so they can

Educate to Empower

Annual Report 2019

AUSTRALIAN COUNCIL FOR INTERNATIONAL DEVELOPMENT



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Peter Hunt AM
Chair
So They Can

Letter from our Chair

Goal 4 of the 17 Sustainable Development Goals is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. However, there is considerable evidence empirically and statistically demonstrating that education has a positive impact on all 17 of the SDG goals.

The impact education has on the environment is a case in point. Brookings Institute states that for every additional year of school a girl receives, her country's climate resilience measurably improves. The data is clear, girls who are educated have fewer children, which is one of the best ways to slow climate change, and if the 52 million girls currently out of school in Africa are given a chance to go to school, they will grow to become change makers and problem solvers.

So They Can's mission is to transform the lives of children and their families living in poverty, by providing access to quality education. Our program and project plans, our outputs and outcomes are all working towards achieving our mission. While our education program is at the core of what we do, we know for it to be a sustainable success it needs the support of our 3 enabler programs: Child Wellbeing, Women's Empowerment and Community Health and Support.

Our partnerships from local to national Governments in Kenya and Tanzania are growing stronger. Financially, our donor dollar is able to go further through the leverage of our Public Private Partnerships with shared costs. Our partnerships are essential to our work as involving governments is crucial to sustain systemic changes to education and reduce poverty.

2020 is shaping up to be another successful year for So They Can and we look forward to sharing it with you all.



Peter Hunt AM
Chair
So They Can





Cassandra Treadwell
CEO/Co-Founder
So They Can

Letter from our CEO

I always love being on the ground with our communities and staff in Africa. My latest trip was no exception. I always seem to be both inspired and horrified by what I see, the latter in itself incredibly motivating.

In East Pokot, our third community in East Africa, I spent an afternoon with six girls from our East Pokot primary schools. Every one of these girls has been circumcised. Every one had run away from child marriage. None of them can return home for fear of marriage or death for their 'disobedience'.

They all spoke of themselves as their family's property, their wealth, they are under no illusion that they have human rights. One beautiful 16 year old girl told her story so stoically, until she got to the part about her two children, who she had to leave behind when she ran away from the beatings that she thought would kill her. Her determined expression did not change as the first tear fell, then they silently started flowing as she continued to talk.

As I listened to these girls, the same age as my daughters, I couldn't help but think there would be an international outcry if they were my daughters. Funding would pour in to support them if they were from where we live. I would be surrounded by help from individuals and government departments. I am grateful that my daughters live in a country where this would be the reaction. It is so wrong that these beautiful girls don't.

They are pioneers. They remind me of our suffragettes because they are risking their lives to get an education which they see as their only way to break the reality of being treated, as they say, as sub human, the property of their fathers and brothers. While some may not realise it, in doing so, they are going to change the future of their sisters, nieces, daughters. Their fear, courage, determination and strength was both formidable and terrifying. I believe the enormity of what these girls have suffered, and now fear daily, deserves, at the very least, all the support every one of us can provide.

We have grown a lot as an organisation over the last 10 years, achieving a level of governance that made us confident to apply this year for Australian Government funding through DFAT accreditation, a demanding criteria. I am very proud that we combine this level of governance with a determination to get stuck in and get the job done on the ground, remaining unafraid to take action to support our children most in need.

continued...

We started 10 years ago with a capital investment focus, building Aberdare Ranges Primary School from the ground up, now a complete primary school with 1,080 students from pre school to standard 8. Eight years ago we moved into Tanzania and So They Can's focus expanded to inside the classroom, focusing on teacher training and ensuring the quality of education delivered to children in government schools was going to empower them to break the poverty cycle.

At So They Can, we invest in supporting human capital: training new teachers, mentoring current teachers, supporting head teachers and school boards of management and educating parent communities about the value of education.

As a private NGO we are not looking to fund and manage our projects forever with no exit strategy. Rather we have a 7-10 year focus: to support communities and government to create, and then sustainably operate, these public education facilities, enabling us to move to more needy areas.

Our first decade was tremendous both in impact and your support. As we now move into our second decade, we are grateful for all your support, both to date and moving forward, as we look to emulate the courage of our East Pokot girls in our determination to break the poverty cycle .



Cassandra Treadwell
CEO/Co Founder
So They Can



Board of Directors



Peter Hunt AM
Chair of So They Can Board

As an investment banker, Peter advised local and muti-national companies and governments in Australia for nearly 35 years.

He Co - Founded Greenhill Australia, one of Australia's leading independent investment banking advisory firms and Executive Chairman and Chairman between 1999 - 2018.

He Chaired the Securities Institute's Task Force responsible for the Mergers and Acquisitions Graduate Diploma Course from 1993 – 2000, was a Member of the ASIC Advisory Panel from 2009 – 2012 and a founding member of Adara Partners and Chaired Cambooya Services Pty Ltd, which runs the Family Office for the Vincent Fairfax Family, from 2010 - 2017.

Peter is Chairman and Co-Founder of Mind Medicine Australia and Chairman of Grameen Australian and Grameen Australia Philippines.

He is Co-Founder of Manly Women's Shelter and Founder and Director of Women's Community Shelters.

Peter is also Director of Project Rozanna and a Member of the Advisory Councils of the Monash Sustainable Development Institute and the Centre for Social Impact.



Cassandra Treadwell
Chief Executive Officer, Director and Co-Founder

Cass has over 12 years' experience in international development and NGO projects. She was Nominated for 2015 New Zealander of the year (1 of 10 finalists) and Nominated for 2018 New Zealand Women of Influence Awards (1 of 10 finalists) for her work at So They Can.

She has worked as Medico Legal Counsel Capital & Coast Health New Zealand and Fellow Medical Law and Ethics North Shore Hospital Sydney.

Cass holds a Bachelor of Laws and a Master of Arts, medical law and ethics.



Keri Chittenden
Country Director Kenya, Director and Co-Founder

As Co-Founder of So They Can, Keri has 12 years' experience in international development and NGO projects.

She spent 3 years in project management with Lend Lease Development in Sydney and London, 10 years as Event Production and General Manager for David Grant Special Events and 10 years as owner/director of the Skywalk Company, operating as Executive Producer/ Project Manager.

Keri was recognised as one of Australia's 100 Women of Influence in 2015.

She holds a Bachelor of Business (Land Economy).



Paul Murnane
Director

Paul has over 35 years' experience in corporate finance, consulting and general management as a company director and corporate advisor in Australia, Asia and the USA.

His past roles included senior banker and advisory roles with Citibank, JBWere and Goldman Sachs.

He is currently Chair of the Australian Scholarships Foundation and MS Research Australia; director The Sydney Institute, Grameen Australia, MS Australia, and the Australian String Quartet and a director of several private companies.

Paul has a Bachelor of Economics (USYD), Master of Business Administration (UNSW), FAICD, SF FINSIA.



Michelle Goldstone
Director

Michelle has over 30 years' experience in investment management, corporate finance and banking.

She is a Director of a private investment company and was Chief Investment Officer of a family office for 10 years until 2016.

She is Chair of the Investment Committee of Impact Investment Group and a Director of Jewish Care Foundation.

Michelle holds a Bachelor of Commerce from the University of Western Australia; GAICD; is a Fellow of the Financial Services Institute of Australia and is a member of Chartered Accountants ANZ.



Andrew has been in the private sector importing/distribution business for 35 years. Most of that time as a business owner and having recently sold his company, he is now working in a senior management position with a top 100 Australian private company.

Andrew and his family have been contributors to So They Can since 2012, with Andrew being a Director for the past 5 years.

Andrew Bloxham
Director



Di has a background in education, specialising in early learning in disadvantaged schools. Additionally, she is a Director of private investment companies.

Di is involved in philanthropic fundraising and strategic advice. She is the Chair of the Lort Smith Ethics Committee, a Member of the Australian Committee for Human Rights Watch and a Patron of the Arts.

Her special interests include medical research, animal welfare, human rights, the arts and ethics.

Di Lucas
Director

Governance Bodies - So They Can Global Alliance

So They Can: New Zealand

Cassandra Treadwell
Diana Crossan
Linzi Ebbage-Thomas
Michelle Lupin

So They Can: USA

Christie Esch
Melissa Kenly
Cassandra Treadwell

So They Can: Kenya

Keri Chittenden
Boniface Mouti
Cassandra Treadwell

So They Can: Tanzania

Keri Chittenden
Terri Anderson
Cassandra Treadwell
Boniface Mouti
Godfrey Mogusu

Kenyan Advisory Board

Warren Stanley
Ernest Muibu
Teresa Ndegwa
Joseph Muya
Jas Bedi

Our History

So They Can was founded in 2009 in response to the 2007 Kenyan election violence that saw more than 300,000 Kenyans internally displaced.

Together with the Government and local community, So They Can was born to deliver on a direct request from this community:

'We need a school for our children - an education is the only inheritance we can give them'.

In 2010 the doors to Aberdare Ranges Primary School opened with the life-changing home for vulnerable and orphaned children, Miti Mingi Children's Village, opening in 2012.

In 2011 we were introduced to the run-down rural primary schools in neighbouring Tanzania and had to expand our reach.

In 2012, a Memorandum of Understanding between the Tanzania Government and So They Can and local stakeholders was signed. This was the first public private partnership in teacher training in Tanzania, and the first education partnership with the joint objective to improve the quality of education throughout Tanzania.

In conjunction with our government partners we founded the Mamire Teachers' Training College in Babati, committing to training quality teachers and improving the capacity of teachers in local schools.

Our holistic approach has seen expansion in both Kenya and Tanzania, implementing Education, Women's Empowerment, Child Wellbeing and Community Health and Support Programs enabling learning and the opportunity for communities' to break the poverty cycle.

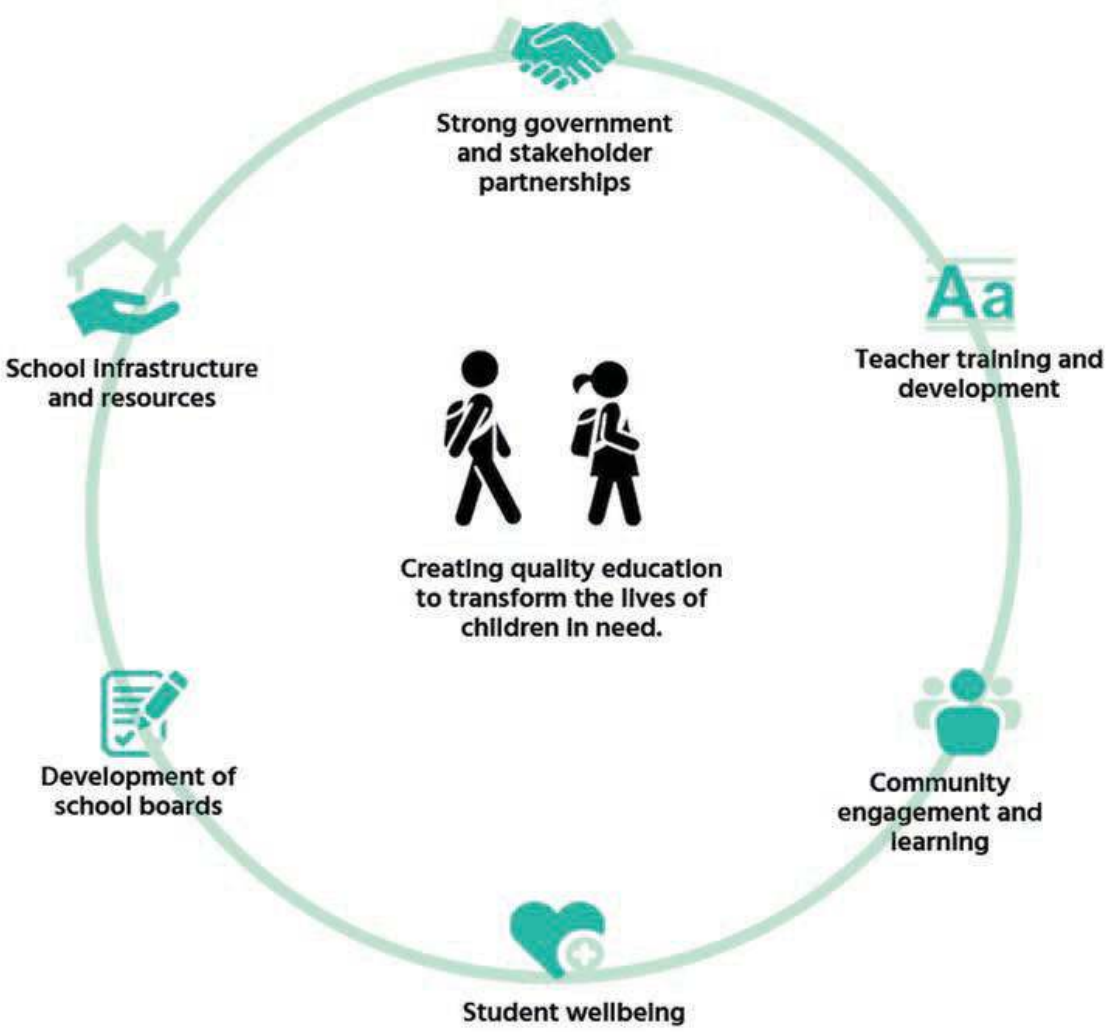


What We Do

Every child deserves access to education.
It is a basic human right.

So They Can is creating sustainable impact in partnership with communities and their governments to deliver quality education. Education is at the core of what we do.

To enable a quality education, we build from six foundations of learning for every child.



Our Education Programs are designed to enable the best learning outcomes for the children we work to empower and are supported by three other holistic and community focused programs:

Child Wellbeing Program

Assisting the most vulnerable of children to attend school through strengthening families and nurturing family based care for those children most at risk.

Women's Empowerment Program

Financially empowering mothers to educate their children through start up loans and business training.

Community Health & Support Program

Working with communities to ensure children are healthy and enrolled in school.







Our Sponsorship Program

Our Sponsorship Program began in Kenya in 2010 to support the enrollment of 120 children in Aberdare Ranges Primary School each year. Sponsorship contributions at this school provide a quality education, meals at school, learning resources and basic medical care for all students.

Sponsorship also enables up to 120 orphaned and vulnerable children to be given a loving home at the Miti Mingi Children's Village . The children come from vulnerable backgrounds where, for a variety of reasons, they were unable to remain with their family or in their community.

The children are cared for by 15 'mamas' who have each committed to looking after 8 children, 'siblings', for life in the safe and nurturing village environment consisting of 15 individual homes. Thanks to So They Can, all Miti Mingi Village children are receiving a quality education at Aberdare Ranges Primary School, health care from our partner clinic, and valuable life skills such as farming and child rights. We have a robust reintegration program and wherever possible we try to get children back to their communities.

Sponsorship contributions support all of our life changing education projects. Thank you to our amazing, caring sponsors.



2019 Year in Review





January

101 Standard 8 children enrolled at Aberdare Ranges Primary School (50 boys and 51 girls) proceeded to High School representing 100% transition.

January

Schools commence their academic year. Our support for 26 Collaborative schools in Tanzania continues, a total 16944 students are enrolled (8622 boys and 8322 girls).

January

30 Mamire Teachers' College graduate interns were placed in 8 Collaborative Schools, putting their skills to immediate use and addressing the teacher deficit whilst they wait for permanent placement as a government teacher. Thanks LBW Trust for supporting this project.



February

University of Wollongong education students and academic staff spend two weeks at our projects in Tanzania working with schools and the College to build teacher capacity. 14 English teachers participated.



March

20 modified desks and teaching materials given to the special unit for visually impaired children at Mlimani Primary.

March

As part of our Keeping Girls in School project 190 Days for Girls kits were distributed to girls in 6 program schools and Mamire Teachers' Training College.





March

So They Can celebrated International Women's Day at Kwaraa joined by 104 mothers, 190 girls from 6 program schools and Mamire Teachers' College and 12 female teachers.

April

We celebrated the 2nd "graduation ceremony" of Aberdare Ranges Primary School students.

April

We celebrated the 5th Graduation of 57 graduates teachers from Mamire Teachers' College.

April

601 children from 14 Collaborative Schools who participate in our Let's Read project received solar lamps donated by Australian NGO Solar Buddy. In total Solar Buddy supported So They Can Tanzania with 2572 lights in 2019.



May

SMEC Bio digester construction completed as part of the Miti Mingi Village waste water management system.



May

We celebrated our 10th Birthday with a fundraising dinner at the Four Seasons Hotel in Sydney. thank you for 10 years of support!

May

Wezesha Business Skills Project identified a needy group of 50 women from Kwa Rhoda for business training.



June

Our CEO met with the Australian High Commissioner in Nairobi to share development insights.

June

We celebrated International Day of the African Child with students from our 12 core Collaborative Schools. There were 258 pupils and 26 teachers who participated.



June

So They Can facilitated inter–regional standard 7 examinations competition where 25 pupils participated, 20 from Babati District council and 5 from Hanang District Council. The first 8 positions out of 45 pupils who did the examinations were held by pupils from Babati District council.

July

Mamire Teachers' College is ranked No. 4 for Academic performance across all 79 public and private colleges in Tanzania! Time to celebrate.

July

27 long-term supporters of all ages joined us on our Life Exchange Trip to Nakura to visit our projects and meet their sponsor children.

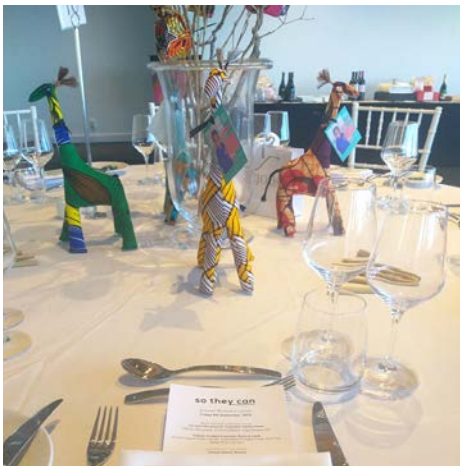


August

The second mentorship program for high school students was conducted over 2 days' at Miti Mingi Village.

August

We participated in the bi-annual TANFIDE meeting in Arusha. TANFIDE is a unique consortium of educators from Denmark, Finland and Tanzania.



September

160 Women came together at Taronga Convention Centre for our Annual Ladies Lunch to raise money for So They Can

September

Prepared 20 tons of silage and bought 500 bales of hay for the cows and planted kale, spinach and coriander on the Miti Mingi Village farm.

September

Our Annual Melbourne Dinner was supported by sponsors and members of the So They Can community





September

80 Teachers from the 26 program schools participated in a 2 days' needs assessment workshop which was facilitated by VIA University from Denmark.

September

Professional Development for Tanzania program staff and 21 teachers from Penny Verdich, Growth Coaching International and LBW Trust. Thank you Penny.

October

500 kiondo baskets dispatched to corporate clients for the Christmas season.





November

Work on dorm renovation at Nginyang Girls Secondary School in East Pokot started.

November

The program celebrated Let's Read project day with 284 pupils and 32 teachers from 14 program schools.





December

All 24 Miti Mingi Village class 8 students placed in various categories of public secondary school which is 100% transition.

Thank you to our wonderful volunteers for organising and managing the Pop-up shop.



December

Total of 85 acres were farmed to 11 program schools and Mamire college to facilitate feeding program.

Thanks for a great year!

Our Impact

562
vulnerable children and families helped

23,150
patients treated

1,214
women empowered

22,704
students educated

37
schools supported

1,000,000 +
school meals served

235
teachers trained

299
teachers developed

12
classrooms built or renovated

2,810
solar lights distributed

13
water tanks installed

1,373
sanitary products provided

Tanzania in 2019 - The long game is worth it!

In 2019, So They Can continued to support 26 Program School in Tanzania, and our top ranking Mamire Teachers' College in Tanzania, and we really began see some measurable change.

Our focus in Tanzania continues to be on teachers, we graduate and qualify new quality teachers, and we provide training and resources to develop the skills of teachers in our program schools. We ran professional development for **221 teachers and 55 students (50 female and 5 male) graduated as qualified Primary Teachers** from Mamire Teachers' College.

As the World Bank says[1]:

The world is facing a learning crisis. While countries have significantly increased access to education, being in school isn't the same thing as learning ... Education is at the centre of building human capital ... **Change starts with a great teacher**... But many education systems pay little attention to what teachers know, what they do in the classroom, and in some cases whether they even show up... Education reform: **The long game is worth it.**

In our 26 Program schools the national examination pass rate has increased from 63.9% in 2015 (before integration into our program) to 84.5% in 2019.



In 2019 all of our 26 Program Schools in Tanzania performed **well above the national pass rate** of 77.25%, despite being situated in the second lowest academically performing region in Tanzania. In our 26 Program schools the national examination **pass rate has increased from 63.9% in 2015 (before integration into our program) to 84.5% in 2019.** In our Core schools, where we deliver all of our projects, the pass rate has improved even more – **from 61.7% in 2015 to 87.5% in 2019, a staggering 25.8% in 5 years!**

In 2019 we piloted a new project 'Keeping Girls In School' in 6 of our Program schools with the aim to build girls' self-esteem and confidence and to enable girls to continue education without missing any school days during a month, and to provide education on a girls' right to education. The pilot was a success and we will introduce the project more widely in 2020.

[1] https://www.worldbank.org/en/news/immersive-story/2019/01/22/pass-or-fail-how-can-the-world-do-its-homework







Some more key achievements of our Umoja Education Program in 2019 include:

- Mamire Teachers' College remain in the top 5 College in Tanzania, ranking 4 of 79 in academic performance.
- We distributed mobile libraries to improve their literacy skills to 1624 pupils of which 51% were girls.
- 2571 solar lamps were distributed to pupils enabling them to read and study at night.
- 2305 students attend sessions to learn about the rights of the child.
- So They Can renovated 4 classrooms, donated 6 water tanks for storing safe water for cooking and drinking and 6 sets of cooking commercial sized pots to support feeding programs.
- We delivered over 430 sets of reusable sanitary products and ran education sessions for boys, girls, parents and community members on the importance of educating girls.
- Community members and parents were engaged in different school development initiatives including feeding programs providing daily meals to 3618 students.
- Our revised Shamba Letu (Our Farm) project trained more than 400 students, parents and community members on modern farming techniques.
- University of Wollongong students and academics spent two weeks in our schools participating in a learning exchange program.

Partnerships continued to be key to our success, we welcomed new partners in 2019 and continued to work with our valued long term partners. We send congratulations to So They Can Tanzania team, our implementing partners, who bring our shared vision to reality.

Kenya in 2019 - Education Program

Education remains our core business as an organisation. We are convinced more than ever that sustainable and long term transformation of African societies lies with quality education for its people and more so their children. As a result, our overall goal of the Kenyan Community Education Program is to build capacity for both adults and children that can bring long term positive change in the community.

The Universal Declaration of Human Rights in 1948 stated that everyone has a right to education. Yet to date approximately 72 million primary school age children in the Sub-Saharan Africa, including Kenya, are out of school. So They Can's education program exists to increase the quality of education for needy children living in poverty, helping to enable them to break the poverty cycle and provide for their own needs. In order to realise the above vision and objective, So They Can Kenya implement a number of projects that build into an overall education program.

So They Can, through their **Keeping Girls in School project**, supports girls in class 6, 7 & 8 in Nakuru through the provision of guidance and counseling sessions on issues pertaining to menstrual health, personal hygiene, self-awareness, self-esteem and strategies towards academic performance improvement. So They Can believes that empowering girls with the right information will help them rise above the cultural norm that they should not be given a priority in education, empowering them to pursue their future in a competitive environment. 1007 girls were enrolled in and attending school in 2019 from our two program schools in Nakuru; Milimani and Kibowen Komen for classes 6-8. Class 8 girls and boys were given priority in terms of guidance and counseling based on the need and areas identified for discussion. Through this programme and the support also of the boys, with counselling and undergarments, an increase in attendance in both schools in the above mentioned classes has been experienced..



The same project initiated activities in East Pokot piloting the viability of the project within the area focusing on harmful cultural practices. So They Can has made great strides in lobbying for the education of the girl child through community sensitisation sessions.

Our **My Voice project** carried out training for teachers on the need to uphold and respect children's rights. Children were also sensitised on their rights and how to act on the same through formation of Right Clubs in schools in both Nakuru and East Pokot. It has been challenging implementing this project because of the traditional approach from teachers. It has taken a lot of diplomacy and assertiveness for the teachers to understand that we are not undermining their authority over students but helping them to create a conducive environment for learning. Over 2050 students and 23 teachers underwent training to better understand their rights as children across schools in Nakuru and East Pokot.

Over 2050 students and 23 teachers underwent training to better understand their rights as children across schools in Nakuru and East Pokot.

Our Early Steps project in Nakuru schools showed an increase in the number of children meeting expectations and above from Term 1 to Term 3. This exemplary performance is attributed to teachers' capacity building and mentorship. Aberdare School showed the highest increase among the three schools.

The same project is being implemented in East Pokot, mainly through capacity building. Retention rates dropped to 86% by end of Term 2 and to 77% as at Term 3. Children cover long distances to schools limiting accessibility to the young ones. Being a nomadic community, families keep moving in search of greener pastures for their animals affecting retention and older children are left to take care of younger children. Water and food was a challenge for the schools in Term 2 & 3. The provision of a feeding program and water for our program schools is a strong motivator for parents to allow their children to remain in school.

635 ECD children participated in WASH training. This equips them with basic hand washing skills, good grooming skills like brushing their teeth and general health. This enhances their hygiene both at school and home and is a way of preventing diseases.

The Aberdare School visited Victonell & Marvel schools to learn more on preparation of teaching and learning materials, preparation of professional documents, classroom management & organization and Competency Based Curriculum. Both Kibowen Komen & Milimani visited the Aberdare School to learn about teaching materials.

The **Let's Read project** aims at ensuring schools have access to educational resources and learning materials to improve the literacy levels and promote a reading culture. A total of 3885 students from both Nakuru and East Pokot were able to access resources such as story books and mobile libraries to facilitate their reading culture in 2019.

Over 250 students in both Nakuru and East Pokot continued to benefit from our **Scholarship project** in 2019. The scholarship project is aimed at ensuring students easily transit to high school and that their poverty does not become a hindrance towards achieving their educational goals.

The Aberdare School enhancement project is fundamentally a special focus given to our flagship project towards providing quality education to children from a poor background around the Pipeline area of Nakuru. In 2019 we continued to support the following at
the school;

- Conducted psychosocial support to the identified needy children in the Aberdare School.
- Supported children with reading materials through the Sunshine Readiness Reading Program from Standard One to Three learners.
- Supported smooth running of the school by employing support staff, carrying out repairs and maintenance.
- Subsidised the feeding program budget for 1080 students by paying 50% lunch program budget.
- Motivated students at Aberdare School through educational excursion and activities.
- Identification of 7 children with special needs with the purpose of setting up Special Education Needs school in 2020.







Keeping girls in school session at Kibowen Primary School

We continued to empower school boards through capacity training under the **Our School Community project**, ensuring that they understood their mandate and roles towards providing proper leadership to the schools that they govern. This took place for schools in both Nakuru and East Pokot. A total of 93 board members from targeted schools were trained.

Through the **Teacher Development project** a number of teachers from target schools in Nakuru were subjected to training on the new competency based curriculum and its implementation, counseling skills, classroom management skills and leadership skills for the head teachers. In an effort to curb teacher shortage in East Pokot, So They Can identified 30 student trainee teachers. However, the government cancelled the school based training program halfway through the year. Accordingly, 12 students are now in college; 7 are training as early childhood teachers and 5 AS Primary teachers. The remaining 6 students were forced to drop out. Once they graduate, all of the students will be attached to our program schools to be formally employed by the Kenyan Government.

The **School Improvement project** in 2019 saw 2 water tanks installed at Milimani Primary providing more water for drinking to over 700 students and 25 staff. In East Pokot 80 desks were provided and over 100 beds and mattresses to boarding schools where children were either sleeping on the floor or three or more to a bed. Exercise and text books were supplied where needed across the 7 schools.

Our Impact: Women's Empowerment

The Wezesha Business Skills Project aims to empower women in Nakuru, Baringo and neighbouring counties to become economically and socially secure through business skills and income generating activities to provide for or contribute to their families' education and wellbeing.

The project identified 9 groups (Nakuru-5, East-Pokot-4) for business training in 2019. Though we met the target for identification of groups, the participants registered for training were 90% of the targeted 350. Each group identified is taken through a minimum of 8 sessions of training. The groups differ by level of understanding and some require more sessions to understand the content of the training.

In some instances, such as in East Pokot, the language barrier was a major concern thus the trainers needed to have an interpreter resulting in the facilitators taking more time to train. As part of building business acumen and exposing the women to other business options, a selection of the women were chosen from various groups to attend a TOT (Training of Trainers) session on animal production at Egerton University. Seventeen women from East Pokot were assisted to add value to their honey business through branding of their products and links to the market in Nakuru Town enabling them to achieve better return on sales compared to selling in the local East Pokot market.





The second project in this program, Sew Women Can, was created to empower vulnerable single mothers to have a second chance in life. It is intended as both a social and economic project.

The project currently focuses on the international sales element as well as the local workshop to try and make the project sustainable. Sew Woman Can manufactures stock for the school uniform shop at Aberdare Ranges Primary School (ARPS).

In 2019 Sew Women Can also worked with various groups of women to create basket products for sale internationally through the label Bibi & Me. In Nakuru we employed 5 women based at the workshop and one in the ARPS uniform shop. In Makueni we worked with a group of 63 women and in Emining a group of 15 women.

There were several new products developed through 2019. Orders from over 7 corporate organisations in Australia and the UK helped support Bibi & Me and enabled their clients to access ethically made unique gifts or purchases. Seventeen field visits were conducted throughout the year to the women's groups in Makueni and Emining to give feedback and help improve the quality of their work. collect ordered products, and also strengthen business relationships. A consistent flow of orders helps these women to become self sufficient and provide for their families.

Our Impact: Child Wellbeing

Miti Mingi Village works to support and nurture the talent of children identified. In February, 15 children were supported for cultural and modern dance competitions. Miti Mingi Village facilitated activities in athletics including participation in Iten and Ndakaini marathons, dance sessions for interested children and other sports like football. Some children participated in singing and dancing through the schools. We also organised for excursions including swimming and educational tours. These contribute to self-confidence of the children and give them an opportunity to interact with other children and community.

Life skill's training took place throughout the year for the children at Miti Mingi Village in 2019. This is a monthly activity aimed at empowering the children with different skills to cope with the different challenges in life. Through life skills training, we have seen increased self-awareness and confidence, understanding of life enhancing skills like cooking, self-care, financial management and communication, which expose them to life possibilities.

Fifteen Children's Council members received training to be able to deliver their mandate in terms of child protection. Each house is represented and there is a budget to ensure the council is well facilitated. They meet monthly and keep their minutes. Other than rights matters, they also represent children's input in our activities, planning and budgeting.

We are glad that the village hosted a number of visitors. A number of them came to donate and spend time with the children but there were those who came to learn from our family based care which they consider a model in child care.

As one of the projects of Child Wellbeing, our Family Strengthening Project works with some of the most vulnerable families in East Pokot to empower them economically to be able to support the wellbeing of their children. This goes through a process of identifying and assessing their needs and enrolling them to the project.

Fifteen families were assessed in 2019; 4 of which had previously been identified in 2018 and have been supported with a food package for six months and one family supported to start income generating activities. Of the remaining 11, 6 families have been recommended for Family Strengthening Project and were supported with a food package in the month of November 2019.



One of the critical outputs of Family Strengthening Project is the access to quality care and education. A total of 192 children of the identified families are enrolled and attending school regularly. 79 children were supported with school materials and 16 supported with school fees. 13 children were supported with games kit and shoes and participated in the Family Bank marathon in Eldoret in October 2019.

Thirteen children participated in life skills sessions on talent development, child rights and responsibilities in September 2019. Additionally, 4 children were given medical care facilitation and a number of family members received psychosocial support* Under the ACFID Definition Our Child Wellbeing programs are classes as non-developmental.

Our Impact: Community Health and Support

The overall development objective of the Healthy Communities Project under this program, for the period January 2019 to December 2021, is to support existing local health care services in the communities in which we work.

We aim to do this by ensuring patients benefit from health clinics with adequate resources to improve health outcomes as well as improved student health due to better nutritional advice, and improved hygiene and sanitation practices. In Nakuru, the New Canaan Village continued to get support from So They Can in terms of medicines and the services of a lab technician.

The clinic was able to treat over 23,000 patients this year, the majority comprising our target group around Pipeline area, Miti Mingi Village and Aberdare Ranges primary school students. Health facilities play a significant role in promoting the health of the people we work with and especially students of various schools that we support.

In view of this, a number of health facilities in East Pokot were visited in 2019 to assess the level of support they may need moving forward towards addressing the needs of our target groups. The health facilities visited were Nakoko, Chesirimion, Komolion and Chemolingot. Each of these facilities is close to one or more of our program schools, whose students seek medical attention. It was noted that a number of them require both physical and medical support to be able to serve the community and the students.



Champions of Change is another project under this program, where community based resource persons in East Pokot are identified by So They Can and we work to build their capacity to be the Champions of Change in their own community.

In 2019, we are glad to report that two such people were identified in the East Pokot community in August. They were taken through training by the local So They Can field social worker on what their work would entail including lobbying and sensitizing the community on a number of issues. Part of their role includes the identification of families involved in harmful cultural practices like female genital cutting and identifying economically challenged families, as well as creating awareness on the value of education.

To date these Champions have managed to enrol over 200 primary school aged children in school who could otherwise have missed out on their rightful education. Over 70 girls were rescued from undergoing harmful cultural practices. These Champions of Change understand the community dynamics, speak the local language and are chosen from the community to ensure their message is embraced by the locals and they then act as role models to the families they reach out to.

Impact Story: Attendance Rate Up as Pupils Explore New Books

Young students at Endagile Primary School in rural Tanzania love going to school so they can read books, their teacher says.

As part of the Let's Read project, So They Can Tanzania recently donated a set of 123 books to the school's mobile library for students in Standard one and two.

This is the second set of books received by the school, books are rotated between schools every six months to ensure a steady supply of new books for the students to enjoy.

Standard two teacher Catherine Edmund says it is difficult to teach without books. "Teaching and learning process for the pupils of standard one and two now is simplified at schools due to the presence of library activities under the Let's Read project", she says.

Catherine says students enjoy reading, and they are more likely to attend school every day and spend the whole day at school when they have access to story books.

She says reading encourages pupils' curiosity, and they ask her questions about the stories and pictures they have seen in the books.

Many schools in rural Tanzania do not have libraries or story books, and have few textbooks. So They Can works with its partner schools to build up resources that help children achieve higher and more meaningful education.

Since starting the Let's Read project at Endagile Primary School in January 2019, attendance rates have climbed from 89 percent to 93 percent in the Standard One class, and from 88 percent to 92 percent in Standard Two.



Impact Story: East Pokot

My name is Shadrack Chelal Cherutoi a second year student–teacher at Tambach Teachers' Training College. I am a third born in the family of the late John Cherutoi Kipkebut and the late Christina Cherutoi Tumb.

I sat for my Kenyan Certificate of Primary Education in 2006 at Kapchepkisa Primaryy school and proceeded to Aiyebo High School in 2007. I did my Kenyan Certificate of Secondary Education in 2010 and obtained a mean grade of B- (minus). Due to lack of funds I was unable to go on to college and this made me lose hope for my future.

On November 9 2018, eight years since I completed high school and had lost hope of pursuing my career of becoming a teacher, I learnt about So They Can and the support they were giving to the youth in the community.

That is how I got an opportunity to sit for an interview which I passed and received a scholarship to enroll at Tambach Teachers' Training College. So They Can has become my new family. The scholarship and stipend for upkeep revived my hope of a brighter future ahead. I am doing well at college and my promise is to give back to the community after my completion of the course and bring a change to the deficit of teachers which is in the community. Thank you and GOD bless you.

Shadrack shared his story and thanks with our team in East Pokot.



Impact Story: Menye's Academic Journey to Success



Menye Lowasa is a 14-year-old boy among the standard seven graduates at Mwikantsi Primary School in the Babati District in Tanzania. With the hard work of Menye and So They Can's Umoja Education Collaborative, Menye was one of the best performing pupils across the 26 program schools and 141 primary schools, scoring 222 out of 250 marks. So They Can funded two previous exams which aided Menye's preparation for the final national exam.

Mr. Lowasa and Mami Lowasa, Menye's parents, and Mr. Bariye, Menye's head teacher, noted Menye's academic excellence and leadership throughout school. Even when he is at home, he is always doing something school related. His head teachers added that Menye is a patient, respectful and gifted pupil who works very hard and enjoys science subjects.

So They Can's efforts in Tanzania has greatly helped the achievement of both the students and the schools. So They Can supported a zonal standard seven exam for standard seven pupils from 26 program schools. The 20 best performing students, including Menye, then participated in another exam with the Majengo Primary School in Moshi. Menye, again, performed well and ranked number 1 out of 45 pupils.

Menye's parents are now looking forward to admitting him to a selective school, Ilboru Secondary School, in Arusha in January 2020. His father hopes one day Menye will be able to come back and help his parents.

Looking forward: Our vision for 2030

By 2030, our goal is to change the future for 36,000 children in Africa who, through no fault of their own, are living in poverty.

And we are not alone. Education is firmly placed on the global agenda thanks to like-minded, progressive organistions such as Global Partnership for Education with the United Nations' Sustainable Development Goals mandate paving the way.

As stated by the United Nations, the reasons for lack of quality education are due to lack of adequately trained teachers, poor conditions of schools and equity issues related to opportunities provided to rural children.



UN's Sustainable Development Goal 4

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."



We are driven by goal number 4 and committed to addressing these inadequacies and inequalities. We believe education changes everything and without it, there is no hope for a poverty-free world.

Through our holistic approach, our vision is to see 2,280 teachers, either graduated or mentored, delivering quality education to 36,000 children, in 60 schools supported by So They Can by 2030.

From where we have come in 10 years, together, with our dedicated global team and incredibly generous supporters, we know this vision can be realised.

THANK YOU.



Our Supporters

We are thankful for all our supporters including the many individual donors, sponsors, trusts and foundations who give so generously.

We would like to thank the following organisations, and, those who have chosen to stay anonymous, for their support in helping us empower more children living in poverty through education.

Please note some of our donors wish to remain anonymous

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Financial Information

All amounts are expressed in Australian dollars.

2019	Country	Revenue	Expenses	Surplus/ (Deficit)	Cash balance at 31 December 2019
So They Can	Australia	2,209,211	2,450,550	-241,339	1,155,268

2018	Country	Revenue	Expenses	Surplus/ (Deficit)	Cash balance at 31 December 2018
So They Can	Australia	2,464,925	2,152,485	311,440	1,382,285