

so they can

Annual Report 2021

Australian Aid

Australian Council For International Development

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Letter from our Chair...

Munzurul Khan
Chair
So They Can

It was with great pleasure that I took over the role of So They Can Chair in January 2021. I am very conscious that Peter, our former Chair, has left me large shoes to fill, but we are lucky that, in his role as Patron, Peter remains as generous with his time as always.

2021 saw the continued grip of COVID, with the vaccine silver lining, however in December 2021, vaccination rates were a mere 5% of the Kenyan population and 0.9% of the Tanzanian population.

Accordingly, we have a long way to go until there is a sufficient defence against the virus in these countries, which of course dictates a global defence.

Impressively, our So They Can team continue to implement our development programs while maintaining our focus on our 4 fold COVID strategy: prevention, education, keeping girls in school and a COVID safe school environment.

Through So They Can's monitoring and evaluation, results demonstrate our 42 schools perform on average 20% better than other public schools, our Mamire Teacher's College is ranked number 1 out of 79 public and private teachers' colleges and there is a significant increase in students' school attendance rates, particularly encouraging given COVID is causing students, especially girls, to leave school forever, ending their education and negatively impacting their future.

I am extremely proud of all So They Can constantly achieves.

As the UN Secretary-General, Antonio Guteers said in the 2021 Sustainable Development Goals Report: 'The Sustainable Development Goals are more important now than ever. Now is the time to secure the well-being of people, economies, societies and our planet.'

COVID has wreaked havoc on SDG 4 – Quality Education. Prior to COVID we were not reaching the SDG targets in the education space. The virus has resulted in 100million more children failing to demonstrate basic reading skills, with the poorest, including children living in communities that So They Can supports, being hit the hardest.

However, rather than increase global funding to education, frighteningly, an estimated 65% per cent of governments in low and lower-middle income countries, and 35% in upper-middle and high-income countries, have reduced funding for education since the onset of the pandemic.

Never has there been more need for So They Can and all your support.



Munzurul Khan
Chair
So They Can



Letter from our CEO...

Cassandra Treadwell
CEO/Co-Founder
So They Can

There are many times when the bravery and determination of our children and their families in Kenya and Tanzania has impacted my life and reminding me of how beautiful life is and how lucky we are to be alive. The power of education is generally at the root of the inspiring stories I am lucky enough to hear.

In 2016, we came across five children who were seen spending a lot of time on the field between New Canaan (the original Internally Displaced Persons Camp where So They Can began) and Aberdare Ranges Primary School. Upon investigation we discovered that none of the children were enrolled in school and the children lived with their mother and grandmother in a makeshift one room house with only one bed to sleep in.

We enrolled the school aged children at Aberdare Primary School. We supported them with educational materials together with psychosocial support. They immediately started early childhood education where they had to learn English and Swahili to enable them to communicate while in school. During their admission the youngest girl was very shy and withdrawn, two years on, she is in class 6, is top of her class with an exemplary academic performance. She is so focused on working hard and her dream is to become a teacher and to teach other children back in her community. This is a story of a family going through a total life transformation through education and their infectious smiles can be seen every day they come to school.

The end of 2021 saw the completion of our last 3 year program plans and the development of our next 2022-24 program and project plans that speak to our overall global Strategic Plan with its goal of 60 schools, supporting 36,000 children, delivering empowering Enhancement Programs and raising $5million per year. I am confident we will reach these targets, with of course, the quiet resolve to exceed them.

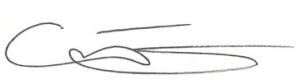
2021 was also the mid point for our 6-year program plans, and our external evaluators, who conducted our mid-program evaluation were very positive with comments such as "So They Can Kenya's targeting of beneficiaries and services offered is spot on."



I am extremely grateful to and proud of our international So They Can team. Our development program implementation and monitoring and evaluation goes from strength to strength. Equally, our fundraising continues to impress and enable our critical work in East Africa to continue and expand. This year was another difficult year for fundraising however we again exceeded our income budget through the resilience and determination of our team who mitigated our loses from, not being able to hold physical events, and created our extremely successful inaugural 1HumanRace and Global Dinner virtual events, raising close to $250,000 collectively.

2022 sees the launch of our Leave No Girl Behind initiative in our determination to address the horrific statistics around child pregnancy and loss of education. In sub-Saharan Africa, if all girls completed primary education, maternal deaths would be reduced by 70%, saving almost 50,000 lives [United Nations]. There is much So They Can need to deliver and we could not do this without our essential donors and funding partners.

Thank you for being such a critical part of our So They Can family. I greatly look forward to all we will achieve together in 2022 and beyond.



Cassandra Treadwell
CEO/Co Founder
So They Can



Board of Directors...



Munzural Khan
Chair of So They Can Board

As an Accountant, Munzurul specialises in compliance and strategic accounting advisory services acquired through 26 years of professional experience, including Senior Management roles in PricewaterhouseCoopers (PwC) and BDO.

Munzurul holds a Masters in Commerce and is highly experienced in financial and commercial acumen for SMEs, multi-national businesses and high net wealth family groups. Munzurul is well regarded as a thought leader and key-note speaker of property investments in Australia.

He is currently Principal of Keshab Chartered Accountants, Chair of KHI Partners and is involved with various commercial Boards in Australia. He is also a Member of the ICAA, Masters of Commerce, Public Practitioner, JP, ASIC SMSF Auditor, PIPA Member, and NSW Real Estate Licence Holder.



Cassandra Treadwell
Chief Executive Officer, Director and Co-Founder

Cassandra has over 12 years' experience in international development and non-governmental organisation 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 commitment and work at So They Can.

Cassandra has worked as the Medico Legal Counsel for Capital & Coast Health New Zealand. She was also a Fellow Medical Law and Ethics at North Shore Hospital in Sydney.

Cass holds a Bachelor of Law and a Masters in Medical Law and Ethics.



Keri Chittenden
Director and Co-Founder

As Co-Founder of So They Can, Keri has 12 years' experience in international development and non-governmental organisation 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 Economics).



Di Lucas
Director

Di has a background in education, specialising in early learning in disadvantaged schools. Additionally, she was formerly Owner and Director of Cell Care Australia.

Di developed a special interest in East Africa when her family participated with Flora & Fauna International in moving the last surviving White Rhinos to Ol Pejeta Conservancy, located in Nanyuki in the Rift Valley.

Di is now involved in philanthropic fundraising and strategic advice. She was formerly Chair of the Lort Smith Ethics Committee and is currently a Member of the Australian Committee for Human Rights Watch. She is also a Patron of the Arts, actively supporting the Australian Ballet and Melbourne Theatre Company.

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



Andrew Bloxham
Director

Andrew has deep experience in the private sector, working in the importing/distribution business for over 35 years — most of that time as a business owner.

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 8 years.



David Southon
Director

David has a Bachelor of Business in Land Economics and is the Co-Founder and Executive Chair of Aliro Group. He has over 30 years' experience in the office, industrial, retail and residential property sectors.

In 1991, David co-founded Charter Hall Group, a diversified listed property investment and funds management group with over $40 billion of funds under management.

David's previous positions also include Director and Vice President of Property Council Australia, Member of NSW Advisory Board of the Property Industry Foundation and a member of various investment committees of unlisted property funds.



Jennifer Price
Director

Jennifer Price has significant experience in international development, having worked in a number of projects in the Pacific region investigating health systems finance, service utilisation, monitoring and evaluation, policy analysis and equity.

Jennifer also has private sector experience as a Financial Controller and Project Manager for an Australian based Social Research Company.

Jennifer is a former Member of the Australian Committee for Human Rights Watch.



Poppy Rouse
Director

Poppy Rouse is a design thinking practitioner, facilitator and innovation consultant who is passionate about unleashing potential in the clients she works with and solving problems that matter.

Following an international career spanning marketing, communications, capability and innovation roles, she now works with leaders across corporate, government and not-for-profit sectors to apply new ways of thinking to solve wicked problems for the communities they serve.

After spending time in East Africa in 2019 and being shocked by the number of young children she saw missing out on school, she joined the So They Can team to help us work towards our mission to ensure more children have access to quality education.

Governance Bodies: So They Can Global Alliance...

So They Can: New Zealand

Cassandra Treadwell
Diana Crossan
Linzi Ebbage-Thomas
Michelle Lupin
Ellen Cheyne
Samantha Hayes
Hayley Whatarau

So They Can: USA

Christie Esch
Melissa Kenly
Cassandra Treadwell

So They Can: Kenya

Terri Anderson
Delfina Reuben
Boniface Mouti

So They Can: Tanzania

Terri Anderson
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, during which more than 300,000 Kenyans were 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, established in a partnership with the Government of Kenya, opened. Soon after, it was followed by 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 decided to expand our reach.

In 2012, a Memorandum of Understanding between the Tanzanian Government, 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.

In 2020, we completed our reintegration and reunification of our Miti Mingi children back into their families and community.

Our holistic approach has seen expansion in both Kenya and Tanzania, implementing Education, Women's Empowerment, Child Wellbeing and Community Health and Development 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.

We partner with vulnerable communities in Kenya and Tanzania, working closely with them over a 7-10 year sustainable development cycle.

During this time, we work closely with the community to understand their needs and implement projects that will best support these needs.

Throughout this process we ensure transfer of knowledge and management skills to the community to ensure sustainability of the programs. This enables us, at the end of the development cycle, to shift into a governance role and focus our core resources on helping other vulnerable communities.

To enable a quality education, we build on 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 community focused enhancement programs:

Child Wellbeing Program

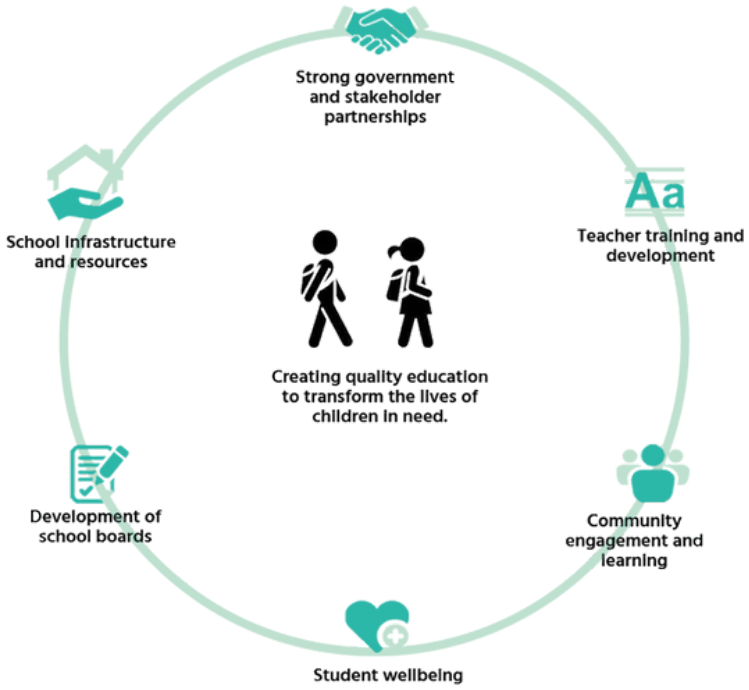
Assisting the most vulnerable of children to attend school through strengthening families and nurturing family based care for children most at risk.

Women's Empowerment Program

Empowering mothers to educate their children through business skills training and business start up loans.

Community Health & Development Program

Working with communities to ensure children are healthy and attend school.





Our Sponsorship Program...



Our Sponsorship Program began in Kenya in 2010 to support the enrolment 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 has also traditionally enabled up to 120 orphaned and vulnerable children to be given a loving home at the Miti Mingi Children's Village. The children came from vulnerable backgrounds where, for a variety of reasons, they were unable to remain with their family or in their community.

Over the years, we worked with their families to build their capacity and last year (2020), we are proud to have completed the reintegration of all of our Miti Mingi children back into their community.

This year, we continued to support these children and their families through our Reintegration and Reunification project, which ensures that families are equipped and supported to provide a loving and healthy home for their children.

Today our Sponsorship options include:

- Sponsor a student in East Pokot, Kenya;
- Sponsor a school in Tanzania; and
- Sponsor a vulnerable family through our Family Strengthening Program in East Pokot, Kenya.



All of the contributions from our Sponsorship Program support all of our life-changing education and enhancement projects.

Thank you to our amazing, caring sponsors.

2021 Year in Review...





January

In Tanzania, 31 Mamire Teachers' College graduate interns were placed in Program schools and 4 interns were placed at Silverleaf Academy, putting their skills to immediate use and addressing the teacher deficit whilst they wait for permanent placement as government teachers.

January

78 reintegrated children reported back to school in Nakuru, Kenya. So They Can supported all of the students with equipment for school, including full uniforms, supplies and bags. 23 of the students joined primary boarding schools.

February

Our Child Protection Officer in East Pokot, Kenya, carried out three community sensitisation workshops, focused on child protection. These education sessions were attended by both children from the schools we partner with, and families from our Family Strengthening project.



February

Mentoring, coaching workshops, and Champion Teacher training was delivered to 11 male and 23 female teachers in Tanzania. They later participated in a reflection workshop, allowing the teachers to demonstrate newly acquired teaching techniques and methods.



March

54 pupils and 17 teachers from 9 program schools implementing our My Voice project had the opportunity to participate in a Child Protection Policy refresher training session. This was facilitated by The Ministry of Education, Tanzania.

March

Our inaugural 1HumanRace fundraising campaign took place throughout the month of March. Together we raised over $114,000 to support the 85% of girls in Pokot, Kenya who suffer female genital cutting and child marriage before they are 13 years old.





April

39 pupils from 7 different schools in Tanzania gathered for Camp Africa at Endamaghai Primary School. The experience brought together students from different backgrounds. Many talents were shared and enjoyed during the 3 days camping stay.

April

Two Champion Mothers started making washable sanitary kits in Tanzania, as part of our Keeping Girls in School project. At the end of April, the Champion Mothers had already made pads for 120 girls — allowing them to stay in school while they have their period.

May

Changing rooms for two of our 2 core schools in Nakuru were completed. Construction of additional changing rooms for 4 more schools in East Pokot and 1 school in Nakuru commenced.

June

7,170 pupils were served meals through our school feeding program in Tanzania. This was a great achievement as a result of new feeding program initiatives established by the Babati District Commissioners.



June

Kibowen Komen School in Kenya received 2 new water tanks — 1,000lts and 500lts. These tanks provide the school with a source of safe drinking water, as well as establishing official wash points to encourage good hygiene amongst the school community.



June

The International Day of the African Child was joyfully celebrated at Mamire Teachers' College in Tanzania. A total of 192 pupils and 33 teachers from 13 of our program schools attended and participated in the event.

July

13 families in our Family Strengthening project in East Pokot, Kenya, received food packages. These packages supported a total of 94 household members, ensuring everyone from the young to elderly and vulnerable are nourished.



July

In Tanzania, through our So They Ride project, 7 scholars received bicycles to enable them to travel easily and safely from home to school. A further 25 Champion Fathers and Mothers also received bicycles to allow them to travel easily in their communities while conducting sensitisation.

August

Girls' Health Day was celebrated in Tanzania. 270 girls, 25 female teachers and 10 Champion Mothers marked the day with So They Can, by sharing knowledge about health-related issues for girls as a group.



August

36 women in Kenya received loans through our Wezesha Business Skills project, enabling them to go forwards and set up sustainable businesses that will help them provide for their family and support their community.



September

The schools and local farmers supported by So They Can celebrated a strong harvesting season, with a collective total of 1,641 bags of maize and 300 bags of pigeon peas. Congratulations!



September

A training workshop took place with 105 village council leaders from 15 program schools in Tanzania. The purpose of the training was to create awareness of their roles and responsibilities towards achieving the schools and community development implementation plans.

October

10 families in our Family Strengthening project were supported to establish sustainable income generating activities. Collectively, families received 67 goats to enable them to build a sustainable income through goat rearing.



October

Teachers' professional development workshops took place in Tanzania to enhance literacy, numeracy, and writing skills development for lower pupils in program schools. During this workshop, various issues including new teaching techniques and child rights, protection and safety were discussed.

October

Our Champion Mothers and Fathers in Tanzania were able to deliver child protection' education to 1,263 boys and 1,428 girls from 26 program schools. Some of the schools developed an ongoing schedule for Champions to deliver education-based sessions to pupils.

November

National examination results for Standard 7 were released. Pupils transitioning into secondary schools increased from 83.4% in 2020 to 87.3% in 2021 across all 26 program schools. National transition rates for pupils in Standard seven also increased from 82.68% in 2020 to 89.2% in 2021. A great achievement!





November

In Kenya, our Education Team conducted 3 public education sessions focused on child rights and protection. These sessions took place in local school communities including Aberdare Ranges, Mlimani Primary and Kibowen Komen Primary.

December

142.5 acres were farmed at 16 program schools and Mamire Teachers' College to support the delivery of Feeding Programs. 202 acres belonging to 52 local farmers were supported with farming supplies, such as seeds and fertilisers.

December

Through our Wezesha Business Skills project, 30 business plans were assessed, out of which 25 were successful for loans. Congratulations to all of the successful participants.



Thank you!

We couldn't have achieved all of this progress within the communities we support without your continued commitment to our mission.

Our 2021 Impact...

257
vulnerable children helped

20,455
patients treated

184
women empowered

22,315
students educated

42
schools supported

3,330,000
school meals served

180
teachers trained

167
teachers developed

18
classrooms built or renovated

7
new toilet blocks constructed

6
water tanks installed

2,654
sanitary products provided

Kenya...

Nakuru, Kenya is where So They Can's first project was born in 2009; our Aberdare Ranges Primary School. Since then, we've developed a range of projects that we deliver to Aberdare Ranges and 11 government schools that we now partner with in both Nakuru and Baringo Counties, depending on their needs.

Our Education Program consists of a range of projects that cover everything from teacher development and student wellbeing to community engagement and school infrastructure development, ensuring that we are building confidence and capacity across the entire school community. We touch on these in the following section of this report.

At So They Can, we know that in order to make an impact, we need to support the child beyond the classroom. As a result, alongside our Education Program, our Kenyan team runs 3 Enhancement Programs; Child Wellbeing, Women's Empowerment and Community Health and Development. These programs consist of a range of projects including our Wezesha Business Skills project, which provides business training and micro-finance to female entrepreneurs, and partnerships with community health clinics.

This cross-cutting approach ensures that we are strengthening the whole community we work with over a 7-10 year sustainable development cycle to a point where they can take ownership and we can see the long term sustainability of our work. From there, we are able to shift to a governance role and focus on helping other vulnerable communities.



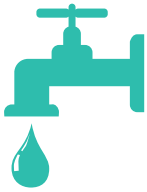
11
schools partnered with to deliver projects



5,571
students reached through our education projects



730
girls provided with reusable sanitary pads



3,480
pupils benefiting from new sources of clean water



20,455
patients assessed and treated



278
students educated on their rights

Tanzania...

In 2012, So They Can began investigating ways to improve the quality of primary education in the Babati District of Tanzania. Out of a population of 320,000, about 90% live in rural areas and only 44% of the 96 villages have health facilities. Like many rural areas of Tanzania, the standard of education in the District was very low with only 40% of primary school children making the transition to secondary school. The result was that these children were stuck in a life of subsistence farming, unable to break free of the poverty cycle. A significant teacher deficit was identified in the district, and the quality of education offered little opportunity for change.

To address this need, So They Can established the Mamire Teachers' College as a public/private partnership with the Ministry of Education. The College opened its doors in October 2014 to 79 students from the Babati District who then graduated in 2016. So They Can Tanzania has since expanded its work and now also works in 26 local government schools to raise the quality of education in the district.

The approach of So They Can Tanzania is to integrate training at the Mamire Teachers' College with activities to support the delivery of a competency-based curriculum at local public primary schools. The Education Program is steered by a unique public-private partnership between So They Can Tanzania, the Babati District Council, the Manyara Regional Office, the Babati Rotary Club and the Ministry of Education, Science and Technology. This partnership now oversees the Mamire Teachers' College, which is in turn is used as a learning hub for 26 public primary schools that we partner with.

Our goal is to expand our Education Program in Tanzania to work with 60 public primary schools by 2030.



31
schools partnered with to deliver projects



1,571
solar lights distributed



105
Teachers received training and mentoring



11,170
students fed daily meals through Feeding Programs



8
new water wells constructed



5,758
students trained in child rights

Education Program...

Education is core to everything we do at So They Can. Our Education Program is based on a cross-cutting sustainable development approach which, along with our enhancement programs, allow us to empower the communities we work with to reimagine their futures for generations to come. All of our Education Projects are delivered through partnerships with local government schools, ensuring that we are also building capacity of the school community to take over and deliver the projects on an ongoing basis.

Our 3 Phase Model starts with building relationships with the community and strengthening the foundations of the school. We typically begin a relationship through the 'Our School Community' project. This project focuses on understanding the unique culture and needs of the community, as well as developing trust with parents and community leaders. This is a critical first step that often defines the success of our other projects.

From there, we expand our relationships to the students, helping them understand their fundamental rights as a child through our 'My Voice' project. We also explore a range of projects based on the needs of the school and the community, such as 'School Improvement' and 'Let's Learn'. In 2021, we were in the Foundation phase with 17 schools.





As our relationship builds, we progress our relationship to the Core stage of our 3-phase model. This is where our work really focuses on lifting the quality of the education for our students; leveraging the trust we have built at the Foundation phase to encourage growth and development in the community. This can include everything from 'Teacher Development' to enhance the capacity of the staff to 'Keeping Girls in School' to educate the community on the importance of girls' education and associated risks of Female Genital Cutting and early marriage. In 2021, we partnered with 17 schools to deliver projects at the Core phase.

Lastly, when we are confident that the school community is strong and able to provide quality education independently, we progress schools into the Sustained phase. While we may continue to support schools through ad hoc enhancement projects, this phase sees So They Can in more of a governance role and gradually reduces the need for financial support. Our local leaders remain involved in the Board of Management, however the community is capable of ensuring their children receive the best possible education in an environment that enables them to thrive. In 2021, our founding project Aberdare Ranges Primary School moved to the Sustained phase; a period of sustainable exit to be completed in 2024.

Foundation projects...

Our School Community focuses on building relationships and capacity in schools — not only securing a position on the Board of Management (BOM) for So They Can, but also engaging and training parents and community members to join us.

It was encouraging to see that 59% of parents in Tanzania and 61% in Kenya were actively engaged and involved in Our School Community initiatives, such as school-parent events which aim to strengthen the quality of services offered by the school, and improve the teacher-pupil-parent partnership. Across both countries, the project facilitated training to 155 Head Teachers, members of School Management Committees and Parents' Associations, and Village Councils across 20 program schools.

The main objective of our My Voice project is to develop children's knowledge on child rights, and improve their skills and capacity through building their self-esteem, well-being and confidence. In many of the communities and diverse cultures we work with in East Africa, children do not understand their fundamental rights, believing that their role is to enhance their parents' economic status and therefore should either be forced to work or, for girls, enter early marriage.

In 2021, 21 of our partner schools in Kenya and Tanzania implemented our My Voice project. Approximately 9,500 students received training on child rights, with pupils demonstrating a 9.57% increase in awareness of personal and civil rights.

In Tanzania, there has been a reduction of corporal punishment used by 7.93% for one year (2020-2021). Schools participating in the project have established pupil-led clubs, which act as discussion hubs and activity forums. These clubs have a number of themes, including the environment, child rights, and debating clubs.

Another 2021 highlight from our My Voice project is the establishment of 'happy and sad boxes' in 14 schools. The main objective of this initiative is to give pupils the opportunity to comfortably and anonymously give their comments on various issues that make them happy and sad at school and home.

Supported through the Australian NGO Cooperation Program (ANCP), our School Improvement project is designed to enhance the learning environment for our students so they can thrive. This involves improving or building teaching and pupil learning infrastructure through the provision of grants for classroom renovations, desk donations and improved pupil health by providing water tanks, and cooking pots through the Feeding Program initiatives.

The Feeding Program in particular attracts more students to attend school and also enables them to be more alert in class. In order to ensure that projects are sustainable long term, our School Improvement grants must initially be matched by the community. Eventually, elements such as the Feeding Program are fully funded by the community themselves.

2021 was an active year for our School Improvement project. Working with our partner schools in Kenya and Tanzania, we were able to renovate a total of 18 classrooms, construct 7 new toilet blocks and build 6 new girls' changing rooms, which are now safe spaces for 800+ girls to change while they are on their period. In relation to Feeding Programs, 35 cooking pots, 6 water tanks and 8 water wells were established, enabling School Feeding Programs to expand and operate effectively.





Let's Learn focuses on building students' confidence in literacy and numeracy from an early age in order to engage and inspire them to complete their education. We run events such as Book Awareness Days, support students with learning materials, distribute Solar Buddy lights (solar powered lamps) so that they can study at home during the evening, and run education sessions for parents on the importance of learning. We also engage teachers in professional development to enhance their own knowledge for developing early learners.

1,400 books were distributed to Standard 1 and 2 classes in 2021. These books will enable pupils to increase their proficiency skills in reading, writing and maths. Additionally, 1,571 Solar Buddy lights were distributed to pupils, improving their ability to study and complete their homework once the sun sets.



Core projects...

Our Teacher Development project enhances teachers' skills, experience and confidence through coaching and mentoring and also provides additional hands on support from our Mamire Teachers' College interns. As well as providing practical support, interns share teaching pedagogies and classroom management practices, and also help with the development of teaching aids.

In 2021, a total of 167 teachers were supported through our Teacher Development project. In Tanzania, the rate of teachers applying peer teaching methods in the teaching and learning process has increased by 9.43%. The teachers also demonstrated increased proficiency on the use of teaching aids and participatory pedagogies in the classroom by 7.92%. Through these and several other initiatives, the pupils' learning outcomes improved by 8.47% from 2020.

Thank you to the Australian NGO Cooperation Program (ANCP) for supporting our Teacher Development project.

In Tanzania, Shamba Letu enhances food security for the communities So They Can works with by educating teachers and students on improved farming techniques. These techniques lead to improved food quality and yield, thereby creating opportunities for income generation for the school.

In 2021, 19 primary schools, plus Mamire Teacher's Training College, participated in our Shamba Letu project. Overall, the schools harvested 921 bags of maize and 300 bags of pigeon peas. This represents an increase of 23% for maize production and 22% for pigeon peas production from 2020.

Some of the produce supported schools' feeding programs, while the rest contributed to schools' income. School-based Shamba Letu training was delivered to 520 students, exceeding the target of 450 students for 2021.

Keeping Girls in School addresses the declining school attendance rate and increasing drop-out rate of girl students as they reach puberty and start menstruation. The goal of the project is to empower girls and mothers by equipping them with knowledge on adolescence and women's health, rights and the skills to manage their health and advocate for their rights to education, health and well-being, so they can fulfil their learning potential and become a contributing member of the community.

The project also equips girls with knowledge on how to avoid unwanted pregnancies, early marriages, trains them on management of menstrual health with dignity and addresses cultural issues affecting the girls such as Female Genital Cutting (FGC).

In East Pokot, 85% girls aged 9-13 years old are subjected to FGC and early marriage. By ensuring these girls receive an education, we are able to protect them from these outdated cultural practices.

In 2021, So They Can started producing NIA Dignity packs — a sustainable, reusable sanitary solution. This new initiative not only ensures an ongoing supply of sanitary products, ready for distribution in our program schools, but also provides income generating opportunities to local women. Each NIA Dignity pack contains 2 pairs of underpants, 7 washable pads, 1 handkerchief, 2 plastic zipper bags and soap. The packs can be used for 2 years before they need to be replaced. More than 2,650 NIA Dignity packs have been made and distributed to girls from our program schools across Kenya and Tanzania. This is approximately 50% more than our initial plans.



Our Camp Africa project enables students to experience learning outside of their formal classrooms, and gives them an opportunity to nurture their creativity and develop life skills to build self-esteem, resilience and problem-solving skills. The project brings together schools from across the region, which also encourages new cross-cultural connections and learning.

In 2021, 4 Camp Africa experiences took place in Tanzania, with approximately 35 pupils from 3-4 partner schools attending each camp. In Kenya, Camp Africa was implemented in 3 schools in our Nakuru community, including Aberdare Ranges, Mlimani and Kibowen Komen Primary Schools.



While our core focus is primary education, we know that many of our students fall in love with learning and want to progress to Secondary School. However, according to the Tanzanian government, up to 70% students aged 14-17 are not in school. That's why we developed our Msomi ("Scholar" in Kiswahili) project to enable academically talented students to continue their studies and reach their full potential. Currently, So They Can partners with 8 secondary schools to support them in teacher development and student wellbeing.

In 2021, a total of 27 students from our partner primary schools were supported through the project to enrol into secondary schools. Furthermore, Msomi became a bridge to unite teachers from various primary and secondary schools — teachers participated in networking meetings, peer learning visits, training on Child Protection integration and managing discipline. And lastly, more than 2,000 students from our 8 partner secondary schools took part in sessions raising awareness of health matters including sexual and reproductive health.

Our founding project, Aberdare Ranges Primary School is the only school that we have constructed from scratch, as we have since sharpened our focus and ability to make an impact through our partnerships with government schools.

In 2021, Aberdare Ranges began its transition to become our first "Sustained" school by 2024. We have a number of projects that we continue to work on with the school to ensure that we are continuing to enhance the quality of education delivered to the community.

This year, 125 new pupils were enrolled into Early Childhood Development Education (ECDE) and 6 new ECDE teachers were employed by the school.

There was 100% transition of pupils in Grade 4 to Grade 5 (lower to higher primary) and 99% transition of pupils from Class 8 to Form 1 (primary to secondary). This was contributed to the project interventions that enhanced school retention, such as the school feeding program, provision of NIA Dignity Packs for girl students and construction of girls' changing rooms.

We couldn't have reached this stage without the generosity of our sponsors and investors, who have enabled us to not only build a school for the Pipeline community but also build their capacity to a stage where they can take responsibility for the school for generations to come.



Sustained projects...

Mamire Teachers' College was established by So They Can in partnership with the Tanzanian government in order to address the teacher deficit in the region. Since opening its doors in 2014, over 470 teachers have graduated from Mamire and the college has maintained its position as one of the top 3 colleges in the country due to exceptional results.

In 2019, the Tanzanian government took full responsibility of running the College and So They Can moved this project into the Sustained phase of our 3 Phase Model, assuming a governance and enhancement role.

By the end of 2021, 472 new teachers graduated from the College, and 9,000 students have benefited from their skills and knowledge during their internships at program schools. In fact, one female graduate topped her year and a number of our graduates have secured permanent positions in local schools.

During the COVID-19 lock down, the interns were responsible for maintaining the schools, ensuring they were ready for students' return. They also provided much needed direct support for students while they were at home.

In 2019, we signed a partnership with Silverleaf Academy to support our graduates from our Mamire Teachers' College into their Teacher in Training program, with the potential for permanent employment. In 2021, another graduate was offered employment, bringing the total of graduates employed by Silverleaf Academy to 5.







Our Impact: Child Wellbeing...

Reintegration and Reunification Project — Nakuru, Kenya

Our Miti Mingi Village (MMV) project was developed to provide the best possible holistic development encompassing emotional, mental and physical care for the wellbeing of children at MMV to enable them to become self-sufficient, successful, contributing members of society.

Research shows that it is in the child's best interest to remain with their family wherever possible rather than entering institutionalised care.

The goal of the Reintegration and Reunification Project is to build capacity within families and provide support in order to reunite children with their families and communities.

In 2021, 141 (63 boys and 78 girls) reintegrated children from 105 families were supported. Through the Project, families received support including the provision of school fees, textbooks, writing materials, uniforms and lunch allowance, as well as food hampers and psycho-social support. This contributed to 96% of children in the program regularly attending school.

Home visits showed that all 105 families were providing adequate living conditions and interviews with children revealed that most children were settled and happy.





Family Strengthening — East Pokot, Kenya

Our Family Strengthening Project ensures that vulnerable families are supported and empowered over a 3-year period so they can become self-sufficient, informed and able to provide for the basic needs of their families, including sending their children to school.

In 2021, 116 children from 30 families benefited from the Family Strengthening Project. Food hampers and other school supplies were provided to enhance regular school attendance and improve nutrition.

Families were empowered economically through the provision of business skills training and income generating opportunities in the form of goats. Training was also provided on child rights and protection. Unfortunately COVID-19 restrictions and local insecurity issues meant that not all families could attend training sessions..

Girls' were empowered to independently seek school support, enabling them to decline early forced marriage. The boldness and determination of these girls was highly attributed to the life skills training provided through the project.

Our Impact: Women's Empowerment...

Wezesha Business Skills
— Nakuru and East Pokot, Kenya

Microfinance programs are an effective way to combat poverty and vulnerability. The International Labour Office (ILO) states that microfinance services lead to women's empowerment by positively increasing women's decision-making power and enhancing their overall socio-economic status.

The Wezesha Project aims to build the financial and social capacity of women through business skills training and the provision of loans. This allows women to build and sustain their income base and provide for their families. Psycho-social support is also provided to project participants if needed.

In 2021, 184 women participated in business skills training (a 30% increase from 2020) and 72 business plans were submitted for loan consideration. 75% of these plans were deemed viable and approved for loans. Applicants whose business plans were not accepted received coaching on how to improve their business idea.

Household incomes of project participants increased leading to a reduction in child rights violations — 100% of project participants' children regularly attended school.

Despite the difficulties posed by COVID-19, 91.5% of previous loan recipients continued to make repayments on time. The remaining 8.5% had alternative repayment plans agreed.





Keeping Girls in School — Kenya and Tanzania

Ensuring that all girls and young women receive a quality education is a basic human right and a global development priority. Both individuals and countries benefit from girls' education. However, factors such as poverty, insecure learning environments, inadequate facilities, family responsibilities, early marriage and pregnancy mean that girls are more likely to drop out of school than boys.

The Keeping Girls in School Project aims to address declining school attendance rates and increasing drop-out rates of female students as they reach puberty and start menstruation. The objective is to empower girls and their parents by equipping them with knowledge about their rights to health and education, and providing information on menstruation, pregnancy, early marriage and female genital cutting.

In 2021, the Keeping Girls in School project distributed over 2,650 NIA Dignity packs, including washable sanitary pads, underwear and cleaning products, to girls from our program schools across Kenya and Tanzania. This is approximately 50% more than our initial plans for 2021.

Champion Mothers and Fathers were identified and trained to advocate within communities for the right to education for girls, and address cultural issues affecting girls such as forced marriage and genital cutting. Awareness raising activities and workshops were held with teachers, boys and girls to educate and build support for girls within school communities. These activities lead to increased retention of female students and a reduction in girls leaving school due to teenage pregnancy.

Our Impact: Community Health & Development...

Healthy Communities — Nakuru and East Pokot, Kenya

The Kenyan health system is not equipped to deal with the COVID-19 pandemic and the growing burden of illness and chronic disease.

So They Can works in partnership with the Government of Kenya to support the New Canaan clinic in Nakuru and Chesirimion dispensary in East Pokot to offer treatment to the people within these areas. This ensures that the communities have access to consistent diagnostic and treatment services, and are informed on maintaining good health.

Through the project interventions, a total of 20,455 patients were diagnosed and treated at the New Canaan clinic in 2021. This is a slight reduction from 2020. This reduction in patient numbers is attributed in part to community health promotion messaging successfully reaching 691 households.

This new approach has enhanced the impact of this project in the community, with many now adopting healthy living habits to avoid and manage communicable and non-communicable diseases.





Champions of Change — East Pokot, Kenya

To promote school enrolment, Champions of Change intends to continuously educate the communities on the importance of accessing and remaining in school for all school age children. This incorporates child rights, the role of parents in the child's education, positive and negative aspects of cultures and traditions, how to access and use locally available government and non-government resources, and family economic empowerment.

So They Can identifies community members to spearhead this initiative, builds their capacity and knowledge to spread the message and then supports them to disseminate this in their local communities.

Our Champions of Change participants continued their essential work under the Family Strengthening project in East Pokot in 2021. These community members play a key role in identifying and connecting vulnerable families to So They Can for support. Working closely with the community, our Champions help to raise awareness about health matters and services provided by local medical clinics, including those supported by So They Can under Our Healthy Community project. This highly contributed to the number of patients received in the clinics during 2021.

Impact Story: The sky's the limit for Abdallah...

In early 2021, our team travelled to Malesh Primary School, in Maweni Hamlet — a rural village in Tanzania to distribute 257 Solar Buddy lights to the students, and educate the community on how to use them.

There they met Abdallah, 12, who was one of the first students to receive a light. He dreams of being a physiotherapist and has always been frustrated with his inability to study in the evenings due to a lack of light.

Abdallah lives with his mother, Sofia, and his four siblings. Sofia is a farmer by trade and owns a local vegetable shop, which provides her family with a small income. Like most rural homes, Abdallah's house is not hooked up to the national power grid, so when the sun sets, his family has to rely on other sources of light and power, such as candles, kerosene lamps, and coal or wood fires.

Since receiving the solar light, Abdallah's mother has ensured that her children spend less time carrying out chores around the house, especially during school days and within the hours where they could be studying instead.

With the support of Solar Buddy in 2021, we were able to distribute 1,571 solar lights to students in Tanzania, just like Abdallah.



Inspired by her children's academic achievements and ambitious dreams, Sofia has also developed an after-school homework schedule, including special tutoring support from the interns at Mamire Teachers' College — a local teachers' training college that So They Can supports.

Abdallah's teacher told us that he has always been a bright pupil, and before receiving the light he was the 5th best pupil in his class — but now, with the extra time that he's able to study at home, Abdallah is the top-performing pupil and a leading example to the other students.

Abdallah and Sofia's story is a shining example of the incredible impact that just one small Solar Buddy light can have on a family's future.

Impact Story: Over $114,000 raised through our inaugural 1HumanRace...

Over 300 participants from around the world, including kiwi Actress Thomasin McKenzie (Jojo Rabbit, Leave No Trace) and All Blacks star, Conrad Smith joined forces to raise funds for So They Can's inaugural 1HumanRace challenge throughout the month of March.

1HumanRace was designed to raise awareness of the challenges faced by young girls and enable them to receive the education they deserve.

So They Can's Co-Founder and CEO, Cassandra Treadwell, who ran 85km over 2 days said, "Last year, I spoke to a group of young girls in East Pokot. Each one had been forcibly circumcised, each one had run away from a child marriage and some had made the heart-breaking decision to leave behind their own children to escape physical abuse and save their own lives. The girls asked me to share their story and 1HumanRace is our platform to do just that. We're hoping as many people as possible will join us."

According to sector research by ActionAid, 85% of girls aged 9-13 years old in Pokot, Kenya are subjected to Female Genital Cutting (FGC) and child marriage.

In East Pokot, where So They Can works, an uneducated girl is seen as the property of her father and brothers, while an educated girl is seen as a person with human rights. Through So They Can's Keeping Girls in School project, the NGO works with the whole community to build understanding of the risks of FGC and the importance of girls' education.

"These additional funds will enable us to expand our impact by providing education, safety and counselling for more girls, reaching more community members and educating leaders on the risks of FGC and the importance of educating girls. We know from experience that educating girls not only changes their future, but the future of generations to come." Cass Treadwell explained.

"We have been blown away by the passion and generosity of our participants and donors throughout this campaign, and we couldn't be more grateful. $110,000 would barely cover the education of 3 children in a private school in New Zealand. Yet, in East Pokot, this money will enable us to secure the education of hundreds of girls. We can't wait to share the stories of the impact this makes in the communities we work with over the coming years."

Please enjoy these joyful photos of our Kenya team reaching the finish line following their group challenge.





Impact Story: Teacher Intern leads the way in agricultural innovation and sustainable initiatives...

Emanuel is a Mamire Teachers' College graduate, specialising in secondary education, chemistry and agriculture.

In 2021, So They Can expanded its successful Internship Program to support 4 secondary schools in the Babati district of Tanzania — this is in addition to the 12 primary schools that the organisation currently assists through the Program.

Noticeably, secondary schools' science and agriculture-focused subjects were among those facing the biggest challenges, with low student enrolment numbers, declining academic performance rates and teacher shortages strikingly apparent.

Emanuel was one of the first Mamire Teachers' College graduates to be presented with the opportunity to join So They Can's Internship Program at Qash Secondary School, one of 4 partner secondary education facilities.

At this time the school was experiencing a number of staffing challenges in their agriculture subject, creating a ripple effect of declining student performance. Enrolment numbers in the subject were also low, with many students dropping out at Form 3 due to the lack of teachers and support; as you can imagine, the Form 4 Agriculture class was very empty.

In Tanzania, agriculture provides a living to around 80 percent of the nation's workforce*, making it an essential subject for every school. The aim of Emanuel's internship was to re-energise students' interest in working on and with the land, and identify ways to improve student enrolment numbers.

Under a year into his internship, that is exactly what he has been able to achieve.



Since Emanuel started at Qash Secondary School, the Form 4 performance status has risen by up to 88%, and the number of students enrolled for agriculture has also grown compared to previous years.

Emanuel has introduced a number of innovative development initiatives, such as the introduction of beehives and beekeeping to help the school to generate a new stream of income and support their school feeding program; a sustainable school garden, which is helping to improve the the quality of food students receive at school; and a brick-making project, which has already created over 10,000 bricks, helping to lower construction costs at the school and provide an additional source of income that can be spend on future school projects.

During a recent visit to the school, So They Can's Country Director, Terri Anderson asked the head teacher what they will do when the internship is up — the response was 'we will not let him go' — a promising indicator that the internship will lead to permanent employment.

So They Can is grateful to the community at LBW Trust for supporting its impactful Teacher Internship Program.

*Food and Agriculture Organisation of the United Nations (FAO)

Looking Forward: Our Bold Vision for 2030...

Following on from 2020, 2021 has been a challenging year for so many around the world. COVID-19 stopped the world in its tracks. It is always those living in poverty that get hit hardest with a global pandemic and economic crisis. Accordingly, these recent times have made us more determined than ever to achieve our vision for 2030 to support as many of the neediest children in Kenya and Tanzania that we can to break the poverty cycle and realise their potential.



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. We are not alone.

Education is firmly placed on the global agenda thanks to like-minded, progressive organisations 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.

SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION

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

At So They Can, we are driven by SDG4 and committed to addressing these inadequacies and inequalities. We believe education changes everything and without it, there is no hope for a poverty-free, environmentally sustainable, peaceful world.



Through our holistic approach, our vision is to see 2,100 teachers, either graduated or mentored, delivering quality education to 36,000 children, in 60 schools supported by So They Can by 2030.

We know that with our dedicated global team and incredibly generous supporters, we can achieve this together.

Our Supporters...

So They Can is accredited by the Australian Department of Foreign Affairs and Trade (DFAT), responsible for managing the Australian Government's aid program and receives support through the Australian NGO Cooperation Program (ANCP).

Australian Aid

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.

Pro Bono Supporters

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CLAYTON UTZ

GROWTH COACHING INTERNATIONAL

COACHING ADVOCATES
CHANGE IS THE LAW OF LIFE

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DAYS FOR GIRLS

B1G1

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Financial Information...

All amounts are expressed in Australian dollars.

2021	Country	Revenue	Expenses	Surplus/ (Deficit)	Cash balance at 31 December 2021
So They Can	Australia	2,452,137	2,369,950	82,187	1,794,343

2020	Country	Revenue	Expenses	Surplus/ (Deficit)	Cash balance at 31 December 2020
So They Can	Australia	2,326,862	1,898,883	427,979	1,827,304

* Full financials found on website.



Australian Aid

Australian Council For International Development