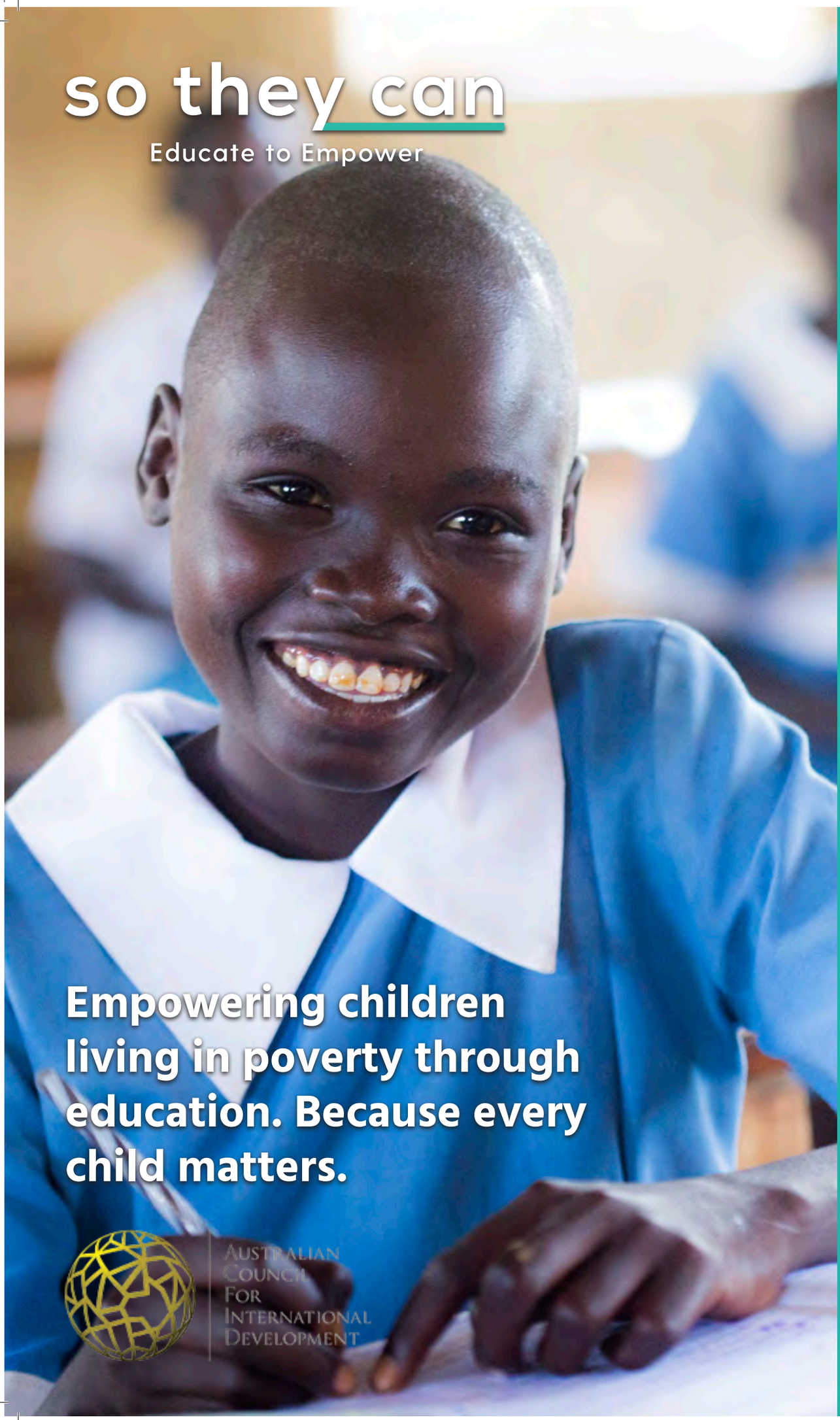


so they can

Educate to Empower

Empowering children living in poverty through education. Because every child matters.

Australian Council For International Development

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Letter from the Chair

2018 proved another great year for So They Can with 45,000 children and their families in Africa being supported through our education programs and our 3 enabler programs: Child Wellbeing; Women's Empowerment and Health and Community Support. In 2018 we spent $1.5 million on our communities at an average cost of $33 per beneficiary.

The impact of this investment was immense with us increasing our education collaborative from 27 schools to 37 schools and commencing with a third community in East Pokot, Kenya. East Pokot sees extreme poverty and 74% of girls are forced to go through female genital cutting. In addition, 64% of these girls get sold as child brides between the ages of 10 and 17 years old*.

We enabled the graduation of an additional 102 Tanzanian teachers from our Mamire Teachers' College and realised our goal of being the top teachers' college in Tanzania. We now rank 1st out of all 79 private and public teachers' colleges in Tanzania. More detail on our impact from our monitoring and evaluation to personal, tangible stories can be found within this annual report.

Education is a fundamental human right and is essential for sustainable development. The United Nations Sustainable Development Goal (SDG) Number 4 is to ensure inclusive and equitable quality education and promote lifelong learning. So They Can is supporting SDG 4 through our focus on empowering through education. In 2018 our education programs saw us impacting 16,500 students across Kenya and Tanzania. Our goal for 2030 is to increase this number to 36,000 students in 60 government partner schools across Kenya and Tanzania.

Bill Gates said: "Success depends on knowing what works". After 10 years of operating, So They Can's success has come from working closely with both our communities and their governments in Africa, listening to all of our partners and a great deal of hard work.

2019 is our 10th anniversary and we are well placed to significantly increase our impact through education for the next 10 years, because every child matters.



Peter Hunt AM
Chairman
So They Can

*Baseline Study Report: Female Genital Mutilation/ Cutting and Child Marriage among the Rendille, Maasai, Pokot, Samburu and Somali Communities in Kenya
©United Nations Children's Fund (UNICEF), Nairobi, 2017

I was reading about Nelson Mandela over the summer and one thing he said resonated strongly: "There is nothing I fear more than waking up without a program that will help me bring a little happiness to those with no resources, those who are poor, illiterate, and ridden with terminal disease."

It is so easy to get caught up in daily life, to get frustrated by the mundane, to let the little things take up too much space and to sweat the small stuff. The reality is that most of us reading this Annual Report have very little to worry about because we have opportunities that those in the communities we work with in Kenya and Tanzania do not. I agree with Nelson Mandela, it is frightening to not be a part of the solution to alleviate poverty. This is why it is encouraging to reflect on So They Can's year in 2018.

There were many highlights in 2018. One was our Mamire Teachers' College placing first, based on examination results, out of 79 public and private colleges in Tanzania, evidence that our approach is working. Having 42 philanthropists from Australia and New Zealand join us and our Aberdare community in celebrating our first graduating class from Aberdare Ranges Primary School was another. Commencing work in our third community, East Pokot, Kenya, was also a proud and significant step.

In October I visited East Pokot. It was our first year operating there. Being there is both harrowing and energising. Harrowing because the poverty and subjugation of women and girls is extreme. Energising because of the strength of the people we work with. I spent time with Ann, one of our volunteers and local Champions for Change, who was sold at the age of 11 to a 70 year old man that murdered her father then stole her mother as his wife. Ann ran away at age 16 with her 2 month old daughter who died while Ann was on the run. Ann managed to put herself through school. What she has suffered is unfathomable, yet she has the strength and the courage to only look forward. Today Ann's focus is on a group of 20 women she has gathered, each tasked with convincing the parents from 10 families in the village to send their children to school. These women are formidable. I am grateful to be able to work with these women alongside our male Champions for Change, our completely inspiring and determined girls, and the very supportive East Pokot government. Collectively we will bring significant change to this inhumanely ignored community.

I look forward to 2019... we have an incredible, dedicated and passionate international team, all working hard knowing that every morning they wake up they are bringing happiness to those with no resources, those who are poor and illiterate. Nelson Mandela would have approved.



Cassandra Treadwell
CEO and Co-Founder
So They Can



Letter from the CEO

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.
- Co - Founded Greenhill Australia, one of Australia's leading independent investment banking advisory firms and Executive Chairman and Chairman between 1999 - 2018.
- Chaired the Securities Institute's Taskforce responsible for the Mergers and Acquisitions Graduate Diploma course from 1993 – 2000.
- Member of the ASIC Advisory Panel from 2009 – 2012 and a founding member of Adara Partners.
- Chaired Cambooya Services Pty Ltd, which runs the Family Office for the Vincent Fairfax Family, from 2010 - 2017.
- Chairman and Co-Founder of Mind Medicine Australia.
- Chairman of Grameen Australia and Grameen Australia Philippines.
- Co-Founder of Manly Women's Shelter and Founder and Director of Women's Community Shelters.
- Director of Project Rozanna.
- Member of the Advisory Councils of the Monash Sustainable Development Institute and the Centre for Social Impact.



- Bachelor of Law: Master of Arts Medical Law and Ethics.
- Medico Legal Counsel Capital & Coast Health New Zealand.
- Fellow Medical Law and Ethics North Shore Hospital Sydney.
- 12 years' experience in international development and NGO projects.
- Nominated for 2015 New Zealander of the year (1 of 10 finalists).
- Nominated for 2018 New Zealand Women of Influence Awards (1 of 10 finalists).

Cassandra Treadwell
Chief Executive Officer, Director and Co-Founder



- Bachelor of Business (Land Economy).
- 3 years project management with Lend Lease Development in Sydney and London.
- 10 years event production and general manager for David Grant Special Events.
- 10 years owner/director of the Skywalk Company, operating as executive producer/ project manager.
- 10 years' experience in international development and NGO projects.
- Recognised as one of Australia's 100 Women of Influence in 2015.

Keri Chittenden
Country Director Kenya, Director and Co-Founder

Board of Directors



Paul Murnane
Director

- Bachelor of Economics (USYD), Master of Business Administration (UNSW), FAICD, SF FINSIA.
- Over 35 years' experience in corporate finance, consulting and general management as a company director and corporate advisor in Australia, Asia and the USA.
- Past roles included senior banker and advisory roles with Citibank, JBWere and Goldman Sachs.
- 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.



Michelle Goldstone
Director

- Bachelor of Commerce University of Western Australia; GAICD; Fellow of the Financial Services Institute of Australia; member Chartered Accountants ANZ.
- Over 30 years' experience in investment management, corporate finance and banking.
- Chief Investment Officer of a family office for 10 years to 2016.
- Chair of the Investment Committee of Impact Investment Group.
- Director of Jewish Care Foundation.



Andrew Bloxham
Director

- Owner of Tyre & Tube Australia, a national import/ wholesale business.
- Initiator of Miti Mingi Village (a So They Can project in Kenya).



Ian Kortlang
Director

- Executive Chair, Australia at africapractice.
- Previously Chief Executive at 360m.
- Previously Chief Executive at Burson Marsteller Australia.
- Previously Executive Vice Chairman (Worldwide) at Gavin Anderson.
- Previously Chief of Staff and Campaign Strategist to the NSW State Leader of the Opposition.



Dianne Lucas
Director

- Di has a background in education. She has special interests in the areas of medical research, animal welfare, human rights, the arts and ethics.
- Chair of the Lort Smith Ethics Committee.
- Director of Cell Care Australia.
- Member of the Australian Committee for Human Rights Watch.
- Patron of the Arts actively supporting the MSO and the Melbourne Theatre Company.

Board Trustees/Members of So They Can Global Family Entities Outside Australia

So They Can : New Zealand
Cassandra Treadwell
Andrew Pankhurst
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

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 up to 600,000 Kenyans internally displaced. The loss of lives, homes, employment and hope was immense. 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'.



A Memorandum of Understanding between the Kenyan Government, local stakeholders and So They Can was signed. This outlined the Government's commitment to fund teachers, water, electricity and roads and So They Can's commitment to construct a school, provide much needed learning resources, teacher training and form part of the Board of Management.

In 2010 the doors to Aberdare Ranges Primary School opened to the first 120 children. The life-changing home for vulnerable and orphaned children, Miti Mingi Children's Village, opening in 2012.

Critical education needs of other communities could not be ignored. In late 2011, we were introduced to the run-down rural primary schools in neighbouring Tanzania on a visit with So They Can Chairman, Peter Hunt.

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, with the joint objective to improve the quality of education throughout Tanzania.

In conjunction with our government partners we founded the Mamire Teachers' College in Babati, committing to training quality teachers and improving the capacity of teachers in local schools. This approach has the key objective of improving the learning and teaching environment in the rural schools that form part of our Education Collaborative in Tanzania.
The Mamire Teachers' College is now ranked number 1 in the country out of all public and private teachers' colleges in Tanzania.

Our holistic approach has seen expansion in both Kenya and Tanzania, implementing education, women's empowerment, health and community engagement, as well as child wellbeing projects enabling learning and the opportunity for communities to break the poverty cycle.

Nine years on and many lives have been positively transformed through our work in East Africa through the power of education.

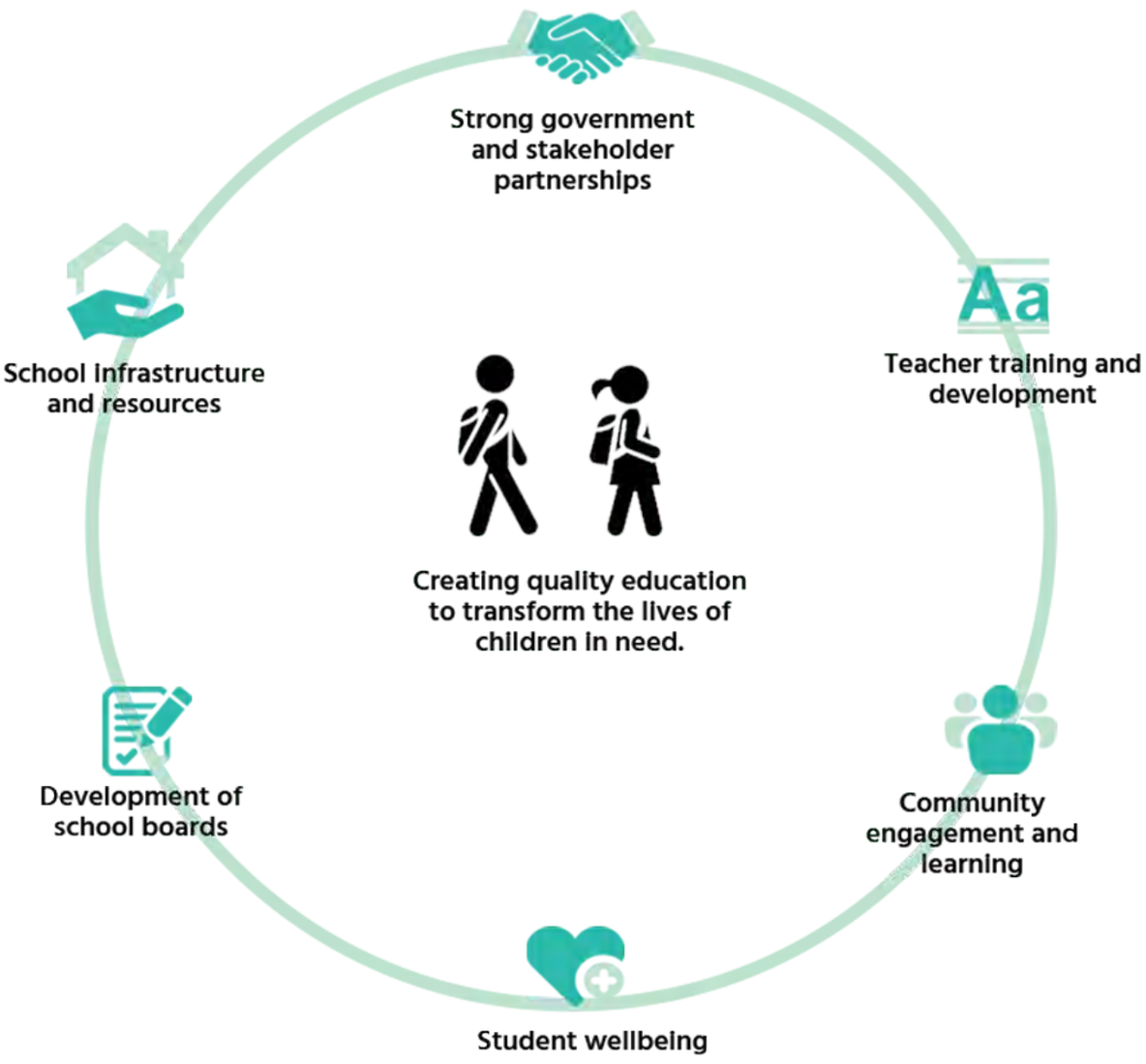


What We Do

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.



To enable the best learning outcomes for the children we work to empower, our Education Programs are supported by three other holistic and community focused programs.

1. Child Wellbeing
Assisting the most vulnerable of children through Family Strengthening and nurturing family based care for those most at risk, and enabling an education that might not have been possible.

2. Women's Empowerment Financially empowering mothers, enabling them to send their children to school and be self sufficient.

3. Community Health & Support
Working with communities to ensure children are healthy and enrolled in school.











Our Sponsorship Program

Our sponsorship program began in Kenya in 2010 to enable 120 children to enroll in Aberdare Ranges Primary School each year. Sponsorship contributions provide a quality education, meals at school, learning resources and basic medical care.

Sponsorship also enables up to 120 orphaned and vulnerable children to be given a loving home at the Miti Mingi Children's Village . The 120 children come from vulnerable backgrounds where, for many different 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.

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

In 2018 we have over 900 sponsors!


Kisu
tai
Kofia
Koti

2018 Year in Review

January

120 new children begin their education journey at Aberdare Ranges Primary School (ARPS) in Kenya in Early Childhood Development classes.



January

Our partner school Nairobi Road Secondary School welcomes 49 ARPS 2017 graduates utilising a new classroom constructed by So They Can.

January

30 College graduates are placed as interns across 14 Collaborative schools, putting their skills to immediate use and addressing the teacher deficit before their permanent placements as government teachers.

February

We offer our first scholarships to 13 East Pokot girls who did not want to partake in regressive cultural practices that would see them married early with no education.

March

University of Wollongong representatives visit our Tanzanian projects to explore a professional learning partnership in 2019.



April

Co-founders Cass and Keri, our staff and international supporters and sponsors celebrate the inaugural Graduation of our 2017 ARPS Class 8 students.



April

104 teachers graduate from Mamire Teachers' College in Tanzania. With 26 more to graduate in October taking our total to 130 for the year.

May

Solar lights given to 227 children from our Collaborative Schools enabling them to read at night for the first time.

May

Our Annual Sydney Dinner is our most financially successful event to date raising over $300,000 that directly impacts positive change via our education programs.



June

The Government employs 42 Mamire Teachers' College graduates in nine of our Collaborative Schools. The first 2016 teaching graduates to be employed in Tanzania.

June

Wezesha Business Skills Program reaches out to a group of 30 women in new community in Solai.

July

Time to celebrate. Mamire Teachers' College ranks No.1 for Academic performance across all 79 public and private colleges in Tanzania.



August

Former Australian Prime Minister and Chair of the Global Partnership for Education, the Hon. Julia Gillard AC is keynote speaker at our Melbourne Dinner.

August

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

August

Our Mt Kilimanjaro climb saw 7 intrepid donors climb Tanzania's highest peak, raising over $20,000 for our projects.



2018 Year in Review



2018 Year in Review

September

Our Annual Sydney Women's Lunch at the beautiful historic home, Swifts, is a huge success with 160 women all being gifted with handmade earrings from Sew Women Can in Kenya. 30 new sponsors are welcomed on the day.



October

Standard 7 students schools' ranking goes from 137th out of 176 Districts in 2017 to 93rd out of 186 districts in 2018. A huge leap forward in academic performance.



October

The Nakuru Rotary Club Service Committee visits the remote community of East Pokot to conduct an assessment for a WASH (water, sanitation and hygiene) Global Grant project.

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November

38 teaching and medical students and staff from University of Notre Dame Australia visit our Tanzanian projects for a 2 week immersion-learning experience.



December

399 Bikes arrive in Tanzania from Colorado for So They Ride.



December

Our Monitoring and Evaluation Officer joins the Kenyan team.





Our Impact

In 2018 we positively impacted...

so they can

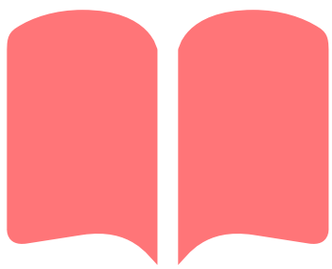


16,500 students

in collaboration with our government partners, students receive a high quality education equipping them with the skills and knowledge for life.

37 schools

as part of our Education Collaborative we support teacher development, classroom construction, water solutions, education and feeding programs.

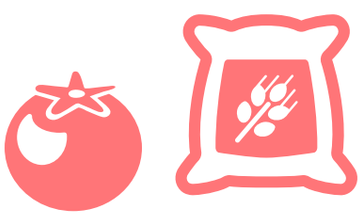


102 teachers graduated

these new graduates will change lives with this qualification, addressing the significant issue of teacher deficit.

126 teachers trained

our teacher mentors develop the skills of teachers in our education collaborative schools.



800,000 nutritious meals served

feeding programs dramatically increase school attendance rates and academic performance.



24,000+ patients seen

resulting in the improved health of the wider community.

Our Impact
Education

In 2018 the reach of our Education Program increased by 11,000 students as we expanded into an additional 8 schools in Kenya and Tanzania.

Our Education Program now works with 37 government schools and their communities in the poorest areas including slum areas in Nakuru, Kenya, schools in the very marginalised semi-arid area of East Pokot and schools from rural communities in the Babati district in Tanzania.

In 2018, all these schools felt the impact of the targeted and strategic support under the umbrella of our Education Collaborative.

At the heart of this program are our original two core projects; Aberdare Ranges Primary School in Kenya, that we founded in 2010 in collaboration with the Ministry of Education and The Teachers Co-Operative of Nakuru and The Mamire Teachers' College, that we established in 2012, in collaboration with Babati District Council, Manyara Region, the Ministry of Education, Science and Technology and Rotary.







Kenya in 2018

The vast majority of Kenyan children do not pass / attend primary school. Statistics vary, however conservative estimates indicate that only 45% achieve the Kenya Certificate of Primary Education (KCPE). Of those that do pass, approximately 50% complete the Kenya Certificate of Secondary Education (KCSE) (Form 4) and pass secondary school. With the current economic climate in Kenya, with many on or below the poverty line, only a small percentage will gain the necessary qualifications to break through the poverty cycle. This is worse in areas where parents' economic status is far below the poverty line like in the semi-arid areas of East Pokot

The Kenyan Government is committed to a 100% transition of children from primary to secondary school taking effect from this year. The government through the Ministry of Education puts a lot of emphasis on equal education opportunities for both girls and boys. However, statistics indicate that the transition rate of girls from primary to secondary schools in Kenya is lower than that of the boys. There are a number of factors attributing to this which include but are not limited to early marriages, female genital cutting (FGC), domestic chores expected to be done by girls at home and parents not seeing the same value in educating their girls as their boys. This has significant issues for gender equality and the empowerment of the next generation of women. Our Kenyan Education Program aims to address some of these development issues.



In 2018 we had the capacity to expand our reach and impact into other needy communities. Based on research and needs assessment carried out by our team on the ground we made the decision to extend support to primary schools in Nakuru, supporting children from the nearby slum areas, as well as schools in East Pokot, which is a semi-arid area and has the lowest literacy rates in all of East Africa out of 364 regions (UWEZO 2014).

Kenya in 2018

In Keyna in 2018 our Education Program saw us focus on the following areas:

- Aberdare Ranges Primary School
- Nairobi Road Secondary School
- East Pokot Education Collaborative
- Nakuru Education Collaborative
- Keeping Girls in School
- Secondary Scholarship Program
- Skilled Parenting
- Adult Literacy
- Early Childhood Education





We worked with 11 schools including Aberdare Ranges Primary, Nairobi Road Secondary School and 9 other schools in Kenya (7 in East Pokot and 2 in Nakuru) supporting 9,200 children in these schools and the training and development of 93 teachers.

100% of our Standard 8 students at Aberdare Ranges Primary transitioned to secondary school. A secondary education is critical to these children's future so they can break the poverty cycle.

Over 430,000 meals were provided in partnership with parents to the 1080 children at ARPS.

The attendance rate for 2018 for ARPS students was 97.8%.

To enhance the in-classroom learning environment students were invited to join Our Voice Clubs to share concerns and encourage their voices to be heard on a variety of issues that are relevant to the student. 650 students in just one school registered for Clubs participation that saw an increase in positive in-class behavior in 2018.

Our Skilled Parenting Project gained momentum with increased attendance shown by the parents of Aberdare Ranges Primary School students with over 900 parents attending our quarterly training sessions that focus on improving parenting skills and the individual's ability to read, write and gain a basic numeral knowledge. Life skills training was also offered to the parent group that included 45 young mothers.

The positive impact of these sessions resulted in over 200 parents engaging in suggested activities to generate income to support their children's education. This is an increase in uptake of 280% from last year. Our impact will enable parents to become more engaged in their children's education, increase their chances of self sufficiency and gain a better understanding of social issues.

Our ECD WASH Program (Water, Sanitation and Hygiene) delivered to 465 Early Childhood and Early Primary students across 3 Nakuru program schools.

A total of 264 girls in their final year of primary school participated in our Keeping Girls in School project. The aim of the project is to ensure proper hygiene and sanitation, self awareness and eliminate cases of early pregnancy or school drop out.

In our other program schools we saw:

- Pupil to desk ratio decrease from 1:6 students to 1:3 students by providing 408 desks across 6 program schools resulting in less congestion in classrooms allowing students the space to work more productively.
- 867 textbooks purchased across 5 schools.
- 38 teachers trained on Information Technology skills.

Our Scholarships Project provided 131 secondary school scholarships. These were given across a range of schools throughout Kenya based on merit and need, enabling students to attend secondary schools that would have been out of reach to many of the project families.

Faith's Success Story



Faith, a student at our partner school Mlimani Primary, is the third born in her family of three girls. Having been brought up in a humble background by her single mother she knew the only way out of poverty was through education. However, with three girls in her household, her mother could barely afford school uniforms and sanitary towels.

Fortunately for Faith there was So They Can's Keeping Girls In School project that supports girls through guiding and counselling sessions on performance improvement, distribution of sanitary towels and school uniforms, and psychosocial support which boosted her self confidence and self esteem.

Faith was able to feel comfortable in school and concentrate more on her education without worrying about the state of her uniform, sanitary pads or her background. As a result, Faith received the top mark in her school scoring a 356 (an improvement of over 50 marks!) which secured her spot in a very good Extra County boarding school.

Through our Secondary Scholarship Project, So They Can assisted in joining her dream school where she would have an opportunity to get a quality education.







Tanzania in 2018

In 2007, Tanzania achieved nearly universal access to primary education. However, since then, enrolment of primary school-aged children has been dropping. An estimated 2 million children between the ages of 7 and 13 years are out-of-school. Almost 70% of children aged 14–17 years are not enrolled in secondary education while a mere 3.2% are enrolled for the final two years of schooling.

Equity and quality pose major challenges. Primary school-aged children from the poorest families are three times less likely to attend school than those from the wealthiest households.

The pupil-to-qualified-teacher ratio at pre-primary level is 131:1. This ratio is 169:1 in public pre-primary school compared to 24:1 in private schools. Most children, especially those in rural areas, enter primary school poorly prepared due to the lack of access to early stimulation, poor nutrition and the low quality of pre-primary education.

According to the UNESCO Institute for Statistics, Sub-Saharan Africa will account for two-thirds – or 6.2 million – of the new teachers needed globally by 2030. As the school-age population expands, this growing demand is exacerbated; for every 100 primary school students in 2012, there will be 147 children in 2030. Tanzania and other countries in the region will have to fill almost four million existing teaching positioning by 2030 as well as create and fill 2.2 million new ones.

This is why we will continue to be committed to the provision of quality teachers and their ongoing training to see all our graduates in the classroom.

Our Tanzanian Education Program delivers its impact through 5 projects:

- Mamire Teachers' College Enhancement
- Teacher Support
- My Voice
- Let's Read
- Our School

The Mamire Teachers' College ranked 1st out of all 79 public and private teachers' colleges in Tanzania.

Grade A Teachers Certificates Examinations (GATCE) results from July 2018 showed a pass rate of 100% among the 102 student teachers who sat for the exam. 92 of these students were awarded with a credit, while two exceptional students scored distinctions. These consistently high pass rates are an indication of the strength of the Public Private Partnership.

We continued working with 26 primary schools in the rural areas of the Babati District supporting 11,600 children in these schools and 235 teachers.

In May we celebrated with 102 new teachers at the graduation ceremony at the Mamire Teachers' Training College, bringing the total of graduates up to 226 since the college first opened its doors back in 2014.

Mamire Teachers' College Enhancement

In 2018, 104 second and third year students undertook 8 weeks of Block Teaching Practice.

In addition 60 first year students visited four program schools to undertake lesson observations. By working with the program schools from their first year, these student teachers will have an opportunity that is not offered anywhere else in Tanzania. This invaluable in-class learning gives them the chance to observe actual lessons taught, identify effective teaching and learning practice and learn classroom management strategies. In 2018 our internship program engaged 58 graduate teachers.

As a result of our advocacy with the President's Office to employ the graduate teachers from Mamire Teachers' College, Babati District Council received a permit to employ 49 of the original graduate teachers from the 2016 graduates through the College. These are still the only 2016 teaching graduates in Tanzania employed by the government.

Teacher Support

We are investing in supporting teachers in the classroom. Teachers in the program received training, mentoring and coaching on the use of effective participatory teaching techniques. A new initiative in the project, Peer Teaching succeeded in forming professional networks between teachers across schools.

A total number of 66 teachers from 15 schools have been reached through trainings and workshops in this year impacting 6,045 students.

My Voice

My Voice focuses on creating student voices that can be heard in school and developing skills to enable them to speak up for their rights within their community. The project encourages students to meet, share and develop ideas which will enable them to achieve meaningful learning outcomes. My Voice is styled in a 'club' environment using the childrens' voices to inform and improve teaching, learning and school -wide decision-making. Most importantly, My Voice is the means to educate children about UN Rights of the Child, and provide the children with the skills and confidence to speak up for their rights.

My Voice was piloted at 6 schools impacting 1,298 students.

Letting their voices be heard, students at Chalo Primary School launched an initiative called 'Keeping Chalo Clean'. They have established a vegetable garden at the school that allows them to sell the vegetables for school income and they have introduced a waste disposal management procedure collecting garbage in each classroom at the end of the day and disposing of it. Smart thinking.







Let's Read

Our Let's Read project is designed to enhance a student's ability to learn and master reading and other literacy skills.

In 2018, 1,030 students were impacted through our Let's Read project with 869 precious books donated by So They Can.

Our School
School Improvement Project

The project addresses issues of infrastructure development and improvement, health and sanitisation, and school farming and feeding programs.

In 2018:

- 10 classrooms were renovated positively impacting 813 students giving them access to improved classroom facilities.
- 4,092 students benefited from feeding programs with the 10 schools participating in the School Farming Initiative using the produce, or profit generated by selling their produce, to offset the costs of running a nutritional feeding program providing 478,600 meals.

Asia's Story



Asia is now a proud government employed teacher at Kwaraa Primary School in Endakiso ward. She teaches English and Kiswahili subjects in standard three and six respectively.

Asia was one of the first graduates from the Mamire Teachers' College, finishing top of her class with a GPA of 4.3 in her Grade A Certificate in Education.

After graduating in May 2016 she was supported by So They Can to undertake internships at Gijedabung and Samta Primary Schools. The program was funded through the LBW Trust with the aim of supporting graduates with more teaching experience.

Asia said that the volunteering helped her to put into practice what she learned from the College and learn from experienced teachers to improve her professionalism.

Following almost two years of volunteering, Asia has now been formally employed by the government and is now teaching at Kwaraa Primary School, one of the 37 schools we support. This ensures Asia has the chance to continue her relationship with So They Can mentors and the extended team and further expand the impact of her training.

Asia is always looking for innovative ways to use locally available materials to enhance teaching and learning at her school. She recently made a map of East Africa out of empty plastic bottles much to the delight of the children.







Our Impact
Child Wellbeing

While education is at the core of everything we do, our holistic approach also extends to working in partnership with the community and caring for the wellbeing of children and their families.

In 2018 our Child Wellbeing Program continued to ensure the wellbeing of up to 120 of the most vulnerable children in our care at Miti Mingi Village as well as providing much needed support to families with children at risk. Our robust Reintegration Program enabled us to reunite children where possible with family, a further 13 were reunited in 2018.

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

Our Family Strengthening Program was successfully trialled in East Pokot. This program looks at the individual needs of families at risk in the communities we work with to see how we can assist to ensure a child stays within the family unit and ultimately is able to receive an education. The program empowers the parents or caregivers to be able to provide safe and nurturing environments for their family through support determined by our social workers on a case-by-case basis.

The program also extends to parents' training and start up capital for income generating activities, parenting skills and their wellbeing.

One Family's Story



This family from East Pokot in Kenya was in dire need. When our team met them, three of their six children were severely malnourished and required hospitalisation. They needed emergency assistance to rebuild their lives after severe drought and cattle raids, and their father was suffering from depression.

So They Can offered support to this family, reaching them through both our Family Strengthening Program and our Education Collaborative. The children are now healthy and attending Lemyuek Primary School — one of the most needy schools in our Education Collaborative — *so they can* have the best chance of receiving a quality education to break the poverty cycle. And thanks to the generosity of our donors, a new classroom has recently been built at this school.

At home, the father is receiving the psychological support he needed, and both parents are working to generate an income and provide food for their family. Their house is now dry and watertight, and there is a plan in place to support the re-building and sustainability of their livestock business.







Our Impact

Women's Empowerment

Women are the backbone of the communities we work with. Through education and training, we transform the lives of thousands of women and their children living in poverty across East Africa through our Womens Empowerment Program.

In 2018 we empowered 105 women through our Wezesha Business Skills Training Project.

Wezesha means 'to enable' in Kiswahili and so far we have enabled over 550 women through this program, issuing more than AUD $100,000 of small loans, changing the lives of many women, now able to build a better house, pay for their children's school fees and save a little for their family's future.

Sew Women Can is another project that exists to equip women with training and business and sewing skills. 18 young single mothers have completed an intensive course. In 2018 our thriving workshop employed five of our trainees that are part of our social impact brand, bibi & me, established as a marketplace hub for artisan products handmade by more than 50 women working together in weaving cooperatives in rural Kenya.

One of the women we trained is now employed as a manager in one of the biggest textile manufacturers in East Africa.

The ripple effect – Margret's Story


Margret's farm

Margret is a member of the Taindi Women's Group, one of the groups in our Wezesha Business Skills Program. She is a widow with five children, two of which are in secondary school and two in primary school. She lives in her ancestral land in a very dry area called Emining in Baringo county.

Being a widow, she is the sole breadwinner for her family and depends on farming, which is a major challenge during the dry season. Her inability to irrigate her farm at these times would leave her family without food for days.

When we first met Margret, her first born who was joining high school in 2017, had to stay at home for almost a whole term because she couldn't pay the school fees. Margret applied for a loan through our Wezesha Business Skills Program to buy a water pump to enable her to pump water from a nearby river to irrigate her farm.

The Wezesha Business Skills Program trained her on how to run her seasonally sensitive business and subsequently approved her loan request for $350 for a water pump.

This loan has transformed Margret's life and that of her family. It enabled her to plant two acres of different vegetables that has seen her become one of the major suppliers in the region. Margret now employs three women who assist her on her farm. She has been making good sales and is now able to provide food for her family, pay school fees for her children and is living a comfortable life.

Students at Chalo Primary School were fortunate to benefit from one of the farm's demonstration days where they learned about growing vegetables. When interviewed, one of the students, Yusuf, gave the following review of the training:

"I am very happy to learn about how to grow vegetables by applying organic techniques. These are good techniques because they reduce costs with no side effects for human use. I will apply this myself at home." Yusuf, local student.

Our Impact

Community Health and Support

New Canaan Clinic

In 2015 we created a Memorandum of Understanding with the Ministry of Health, Nakuru County, Kenya to support the New Canaan Health Clinic and provide essential services to the local community, based in the middle of what was an Internally Displaced person camp. Since its inception, the overall health of the community has improved significantly with a reduction in childhood mortality and illness due to the immunisation program. Family planning information is helping to educate the next generation. In 2018 So They Can supplied essential medicines to the the clinic which received over 24,000 patient visits.

Shamba Letu

Shamba Letu, our farm in Tanzania, serves two key roles. It is both a demonstration farm, cultivating crops to demonstrate improved agricultural practices, and a business, selling crops to benefit Mamire Teachers' College.

We sell produce including pawpaws, onions, beetroots and kale.

In 2018, together with our local partners in 2018 the farm held three training sessions impacting 202 children and 13 teachers and 59 local farmers including 24 women.

So They Ride

Thanks to our partner, Bicycles for Humanity Colorado, we sold 149 bikes in Tanzania in 2018, positively impacting the community by providing critical access to transport at an affordable price with profits going back into our education projects.

We end 2018 with 399 bikes received and ready for sale in 2019.

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.

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.

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, peaceful world.

Through our holistic approach, our vision is to see 2,100 teachers, either graduated or mentored, delivering quality education to 360,000 children, in 60 schools supported by So They Can by 2030.

From where we have come in 9 years, together, with our dedicated global team and incredibly generous supporters we know this vision can be realised.



Thank you.

Financial Information

All amounts are expressed in Australian dollars.

2018	Country	Revenue	Expenses	Profit/(Loss)	Cash balance at 31 December 2018
So They Can	Australia	2,464,925	2,153,485	311,440	1,222,285

2017	Country	Revenue	Expenses	Profit/(Loss)	Cash balance at 31 December 2017
So They Can	Australia	2,119,500	1,889,306	230,194	1,049,050

The ACFID compliant audited financial statements of So They Can Australia are included in this report and also available at https://www.sotheycan.org/wp-content/uploads/2019/05/KPMG-SIGNED-Financial-Statements-2018.pdf.



so they can

Educate to Empower