



Annual Report 2024

“Blessed is the man who trusts in the Lord, whose trust is the Lord. He is like a tree planted by water, that sends out its roots by the stream, and does not fear when heat comes, for its leaves remain green, and is not anxious in the year of drought, for it does not cease to bear fruit.”

Jeremiah 17: 7-8 (ESV)



Friends,

Water and how we as human beings relate to it is such an interesting contrast depending on context. When we see drought or arid conditions, we think of how important water is to all life. When we see an overabundance of water that leads to flooding and the disease that can follow, we see the devastation that water can bring. We see both examples throughout scripture. Noah and the devastating floods come to mind or Joseph and the famine in Egypt. Moses striking the rock for clean water when the Israelites were in the wilderness. Elisha purifying the bad water in Jericho, and Elijah praying for Israel to receive rains after there was famine during the evil reign of King Ahab. We can see the examples in which water can bring life and others in which it brought death. 2024 in Kenya was a good illustration of the two effects water can have. There was devastating flooding that took life and property for many in our community of Mathare. Yet, there were also rains that allowed for our own harvest to be used in providing food for our schools. We now have a borehole, or well that allows us to access clean water for growing food on our new property, and will provide for cooking and sanitation in future years when we build our permanent boarding high school in Mitaboni.

As you read this year's report, my prayer is that you are able to see the seeds that have been planted and figuratively watered in the lives of our students and staff. I believe you will begin to see on these pages the harvest that God is beginning to bring forth because of the watering investment you are making. You see, with good stewardship and God's faithfulness, that water brings life, even when there are floods all around

the children and families we serve, seeking to bring devastation. With your help and God's leading and direction, transformation is happening in a place that seems ripe for theoretical famine or flood. May God bless each of you as together, we continue to water the seeds planted and may you be encouraged by what you read in this year's report!

the mission and vision God has placed before us. So, as you read this year's report, I hope that you will be encouraged by the stories that you read, but at the same time also remember that, like the parable of the sower, we are seeking to provide fertile ground, planting seeds and trusting with patience and discipline, that God will take the investment of finances, time, prayer, mentorship, discipleship, and imparting knowledge and bring a harvest in the future that we could have never imagined.

Thank you for the seed investment you have made. We are grateful!

Adam Gould
Executive Director/Co-Founder

Who We Are

EduKenya is a movement dedicated to bringing transformation to Mathare, a community of approximately 600,000 people, living in Nairobi, Kenya. Through providing holistic Christ-centered education, we empower the next generation to break the cycle of chronic general poverty and transform their community. Below is an overview of our mission, vision and approach in 2024.



Mission

We are driven by the love of Christ and a desire to glorify God to provide high-quality, transformational educational opportunities for children and their families living in abject poverty in the Mathare slum of Nairobi, Kenya.

Vision

All children and their families in Mathare experience fullness of life, through Christ-centered spiritual, social and economic transformation.

The Challenge: Poverty in Mathare

Mathare is marked by extreme poverty that limits opportunities and stifles potential. Families in this densely populated slum face significant barriers, including inadequate access to education and basic services, perpetuating a cycle of hardship across generations. EduKenya exists to confront this challenge with hope and action.

Our Focus: Underserved Villages in Mathare

We target villages within Mathare's informal settlements, where access to public education and social services is scarce or nonexistent. By concentrating our efforts in these underserved areas, we ensure our work reaches those most in need, fostering sustainable change from within the community.

Our Approach: Transformative, Christ-Centered Education

Transformative Christ-centered education means guiding students from one path of limited expectations to a radically different one, where their actions and aspirations defy the constraints of their environment. Through programs at Mawewa Preschool, Mawewa Primary School, and Chelezo High School, we equip learners with academic skills, character, and faith to lead meaningful lives and uplift their community.

Our Progress: 7 Transformational Milestones

Using eduKenya's 7 Transformation Milestones, which we incorporate into our learning culture, we are able to measure our success at the different development stages of our learners.

The 7 Transformational Milestones:

- 1. Christ-Centered** - A learner shows growth towards spiritual maturity as followers of Jesus Christ with an understanding of the need for God's grace and love. And because of their freedom in Christ, they can respond in gratitude to God by using their gifts and abilities to glorify God and positively impact others.
- 2. Empowered** - Our learners are exposed to different ideas and gain knowledge to be able to articulate their own understanding and ideas and make wise decisions. Students are ready, willing and able to take action.
- 3. Self Control** - Our learners are patient, disciplined, and make wise decisions. They display growth after constructively dealing with disappointment.
- 4. Positive Change Agents** - Our learners are team players who are ready to lead and/or follow when the opportunity presents itself. They display compassion, critical thinking, creative problem solving, humility and positive persistence.
- 5. Open-Minded Worldview, Grounded in Truth** - Our learners are respectful of themselves and others. They are self aware. They are ready to listen, learn, engage and support others without compromising Gospel truth.
- 6. Physical Wellness** - Our learners pursue a healthy lifestyle - they practice good hygiene, eat a balanced diet, make positive decisions with and about their bodies, and have been able to deal with and address any significant medical issues.
- 7. Graduation** - Our learners show academic achievement by completing their Pre Primary, Primary and Secondary Government Requirements while attending Educational Field Trips and relevant Skill Training programs. They also complete our Rites of Passage programs at the two main transitional stages – the ROPES program that marks the transition from primary school to high school and the Senior Leadership Program throughout their Senior year of High School.



Mathare Community Update

At eduKenya, we are dedicated to providing a high quality education that transforms lives, even in the face of adversity. Our work in Mathare in 2024, had some unique challenges. At our Mawewa Primary School, we designated a small section of our land for Junior Secondary School (JSS) agriculture projects. Unfortunately, some young men used this land as a shortcut to get around the area and have been demanding compensation. We recognize these claims as attempts to exploit our commitment to community welfare, but we remain steadfast in fostering transparency and fairness.

Chang'aa is an extremely potent, traditional home-brewed spirit that is made by fermentation and distillation of grains like millet, maize and sorghum and can include additional chemically created materials for a greater effect. An illegal chang'aa den has been operating in close proximity to our school, and local authorities have not taken decisive action to address it. Additionally, the sale of Marijuana right outside our school gate has been threatening the safety and well-being of our students. Women are often used as sellers to avoid suspicion. We are committed to advocating for a secure learning environment and engaging with local stakeholders to address these issues.

Local leadership dynamics also presented some difficulties. Nyumba Kumi, is a Kenya government supported, community policing initiative which is geared towards reduction of crime and peaceful conflict resolution in the community. Unfortunately, there are no regulations, as well as guidelines on the implementation of the Nyumba Kumi **i.e roles and responsibilities, membership, decision making processes among others**. The Nyumba Kumi initiative in Mathare has had major concerns with local residents feeling that those in charge are involved in criminal activities, are looking out for their personal interests as well as using their leadership position as a money making business **i.e. asking the community members for money which is later not accounted for**. In this regard, the local Nyumba Kumi leader began to push for our school to pay a fee.

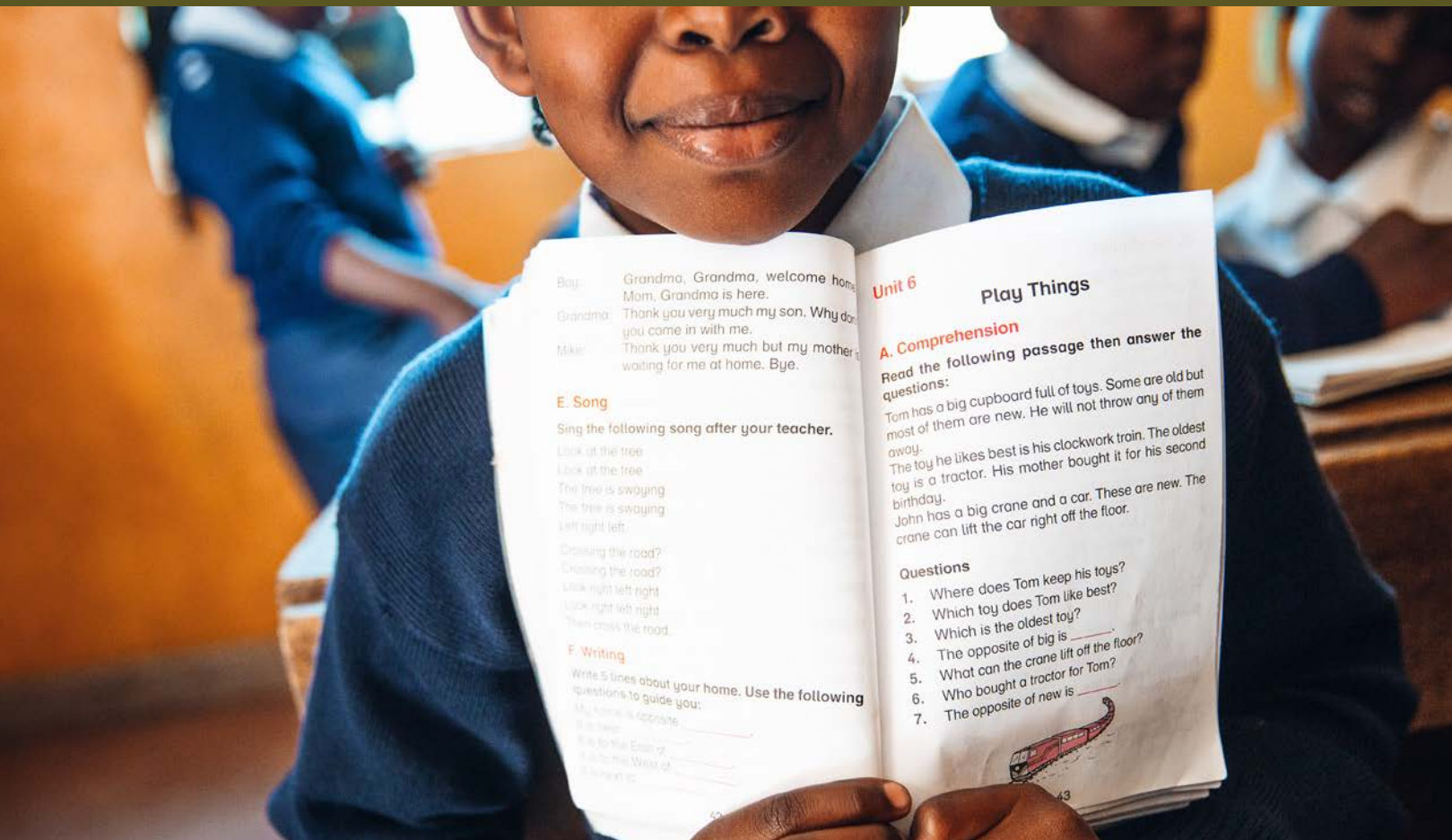
This fee did not have any particular formal purpose, but appeared to be a form of graft. While seeking to maintain positive community relations, our team, led by Mr. Wesonga, remained resolute in upholding the integrity of our organisation, and tactfully sought to win over the local leadership by highlighting our work serving the children of Mathare.

Despite these challenges, our relationship with the Mathare North community remains strong. We have been employing local residents for labor-intensive maintenance work at our school, which has provided meaningful opportunities for families to earn a living. This partnership reflects our belief in empowering communities through collaboration and mutual respect.

Access to clean water, a basic necessity, is another hurdle in Mathare. While Nairobi County has made strides to provide water to residents, illegal water points in Area 3 of Mathare North have been diverting this resource, forcing families to purchase water at inflated prices. eduKenya has been exploring different avenues to advocate for equitable access to water for our community.

In 2024, the long rains brought severe flooding from the nearby Nairobi River, devastating homes in Mathare which were located along the riverbank. Several families connected to our school were displaced, and subsequent government evictions along the riparian zone further impacted our community. Through these hardships, we continued to support our students' families, by providing some much needed food relief and additional support following the flooding.

Through all these challenges, eduKenya remains resolved in our work. We continue to be focused on providing a safe and nurturing environment for Mawewa's students, while also continuing to maintain our relationships in the community and working to remain a pillar of integrity and locus of real transformation in Mathare.



Camp Chronicles

At eduKenya, our mission is to empower students to envision a future beyond the Mathare slums through transformative education and character development. The Senior Leadership Program (SLP) at Chelezo School is a cornerstone of this vision, progressively equipping our students with the skills, resilience, and values needed for adulthood.

Program Overview

The SLP is a four-year initiative designed to build character and leadership among Chelezo High School's students. Through activities such as hiking, camping, mountain climbing, and rock climbing, learners develop teamwork, self-awareness, and resilience. The program begins in Form 1 with a three-day mentorship camp focused on self-discovery and career exploration, helping students explore their personalities and more clearly identify their aspirations. It concludes in Form 4 with a three-to-four-day residential mentorship camp in Murang'a, held in August before the end of year Kenya Certificate of Secondary Education (KCSE) exams.

2024 Mentorship Camp: Fostering Teamwork and Faith

The 2024 Murang'a Mentorship Camp, welcomed 30 Form 4 students and their teachers to a rural campsite. Facilitators Mr. Ngumba, Miss Purity, and Nesh led the program, emphasizing teamwork and spiritual reflection. The camp's theme, "Fostering Teamwork," encouraged students to build strong bonds, while sessions prompted them to explore their personal relationship with Jesus.

Upon arrival, students located and settled into their tents, and thereafter gathered for a devotion led by Mr. Ngumba, setting a reflective tone. Divided into two teams, The Mambas and The Builders, the learners engaged in friendly competitions designed to test collaboration and emotional resilience. The activities included a 13-kilometer impromptu hike and team-building exercises that challenged students to practice self-control and perseverance. These experiences fostered unity and strengthened interpersonal skills.



Overcoming Challenges

The 2024 cohort of 30 students exceeded the typical SLP class size of 22–24 students. This presented some logistical and disciplinary challenges. Our dedicated facilitators and teachers adapted by providing additional individualized attention to each learner. Their concerted efforts created a supportive environment, enabling all the students to thrive despite the larger group size.

Measurable Impact

The Murang'a camp yielded transformative results. Upon returning, students exhibited improved discipline, focus, and determination, with a noticeable reduction in disciplinary issues. This shift translated into academic improvement, as the cohort performed better in their KCSE exams, surpassing expectations. These outcomes underscore the SLP's role in fostering character, teamwork, and academic excellence.

Looking Ahead

The 2024 Senior Leadership Program demonstrates the power of intentional mentorship and experiential learning in shaping resilient, purpose-driven, focused individuals. As we move forward, eduKenya remains committed to expanding opportunities for Chelezo High School students to grow, lead, and succeed beyond the classroom.

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Daniel Ngugi



In times of trouble, when you are unable to pray, the Holy Spirit in us is going to come through and He is going to translate our prayers to God into words that He can understand.



My name is Daniel Ngugi, and I'm a Form 4 student at Chelezo High School. In the future, I aspire to be someone who makes a difference in people's lives, someone who brings joy and smiles to others. My main goal is to become either a doctor or a professional in computer science.

Last term, I participated in several co-curricular activities, including basketball and music festivals. While I enjoyed them, I also faced challenges particularly with my health. Performing on stage triggered stage fright, but I had to overcome it. My main motivation was that I wanted to bring victory to Chelezo, make myself proud and have an attitude towards winning.

I also played basketball. In the course of preparing for a basketball tournament, we had issues with our court, which is an outdoor dirt court. Although we have had some help with leveling it, it was a while before we got enough good balls to play with. Due to the nature of the court, the balls would burst and we kept replacing them, until we finally got good quality balls that made playing basketball a whole lot better. My prayer is that eventually the basketball court will be renovated and become better to help students with the talent and love for the game becoming even better and bring victory to our school.

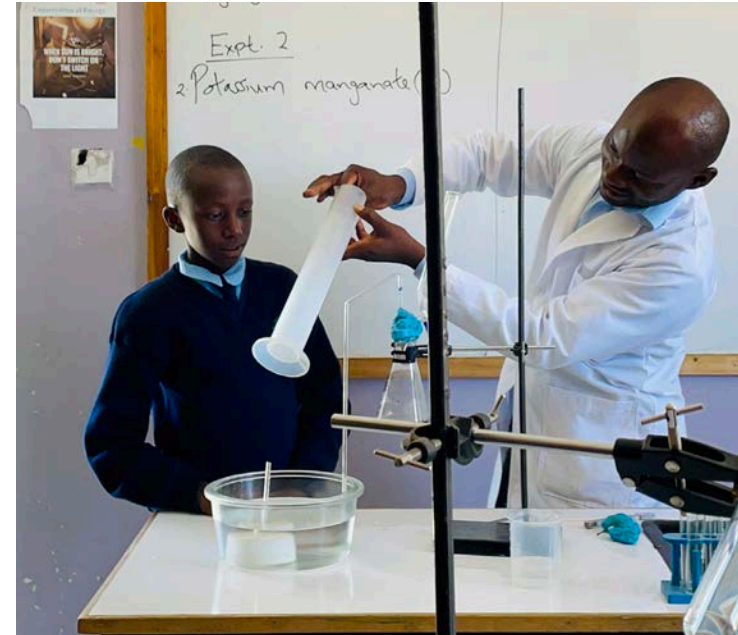
In third term, there aren't lots of activities I am engaged in, mainly because I am in the last few months of school and have National Exams coming up. I think the thing that I expect from myself is to get the best grades that I can get at the end of the year. This will determine where I'll go to further my studies. Another thing that I expect this term is to grow in faith, to know Christ more, as our milestones say. I need to be aware of who the Lord is, how Christ runs in my life, and how He's helping me daily. I want to grow closer to Him as I develop a keener awareness of His work within me.

The thing that I have liked most in Chelezo High School is how we are together as one. We help each other. I would like to thank all my teachers and eduKenya because they have played a big role in my life. They have helped me know how to navigate and implement the milestones incorporating them in my every activity, which has been a key part of my life. Following the milestones that we have been taught, growing in Christ, I have gotten to love a certain verse in Romans which talks about the Holy Spirit that dwells within us. (Romans 8:26-27)

In times of trouble, when you are unable to pray, the Holy Spirit in us is going to come through and He is going to translate our prayers to God into words that He can understand. This is a very strong word that shows me to continue pushing on through life, through the challenges that I may face.

Stem Highlights

At eduKenya, we are committed to fostering academic excellence and practical learning to empower our students. In 2024, our Mawewa Primary and Chelezo Schools achieved notable successes in science, mathematics, and agriculture, reflecting our mission to provide holistic education. Below is an update on these accomplishments.



Science and Mathematics Excellence at Mawewa Primary School

Mawewa Primary School's Grade 8 learners participated in the 2024 Private Schools Science Congress, showcasing projects in Mathematics, Agriculture, and Science. Demonstrating exceptional skill and innovation, our students secured 1st place in Mathematics and 2nd place in Agriculture. The Mathematics project advanced to the finals, competing against other schools in the Nairobi Metropolitan region.



Junior Secondary School Agricultural Project at Mawewa

As part of the National Examinations in Kenya, Mawewa Primary School's Junior Secondary School (JSS) students undertook a hands-on agricultural project. The students planted and nurtured coriander and cowpeas, diligently documenting the crops' growth stages. Their efforts culminated in a modest harvest, which was equitably shared among the participants. This project reinforced practical learning, equipping students with valuable agricultural skills and a deeper understanding of sustainable practices.



Form 4 Agricultural Project at Chelezo High School

The Chelezo High School Class of 2024 engaged in a National Examinations Agriculture project focused on maize cultivation. Each student was allocated a small plot to apply classroom theory to practical farming. The project, graded in July 2024, yielded favorable results, reflecting the students' hard work and ability to translate academic knowledge into real-world applications.

Ms. Mercy Okado



My desire is to see every one of our learners transition to colleges and universities, taking advantage of the things they learn there to transform their lives and communities.



I joined eduKenya's staff in 2018, working as a Biology and Chemistry teacher, at the Chelezo High School. I was then known as Mrs. Otieno. Late in 2019, I had a lot of family issues that really needed my attention, and the biggest challenge was managing my household remotely. My family was back in Siaya County, in the Western part of the country, and I was working all the way across the country in Wote, Makueni County which is in the Eastern part of Kenya. Due to the many challenges that occurred at that time, I left eduKenya at the beginning of 2020 and stayed away for a full year, trying to pick up the broken pieces of my life, in particular my marriage. I came back to Chelezo in 2021, broken, humbled, yet with a strengthened faith and a changed name due to my marriage ending. I came back as Ms. Okado. The transition of the name was not easy for the students who had been there when I was Mrs. Otieno, and there were unspoken questions I could read in the eyes of my colleagues. When I returned to Chelezo 2021, it became a place that was more than a workplace; it became a place of refuge and sanctuary for me.

eduKenya has been my family, my place of rest and growth. It was a place where I got to know Christ more. Over the past years and particularly through 2024 I took all aspects of my life seriously, my physical well-being, spiritual life, and even my approach to teaching the students. My academic teaching strategy adjusted also based on the new person Christ was making me. For one, as a teacher of Biology and Chemistry, Chelezo laid great emphasis on encouraging all my students to take up the sciences. In particular I worked with the girls to change

their mindset about Science and Mathematics, and so far, I can say there has been improvement in the uptake of Physics, by girls and improved performance in Biology and Chemistry which are mandatory subjects at Chelezo.

However, even as I note the improvement in the area of sciences among the Chelezo students, I recognize that Biology, Physics and Chemistry are very practical subjects and so teaching them like one would teach History does those subjects an injustice. Unfortunately, our nationally mandated curriculum involved the teacher pumping theoretical knowledge to the student and expecting the students to memorize what they have been told without necessarily learning how to use that knowledge to better themselves and the environment around them. This system rewards memory. Yet science is a practical subject whereby the students have to be involved practically, for instance in mixing chemicals, putting crops in the ground and watching the changes as those plants grow, dissecting plants and animals and then collecting and analyzing the data to come up with practical solutions to practical problems. Luckily the curriculum is now being changed, hopefully for the better.

My encouragement to our learners is that there is life beyond Mathare, there is life beyond Form 4 (12th Grade). My desire is to see every one of our learners transition to colleges and universities, taking advantage of the things they learn there to transform their lives and communities.

Ravaged by Floods

During the long rains of March and April 2024, Kenya experienced excessive rainfall, leading to severe flooding that caused widespread destruction. Mathare, where most of our learners reside, was particularly hard-hit due to its proximity to the Nairobi River and the fragile construction of many homes, often made of iron sheets with weak or no foundations. When the river overflowed, the Matopeni area near Mawewa Primary School saw numerous homes swept away or inundated, displacing families and destroying scarce household items like mattresses, clothes, and food. Many of our learners were directly affected, with their homes flooded and belongings lost. Nationally, Kenya's education sector also faced significant disruptions, as submerged schools, destroyed classrooms, and lost materials forced the government to indefinitely postpone school reopenings. Schools unaffected by flooding, including ours, served as temporary shelters for thousands of displaced families, further complicating the academic calendar.



Community Compassion and Support

Amid these challenges, eduKenya's commitment to our community shone through. Our security personnel, Mr. Juma exemplified our core value of compassion by going beyond his duties. He navigated muddy paths and flooded alleys to visit affected learners' homes, ensuring families were safe and accounted for. His dedication provided reassurance to students and guardians, reinforcing the strong sense of care at the heart of our work.

EduKenya responded swiftly to support affected learners. We provided essential items such as clothes and food to families in need, ensuring no student was excluded from rejoining school due to lack of resources at the start of the term. In partnership with Incentive Travel, a local Kenyan business, we offered emotional and physical support, including prayers and direct assistance, to help families rebuild. These efforts underscored our role as not only an educational institution but also a beacon of hope in times of crisis.

Resilience and Academic Determination

On May 13, 2024, schools nationwide reopened with limited preparation time and no extension to the academic calendar. Despite these constraints, our learners demonstrated remarkable resilience. Rising above the loss and disruption caused by the floods, they returned with determination to succeed academically, driven by a vision to transform their lives and communities.

Looking Ahead

The 2024 floods tested our Mathare community, but they also revealed the power of compassion, partnership, and resilience. We are grateful for the dedication of our staff, the support of partners like Incentive Travel, and the unwavering spirit of our learners. Moving forward, eduKenya remains committed to supporting our students, providing as many opportunities that we can to thrive, no matter the challenges they face.

Property Management and Maintenance Update

We are dedicated to creating safe, accessible, and functional learning environments for our students at the Mawewa Primary School located in Mathare North and Chelezo High School, located in Wote in Makueni County. In 2024, we undertook significant maintenance and infrastructure improvements at our Mathare rental property, Mawewa Primary and Chelezo High Schools, and our Mitaboni land, all in an effort to support our educational mission. Below is an overview of these efforts.



Mathare Property Management

Our Mathare property was diligently maintained to serve both community and organizational needs. We continued to house our offices on the ground floor of the building, while the facility housed 24 paying tenants and 1 non-paying tenant (an eduKenya staff member), ensuring efficient use of the space while supporting our operations. Regular upkeep of the property sustained its functionality and value throughout the year.



Mawewa Primary School Maintenance

We prioritized hygiene and functionality through targeted maintenance projects. Plumbing upgrades were completed for washrooms, and piping was installed to sinks across all three floors, enhancing sanitation for students and staff. Routine repairs, including classroom floor maintenance, student furniture upkeep, drainage improvements, and sewer unblocking, were conducted during school breaks to minimize disruptions during the academic term. These efforts ensured a clean and conducive learning environment.



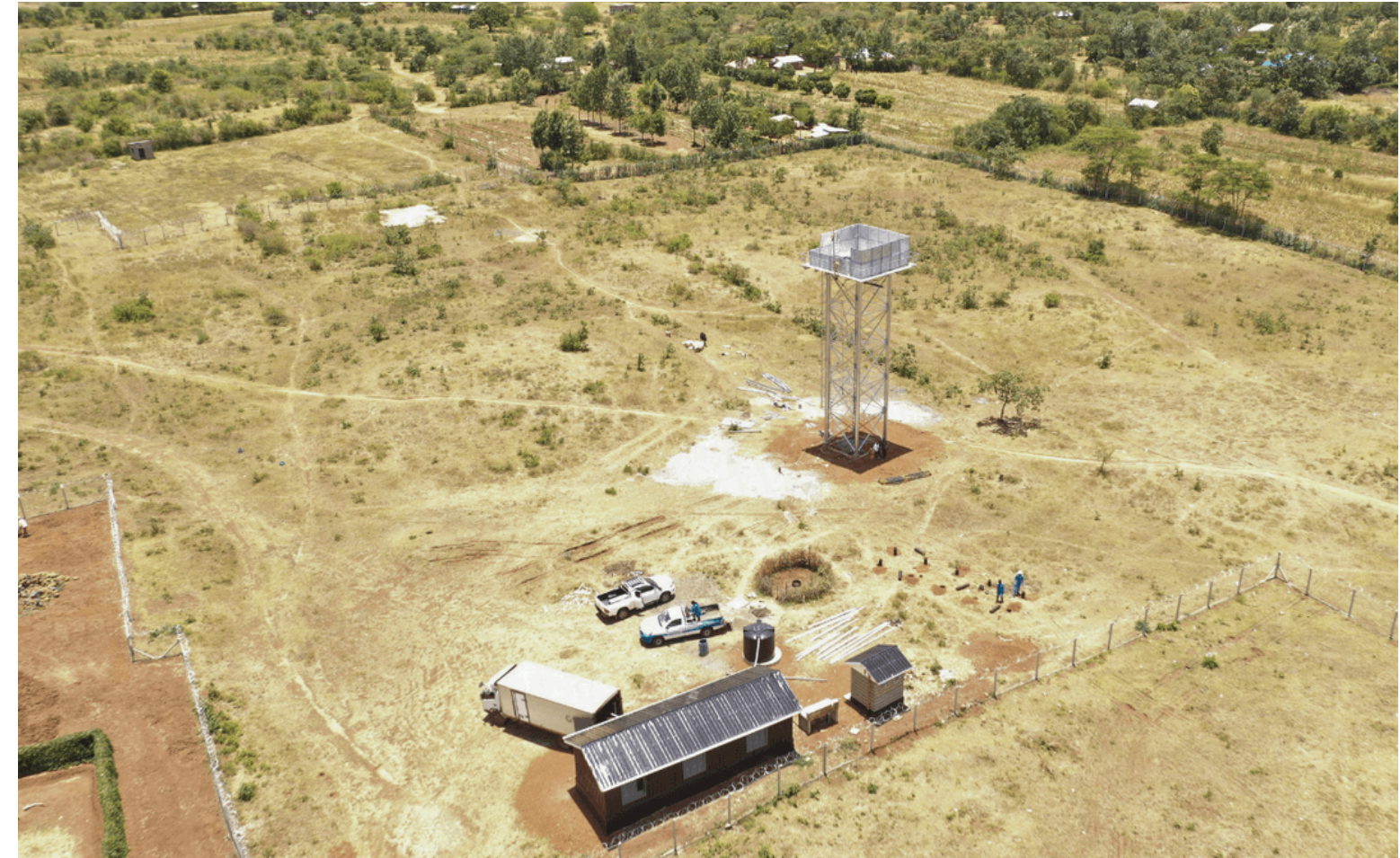
Chelezo School Infrastructure Enhancements

To ensure accessibility, Chelezo High School underwent some refurbishments to accommodate a Form 1 learner who uses a wheelchair. Pathways, classrooms, stairs, washrooms, and the boys' dormitory were upgraded to improve mobility.

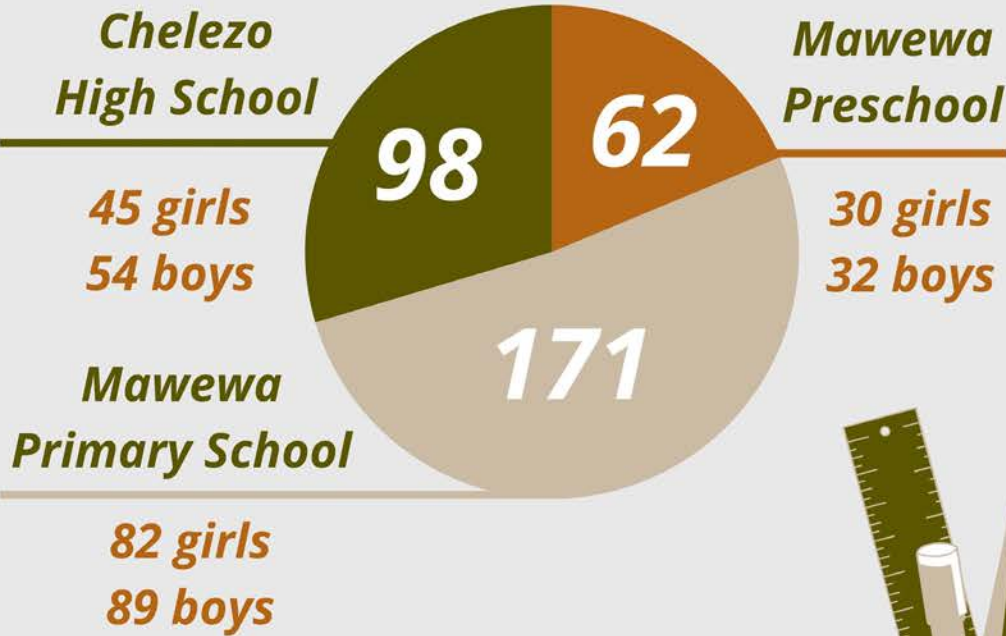
Additional improvements to the property included plumbing upgrades for drainage at the washing area, construction of a water tank base, and cleaning and repair of roof gutters to enhance rainwater harvesting. These efforts bolstered water supply during the dry months before the April long rains. To address intermittent power supply, a backup generator was installed, connecting classrooms and dormitories. Solar security lights were also added, improving safety across the Chelezo High School property.

Mitaboni Land

In 2022, eduKenya purchased 15 acres in Mitaboni, Machakos County, Kenya, which is about 1 1/2 hours from Mathare. This property will be the future home of our Chelezo High School, which is currently housed in a rental property in Wote in Makueni County, about 3 hours from Mathare. In 2024, we continued to farm on the land and harvested 135 kgs (297 lbs) of maize, that was used to supplement our feeding program. We also finished the process of fencing the entire property. At the end of 2024, we began the process of developing a borehole on the property through a partnership with The Well Coffeehouse, a mission minded Nashville, TN company.



331 Students in 2024



Academic Highlights

Mawewa Preschool: The teachers used different strategies while teaching that improved the overall performance of the Preschool learners.

Mawewa Primary: Creative Arts in Grade 2 showed the most significant improvement.

Chelezo School: There was notable improvement in Math, Physics and History in 2024.



Number of meals served in 2024



Amount of food harvested from farming activities:
135kgs of maize that was used across our three schools for a week of lunches.

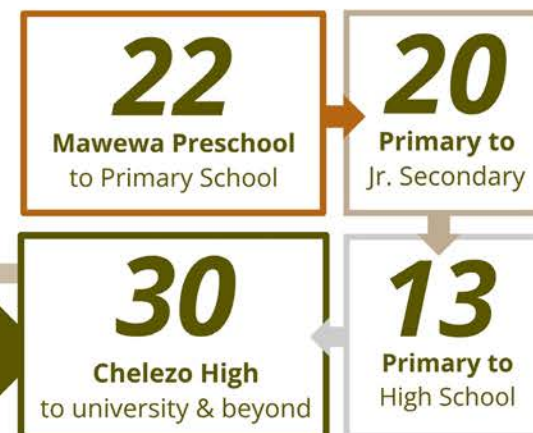
144

Number of days of instruction in 2024

This was lower than normal due to flooding across the country

Student Advancement

Total Number of Grads: 120



6 alumni graduated from university!



Mentoring Hours per Student

21

Mawewa Primary

118

Chelezo High

24 hrs during care groups,
16 hrs of career mentorship,
72 hrs mentorship at camp
life skills and readiness for life
outside school
6 hrs university guidance

12 Senior Leadership

20 Teachers

8 School Leadership

30 Support Staff

Staff Snapshot!



Abigael Wangare Wambugu



I want to ensure that I touch a heart the same way that eduKenya touched my heart. God bless eduKenya for everything that they have done for me



My name is Abigael Wangare Wambugu, born and raised in Mathare. I come from a family of four children raised by a single parent after the passing on of our father a few years ago. The biggest struggle that we face as a family is taking care of our autistic brother. His care comes with a lot of challenges that have put a strain on the family, emotionally as well as financially.

My journey with eduKenya began in 2009 in baby class, when it was still the Kwa Watoto project. It later became Mawewa School. I sat my KCPE exams (final elementary school exams) during COVID in 2020. I passed well enough to join Chelezo High School in the year 2021. Going to Chelezo meant a lot to me. First of all, it was a positive change in my life. It is at Chelezo that I got to know God for who He truly is, and got a deeper understanding and appreciation of what He has done in my life.

One of the highlights of my time in Chelezo is the Senior Leadership Program that exposed us to the outdoors and from those excursions I learned valuable lessons, the most crucial one being facing my fears and boldly taking on challenges that come my way. From the SLP I came to know who God is. It is when you are tired and things are hard that your true self comes out and the truth about God is also visible. I also learned that

challenges are common to all people; and what I must do is turn those challenges into opportunities that work to my advantage and for my good, and the good of those around me. I also learned that nothing comes easy in life and any success I achieve is often a result of having had to face a struggle.

I also learned from my experiences as a student at Chelezo that I am a girl that does not give up easily. In Chelezo I came face to face with people who did not give up, despite the challenges they faced at home and at school. This made me know that giving up in life should never be an option for me. On matters of faith, I learned that Jesus is the giver of everything and He knows when to give and when to withhold, and this is not because He wants to punish, but entirely because of his deep and abiding love for His children, of whom I am one.

My greatest desire is to further my studies either at university or college. I want to be a nurse. I want to ensure that I touch a heart the same way that eduKenya touched my heart. God bless eduKenya for everything that they have done for me. I pray that I will give back to society the same way eduKenya gave to me: freely, lovingly and generously.

Financial Snapshot

Fiscal Year 2024

eduKenya regularly monitors program budgets and costs to ensure that resources are maximized and used for their intended purposes. Annual audits and reviews are conducted by Certified Public Accountants.

We are dedicated to the highest standards of financial stewardship and accountability to both our donors and the people we serve. We are committed to efficiently and transparently utilizing the resources entrusted to us.

Here is the unaudited statement of our financial position for the year ending December 31, 2024.

Support & Revenue

Individual	\$717,715.00
Business/Corporate	\$55,467.00
Church	\$77,758.00
Non-Profit	\$37,703.00
Other	\$44,836.00
Rental Income	\$10,724.00
School Fees	\$26,113.00
Skill Training	\$8,659.00
TOTAL	\$978,975.00

Assets

Current (US)	\$557,446.00
Current (Kenya)	\$92,290.00
Fixed (US)	\$4,235.00
Fixed (Kenya)	\$744,817.00
Total	\$1,398,788.00

Expenses

Program (Schools, Skills, Community Support)	\$584,150.00
US Administrative	\$181,636.00
Kenya Administrative	\$15,336.00
Fundraising	\$176,088.00
Total	\$957,210.00

Other

Restricted funds released for New High School Property	\$221,751.00
Total	\$221,751.00

Liabilities

US	\$112,970.00
Kenya	\$60,131.00
Total	\$173,101.00





eduKenya Leadership Team

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Contacts

Webpage: www.edukenya.org
Email: info@edukenya.org
Facebook: facebook.com/edukenya
Instagram: [edukenya_official](https://instagram.edukenya_official)
Phone: 610-765-1126

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Nolensville, TN 37135

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Donations

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