
Medical	733,176.00
Physical/Cultural Activities	40,100.00
Kitchen Supplies	38,170.00
Fumigation	530.00
Green House	158,470.00
Total Expenditure	35,131,223.51
Surplus*	27,825,450.57
Actual Surplus	3,682,707.17

*Note: * Please note that the amount for construction is not reflected in the Expenditure. This will be filed once the Annual Audit is complete.*

In Pictures



1 and 2 above – Opening the new block of classrooms, cleaning the school premises and grounds.

2nd row – distributing foodstuffs and learning materials to community members and revision materials to pupils respectively.

3rd row – A picture of the new revision materials procured for critically affected learners and a happy lunch for newly opening Grade 4 and Class 8 pupils.