
Sawa
Quarter 3, 2026
Impact Report

The Problem:

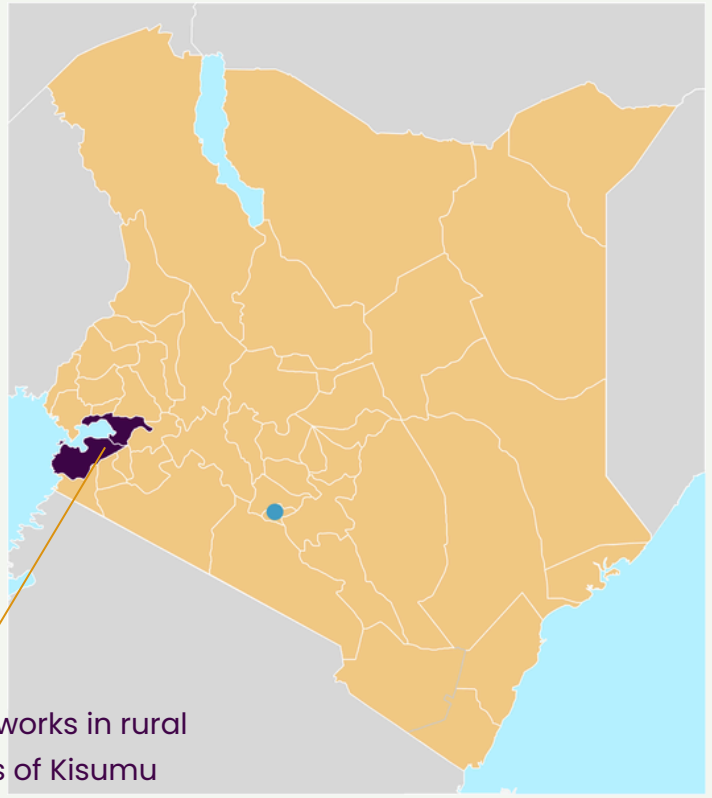
In rural Kenya, persistent poverty, limited access to quality education, and systemic barriers disproportionately affect children, youths (especially girls and young women) and families. This results in stagnant literacy and numeracy outcomes, high school dropout rates - especially among girls due to early marriages, pregnancy, menstruation challenges, and widespread youth unemployment. 35% of young people are unable to secure jobs despite completing basic schooling.

Sawa Africa works in Western Kenya to equip children and families to learn and earn to reach their full potential.

Our Solution

Sawa's approach to the communities we serve is through two core program areas:

- **Education**
- **Economic Development**



Sawa Africa works in rural communities of Kisumu and HomaBay County.

FROM THE EXECUTIVE DIRECTOR

Dear Friends,
This quarter has reminded me that growth is not simply about reaching more people, it is about becoming better equipped, better connected, and more intentional about how we serve.

As Sawa Africa continues to grow, we are seeing the fruits of five years of learning, listening, and working alongside teachers, schools, families, and government partners.

During Quarter 3, we welcomed 11 new schools and teachers into SomaSawa, continued strengthening our approach to foundational literacy and numeracy, and created opportunities for women and girls to learn, grow, and imagine new possibilities for their futures.

This quarter also gave me opportunities to step beyond our day-to-day work in Kisumu and build relationships that can help us deepen our impact. I attended the Segal Family Foundation Annual General Meeting in Nairobi and participated in UNGA 2026 events in New York. During theses events I connected with organizations, funders, and fellow leaders working across education and development. These spaces are important for Sawa Africa, not simply for visibility, but for learning from others, building meaningful partnerships, and connecting with people who can help us strengthen and responsibly grow our work.

At the same time, growth continues to challenge us to ask important questions: How do we reach more learners while maintaining quality? How do we build stronger pathways for families to move out of poverty? How do we strengthen the systems and partnerships that will allow our impact to last? And how do build an eternal foundation for every one we serve?

As we enter the final quarter of the year, I am encouraged by how far we have come and excited about what lies ahead. We remain committed to growing thoughtfully, stewarding what God has entrusted to us, and keeping the communities we serve at the heart of every decision.

Thank you for walking this journey with us. Your prayers, partnership, generosity, and encouragement make this work possible. Together, we are building Thriving Communities where children and families can learn, earn, and reach their God-given potential.

With gratitude,

Dorothy Dulo
Founder &
Executive Director



EDUCATION - SOMASAWA

SomaSawa means learn/educate well to thrive. That is the mission of the program, to ensure that learners receive the support they need to thrive in their education journey. We do this by up-skilling teachers using evidence based innovative interventions.

Indicator	Q 3 2026
Total Number of ECD Learners served	3058
Total Number of Grade 1 and 2 learners served	1629
Total Number of Primary School (Grades 4-6) learners served	569

The Somasawa program supports 50 schools in Kisumu East and Kisumu West sub-counties in Kisumu County.
In Quarter 3, 189 teachers implemented SomaSawa across the 50 schools.

ECD - 117
Grade 1 - 24
Grade 2 - 25
Primary - 23

300 teachers will support »» **27,000** learners in 2026

Goal: **300 teachers supported in 2026**

How we're tracking: In the third quarter of 2026, we have supported **189 teachers**



Goal: **27,000 learners reached in 2026**

How we're tracking: In the third quarter of 2026, we have reached **5256 learners**



PROGRAM UPDATE: EDUCATION - SOMASAWA

Strengthening Foundational Learning Through Teacher Training

In August 2026, SomaSawa program trained 45 teachers from 11 new ECDE schools in Kisumu County, equipping them with practical, play-based approaches to strengthen foundational literacy and numeracy.

Teachers actively participated in phonics, literacy, and numeracy activities, including micro-teaching sessions where they practiced new skills and received feedback. A key achievement was their understanding of learner assessment, grouping by learning levels, and using color-coded registers to track progress.

SomaSawa mentors were assigned teachers to provide follow-up support and monitor the application of new teaching strategies. Additional time was dedicated to numeracy activities to ensure teachers understood and practiced the approaches effectively.

Kisumu County ECDE sub-county coordinators attended all training sessions, learning alongside teachers, providing guidance, and strengthening collaboration with Sawa Africa.

This training expands SomaSawa's reach while strengthening teachers' capacity to improve learning outcomes for more children.



Rehema, SomaSawa program mentor leading a session during the teachers training

STORIES FROM SOMASAWA

From Training to the Classroom: Making Numeracy Come Alive

At Ayaro ECDE Centre, Madam Agnes, a PP2 teacher, is already seeing the difference that SomaSawa training is making in her classroom.

Before the training, her learners used drawings of balls to solve simple mathematical problems. Some struggled to keep track as they drew and counted, often skipping numbers.

After learning new strategies through SomaSawa, Madam Agnes introduced counting sticks, allowing children to physically move and count objects as they solve problems.

“Using sticks has helped my learners count without skipping numbers. They can now see and understand number values as they move the sticks. Learning has become more enjoyable and engaging, and children are helping one another learn. I am thankful for the opportunity to learn these new teaching methods.”

The change has been encouraging. Through end-line assessments, Madam Agnes observed improvements in learners' understanding of number values and their ability to solve mathematical problems. She has also noticed growing confidence and more peer-to-peer learning in her classroom.

For Madam Agnes, these improvements have strengthened her commitment to building strong foundational skills. Her experience shows how practical teacher training can translate into meaningful changes in the classroom, helping children learn with greater confidence and understanding.



Madam Agnes PP2 teacher at Ayaro Primary School conducting end-line assessment with a learner.

SOMASAWA – 5 YEARS OF LEARNING: WHAT HAS SHAPED OUR JOURNEY

Investing in Teachers Creates a Ripple Effect

From the beginning, SomaSawa was built around a simple belief: lasting improvements in learning happen when teachers are equipped to lead the change. Rather than teaching children directly, we set out to partner with teachers and county education leadership to strengthen what happens every day in the classroom.

Over the past five years, that partnership has shaped and strengthened SomaSawa. Teachers have helped us understand what works in real classrooms, where learners struggle, and which strategies are practical to use consistently.

Together with county education leaders, we have continued to adapt our training, tools, and ongoing classroom support based on what we are learning.

We have seen teachers grow in confidence, become more intentional about identifying individual learning gaps, and use differentiated approaches to help children learn at the level where they are.

More than 78% of participating teachers apply the skills introduced through SomaSawa, and more than 90% of learners progress by at least one learning level.

This is the ripple effect we hoped for: when one teacher becomes stronger, the impact does not end with one classroom or one year. The skills they carry forward can influence hundreds of children throughout their teaching career. That is why investing in teachers remains at the heart of how we deepen and scale our impact.



Madam Lilian, a PP1 teacher at Kibos conducting baseline assessment

YOUTH HUB - ECONOMIC DEVELOPMENT UPDATE



Group photo during the Youth Hub school engagement visit at VIPSA Secondary School, following a mentorship and life skills session with the learners.

Youth Hub: Laying the Foundation for a 2027 School-Based Pilot

During Quarter 3, Sawa Africa's Youth Hub took important steps toward developing a school-based mentorship and pathway to work, pilot planned for 2027. The focus was on exploring potential school partnerships, understanding students' needs, and assessing opportunities for future collaboration.

In July 2026, the Youth Hub team visited VISPA Emmanuel Secondary School and Rae Kanyaika Comprehensive School in Kisumu County. Through discussions with school leadership, the team introduced the Youth Hub vision and explored how a future mentorship program could complement existing school guidance and counseling efforts.

These sessions provided an opportunity to listen to students, introduce the concept of mentorship, and better understand their interests and challenges. Conversations touched on self-awareness, leadership, skill development and decision-making, offering valuable insights into areas that a future program could address.

Looking Ahead to 2027

The insights gathered will help Sawa Africa shape a structured, school-based mentorship and pathway to work approach that responds to students' needs. By listening first and building partnerships with schools, Youth Hub is laying the groundwork for a program that can better prepare young people with the confidence, life skills, and guidance they need to navigate future education, employment, and livelihood opportunities.

Our goal is to build a program with schools and students, not simply deliver one to them.

SAWA UPDATES

OPPORTUNITY TO HOST PARTNERS

Sawa Africa hosted The Gratitude Network partners visit aimed at providing opportunity for the funders to engage directly with the Sawa Africa team, understand the organization's work, reflect on implementation experiences and explore opportunities for strengthening and scaling the programs. The engagement provided a platform for staff to share their experiences working with Sawa Africa and particularly the SomaSawa and Youthhub programs and to share what the team has observed among learners, teachers and young people. The discussion also explored Sawa Africa's approach to program implementation, impact and opportunities for partnerships and sustainability as well as challenges experienced in the field.

The New Life Fellowship team have supported the work of Sawa Africa through prayers and team visits. It was great to sit down and share the needs in the communities we serve and how God is working. The time of fellowship and praying together was very encouraging.



Manci Kotak and Erica Jeffries (The Gratitude Network partners) together with the Sawa Africa team during their visit to the office.



New Life Fellowship team with the Sawa Africa team during their visit to the Sawa Africa office.

FROM THE PROGRAM COORDINATOR

The third quarter has been a season of growth, collaboration and intentional effort towards strengthening program delivery across our partner schools. In my role as the program coordinator, I have focused on ensuring smooth implementation of activities, supporting school teams, strengthening stakeholder relationships and creating systems that enable our learners to thrive.

A key highlight of this quarter was the successful coordination of the teachers' refresher training. This training provided important opportunity to address implementation challenges, align expectations and equip teachers with practical strategies to better support learners. It was encouraging to see teachers actively participate, share experiences and demonstrate a renewed commitment to supporting learners.

Throughout the quarter, I continued to work closely with teachers and school leaders to ensure that challenges are addressed in a timely manner. One important lesson I have learnt is that consistent follow up and mentorship are just as important as training. While teachers gain knowledge during training sessions, regular support helps them apply that knowledge effectively in the classroom. I have also observed that schools where leadership is actively involved tend to achieve stronger implementation outcomes and greater teacher engagement.

As we continue into the next quarter, my focus remains on welcoming new schools into the program and building new partnerships that will enable us grow this work. I also look forward to stewarding stakeholders to increase their commitments to the program.

Together we are creating a stronger foundation for learners success.



Jenipher Ochieng
Program Coordinator

WELCOME NEW STAFF

Hosea Pala,
Program Mentor

Hosea joins Sawa Africa as a seasoned educator with 12 years of experience in Early Years and primary education.

His expertise includes curriculum implementation, learner assessment, and teacher mentorship. Having worked extensively with young learners and educators, Pala understands the critical role foundational education plays in shaping current and future outcomes. His commitment to educational excellence aligns closely with Sawa Africa's mission, making this role a natural fit for his professional aspirations.



In his capacity as Program Mentor, Pala is responsible for training, coaching, and supervising teachers on program interventions. He also conducts and oversees learner assessments to determine readiness for enrollment in Sawa Africa's educational programs.

He will lead program and teachers support in Kisumu East, which is his local community. This will give the program very proximate leadership and grow community engagement.

Beyond his professional responsibilities, Pala is a football enthusiast who plays for local community clubs and mentors young players. He also enjoys listening to music and prioritizes quality time with his family.

IN THEIR OWN WORDS...

I had difficulties in identifying sound 'b' and 'd' while learning. Through the SomaSawa play activities my teacher took me through the letter jump activity that has helped me learn the sounds. Now I am able to recognize and differentiate between the two sounds, I can spell and create words and read simple sentences.

Rovine Acheing' a grade 5 learner at Anywang' Primary



The Somasawa program has made my work easier while teaching. My learners were shy when engaged in answering questions in class. Since the activities are learner centered and engaging, my learners have grown freely in answering questions and can work collaboratively in groups.The activities have also enhanced peer to peer learning making learning enjoyable and engaging.

Teacher Elizabeth Grade 2 teacher, Nawa Primary school



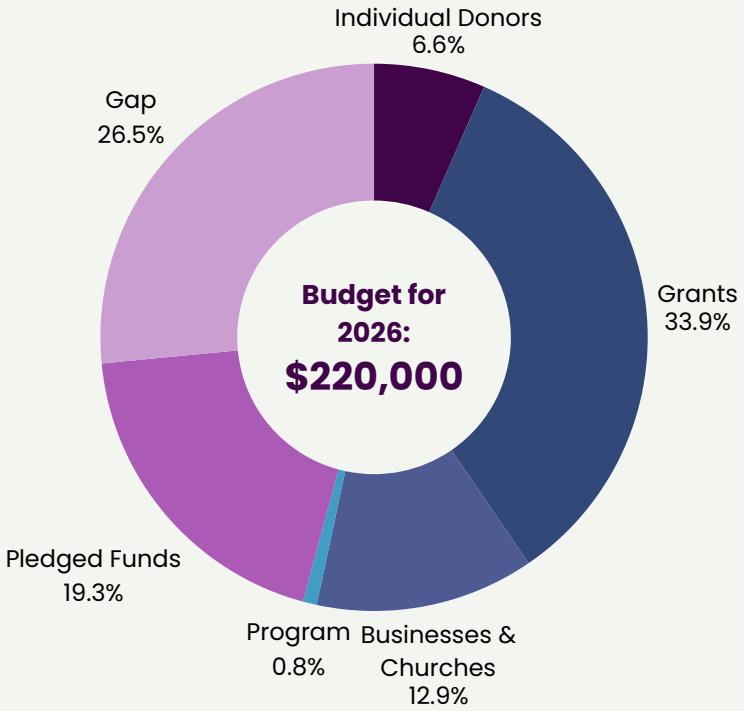
Through the Somasawa engagement with the Deputy heads of institutions, the program has helped build a good relationship with the schools enhancing strong support and also makes it easy when visiting the schools. The teachers have also demonstrated commitment in implementation as they find it learner engaging and enjoyable.

Judith Ochola, SomaSawa program mentor



FINANCIAL UPDATE

Income Year to Date: $110,258



Expenses - $107,307

Expenses Year to Date

SomaSawa Program	$19,900
Economic Development - Youth Hub	$725
Program Expenses	**$20,625**
Administrative Expenses	$8,618
Fundraising	$3,064
Q3 TOTAL EXPENSES	**$32,307**

HOW YOU CAN HELP

- Donate to **support our teacher training cost** of $85,000 in 2026.

- We'd love for you to **share this report** with your networks - it helps raise our profile and grow our organization.



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