

# Impact Evaluation Report 2019

Taking Children out of Poverty through Schools of Hope

[www.challengeaid.org](http://www.challengeaid.org)

Registered Charity No. 1109055

**ChallengeAid**  
*fit for a purpose*



# CEO's Statement



I am delighted to present our Impact Evaluation Report following some significant developments since our first report in 2015 and more recently, where both the quality and quantity of our charitable purpose has increased.

ChallengeAid promotes health and fitness throughout the UK by motivating schools, universities, corporate groups and individuals to raise money through sponsored exercise. With the money raised, we create Schools of Hope in East Africa. SoH are after school study clubs which offer both an alternative and complementary form of education for aspirational young slum dwellers

In Kenya and Tanzania, we have grown from 33 Schools of Hope at the start of 2018 to 37 at the end of 2018, with 5 more to start operating at the start of 2019. The quality of our exam success continues to demonstrate value added improvement compared to the results of neighbouring government schools, and our extra-curricular programme continues to thrive and develop, showing greater range and depth. Transition to Secondary school has increased significantly and over 50 of our students have achieved the pass rate to attend University. Many of our students are now returning to work as volunteer supervisors in our study facilities.

We now monitor and evaluate our homework clubs on a monthly basis with supervisors from different areas. The School of Hope committees also meet quarterly to discuss ideas, challenges and successes. This allows us to reflect on the quality of our delivery to the aspirational young people who are using our homework clubs in increasing numbers in the evenings, at weekends and during the holidays.

In the UK, we have made a concerted effort to increase our social media outreach. We have also increased the number and diversity of our challenges and the quality and regularity of our events to increase our supporter base. We have also worked with many students in the UK to raise their awareness about issues in Africa and continue to recruit Challenge Ambassadors.

Iestyn Thomas

# Schools of Hope locations

## Kenya

### Nairobi

- Makina
- St. Jerome
- Tumaini Raila
- Kibera Glory
- Emmanuel Silanga
- FPFK Good Hope
- Tumaini Gituamba
- Tumaini Kiambiu
- Bethel Kangemi
- ACK St. Veronica Mukuru
- True Vine Mukuru
- Hope Centre Mukuru
- Mashimoni
- Kambi Moto Huruma
- Kiamutisya
- Jangwani

- Kosovo
- Mathare 4B
- Gitathuru Huruma
- Madoya
- Majengo
- Valley Bridge Primary
- Gitathuru Genesis
- Billian Centre
- Dagorreti Muslim

### Mombasa

- Bamburi
- Likoni
- Matopeni
- Tudor Moroto

### Aberdares

- Njoguini
- Bondeni
- Wanjerere

## Nyeri

- King'ong'o
- Tetu

## Muranga

- Kambirwa

## Thika

- Kiandutu

## Kajiado

- Bisil Kajiado

## Tanzania

### Arusha

- Kiranyi
- Burkha
- Salei
- Okerian





# Need

## Here and There

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- People in the UK are not exercising enough, 28% of children aged 2 to 15 not participating in exercise.
- Many young people in East Africa cannot attend school during the day due to family or work duties.
- The average number of individuals in a 12' by 12' mud or corrugated iron household is 5.
- Often these households are single-roomed with no electricity, sewage or running water.
- Young people have no books or space to study.

# Activity in 2018



2,190 UK pupils took part in a sponsored physical activity, covering 35,500 miles



Over 2,500 SoH pupils supported on a day-by-day basis



Signed Memorandum of Understanding (MoU) with Federation of Slum Dwellers Kenya



98% SoH of pupils transitioned from primary to secondary school



ChallengeAid Africa has been registered as a company in Africa



The School of Hope programme has been registered as a brand in its own right



25% of SoH pupils transitioned from secondary school to higher education



5 new Schools of Hope are set up to open in 2019





## What we do here in the UK

ChallengeAid promotes health and fitness throughout the UK by motivating schools, universities, individuals, and corporate groups to raise money through sponsored exercise and challenges.

Our pledge is that none of the money raised from the sponsored exercise and challenges is used for administrative purposes, which comes from separate funding. Most of our challenges are organised in-house, so our costs are far less than those organised by for-profit companies for other charities.

We also recruit school and university ambassadors who organise and complete sponsored events and community challenges, such as litter picking while also spreading the word of ChallengeAid.

# What we do there in East Africa

With the money raised, we create 'Schools of Hope' (SoH) for aspirational young slum dwellers in East Africa. These homework clubs offer a complementary and occasionally alternative form of education.



Individuals have access to textbooks, caring supervision, peer support, and services such as sporting activities, music and drama, careers advice, chess, debating and life-skills sessions.



We believe that we are one of the very few charities able to respond to some of Africa's ongoing issues without creating a culture of dependency or bringing knee-jerk reactions to the latest crises. For some, the Schools of Hope are their only access to education.



# Criteria

## The School of Hope must...

- be situated in the heart of each community within the informal slum settlement
- be based in a slum which is home to a population of at least 2000 households
- be based in a rent and charge-free space
- have space for a library with a secure, lockable bookcase for the books
- have a toilet facility on hand, ideally one male and one female
- have a water point or access to water
- have **at least two** trusted volunteer supervisors who are happy to take charge for evening, weekend and holiday sessions
- adequately house 70+ students
- have access to an adequate play area for sports practices

# Process

## The School of Hope will...

- have at least 40 pupils in year 1, an additional 20 in year 2, and an additional 10 in year 3
- be for pupils from age 9 to 19 (class 6 to form 4)
- have a supervisor who keeps a register of all books checked in and checked out
- keep a register of all the young people who wish to join a SoH and their attendance
- keep a register of any new members' most recent school achievement grade. This grade will form a base line to audit future achievements of the SoH
- have good electrical connectivity for lighting or preferably portable solar powered panels for internal lighting. Solar power lamps could be a backup in case of blackouts
- receive tapered funding from ChallengeAid over 3 years, after which the community takes back ownership and running costs. Should the community be unable to run the SoH after 3 years, we reserve the right to take back ownership of all the infrastructure that has been funded over the 3-year project period.
- provide sanitary pads for all adolescent girls
- provide sports coaches with the opportunity to gain National Governing Body coaching awards

# Targets

## Some of our key performance indicators are...

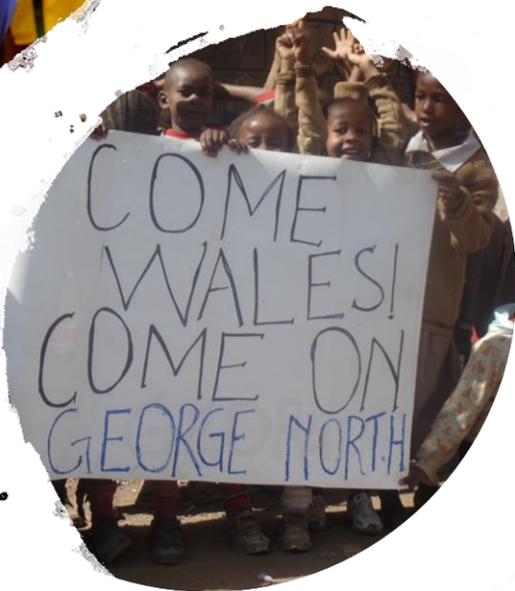
- support 70+ pupils
- support at least as many girls as boys
- improve every student's average by a whole grade at KCPE and KCSE exam results
- continually improve pupils' original school performance grade. No pupil should fall behind their recorded school grade
- hold 40+ games sessions per year
- hold 16+ life skills sessions per year
- hold 16+ drama, chess and debating sessions per year
- hold an annual music and drama festival
- have at least 4 e-learning tablets
- hold at least one sports tournament each year for each designated sport (football, rugby, cricket, volleyball)
- To ensure transition from Primary to Secondary school is at least higher than the national average in Kenya.

# Review of Targets from Previous Impact Evaluation Report

- In our 2015 Impact Evaluation Report (IER), our target for our Schools of Hope was to support over 1,000 learners every night by the end of the year: by the end of 2018, we were supporting over 2,500 on a day-by-day basis. We aim to continually increase this number.
- Previously, the majority of our homework club students were male: the lack of female attendance was caused by a variety of factors, including domestic duties and looking after younger siblings. However, now – since the introduction of our sanitary pad programme – approximately 52% of our students are female: this is not a national norm. Our interaction with parents and community leadership groups and our life-skills programme have also had an impact on the number of girls in our Schools of Hope. We interact with parents and the community to ensure that girls attend our Schools of Hope consistently and that they participate in sports. We are giving girls an opportunity to excel in every community that we work in.
- In 2018 we had a transition rate from primary to secondary school of 98% against the reported national average of 60%. The transition rate in informal slum settlements is seldom above 40%.
- In our previous IER, we suggested plans to implement life-skills training into our Schools of Hope. Now, life-skills sessions are a vital part of our programme, and we held 348 sessions in 2018. Topics covered issues directly facing these young people, including gender-stereotyping, teenage pregnancy, HIV prevention and drug and substance abuse.
- Since our previous IER, we have enlarged our extra-curricular programme to include music and drama festivals, chess and debating competitions: all activities which contribute to increased confidence in the pupils. In 2018, three of our Schools of Hope entered a national chess competition targeted at children living in slums. Two of our participants took top positions, and the competition was broadcasted on Kenyan television.
- Sustainability has been enhanced with more reliable portable solar power packs as we suggested in our 2015 IER. For example, the School of Hope spaces are being used for adult learning during the day, as well as being rented out for communities and small enterprises who create traditional crafts, shampoos, disinfectants and soaps. Community leadership groups take ownership of the Schools of Hope after three years and are running them as part of their own programmes. We also gained partnership with Muungano wa Wanavijiji in 2018 (the National Federation of Slum Dwellers of Kenya); the federation will identify spaces for new Schools of Hope which will need minimal renovation. This means that the cost of establishing a School of Hope will be greatly reduced.

## Schools of Hope Facts

- We currently have 42 Schools of Hope, 4 in Tanzania and 38 in Kenya.
- The average number of individuals attending a School of Hope is 84.
- In a culture where male education is prioritised, we are educating a higher percentage of girls than boys.
- 98% of our students transitioned from primary school to secondary school: this is far higher than the national average.
- 168 Students from 31 Schools of Hope sat their Kenya Certificate of Secondary Education (KCSE) in 2018 and 51 of them will be going onto University, this is 15 more than were eligible in 2017.



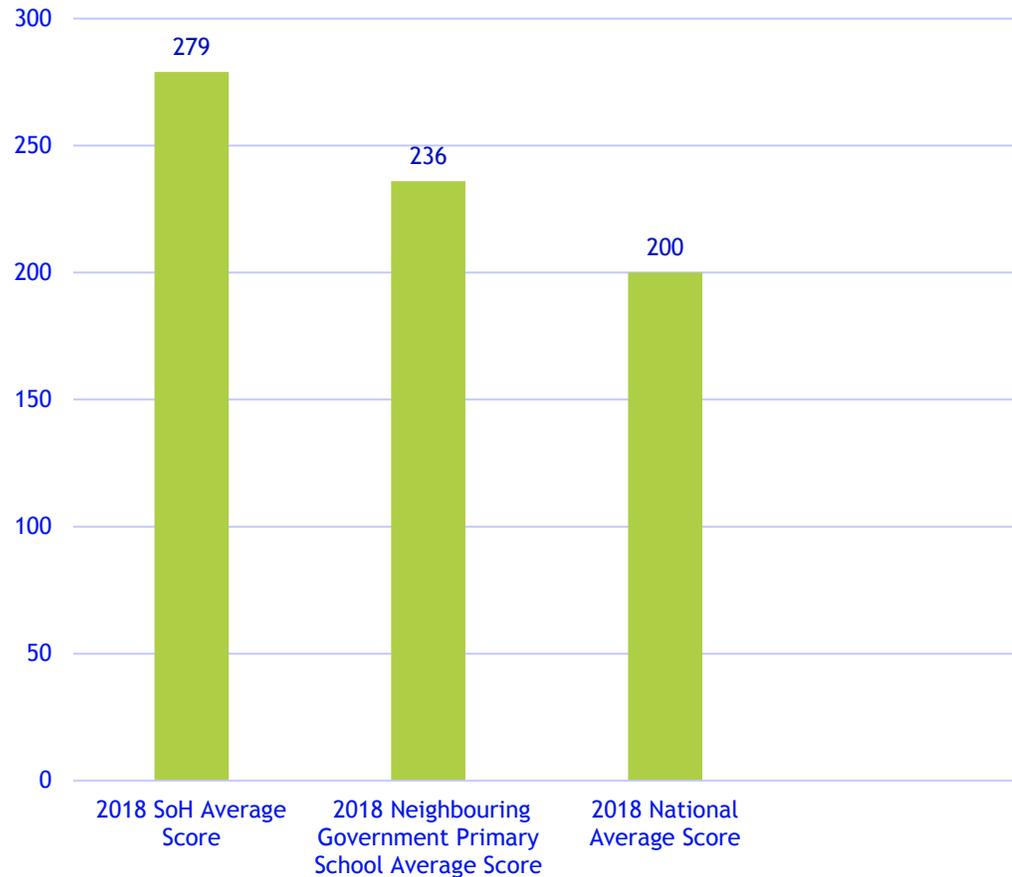


Students at Mathare 4b School of Hope having a break from studying and becoming experts in the game of Chess. Kosovo SoH students recently featured on Kenya Television with two of their pupils reaching the national final for young, aspiring potential chess champions who live in the informal slum settlements.



Children outside the recently founded Matopeni School of Hope, in Mombasa. Students are looking forward to it opening fully in early 2019.

# SoH Grade Comparison Kenya Certificate of Primary Education (KCPE)

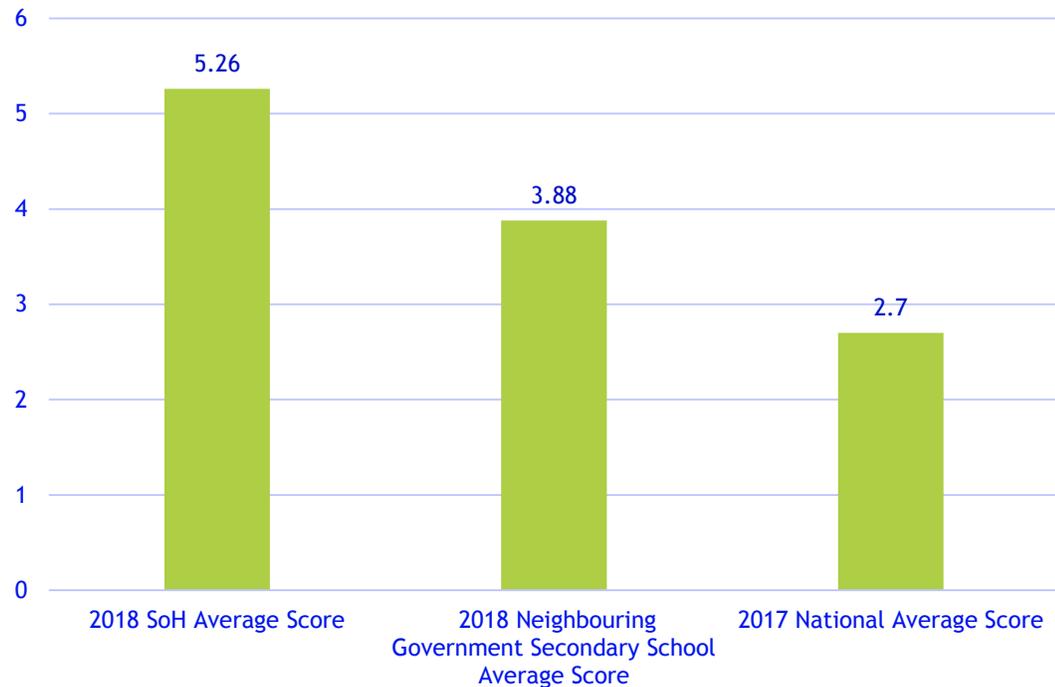


KCPE Grading System

Students take exams in 9 subjects and are given a total mark out of 500

- Every single student that attends a SoH achieved on average 25% better than students in their nearest government school who do not attend a SoH.
- 442 of our SoH primary students sat the KCPE in 2018.
- Specific Schools of Hope have improved considerably ; 100% of Kambimoto's students in Nairobi transitioned to Secondary school for the first time ever and Kiamutisya School in Mathare student's average score was just under 400.

# SoH Grade Comparison Secondary School (KCSE) Results



KCSE Grading System  
80-100 % A 12 marks  
50-54 % C 6 marks  
0-29 % E 1 mark

\* Awaiting 2018 National Average Score

- Students who attended Schools of Hope achieved on average 35% higher than those students in the nearest Government school who were not attending a SoH.
- The cluster of Schools of Hope in Mathare admitted their highest number of candidates to university to date, 17 out of 29 students.
- Kosovo School of Hope reported over 100% value-added improvement from 2017 to 2018.
- So far we know that 51 students from Kenyan Schools of Hope will be able to progress to University in 2019.
- 168 students took the KCSE in 2018 this is the highest number of students from SoH that have taken the exam.

# Schools of Hope Success Stories



We first met Selina in April 2017 when we offered her scholarship and funding and we have watched her blossom into a bubbly and happy young woman. She visits Bamburi Mombasa School of Hope every day, always seeking emerging opportunities. When school closed for the holidays, Selina enrolled for a First Aid course run by St Johns. Selina sat for her exam after the two weeks training and now has a certificate in First Aid.

David is a refugee from Congo who joined our Jangwani School of Hope in 2016. David was among the highest performing students in all our Schools of Hope, scoring 417 out of a possible 500. He was admitted to the prestigious Maranda National School.



Katei attends Bisil School of Hope and completed his primary education at the end of 2018. He has since been admitted to one of the top national schools and has his sights set on becoming an engineer. Katei scored 408 in his KCPE. Only 584 students in Kenya scored higher than 401, putting Katei in the top 2% in Kenya!

Andrew James Ochieng' joined St Jerome, Kibera SoH in 2013 and has continued to be an exemplary student and a committed member of the SoH. He joined Sawagongo Secondary School and achieved an A- in 2018 in his KCSE. (That's one of the top results in the country!) Andrew is now volunteering as a supervisor and motivating other students at the library as he waits to join university to study engineering. Andrew sat for his exams the same year as his mother, who also did really well and was a member of St Jerome SoH adult literacy class.



Brian and Elias are two young men who completed their form 4 exam in 2018, both of whom attended our Kambi Moto School of Hope for six years.

**Brian Njoroge** scored C+ in his KCSE exam, and has been accepted into university. He said: *“My academic performance improved hugely because I could study every evening after school. In my house, there is no space for me to study privately. I could stay out of mischief because I could spend my free time at the School of Hope with other young people who were interested in learning. The life-skills sessions helped me gain self-awareness, and I made up my mind that I wanted to work hard and be successful. I was able to stand against vices. I am part of the Kambi Moto dance group – this has helped me to stay focused and disciplined. At the School of Hope, I have a family – people who love and support me. In 2018, ChallengeAid trained me to become a chess coach, and I now coach others at the School of Hope.”*

**Elias Amwai** scored C in his KCSE exam and he has qualified to undertake a diploma level course of his choice. He said: *“Attending the School of Hope enabled me to interact with students from different schools. We shared subject notes and learnt from each other. The encouragement and love that I received from my supervisors really increased my self-esteem. At the School of Hope, I was able to concentrate on my studies for at least 2 hours everyday. This wouldn’t have been possible in my house because it is very congested. I could also keep away from bad influences as I spend most of my time with friends at the School of Hope. In the life-skills sessions, I learnt how to conduct myself. I loved playing rugby at the School of Hope.”*

Both Brian and Elias have been accepted as volunteer supervisors at their old School of Hope so that they can give back to other children what they received.





“The Schools of Hope provide a perfect solution to the problems we are faced with in our community. If ChallengeAid stops operating tomorrow, this community cannot afford to allow our School of Hope to come to an end.” - John Ndugire, Chair of the Kosovo School of Hope committee

“In this high crime area – where many get shot on the street – it is very important for parents to know that their children are off the streets and in the Schools of Hope doing pro-active things like homework and revising, dancing, life-skills, chess and debating.” – Peter Chege, Chair of the Kambi Moto School of Hope Committee



## Sustainability

- We create the Schools of Hope through tapered funding.
- The community is aware that they take ownership of the School of Hope after the third year. Each School of Hope committee is trained and made aware of the importance of self-sustainability. Self-sustainability is achieved through various means. In some schools, a small charge of 20 Kenyan shillings per month is levied for each pupil (less than 1p per day). Other Schools of Hope rent out their space during the day to community small enterprise groups who create items such as jewellery, home utensils, soap, disinfectants and shampoo to help fund the School of Hope.
- One of our roles and responsibilities is that we monitor all the Schools of Hope that have been created. This is implemented by the recently created ChallengeAid Africa and our facilitator on the ground in Nairobi.
- The reality is that some communities perform better than others.
- No School of Hope is ever put in jeopardy nor is its life span endangered because of a lack of future funding because we will always assist when and where needed. After the initial three years of tapered funding, we estimate that we give the Schools of Hope no more than £500 per annum. However, each School of Hope committee fully understands that they should take full responsibility of their future.

# Future Goals



## 1. To roll out the Student Volunteering Overseas programme

ChallengeAid want to offer UK students the opportunity to complete the overseas experience, which includes working in our Schools of Hope, followed by a trek to the summit of Mount Kilimanjaro. Students will firstly spend some time in the slum areas of Kibera and Mathare, before travelling to Arusha to visit a further four schools. While visiting our Schools of Hope, students will learn about the local culture, giving them an opportunity to understand issues that affect communities living in African slums. Students will spend the next 13 days working with these schools, before climbing Kilimanjaro. We have piloted the programme and hope to send more students to our Schools of Hope in the future. Students will have the opportunity to broaden their own experiences, but also have the potential to contribute to the success of our Schools of Hope by: teaching English language or subjects that they specialise in; coaching and training individuals in sports; leading life-skills sessions; carrying out talent and personal development sessions.

## 2. To open our 50<sup>th</sup> School of Hope

We currently have 37 Schools of Hope. We have also identified sites for and created committees for a further 5 new Schools of Hope to open in early 2019. We believe that it is a realistic goal to continue opening more in the future.

## 3. To support at least 3,500 young people on a day-by-day basis

At present, we support over 2,500 young people on a day-by-day basis. With the opening of more Schools of Hope, we can reach and support more individuals.

## 4. To facilitate a National sponsored challenge to raise funds

We hope to hold a national Three Peaks challenge in 2019, an event which will improve fitness in the UK and raise large funds to support our Schools of Hope. In addition, the event will increase awareness and support of ChallengeAid. We hope to make this an ongoing event that will provide a sustainable stream of income.

## **6. To double the number of e-tablets distributed**

E-tablets make learning a lot more exciting for our School of Hope students. They increase motivation in the School of Hope and help to facilitate peer-learning. All pupils also treat the devices with respect. By doubling the number of e-tablets, we can increase interest in learning and access for more students. Most neighbouring government schools do not have such devices. The e-tablets enable the learners to access hundreds of textbooks and revision papers at only a fraction of what regular text books would cost.

## **7. To facilitate donors from the UK to visit some of our Schools of Hope**

Donor visits are auction prizes, which can therefore raise funds for ChallengeAid. In addition, donors can see ChallengeAid in operation first-hand, and can increase their understanding of our work. Opportunities for supporters of ChallengeAid to visit and meet the communities benefiting from our work will be made available throughout the year. Individuals visiting East Africa on business or leisure and who wish to visit our Schools of Hope will be hosted by our East African team and the communities that we work with.

## **8. To improve the sustainability of our Schools of Hope.**

We will encourage our School of Hope committees to rent out their spaces to small enterprises to supplement the costs of their homework clubs. ChallengeAid will assist and train the partners in marketing their products. The ultimate goal would be to have all our Schools of Hope totally self-sustaining.

## **9. To be more inclusive with disability and special learning needs.**

We want to become more inclusive and are making plans to create a School of Hope aimed specifically at individuals with disabilities. We need to train our supervisors in all SoH so that they are able to work with and support students with disabilities and learning needs



# Conclusion

Clearly, our Schools of Hope are having an extremely positive impact on pupils in East Africa. One of the most highlighted benefits of the Schools of Hope is that they keep children in a safe environment instead of on the streets in their unsafe communities. To our knowledge, such a service is not available anywhere else in Africa. In addition, children are able to study; for many, this is not possible in their cramped, unlit homes. This study time is evidently benefitting pupils' academic success, with our Schools of Hope performing an average of 25% better than neighbouring government primary schools. Secondary students attending our SoH have seen 35% value added to their KCSE scores in comparison to the average score of their neighbouring Government School.

We continue to work on making our Schools of Hope more and more sustainable, one of our key priorities. For example, we encourage staff to rent out the spaces to community groups and small enterprises.

2018 saw many developments for ChallengeAid, including the opening of 4 new Schools of Hope and a signed MOU with the Federation of Slum Dwellers Kenya. From reviewing targets from our previous Impact Evaluation Report in 2015, we can see the huge developments we have made in this time. With our future goals set, we expect ChallengeAid to continue to develop in the future, . There is a consensus amongst our stakeholders about our mission to continue to take children out of poverty through education, including School of Hope staff and supervisors, parents, communities and pupils, all passionate about what ChallengeAid can achieve in the future.





# ChallengeAid UK Trustees

- Lord Aberdare (Patron)
- Paul Brewer (Chair of Trustees)
- Russell Bywater
- Graham Birkett
- Julian Cox
- Mark Ellis
- Ian Hunt
- Jill Marshall

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