



FROM THE EXECUTIVE DIRECTOR

Dear Friends,

Nearly 19 years ago, a small rural village in Western Kenya was grieving everyday due to the death of many parents. Tragically, most parents died of HIV. Many orphans were left to fend for themselves. But kind and generous community leaders, Shaphan and Elizabeth Dulo stood out to start providing education and nutritious meals for these orphans. Later their daughter, Dorothy Dulo, who was a college student in the USA joined them to start a school, LightHouse Academy in the village.

Through this community-led movement, the education of this rural area is changing. We have seen students from the poorest families in the village graduate from university. We have seen women learn new skills and empower themselves to provide for their families. We have seen girls that have dropped out of the formal education system, train, and gain new skills that can help them secure jobs and businesses. And we have seen the community embrace an Early Childhood Education Center that provides foundational skills for lifelong learning. **As trust and accountability grows, education outcomes improve.**

We believe that **this community-led change is uniquely positioned to transform the education in Kenya and beyond.** The focus of high-cost education solutions misses the root cause of poor education outcomes. Accountability, partnership, and passion are the core values that guide our work. Without these values many interventions in education cannot yield expected outcomes.

In this review of the year, we invite you to discover what is possible when communities lead. **Together, we are breaking the cycles of inequity to advance education for all.**

Dorothy Dulo

Dorothy Dulo

Founder and Executive Director



Theory of Change:

Inputs	Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> -Teachers -Social Workers -Mentors -Accountant -Farm Workers -Community Health Workers -Water Technician -Computers -Cameras -Farm tools -Water tools - Classrooms - School supplies - Sewing machines - Photocopier - Printer - Internet - Furniture - Story books - Pens & Pencils - Cooking stove - Cooking pots - Kitchen utensils 	<ul style="list-style-type: none"> - Early Childhood education - Literacy & numeracy support to public schools - High School scholarships - College scholarships - Youth vocational training - Girls & women social economic empowerment - Safe water distribution - Vegetable and fruit growing - Farming training 	<ul style="list-style-type: none"> - Teaching foundational skills - Trained teachers - Advocacy for improved curriculum implementation - High girls stay in school until graduation - Girls attend college - Youths empowered with relevant skills - Girls & women able to manage their businesses and be employed - Use of safe water in homes and schools - Availability of healthy foods 	<ul style="list-style-type: none"> - Progression to next level of education - Effective teaching - Educators consider change - Girls complete education - Youths able to secure jobs and become entrepreneurs - Girls & women increased income - Safe water use increases and waterborne disease decrease - Improved nutrition 	<ul style="list-style-type: none"> - Learners graduate ready for the next level of education and job market - Improved Early childhood education policies - Girls and youths contributing to regional economy and decision making - Poverty in families reduced - Preventable illnesses reduced - Healthier children and families



WHEN EDUCATION IS LEARNER CENTERED, IMPACT IS AMPLIFIED

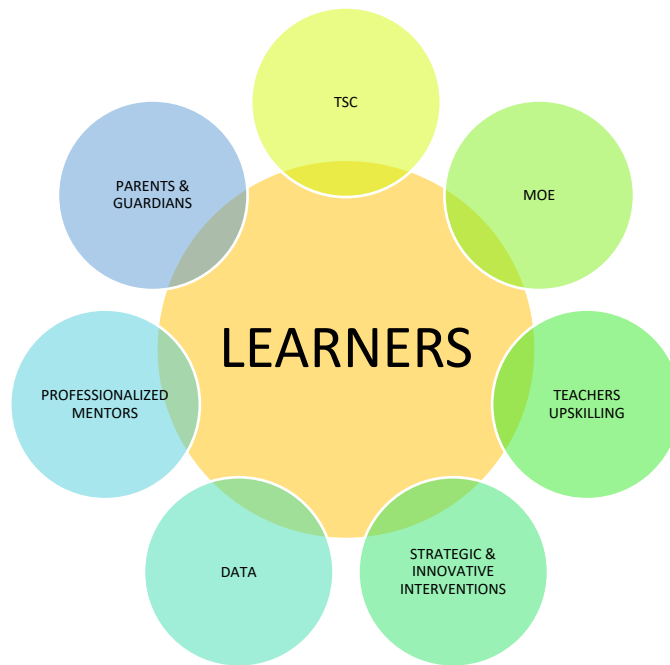
Delivering learner centered education, reaching 3800 learners in Kisumu East and Kisumu West Subcounties in Kisumu County and Rachuonyo South and Rachuonyo North Subcounties in HomaBay county.



WHEN EDUCATION IS LEARNER CENTERED, SYSTEMS CHANGE

Rafiki's SomaSawa program bridges the gap between communities, schools, and policymakers, ensuring that local solutions are translated into policies and systems at the county level and hopefully at the National level. This year we strengthened the primary education system in 10 schools across seven pillars of learner centered primary education.

Seven Pillars of Learner Centered Education



I. TEACHERS SERVICE COMMISSION (TSC)

Supported professional development and access to teachers support services. The Curriculum Support Officers assisted in coordinating and prioritizing teachers' supervision and training.



II. MINISTRY OF EDUCATION

Supports and ensure quality of services delivered. The Quality Assurance Officers were instrumental in supporting and approving the materials used in teachers training and classroom implementation.

III. TEACHERS UPSKILLING

SomaSawa developed teachers training and mentoring program that has set a new standard in the county to deliver effective teachers upskilling model.



IV. STRATEGIC AND INNOVATIVE INTERVENTIONS

SomaSawa innovative interventions for literacy and numeracy prepared teachers to close learning gaps for learners in English, Maths, comprehension, and foundational skills.



SomaSawa innovative interventions include Teaching at the Right Level (TaRL). Intervention uses play to teach foundational skills, reading, math and comprehension. Learners at Disciples of Mercy using 'Number wheel' to learn place values in mathematics.

V. PROFESSIONALIZED MENTORS

In-schools teachers serving as mentors and SomaSawa field mentors ensured on-time accurate delivery of content and accurate data collection.



"As a mentor, I visit the schools to support the trained teachers. I ensure classroom implementation happens in the allocated time and the right content is delivered to the learners. I help the teachers who are not implementing to take ownership of the program and support the trained teachers. When a teacher is not able to implement, I substitute for them. Our role as professional mentors is the bridge between training and successful implementation."

Joyce Nambare

SomaSawa mentor & Program Coordinator



VI. DATA

Drives transparency and evidence-based learning and decisions. Baseline and endline learner assessment data informed next steps of implementation and quality of content delivered.



10

Rural Public schools

2

Community Centers

50

Teachers

3800

Learners

BASELINE:

63%

Of learners are below the national standard for their grade in numeracy

BASELINE:

71%

Of learners are below the national standard for their grade in literacy



97%

Of learners progress to the next level of literacy & numeracy after 6 weeks of implementation

VII. PARENTS & GUARDIANS

Embraced the interventions and supported learners by ensuring they attend morning and evening sessions, providing materials needed from home and cheering learners progress.

"My daughter was not able to read. She scored poor grades in mathematics. At the beginning of first term she came home and told me of the new program in their school called 'SomaSawa'. After 2 weeks of being in the program I noticed her interest in reading had increased. She would take any books or newspaper and try to read. At the end of the program, she was reading very well and I could understand what she was reading. When this term ended she scored very high marks in English and Maths. This is a great program and I'm happy that my daughter was chosen to be part of it. I hope it continues in all schools. It will help our children to perform better in their national exams and go to college."

Parent to Precious Blessing of Okore
Ogonda Primary, Kisumu West.



WHEN EDUCATION IS LEARNER CENTERED, ALL LEARNERS THRIVE AND SCHOOLS DELIVER QUALITY EDUCATION

Empowered teachers and education leaders ensure that all learners thrive through on-time assessment of learning gaps, grouping in the right levels, identifying of the right interventions, teachers training and effective implementation. SomaSawa works with Ministry of Education, County government and Teachers Service Commission to support under-performing schools to have resources, training, and systems to provide the right level of education for all learners. The assessment data confirmed the progress learners made that indicated possibility of them thriving in their education.



WHEN WOMEN AND GIRLS LEAD, THEY ARE EMPOWERED AND COMMUNITIES THRIVE

Rafiki is 98% women and girls led. Rafiki supports women and girls to take leadership in designing and addressing the community led initiatives. Girls who have shown leadership skills are mentored to grow and take responsibility in their specific areas of interest. Our leadership team have exemplified passion and commitment that has drawn the community together to focus on things that matter the most.

LightHouse Academy, a school managed by Rafiki Africa is 75% girls. Girls are given priority in admission. This year the girls excelled in all areas of their education.



Rafiki Youth Hub. 100% graduation rate of 8 ladies.
(3 in Community Health Work, 2 in Hairdressing, and 2 in Dressmaking).



"At Rafiki we give women and girls a lot of opportunities. They are the ones who take care of their homes and community. I ensure all my students needs are met to give them a holistic approach to their education and training. We include them in designing solutions for the community. When women and girls are empowered the entire community is strengthened and growth happens. I love my work. I see the impact we create everyday".

Peninah Masiga

Youth and Women Social Worker at
Rafiki Africa.

WHEN WOMEN AND GIRLS LEAD, PANDEMIC RESPONSE IS STRONGER

In 2020, 2021 and 2022, the pandemic brought new challenges – economic instability, a lagging behind education system and the need to deploy vaccines and prevention systems into the schools. Throughout the pandemic response, Rafiki has been unwaveringly focused on protecting teachers, learners, and their families, and reducing the spread of the virus while still delivering quality education. Rafiki leadership supported the community by bringing awareness, disease prevention education, providing safe and effective handwash stations and safe water.

OTHER PROGRAMS IMPLEMENTED IN 2022

1. **Rafiki Safe water** distributed safe water to over 100 families and local institutions.
2. **Food Security Program** trained local women farmers to grow their own vegetable gardens and supplied fruits and vegetables for all students at LightHouse Academy and Rafiki staff.

*Every child deserves a complete education.
Every child deserves foundational skills for lifelong learning.*



OUR TEAM

26 full-time team members

8 part-time team members

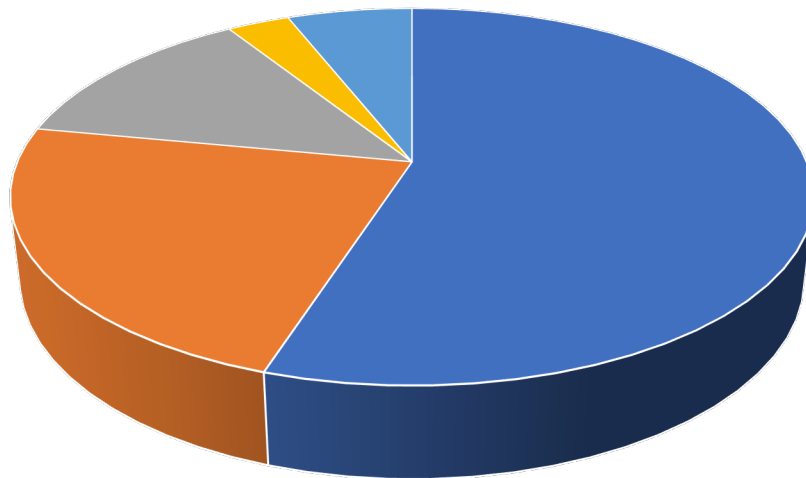
International Board Members

Allison Lewis
Heather Miterrer
Jessie Finnerty
Kenn Dulo
Dorothy Dulo - Founder

Organization Leadership

Beth Achieng – Operations supervisor
Dorothy Dulo -Executive Director
Joyce Nambare – SomaSawa Program Coordinator
Susan Achola – Accountant
Peninah Masiga – Social Worker & LHA Administrator

2022 EXPENSES



■ SOMASAWA ■ LIGHTHOUSE ACADEMY ■ YOUTH HUB ■ FOODSECURITY ■ SAFE WATER



DONORS

Monthly Recurring Donors

36

Individual Donors

85

\$10K - \$50K

Anonymous Donor, USA
D-Prize, USA
Dovetail, USA
Worthington Church, USA
Worship Center, USA
Rafiki Shoppe, USA

Program Partners

- Ministry of Education, Kisumu County, Kenya
- Teachers Service Commission, Kisumu County, Kenya
- Millersville University, PA, Social Work Dept
- West Chester University, PA, Education Dept
- Zizi Afrique, Kenya
- TaRL Africa, Kenya
- Kogweno Oriang Location, Kenya
- Ngima Health Services, USA
- Gifts That Give Hope, Lancaster, USA