so they can

Quality Education in Baringo, Kenya

Your Impact from January to June 2026



Students from the School Farm Club at Chemolingot Primary School review their school farm's harvest.

We're working towards... THE GLOBAL GOALS

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An Update From Our Founder & CEO

Your investment in quality education in Kenya

July 2026

Last month I returned to Kenya and Tanzania on our annual Immersion Trip. As always, time on the ground with our country teams left me humbled. Our work in Baringo, in particular, is physically and emotionally demanding, yet I watched our Kenyan team manage it with the same determination and dedication they bring every single day, doing everything they can, for as many children as possible.

It was a privilege to watch our guests, which included 3 of our Board Directors and one of our Ambassadors, Camila, experience this for themselves. By the end of the trip, I heard them talking animatedly amongst each other about how clearly they could now see the logic of our sustainability model, and just how interconnected our Education, Child Protection, Economic Empowerment and Community Development Projects really are, especially once witnessed in person through personal testimonies.

One moment has stayed with me. At our new girls' dormitory at Ayatsea Secondary School, I saw first-hand how quickly a newly built girls' dormitory had filled and how, when there wasn't quite enough room, girls were sharing their mattresses so that another girl could also stay and attend school. That is what our work looks like up close: not just a building, but a decision, made by a child and their school community, to make sure another child doesn't miss out.

I'm proud to share that we have started work on 2 new girls' dormitories in Baringo, which you can read more about on page 8.



In-country visits reconfirm for me that our model is working. Every visit, I see more children in school, and schools slowly but surely generating their own income. Perhaps most tellingly, our partner communities are no longer anxious about our eventual exit, rather they understand the plan, and they trust it, because they are already living it. Visiting Perkerra Primary School, as they prepare to reach the sustainability phase of our model, the Head Teacher fittingly shared with me on this trip that they are proud to have 'outgrown So They Can'.

None of this comes easily. It takes grit, patience and determination, from our teams in the field, and from partners like you.

This update shares key highlights from across our interlinked Education Projects, with my sincere thanks for your ongoing support.

Kindest regards,

Cassandra Treadwell, Founder & CEO, So They Can



Kenyan Ministry of Education Visit Our Partner Schools

Ministry commends our Sustainability Model

Recently So They Can Kenya was honoured to host officials from the Ministry of Education headquarters in Nairobi, led on the ground by our Kenya Country Manager, Boniface Mouti, and his team. The visit was part of the Ministry's routine annual monitoring process, undertaken to ensure So They Can's partner schools are delivering against our partnership agreement. Officials visited two schools in both Baringo and Nakuru counties.

The visit feedback was overwhelmingly positive. Officials acknowledged the critical role So They Can plays in closing infrastructure gaps the Ministry itself cannot fill, singling out our implementation of classrooms, toilets and school kitchens as standout achievements.

They also noted that So They Can's holistic, integrated approach is rare among the partnerships they oversee, most of which offer only one-off support with limited lasting impact.



The Ministry team were especially impressed by our Shamba Letu income-generating farm at Perkerra Primary, describing it as a genuine game changer. They had not seen another school generate this level of income beyond annual government capitation funds.

Visits like this matter. They strategically strengthen So They Can's collaboration with government at the highest level, and offer independent, external validation that our model is delivering exactly the kind of sustainable, community-owned impact we set out to achieve.

'It is clear that there is a direct correlation between safe, inclusive and well-built school infrastructure and improved educational outcomes for all. Witnessing students in the communities where we work, who were initially learning under trees, having the opportunity to learn in accessible classrooms gives me unimaginable satisfaction.'
Boni, Kenya Country Manager, So They Can.



So They Can's 2026 Immersion Trip with Board Director, Georgie Herb

Reflections on So They Can's Sustainability Model

Every year, So They Can's Founder and CEO, Cassandra Treadwell, takes So They Can Board Directors and engaged supporters to visit our teams and programs in Kenya and Tanzania.

On our June Immersion Trip was Georgie Herb, a Board Director with So They Can Australia. With a background in finance, and a passion for social justice, gender equality and education for all, Georgie shared some reflections from her trip.

What did the Immersion Trip teach you about So They Can's model?

When I first met the So They Can team in Kenya, I asked "what is your favourite project, which has the most impact?". I thought I was being very clever asking this, but by the end of our first school visit I realised that this was the wrong question entirely. A single project doesn't result in lasting change.

What good is a new classroom and clean working toilet facilities without a farming program to feed children and encourage attendance at school? What good is having lunch to offer if families aren't supported to send their children instead of keeping them home to work? And none of it matters if treatable illness becomes deadly because the nearest clinic is a day's walk away.

The Immersion Trip demonstrated to me the huge importance of each discrete project, but also that it is only when these 13 projects work together that long-lasting change is fostered.

What were some of your key takeaways from the Immersion Trip?

The key takeaway for me was learning about what sustainability looks like in practice in international development. Development vs aid had always been a vague concept to me. At this point, I almost thought they were buzzwords.

However, through visiting So They Can's Education and Community Development Programs, and having the opportunity to have long discussions with implementing staff and communities, I had the opportunity to see development in action.

It blew me away. Instead of externally imposed, short term projects, I saw programs providing schools with the resources and opportunities to create sustained and sustainable change. This is clearly not something that has happened overnight. I had the pleasure of joining one of the original So They Can Directors, Andrew Bloxham, on this trip, and hearing his perspective of the lessons learned over time. Hearing his assessment of what has been achieved was formative and highlighted to me just how far things have come. So They Can's model started with Aberdere Ranges Primary School in 2010, and has since developed into a well formulated and locally-led conception of development – mainstreamed throughout all 13 projects as So They Can's "Sustainable Schools Development Model".

Read more about Georgie's trip reflections here.

2026 Immersion Trip to East Africa









School Improvement Project Classrooms, Water & Resources

Access to safe and inclusive school environments

Classrooms & Toilets

- 2 classrooms constructed at Ng'ambo Primary
- 2 classrooms constructed at Lemuyek Primary (95% complete)
- 1 teachers' toilet block, with 2 toilets, constructed at Chemolingot Primary

Clean Water Access

- 1 clean water borehole at Nakoko Primary - drilling has commenced, and operationalisation will be determined based on fluoride levels, to ensure safe, clean drinking water

Efficient Cooking Stoves for School Kitchens

- 2 cooking stoves installed in Lemuyek Primary School's kitchen to serve up 58,200 meals a year for the 291 children enrolled at the school
- 2 cooking stoves installed in Ng'ambo Primary School's kitchen to serve up 88,800 meals a year for the 444 children enrolled at the school.

Operationalising school kitchens is an important part of our work, together with school farms, to ensure food security, attendance and retention of children at school.

Resources across our 10 partner primary schools

- 800 uniforms supplied to students in need
- 1,468 children received WASH materials, including soap, and handkerchiefs for their personal hygiene, as pictured on the following page

Both of these activities are pictured on the next page.



New classrooms at Ng'ambo Primary School



New teachers' toilets at Chemolingot Primary School



Community meeting for the new borehole at Nakoko Primary School



Before and after -new school uniforms provided to children at Katikit Primary School





Personal hygiene items for chidlren at Kositei Primary School



Personal hygiene items for chidlren at Lemuyek Primary School

Girls' Dormitories in Baringo Secondary Schools

Expanding our model

In 2025, So They Can supported the construction of Qash Secondary School's first boarding facility, an 80-bunk bed girls' dormitory that now accomdates 160 girls in Tanzania. The results spoke for themselves: girls' completion rates more than tripled within a single year, rising from 47 to 178 students, in a school where more than 60% of girls had previously dropped out during their secondary years. It proved what we have long believed - that safe, secure accommodation is one of the single most effective interventions we can make for a girl's future. Read more here.

Now, in Baringo, we are in the procurement stage of our next two girls' dormitories, at Kositei and Ng'ambo Secondary Schools, both are secondary schools that our primary partner schools feed in to. These dormitories will provide safe accommodation for 200 girls, with completion planned for late 2026/early 2027.

Alongside each dormitory, So They Can will implement our Education Program at the secondary schools: professional development for teachers, child rights clubs, reusable sanitary products for girls, School Management training, and engagement of our Champion Mothers & Fathers Network. Our wraparound model means a dormitory is never a standalone structure, rather it is the critical foundation for sustained learning.

Our approach means girls no longer face the risk of attack on long walks to school, and one of the biggest drivers of dropout - Female Genital Cutting (FGC), child marriage, and early pregnancy - is removed. A girl who completes her secondary education gains a path to financial independence, breaks the cycle of intergenerational poverty, and becomes a role model for the next generation of girls in her community. She is no longer anyone's property but her own.





Shamba Letu Project
Primary School Farms Thrive

Sustainable access to food, nutrition and income

Continuing School Farms
This year 5 primary schools continue to operate their school farms with So They Can's support: Chemolingot and Perkerra Primary Schools (farms established in 2024) and Chesirimion, Katikit and Ng'ambo Primary Schools (farms established in 2025).

New School Farms
In 2026 we have established an additional 2 school farms: Chemolingot School for the Hearing Impaired Primary now has 1 acre of fruit trees (mango & pawpaw); and Nakoko Primary has 0.25 acre for goat rearing, with plans for further expansion following the drilling of their water borehole later this year.

A total of 30.25 acres is being farmed by the 7 primary schools for the production and harvest of maize, beans, green grams and fruit trees that supply daily school feeding programs; and for school income through the sale of surplus produce.

Shamba Letu Clubs
In February and March, 240 club members (50% girls) and 12 teachers were trained in climate-smart agriculture knowledge and skills. The trained club members, 40 per school, are responsible for implementing Shamba Letu activities at their schools and sharing knowledge in their school community, so that learnings can be applied to household farming practices too.

Farm Preparation
Land Clearing and Fencing
At the start of the year (Feb & Mar) 21 acres of school farmland were cleared and fenced with shrubs in readiness for the first planting season: Katikit Primary 5 acres; Ng'ambo Primary 6 acres; Perkerra Primary 7 acres; Chemolingot Primary 2 acres; Chemolingot School for the Hearing Impaired Primary 1 acre.

Ploughing
The farmland was then ploughed in March, to improve soil aeration and for enhanced water infiltration, in readiness for planting.

Planting & Harvest
Planting commenced in March. The harvest to date includes:

- Chemolingot Primary

975kg maize and 453kg of beans harvested and fully utilised for the school feeding program.

- Chesirimion Primary

720kg of maize and 200kg of pawpaws harvested and fully utilised for the school feeding program. Produce generated in the second harvest, later in the year, will be sold by the school for income, to fund the operating costs of the farm, and support other school costs.

- Harvest Projections

We will know the full picture of harvests across all schools, later in the year. Overall implementation has been successful and we are confident in the year's yields.

Chesirimion Primary School Farm



Water tanks operationalised in 2025 for farm irrigation





200kg of pawpaws produced for conumption





Farm produce served up for the school's feeding program

Ambassadors of Hope Project Nurturing Champions of Change

21 girl scholars in Baringo in 2026

Our Ambassadors of Hope are 21 Kenyan primary-aged girls, aged between 7 and 13, who have escaped their homes and the direct threat of FGC and forced child marriage. Each of these girls is now safe, supported daily by our team on the ground, and, most importantly, in school.



In April, we brought oue Ambassadors together for a 3-day mentorship camp, a powerful few days of learning, connection, and confidence-building. The camp forms part of a tailored program designed to nurture these girls' rights champions, young leaders who will go on to advocate, protect, and advance the rights of girls in their own villages.



We invite you to watch the short video below, featuring interviews with the leaders and extrodinary girl scholars of our program.





April Mentorship Camp





Ambassador of Hope Scholar Profile

Mercy continues her education

Mercy's early years were shaped by loss and hardship. After her father passed away, her mother was left struggling to provide for the family, and Mercy was sent to live with her uncle. Life there was harsh. She spent her days herding goats without proper clothing, shoes, or enough to eat, often surviving on a single meagre meal a day. On the days when animals failed to return home, she was punished by being chased away from the homestead, forced to spend the night alone in the bushes.

Determined to give her daughter a different future, Mercy's mother made the brave decision to prioritise her education and remove her from that environment. At this critical turning point, So They Can stepped in when they met Mercy through a medical camp held in the village.

Through Ambassadors of Hope, Mercy was enrolled in school, and her family was also supported through our economic empowerment program, with the provision of goats. The herd has already multiplied, allowing her mother to become more financially independent and be able to provide food for her family.

Today, 11 year-old Mercy is thriving in Grade 4. She reads and communicates confidently in both Kiswahili and English, and her determination to excel is reflected in her academic progress, with her results improving from 62.5% to 72.5% already this year, she is confident she will reach the top results band (>75%) in her next exams. Once a child surviving alone in the bush, Mercy is now a bright, ambitious young girl.



Teacher Development Project Competency-Based Curriculum

Continuous professional development

162 teachers (53% female) are teaching in our Baringo primary schools this year. Through our Teacher Development Project, we provide needs-based continuous professional development. We have facilitated a range of 2026 trainings to date:

- 155 Head Teachers, Contact Teachers and ECE Coordinators attended a 1-day Joint Meeting on delivering effective Curriculum Based Education(CBE) in Q1.
- 39 teachers trained on mental health guiding and counselling in Q2.
- 30 teachers trained on first aid in Q1.

We also continue to support 48 Teacher Trainee Scholars with school fees and other school requirements to graduate with qualifications in teaching. In May our team conducted in-person monitoring visits to their institutions.
In 2026 we have 20 continuing trainees, and 28 trainees who are finishing their practicum experience - Boni has commenced engaging the Teachers' Service Commission to ensure that they are employed without delay upon completion. In September we will be recruiting a new cohort of promising teacher trainees from our Baringo communities.



1-day CBE Joint Meeting



First Aid Training





Teacher Trainee Monitoring Visits

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By 2030, our goal is to provide education to 75,000 children who are living in poverty in East Africa every year.

Together we can be the difference.



Learn more and get in touch...

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We're working towards...

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