

**Daraja Academy  
Grassroots Girls Project Final Report**

Organization Name:	Carr Educational Foundation/Daraja Education Fund
Program Title	Daraja Academy Grassroots Girls
Grant Amount:	\$19,875
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**2. OUTCOMES THE GRANT WAS DESIGNED TO ACHIEVE.**

Grassroots Girls is a high school club located at Daraja Academy, Kenya. The purpose of the grant and program was to help students understand their role in their communities and improve their skills and knowledge of community organization.

The objectives of the program are

- 1- To teach our students leadership skills and the basics of grassroots organizing.
- 2- To illustrate how to employ those leadership skills in a real life context through the development of grassroots organization that will benefit their communities and their country.

**3. ACCOMPLISHMENTS:**

We truly feel like we have met our objectives with this program! It was so great to see the program unfold over the year. Daraja Grassroots Girls were able to learn the basics of grassroots organizing from experts in their field—GROOTS Kenya. Members of the GROOTS team made the 4-hour journey from Nairobi to the school campus to deliver a curriculum they had designed. Students spent time in class learning the basic systems and tools from people who have actually established organizations—and learning a “bottom up” approach. They were able to ask questions and participate in activities that made the concepts practical. They learned how 2 women started an income generating activity in the Mathare Slums of Nairobi. Our interim report, GROOTS shared their perspectives on the program and a short summary of their activities.

The most impactful part of the program was a 3-day tour of Womens-based organizations in both our local area an in Nairobi. Daraja Grassroots Girls were also able to observe techniques and tools for grassroots organizing in real life situations and to listen to these women share their stories and experiences. Additionally, the students were able see successful income generating activities, They learned the necessary steps to start one and began building plans to start one that will be launched in 2016. Our Principal, Victoria Gichuhi's summary of activities is attached.

Simultaneously as they were learning from GROOTS, students were practicing public speaking and confidence building. They attended conferences and competitions held in Nairobi and Nyahururu to learn more about leadership and to practice their public speaking.

The end result is that the 44 girls who participated in this pilot program have a much stronger skill set in leadership and community building than their school peers. We were able to document as we went along so that we can take the items learned from GROOTS and from this experience, and include it in our leadership and empowerment curriculum. The curriculum revision will be done by mid-July 2016.

#### **4. CHALLENGES**

Due to the timing between applying for the grant and receiving the grant award, our program methods changed because we thought we hadn't received the funds. We were so grateful for the award and we then reconfigured our schedule but the program started 2 months later than planned, in March 2015. The plan continued behind schedule because of other activities that came up that required the same group of girls to participate. However, we were able to "catch up" between September and Mid November as the school schedule allowed for more sessions as there were less competing activities held.

As this was a pilot program, we definitely learned as we progressed. Over the August break, the students were sent to shadow adult community grassroots organization leaders in their home areas in order to learn how to effectively run their own grassroots organizations. We had great difficulty finding really good examples of women's-based grassroots organizing in the students' home areas—they come from many communities across Kenya. Unfortunately, GROOTS Kenya is a busy office and was unable to coordinate activities with groups with whom they had relationships. But we found success by focusing on single premier examples of grassroots organization started, staffed, and completely run by women in the Likii Village in our local area and in the Mathare Slums. GROOTS coordinated this trip.

#### **5. PROGRAM DIFFERENCES FROM PROPOSAL**

There were no significant program differences from our proposal for the program held in Kenya.

However, the U.S. supporting organization, Carr Educational Foundation, changed their name to Daraja Education Fund. And they experienced some staff turnover with their Executive Director Position. The founder of Daraja Academy and Daraja Education Fund, Jenni Doherty, transitioned from Daraja Academy Head of School to Daraja Education Fund's Executive Director.

## **6. LESSONS LEARNED**

We learned the most essential pieces to grassroots organizing from a practical Kenyan perspective. We were able to document the pilot program and the coursework, which in turn will be included in the leadership and empowerment program already in existence on the campus.

We learned the value of working with experts and really strong partners. We couldn't have had a better partner than GROOTS. They were really great to work with and so willing to focus on this trans-generational project, to commute 4-hours from Nairobi to the school campus, and to connect us the best they could to strong examples of grassroots organizing. When we attempted to work with less effective partners, like some of those women's groups in our students' home areas, our success was minimal and limited.

Grassroots organizations are primarily based on the understanding of human rights. We quickly learned that our girls' knowledge and understanding of human rights was slightly lacking. The GROOTS facilitators were able to do a quick crash course in human rights prior to visiting the Mathare Slums, but we really needed to provide a stronger base in human rights prior to participating in the program.

## **7. CHANGES IN ORGANIZATION AS A RESULT**

The lessons learned from this program will be incorporated into our existing leadership and empowerment curriculum. Our fourth year curriculum will receive an overhaul to include lessons on how to organize and register an organization, the purpose of income generating activities and how to start and manage them, and the role of human rights in creating and guiding these types of organizations. grassroots Additionally, we have designed a new evaluation and revision of the other topics to be done in 2016,

## **8. UNEXPECTED EVENTS/OUTCOMES**

When we asked the girls what they learned, they said:

*It was amazing to learn that a HIV positive lady in Nturukuma, Nanyuki would be able to raise a family and deliver a HIV negative baby boy. This lady inspired me since she never gave up on life. She retired to farming and it has indeed raised her living standards. The young ladies from Mathare slums, Nairobi I was also inspired by the way they viewed their life. Their ways of generating income really influenced me to do a similar thing. Their powerful mind and their strong will. This tour has been the most inspiring tour I have ever taken.*

*Learning is a long life experience. We as the grassroots girls have had a lot of experience and teachings from GROOTS Kenya. We have acquired various skills and knowledge that has created a lot of impact on us. We will*

*never be the same again as we are now transformative leaders in many aspects of life. Also getting to go to Mathare has made us be more open minded and appreciative. We interacted with the girls there and all they did was make us strong and we joined hands with them in the aim of empowering and raising a girl child. We are changing the phrase "Women are there to be seen," to "Women are there to take control and to be heard."*

*On the first day we went to Likii where we met grass root women. The women apply skills learnt during grass root seminars to improve themselves, for example climate change whereby women are taught on how to use the small piece of land to curb the negative climate changes. The second day we were taught on how to write proposals, come up with the group's mission and vision. Indeed we have implemented this since we are in the process of making a vision for our group. The third day was the most exciting part of it when we went to Mathare and learnt about teenage relationships, how to make soap and others. It was very inspirational.*

*The experience I had during the grass root training was amazing since I learnt on the income generating activities like making of soaps. I also learnt that I should take the leadership role in my community without fearing the male counterparts since us women also have a voice in the community. The most interesting part of it is when I visited the Mathare slums, since I got to interact with young ladies and I was really inspired by the things they do in their societies.*

Additionally, one unexpected outcome of this program was during their winter school break at the completion of the program, nearly 30% of the girls who participated in the Grassroots program chose community service projects with women's groups in their areas rather than in the traditional schools, hospitals, and churches. Daraja requires 30 hours of community service each year as a way to pay forward their scholarships. We were SO impressed that they sought out organizations to further the knowledge they gained in the pilot program.

## **9. CHANGE OF STRATEGY**

Besides small course corrections and being creative in how we overcame some of the obstacles, like finding good examples of successfully run women's organization, we feel that there were no major changes in strategy. We were very deliberate when we crafted this program and we were specific in the outcomes we hoped to achieve.

## **10. IMPACT**

This program was designed as a pilot for approximately 44 sample participants with the intention that all 109 students would benefit as the participants organically shared what they learned. Additionally, this program has changed the way that we will teach our Form 4 leadership and empowerment curriculum "Agents of Change". The curriculum, activities, and field trips experienced in this program will be incorporated throughout our 4-year leadership and empowerment program, thus affecting every student who comes through the Daraja Program.

Our *Unexpected Results* also had this program indirectly affecting over 200 people when the girls went back to their home areas and performed community service in women's groups. We were so proud of them! They literally took home the skills they learned and practiced them in their home areas.

Whenever we write about our "small" impact, we remind ourselves of the exponential effect of education for girls. It will take some time to see the long term effects of this program—we can just imagine a time when we will no longer have difficulty finding good examples of successful women-led organization because the Daraja graduates will be leading them!

## **11. EVALUATION**

Methods of Evaluation used included observation, informal conversation assessments, anecdotal evidence, review of community service logs, and curriculum documentation

44 Participants self-nominated to participate and 100% participated in all activities – this can also be attributed to a boarding school environment.

At the completion of the program, 61% of participants volunteered in community based groups during their holiday break.

Quality of presentation increased in county-sponsored Music Competitions that include public speaking—5 students progressed to the regional levels.

Students returned from their field trip to Mathare Slums in Nairobi talking about the successful methods the program used to push forward women's rights in the area.

Participants of the program self-identified as leaders for change and expressed a desire to change their communities.

Daraja has permission and has received a copy of the curriculum provided by GROOTS Kenya that will be introduced into Daraja's leadership and empowerment program.

## **12. FUTURE OF PROJECT**

As mentioned in the *Challenges* section, one difficulty in the Grassroots Girls Pilot program was that Daraja students only had a limited understanding of how human rights impacts grassroots organizations and a stronger foundation was needed. To remedy this, we envision extending this program and shifting its focus to Human Rights. We'll work with the same group of Grassroots Girls, but the coursework will be taught by international peace educators. In this way, we hope to provide a stronger human rights base to our students in preparation for them to become grassroots leader. In some ways it will be shifting the focus from local to global. See Attached Appendix 2.

## **13. SUMMARY OF EXPENSES**

Summary of expenses for 2015 are below. Generally accepted accounting principles and best practices were utilized in the tracking of expenses. Physical receipts are held onsite at Daraja Academy and available for review.

	<i>Interim Report</i>	<i>End of Year</i>	<b>Total Actual</b>	<b>Total Budget</b>	<b>Var</b>	<b>Comments</b>
<b>PERSONNEL EXPENSES</b>						
Salaries	\$222	\$3,500	\$3,722	\$3,750	\$28	2nd half of the program required more personnel time than 1st half
<b>SUB-TOTAL PERSONNEL EXPENSES</b>	\$222	\$3,500	\$3,722	\$3,750	\$28	
<b>PROGRAM SERVICES &amp; SUPPLIES</b>						
Grassroots Leadership Shadow Training	\$880	\$352	\$1,232	\$750	\$(482)	Daraja girls had a 3-day seminar to shadow grassroots organizations
Income Generating Activities for Grassroots Girls		\$455	\$455	\$1,000	\$545	Purchased beadwork items; began crafting curio items, but full income generating activity yet to be developed.
Trainings and Conferences for Grassroots Girls	\$1,761	\$435	\$2,196	\$3,750	\$1,554	
Grassroots Leadership in Action	\$100		\$100	\$1,150	\$1,050	Unable to connect to successful women's groups in students home areas
Community Service to Establish a Women's Group Presence in Nanyuki / Laikipia				\$750	\$750	Ran out of time
WISH Curriculum Development	\$250	\$900	\$1,150	\$1,150	\$-	
Competition fees	\$335	\$670	\$1,005	\$1,000	\$(5)	
<b>SUB-TOTAL PROGRAM SERVICES &amp; SUPPLIES</b>	\$3,076	\$2,812	\$5,888	\$9,550	\$3,662	
<b>NON-PERSONNEL EXPENSES</b>						
Office supplies	\$100		\$100	\$500	\$400	
Food and accommodations for field trips	\$350	\$116	\$466	\$1,500	\$1,034	
<b>SUBTOTAL OF NON-PERSONNEL EXPENSES</b>	\$450	\$116	\$566	\$2,000	\$1,434	
<b>OTHER</b>						
Transportation for Grassroots Girls Partnerships				\$2,250	\$2,250	Transport was included in Training Fees
Transportation for Sports and Public Speaking Competition	\$788	\$1,021	\$1,809	\$1,650	\$(159)	Students progressed to the Regional levels!
Donations for Community Service/Partner Community Based Organizations		\$486	\$486	\$675	\$189	
<b>SUBTOTAL OF OTHER EXPENSES</b>	\$788	\$1,507	\$2,295	\$4,575	\$2,280	
<b>TOTAL EXPENSES</b>	<b>\$4,536</b>	<b>\$7,935</b>	<b>\$12,471</b>	<b>\$19,875</b>	<b>\$7,404</b>	

We would like to request that the balance of funds \$7,404 be extended to 2016's continuation of the Grassroots Girls Program and its focus on human rights education.

#### **14. EFFECT OF DFW ON PARTNERSHIPS**

Many stakeholders in the United States have commented over the past year on the partnership with Dining for Women, treating this grant award as a front line vetting of the organization.

In Kenya, this grant allowed us to be a full partner with GROOTS and not just a client. Additionally, the Daraja participants are more active in community based groups than ever before and raising the profile of the school.

*Dining for Women may use the content of photos, videos, artwork, and music for the purpose of promoting the Daraja Academy as long as proper credit is paid to the artists.*

**Appendix 1: Continuation of Grassroots Girls Program**

The entire purpose of the Grassroots Girls and WISH program is to develop our girls into leaders, both at school and in their communities. The Daraja Academy curriculum has a strong emphasis not only on academics, but how to teach others what you have learned. As they teach those in their community and perform community service, the girls will be modeling leadership. Additionally, by shadowing the leaders of grassroots organizations, they will see first hand what it takes to be a leader in an everyday environment. They can take this knowledge with them wherever they go and put it into practice. Our girls gain additional confidence and leadership skills through their participation in various clubs and sports teams on campus. The Daraja Academy has recognized that the Grassroots Girls Club will be strengthened by learning more about our basic human rights and collaborating with global peace educators. We have planned the following activities:

- Visit 2-4 community based organizations (CBOs) and NGOs working to advance social change.
- Develop a collaborative partnership to work with peace and human rights educator, Katie Zanoni, as a Club Mentor.
- Participate in 3-4 web-based interactive mini-workshops with Education for Transformation.
- Participate in the Defying Extremism Dialogue, coordinated through the Joan B. Kroc Institute of Peace and Justice at the University of San Diego as part of the Women Peace Makers Program.

Goal	Activities	Expected Outcome
<p><b>Visit community based organizations in Kenya working toward social justice (i.e. peacebuilding, human rights, social entrepreneurship, gender equity)</b></p>	<ul style="list-style-type: none"> <li>• Enhance collaborations with CBOs in Kenya through site visits by Club Mentor and Program Development Officer</li> <li>• Field trips for students to visit CBOs and conduct informational interviews</li> <li>• Report back findings from student informational interviews to larger community at the Daraja Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Students will practice research and interview skills through preparing and conducting informational interviews</li> <li>• Students will increase understanding of grassroots social movements occurring in the country related to social justice.</li> </ul>
<p><b>Gain mentorship from Peace &amp; Human Rights Educator Katie Zanoni</b></p>	<ul style="list-style-type: none"> <li>• Develop a Memorandum of Agreement and set goals for 2016</li> <li>• Students will communicate with Educator on a monthly bases (e-mail or via Skype) to provide meeting minutes, updates on activities, and identify needs or support requested</li> </ul>	<ul style="list-style-type: none"> <li>• Students will gain formal mentorship through on-going communication with the Educator to support the Club members to attain their goals and identify areas that require further professional development.</li> </ul>



Goal	Activities	Expected Outcome
<p><b>Club members participate in 3-4 web-based interactive mini-workshops facilitated by members of Education for Transformation</b></p>	<ul style="list-style-type: none"> <li>Identify topics of interest for workshops based on goals for the year</li> <li>Actively prepare for and participate in each workshop</li> <li>Report back key lessons learned from the workshops to the larger Daraja Community</li> </ul>	<ul style="list-style-type: none"> <li>Students will enhance skills and knowledge as community organizers and peacebuilders</li> </ul>
<p><b>Student representatives participate in the Defying Extremism Dialogue</b></p> <p>(Dialogue is coordinated through the Joan B. Kroc Institute of Peace and Justice at the University of San Diego as part of the Women PeaceMakers Program. Nominated PeaceMaker, Alice Nderitu, is facilitating the Dialogue and visited the Daraja Academy in 2013.)</p>	<ul style="list-style-type: none"> <li>Identify 2 - 4 students interested in attending the Defying Extremism Dialogue</li> <li>Prepare students for the Dialogue through either a Skype session with Club Mentor</li> <li>Participate in Dialogue</li> <li>Report back to the Daraja Academy community (facilitate a mock dialogue?)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be exposed to a formal dialogue process focused on extremism and practice skills participating in the process.</li> <li>Students will gain knowledge about issues related to extremism in Kenya</li> <li>Students will be responsible for practicing the dialogue learned with their communities.</li> </ul>

#### 2016 Budget

<b>PERSONNEL EXPENSES</b>	
Salaries/Stipend	\$1,000
<b>Subtotal Personnel Expenses</b>	<b>\$1,000</b>
<b>PROGRAM SERVICES &amp; SUPPLIES</b>	
CBO Site Visits and Training	\$1,250
Education for Transformation Training	\$1,250
Defying Extremism Dialogue Training	\$200
<b>Sub total Program Services &amp; Supplies Expenses</b>	<b>\$2,700</b>
<b>NON-PERSONNEL EXPENSES</b>	
Office supplies	\$150
<b>Subtotal of Non-Personnel Expenses</b>	<b>\$150</b>
<b>OTHER</b>	
Travel for Peace & Human Rights Educators	\$2,250
Travel for Partnership Building with CBOs	\$300
Transportation for Defying Extremism Dialogue	\$1,000
<b>Subtotal of Other Expenses</b>	<b>\$3,550</b>
<b>TOTAL EXPENSES</b>	<b>\$7,400</b>

#### Bio of Katie Zanoni

Katie Zanoni obtained a Master's degree in Peace and Justice Studies at the University of San Diego and is pursuing a doctorate degree in International and Multicultural Education with a concentration in Human

Rights Education at the University of San Francisco. She has developed curricula as a Peace Corps volunteer in Thailand, a Stanford Human Rights Education Initiative fellow and as a curriculum developer to create new lessons based upon the Institute for Peace and Justice Studies Women PeaceMakers program for the Daraja Academy located in Kenya. She co-founded and lectured in the first Peace Studies Associate Degree program at San Diego City College (SDCC) and developed courses on conflict resolution and sustainability for the college. As the Chairperson for the Peace Studies Advisory Committee at SDCC, she led the initiative for Peace Studies to be recognized as a formal discipline by the Academic Senate for California Community Colleges. Additional research areas include: Peace Education, Human Rights Education, Women and Peacebuilding, Peace Leadership, Education in Emergencies, Political and Environmental Refugees, Internally Displaced Populations, Conflict Transformation, and Sustainability.

### **Background Education for Transformation**

Recognizing the collective wisdom our group offers, we are launching an integrated consulting initiative to support individuals, schools, organizations and Ministries of Education to advance education for peace. With the recent World Education Forum seeking to provide, "equitable and inclusive quality education and lifelong learning for all by 2030," we recognize the numerous stakeholders involved in reaching this vision. Education for Transformation applies a multidisciplinary and comprehensive framework to support the realization of this goal by advocating for peace education. We envision a global community where every person can learn in a space that embodies and teaches peace.

## **Appendix 2: GROOTS 3-day Training by Victoria Gichuhi**

### *Day One Site Visits:*

The Grassroots Girls went to Likii Village for a visit and interactions with the grassroots women. They interacted with the following groups where each group presented what they do in community service.

#### 1. Nanyuki Watchdog Group.

The group maps problems in the community pertaining to issues of governance and violation of human rights. E.g they cited a case of inheritance (women's right to property and inheritance) in the community where a widow who was being chased out of her home so that the brothers in law could inherit her property. They followed up through the watchdog network and were able to save the family. This was relevant to the girls as future leaders as they learnt of networks that can be used to raise their voice in the community.

#### 2. Likii HIV Homebased Care.

The group leader took the girls through the history and inception of their group. They shared their unifying factor in the group which was that they were all taking care of HIV positive patients in homes and in the hospital. The most touching point of the group is that most of them lost loved ones to HIV. However they did not stop taking care of others who were sick and they became more active in the group. The group started table-banking and were able to raise their financial book to 400,000 Kenyan Shillings. They raised this money by member contributions and interest from the small loans they loaned the members.

#### 3. Climate Change and Resilience.

The group taught girls on the effects of climate change. They also demonstrated what they do to curb these effects. The group took girls for a home visit at Nurukuma. At the home, they learnt on effective methods of farming that are ecofriendly and require just a small piece of land and from which they can do a lot of income generating activities. The girls were excited to learn that the owner was HIV positive and had managed to give birth to an HIV negative child who was now in class Three.

#### 4. Women Leadership Group.

The group inspired the girls to take leadership roles in the society and not to fear their male counterparts. They also learnt the importance of having women in leadership. They were also surprised to know that there's a Men-for-Women leadership movement that backs women leadership. This encouraged the girls a lot.

### *Day 2 Training:*

The day started with a training on income generating activities from the GROOTS facilitators. The girls learnt simple ways they can use to make money for the sustainability of the club. They were also exposed to community mapping, proposal writing and soliciting donor funds to help fix the problems earlier mapped. They were also trained in mission statement writing and goals setting for their movements.

### *Day 3 Tour to Mathare:*

The girls had a visit to Mathare slums in Nairobi. In Mathare they interacted with young girls who were members of a young ladies' Grassroots movement. It was an interactive moment as the girls shared their experiences. The special thing about the group is that they started small and they are proud to have influenced many through their actions. They came out strongly as girls who support healthy teenage relationships. The girls demonstrated their income generating activities i.e soap making, recycling materials and individual contributions. The Daraja girls were given a chance to also share their experiences and it was awesome. Teachers and adults also gave a word of advice to the girls. In fact most of the girls felt really empowered.

The girls were given a tour in the slums and they were able to appreciate humble livelihoods similar, but different to their own. On our way back, the girls did a recap on what they had learnt and it was a great experience.