

# HEKIMA PLACE ACADEMY

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"One child, one teacher, one book, and one pen, can change the world."

*Malala Yousafzai*



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## FOREWORD

Hekima Place, a home for orphaned and vulnerable girls in Kenya, was founded in 2005 by Kate Fletcher. The Hekima Place family has grown from 10 girls living in rented space near Nairobi, to 85 girls today, who range from toddlers to university students. The Hekima Place family also includes 25 dedicated Kenyan house mothers and staff members, as well as numerous volunteers who travel from around the world each year to assist us in our work.

In a very real way, Hekima Place is the outward realization of Kate's lifelong conviction that every human being is deserving of dignity, love, and the opportunity to lead a full and productive life. As a Sister of the Divine Redeemer in Pittsburgh, Pennsylvania, Kate spent two decades serving in education and administration. After leaving the convent, she ran the administration of a busy nursing home. Years later, after marrying Dr. Leonard "Fletch" Fletcher, she and Fletch devoted countless hours to helping an impoverished Appalachian community in West Virginia.

Widowed at a relatively young age in 2002, Kate again felt drawn to a life of service. At the time, Kate recalls, experts were predicting that over 20 million children in Africa would be orphaned due to AIDS—an unthinkable, horrifying number. Upon Googling "AIDS, Africa & orphans," Kate discovered a children's home in Nairobi, Kenya, one of the countries in Africa hit hardest by the HIV/AIDS epidemic. Kate, who spent part of her childhood in an orphanage, knew firsthand the devastating impact of poverty and illness on children—and the challenges of providing orphaned children with a safe, loving, and family-like home.

In 2003, Kate moved to Nairobi and immersed herself in the challenging new role of fulltime volunteer. Over time, she observed that some children were more likely to fall through the cracks of the overburdened social services system. Among them were girls who had been orphaned because of AIDS, but who were themselves HIV-negative. In 2005, with the support of a Board of Directors, private donors, and churches in the U.S., Kate founded Hekima Place.

As word spread, Hekima Place quickly grew. In 2009, the Board of Directors purchased ten acres of land in a quiet neighborhood an hour from Nairobi and, with Kate, raised the necessary funds to build a new permanent campus. Hekima Place now consists of six homes for the girls and their caretakers, a dining hall, administrative buildings, a large garden, room for livestock, and a borehole that provides safe, clean water both for the home and the local community.

The work of Hekima Place continues to be inspired by Kate's example of service, compassion, and faith. With our focus on education and learning, we strive each day to live out our name *hekima*: "wisdom" in Kiswahili. As we prepare our girls to become future citizens and leaders, we must ensure that they receive the best possible education, particularly at the secondary level.

The strategic plan that follows details the urgent need for a private girls' high school in our region of Kenya, and provides a roadmap for achieving this ambitious goal. We must provide a high quality education not only to the girls of Hekima Place, but also to girls from nearby rural, underserved villages and towns. Hekima Place Academy, long a dream of Kate's, will allow us to nurture and encourage the potential in these young scholars. On behalf of Kate and the Board of Directors, thank you for your interest in the life-changing work of Hekima Place!

*Jim DiPiero*

*President, Board of Directors*

## EXECUTIVE SUMMARY

Hekima Place is a nationally recognized home for orphaned and vulnerable Kenyan girls located in Kiserian, Kajiado County just outside Nairobi. The home has evolved from caring for ten girls in 2005 to the current 85 ranging in age from toddlers to university students.

Having successfully met our original objectives, Hekima Place wishes to establish a four year boarding secondary school to further serve Hekima Place residents and other vulnerable girls from the surrounding area. This expansion of our mission is aligned with our vision which promotes the contribution of educated Kenyan women for the good of Kenyan society and the world.

Since the introduction of free public primary education, Kajiado county primary schools have experienced significant growth with enrollment growing to 54,000 students in 2013. Each year, the Ministry of Education faces the impossible task of placing 8<sup>th</sup> grade students into limited secondary school space. Kajiado County has been identified as one of the worst hit with an increasing number unable to attend secondary school. The lack of opportunity is of particular significance for girls where their education is undervalued for social, cultural and economic reasons.

Hekima Place Academy will be a private all-girls faith based boarding high school with total enrollment of 256 in four forms (grade levels). In addition, a loving, safe and enjoyable boarding experience that includes dormitories, a dining hall, and recreational fields will be provided. The goal of Hekima Place Academy is to provide a comprehensive education where young women develop academically, socially, physically, spiritually, and emotionally to ultimately contribute to the betterment of their families, communities, and the larger society.

The Hekima Place Academy construction costs, startup costs, and first three years of operating expense deficit will be financed through a \$2.8 million capital campaign. Operating expenses will be covered by tuition and donated scholarships with any future deficits addressed as part of the Hekima Place development plan.

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Malala Yousafzai

## ORGANIZATION



### **Introduction to Hekima Place**

Hekima Place is a nationally recognized home for orphaned and vulnerable Kenyan girls located in Kiserian, Kajiado County just outside Nairobi. The organization was established on August 28, 2005 as a United States 501c3 non-profit, followed by registration as a Kenyan trust on December 28, 2005. The United States board of directors is responsible for funding and strategic planning, with the Kenyan board of trustees providing operational oversight.

The home has evolved from caring for ten girls in 2005 to the current 85 ranging in age from toddlers to university students. At present, 45 pre-school and primary school girls live on-site and 20 boarding high school aged girls return to Hekima Place during the holidays. After high school, we continue to support 20 young women who attend university or trade schools. Hekima Place pays for all living expenses and tuition. Our secondary and post secondary girls are welcome to return and consider Hekima Place their home.

At Hekima Place, each girl lives and is taught responsibility in a "family" environment with a loving Kenyan staff member called "mum" and "sisters" (other orphans) as companions. The girls are provided with a loving home with nutritious meals, health care, and very importantly an education to enable them to succeed on their own.

Having successfully met our original objectives, Hekima Place wishes to establish a four-year boarding secondary school to further serve Hekima Place residents and other vulnerable girls from the surrounding area. This expansion of our

mission is aligned with our vision that promotes the contribution of educated Kenyan women for the good of Kenyan society and the world.

## History

- 2005 Hekima Place opens on rental property in Karen, Kenya with ten girls.
- 2006 Additional property rented to accommodate expansion.
- 2007 Hekima Place grows to 24 girls.
- 2009 Property for future home is purchased and crops for home use are planted.
- 2010 Completion of the permanent home located in the rift valley consisting of six cottages, a dining hall, administrative offices and a five-acre farm.
- 2011 Hekima Place named as a best practice' children's home by District Children's Officer.
- 2012 First three Hekima Place residents attend university.
- 2013 Music and Art program established through funding by Kathleen Mara. Four high school graduates score in top 20% on the national examination.
- 2014 Hekima place caring for 70 girls with 11 attending university.
- 2015 US board of directors and Kenyan board of trustees approve the building of a private secondary school for young women. Land adjacent to children's home purchased to provide a site for the proposed school.
- 2016 Capital campaign begins for the high school. One of our university students is elected as the first female student union president at St. Paul's University.

## Mission Statement

To serve the needs of vulnerable Kenyan girls by providing a safe, faith-based, loving home that supports excellence in education and empowerment for their futures.

## Vision

To expand the mission of providing a children's home to include a private boarding high school that will inspire contributions to Kenyan society and the world by educated socially conscious Kenyan women.

## Core Values

Professionalism, commitment, responsibility, integrity, leadership, community service, and accountability.

## Financial History

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Total Revenue</b>	\$786,800*	480,469	551,594	811,834	600,475
<b>Total Expenses</b>	\$284,283	309,229	386,002	435,981	445,860
<b>Cash/Investments</b>	\$480,364	453,114	543,076	930,404	1,095,340
<b>Number of Donors</b>	1,014	1,074	1,108	1,047	988
<b>Number of Gifts</b>	1,614	1,519	1,525	1,483	1,501

*\*Increase in revenue for the construction of Hekima Place*

*All currency in U.S. Dollars*

## Sustainability

Hekima Place has been blessed with a very committed and consistent donor base throughout its ten-year history. In recognition that past fundraising has relied heavily upon the founder, the board of directors has hired a full time US executive director to maintain and expand development efforts. As the financial history indicates the present rate of revenue is sufficient to fund both the needs of the Hekima Place home and the proposed high school.

## TARGET MARKET

### Market Overview

When asked by the Board of Directors what long-term legacy and lasting impact a new high school would have on Hekima Place residents and the larger community, the founding director had one response: "it would provide an education for lifelong skills that our girls and many others will use for the rest of their lives".

The need to build a boarding high school for young women in Kajiado County can be understood more clearly when placed within the context of the prevailing need and challenges in the country's educational system. Kenya has always placed education as a priority at all levels, promoting it as a key indicator for social and economic development. Since the 1990 World Conference on Education for All, held in Jomtien, Thailand, the Kenyan government has made concerted efforts to increase access to education at all levels. For example, the Kenyan national transitional rates from primary to secondary schools for girls rose from 55 percent in 2010 to 72.6 percent in 2015. (See Appendix 1) However, in Kajiado County, the transition rate for girls is well below the 2015 national average at 50.1 percent. (See Appendix 2)

Over the last ten years, the need for secondary school education expanded due to demand created by the introduction of free primary education. The lack of secondary schools has currently reached epidemic proportions. There are more students completing primary school than can be absorbed into the existing secondary schools. Unfortunately, the school system itself has not been able to keep up with the need for more teachers, infrastructure, and learning resources.

The failure by public secondary schools to accommodate primary school graduates for secondary education has been a persistent problem in Kenya and is a central concern for educators, communities and policy makers across the nation. Acknowledging this problem, during the launching of secondary school admission selection process the then Permanent Secretary Ministry of Education Professor James Ole Kiyiapi described the desperate situation: "Our education system is fundamentally flawed; we are condemning our children too early in life. The reason why Kenya Certificate of Primary Education (KCPE) is so brutal is that we do not have enough spaces in secondary schools".

## **Market Needs**

In 2013, 2,760 Kajiado county eighth grade girls took the high school entrance exam with only 1,260 vacancies at girls' only boarding schools. The lack of options creates a highly competitive market for the best students whereby only those with excellent test scores gain access to quality secondary education. Girls with average test scores will have few choices that most likely require traveling great distances (1 to 3 hours each way) and attending schools with student/teacher ratios as high as 70 to 1. When Hekima Place Academy is completed 256 seats will be added and targeted towards this underserved segment of the population.

The enrollment gap from primary to secondary school will continue to increase because of the shifting demographics in the region. Kiserian, a city in Kajiado County, has a population of 200,000 and is considered one of the fastest growing suburbs of Nairobi due to the availability of land for housing and agriculture. Since 2000, Kiserian has experienced significant growth with nearly 1,000 new homes being built annually. Surrounding towns such as Ngong and Ongata Rongai contain large areas of underdeveloped land with potential for further settlement. These facts coupled with high birth rates demonstrate an on-going challenge in Kajiado County. (See Appendix 3)

Ninety percent of Kajiado County residents live in rural villages, characterized by poverty and a lack of any opportunity for development. The lack of opportunity is of particular significance for girls. Few women living in rural areas have the formal education or skills required to surmount the significant obstacles they face. Kajiado County is situated in a community where girls' education is undervalued for social, cultural and economic issues. There are insufficient schools for girls in the region, with those established operating above capacity.

The school Hekima Place proposes to build will increase educational opportunities for Hekima Place residents, for girls from other homes, and for others within the Kajiado County community, especially those who may be locked out because of the high grading system for secondary schools. The decision to build a school is therefore in direct response to the needs of the Hekima Place home and the interests of the local people whose support for a new girls' high school is strong.

#### Comparison of Kajiado County to Kenyan National Educational Statistics

- 50.1% compared to the national average of 72.5%, for girls who graduate from Class 8 and go on to high school.
- 7.0% compared to the national average of 13.6%, for girls who graduate from Class 8 and qualify for university.
- 26.4% compared to the national average of 35.7%, for girls who graduate from Class 8 and qualify for university and mid level colleges.
- 16.5% compared to the national average of 27.5%, for girls who attend high school and qualify for university.
- 62.7% compared to the national average of 72.3%, for the girls who attend high school and qualify for university and mid level colleges.

(See Appendix 1 & 2)

### **Comparative Analysis**

In Kajiado County North, there are 39 secondary schools; 34 are day schools, mixed schools or boys boarding. Of the five all-girl's boarding schools, two accept only scores above 350 on the 500 point eighth grade exam (Kenya Certificate of Primary Education). These are Baraka Ontoyia and Endomatasiani and both of which are within one-hour drive of Hekima Place. The other three: Ewuaso, Olooseus and PCEA Kimuka are also close by and can accommodate 372, 295, and 260 students respectively.

Hekima Place engaged a local consultant to study the performance of the local high schools. The conclusion indicates a vital need for high schools to better prepare their students for the KCSE (Kenyan Certificate of Secondary Education) exam. The KCSE exam is the measurement used for students to qualify for university. In Kajiado County, schools reported below average performance with only 16.4% scoring the C+ or above average required for entrance to university. The five private all-girls' high schools fared only slightly better with 27% scoring a C+ or above average. (See Appendix 2)

# HEKIMA PLACE ACADEMY

## Why We Want a School

The Brookings Institute's Center for Universal Education in their report "What works in girls' education" describes girls' education as the world's best investment with the following benefits:

1. Promotes economic growth
2. Improves wages and jobs
3. Saves lives
4. Leads to healthier, smaller families
5. Results in healthier, better educated children
6. Decreases HIV/AIDS and malaria
7. Decreases child marriages
8. Leads to empowerment
9. Promotes political leadership
10. Reduces harm from natural disasters and climate change

*"Research proves time and time again the value of educating young women. When girls are educated, amazing things happen: Girls marry later, have healthier families, fewer children, more educated children, etc. The magnitude of the ripple effect that one educated girl can create is enormous."*

Shannon McNamara, Founder of SHARE in Africa.

*"Giving women education, work, the ability to control their own income, inherit and own property, benefits the society. If a woman is empowered, her children and her family will be better off. If families prosper, the village prospers, and eventually so does the whole country."*

Isabel Allende, Author

Difficulty finding schools for Hekima Place residents that meet the following:

1. Located within one hour drive of Hekima Place (girls can now travel as far as 3 hours each way)
2. Culture where harsh physical punishment is not used as a form of discipline
3. Enrollment opportunities for non elite students
4. Classroom composition of no more than 30 to 1 student/teacher ratio
5. All-girls school
6. Modern science and computer labs

For the Young Women of Our Community

The lack of secondary schools has reached epidemic proportions; half of the students completing primary education each year in Kajiado County fail to gain admission to a secondary school. Ninety percent of the population lives in

rural villages, characterized by poverty and a lack of opportunity for development. This is due to the fact that few women have any formal education or the skills required to surmount many of the challenges that face them.

## **Introduction to Hekima Place Academy**

Hekima Place Academy (see note) will be a private faith based all-girls boarding high school with total enrollment of 256 in four forms (grade levels). The school will provide an advanced educational facility that includes classrooms, science labs, a computer lab and library. In addition, a loving, safe and enjoyable boarding experience that includes dormitories, a dining hall, and recreational fields will be provided. (See Appendix 4 for conceptual design.)

Hekima Place Academy will be organized in Kenya as a separate entity from that of Hekima Place. The new organization will have an independent board of trustees. In the United States, Hekima Place will remain one organization with separate bank accounts used to manage restricted donations.

Note: Hekima Place Academy is used in this document although the name is as of yet undecided.

### Tuition and Scholarships

Hekima Place Academy will have a ratio of 90% tuition paying to 10% scholarship students. Scholarships will be based entirely on financial need.

### Admission Requirement and Selection Criteria

Hekima Place Academy requires applicants to score over 250 (minimum passing level) on the Kenyan Certificate of Primary Education examination.

Applicants will be evaluated based on a written application and personal interview.

The successful candidate will demonstrate a love of learning and a motivation to improve her future as well as that of her family, community, and society.

### Admission Priorities

The admission priorities for tuition paying applicants are:

1. Hekima Place residents (paid for by the orphanage)
2. Residents of surrounding orphanages and children's projects (paid for by the orphanage)
3. Kajiado county and nearby area residents (privately paid)

The admission preferences for scholarship candidates are:

1. Kajiado County

2. Nearby counties

## Goals and Objectives

The goal of Hekima Place Academy is to provide a comprehensive education where young women develop academically, socially, physically, spiritually, and emotionally to ultimately contribute to the betterment of their families, communities, and the larger society.

**Objective 1:** Create a curriculum that encourages critical thinking and learning while recognizing the importance placed on the Kenyan Certificate of Secondary Education examination.

**Objective 2:** Prepare well rounded women for a life of personal responsibility and community service by promoting high moral and ethical values.

## Strategy and Implementation

The Brookings Institute's Center for Universal Education in their report "What works in girls' education" outlines the following:

What works to get and keep girls in school...

1. Making schools affordable
2. Addressing girls health
3. Reducing time and distance to school
4. Developing girl-friendly schools
5. Sustaining education during emergencies
6. Promoting strategies for out-of-school and marginalized adolescent girls

What works to ensure quality learning...

1. Hiring good and engaging teachers
2. Improving how teachers teach
3. Aligning the curriculum with student's needs
4. Cultivating soft skills
5. Engaging communities

Hekima Place Academy strategies are based on the Brookings Institute findings.

How Hekima Place Academy plans to get and keep girls in school...

After extensive benchmarking, it has been determined that year one tuition will be a very reasonable 73,000 Kenyan shillings or approximately \$810. For those unable to pay tuition, a scholarship fund will be established. At inception, scholarship students will not exceed 10% of the total student body while in the future the number could increase as fundraising expands. The Hekima Place U.S.

operation will actively identify foundations and individuals capable of providing scholarships.

Hekima Place Academy will have a modern boarding facility where girls are given the necessary environment in which to flourish. Basic needs, such as housing and nutritious food, will be met by providing a dormitory and dining hall that exceeds those found at nearby schools. The dormitory will be managed by a dorm matron who will supervise the young women. The matron will serve as a model of confident and compassionate behavior to the girls. Health issues will be addressed by an on-site nursing staff. The self-contained environment will help minimize disruption to the educational process in the event of a moderate state of emergency.

The culture at Hekima Place Academy will differ from many Kenyan schools in dealing with social and psychological issues. There will be no pinching, spanking, or kneeling; corporal punishment will be replaced by demonstrated love and concern provided by the faculty and staff. Many girls will have suffered abandonment, abuse, and neglect. Our approach is built on the premise that love can heal these wounds. During their four years of attendance, each will know herself to be loved, worthy, appreciated, respected, and capable of great things.

As previously discussed, those with average test scores have few choices that don't require traveling great distances (1 to 3 hours each way) and attending schools with student/teacher ratios as high as 70 to 1. Hekima Place Academy will be located in the underserved population of Kajiado County placing students much closer to the family home. This will allow family members to participate in their children's education which otherwise is not possible.

According to the 2014 Kenyan Demographic and Health Survey, 4 out of every 10 Kenyan women undergo some form of violence, whether physical or sexual. Gender based violence, including domestic and sexual violence, human trafficking and harmful practices, such as forced child marriage and female genital mutilation is still endemic in Kenya, despite the existence of legislation, administrative directives, judicial sanctions, and awareness-raising efforts by a variety of agencies and the government. With these facts in mind, it has been determined Hekima Place Academy will be an all-girls boarding school.

How Hekima Place Academy plans to ensure quality learning...

Hekima Place Academy will hire the best possible teachers who share our vision of promoting the love of learning and fostering scholars hungry for learning and wisdom. We will offer a pension of 5% of their salary in order to attract high quality educators. This is a benefit not usually offered in competing schools. The curriculum will encourage critical thinking and learning by replacing rote learning techniques prevalent in Kenya with interactive learning. The students will be encouraged to think 'outside the box' where dialogue and debate develops critical thinking with an emphasis on oral and written skills.

In order to prepare well-rounded women for a life of personal responsibility and community service, Hekima Place Academy will offer the following:

- A strong guidance and counseling department
- Clubs and extra-curricular activities that cultivate individual interests and talents
- Mentoring programs
- Personalized career counseling
- Coordinated community service projects
- Open forum discussions on social issues
- Enhanced pastoral care

Programs will be developed to actively engage the parents and the local community in the culture of the school.

## **Marketing Strategy**

Hekima Academy will market itself to nearby orphanages and children projects whose students have difficulty competing with middle and upper class students. The orphanages and children projects typically have their own fundraising activities that enable their ability to pay tuition.

We will attract other students by newspaper ads, radio advertising, and posting flyers/posters at churches, restaurants, schools and Rotary clubs. There is significant anecdotal evidence that suggests when a new modern school is built with advanced teaching methods that word spreads quickly through the community.

### **Additional Revenue Strategies**

In addition to tuition, the following sources of additional revenue will be explored:

- Provide professional commercial courses to meet the needs of the community
- Provide conference and training facilities during school holidays

## **Competitive Edge**

- A brand new advanced modern facility
- Exceptional teachers who have been attracted by an above market benefit package
- The concept of providing a loving environment rather than one of punitive punishment
- Financial stability provided by Hekima Place organization
- Location closer to home for the children of Kajiado county

## SWOT Analysis

### Strengths

- Clear legal mandate
- Good corporate governance and supportive boards
- Predictable source of short term funding
- Widespread need for secondary school seats
- Safe and secure environment
- Sustainable water and food supply
- Proximity to Ngong, Rongai, Kiserian, Karen, and Nairobi populations
- Ability to provide exceptional benefits package for attracting highly qualified teachers

### Weaknesses

- Availability of skilled staff
- Job opportunities for graduates
- On-going fund raising / marketing

### Opportunities

- Attract students to state-of-the-art labs, library, and computers
- Use of discussions/debates to upgrade public speaking skills
- Agricultural students can do 'hands on' study with cows, chickens, rabbits, and produce
- Prevent early marriage for Maasai girls
- A chance to demonstrate that a 'loved' child will be an excellent student
- Improve critical thinking ability
- Provides employment opportunities for the local community

### Threats

- Potential government instability
- Continued high inflation
- High unemployment

## Management Team

The United States board of directors will be the governing authority with a Kenyan board of trustees overseeing and supporting school operations. The Kenyan board of trustees will be newly formed and separate from that of the Kenyan Hekima Place Inc. trust.

The staff will consist of:

- Head Teacher/Principal
- Deputy Principal
- Dean of Studies
- Teachers
- Lab Technician
- Dormitory Matron

- Nurse
- Accountant
- Secretary
- Cooks
- Caretaker
- Watchman

## Financial Plan

	Estimated <u>Cost</u>
<b>Construction Cost</b>	
School and Dorms	\$1,309,800
Chem/Bio/Physics Lab	172,261
Staff Housing	66,600
Contingency *	309,732
<b>Total</b>	<b>\$1,858,393</b>
<b>Land</b>	<b>\$299,700</b>
<b>Startup Costs</b>	
Lab Non-Consumables	\$36,436
Furniture	27,681
Computers	11,278
Kitchen	29,214
Miscellaneous	30,148
Contingency	111,000
<b>Total</b>	<b>\$245,757</b>
<b>Operational Loss (3 Year) *</b>	<b>\$423,380</b>
<b>Capital Campaign Target</b>	<b>\$2,827,230</b>
Notes:	
Exchange Rate (\$ per Ksh):	0.0111
* Contingency	20%

# Hekima Place Academy

Fiscal Year Students	Year 1 60			Year 2 120			Year 3 200			Year 4 256			Year 5 256		
	Qty	Cost Per	Total	Qty	Cost Per	Total	Qty	Cost Per	Total	Qty	Cost Per	Total	Qty	Cost Per	Total
<b>REVENUE</b>	60	\$810.30	<b>\$48,618</b>	120	\$891.33	<b>\$106,960</b>	200	\$980.46	<b>196,093</b>	256	\$1,078.51	<b>\$276,098</b>	256	\$1,186.36	<b>\$303,708</b>
<b>PERSONNEL</b>															
Head Teacher / Principal	1	7,326.00	7,326	1	8,058.60	8,059	1	8,864.46	8,864	1	9,750.91	9,751	1	10,726.00	10,726
Deputy Principal	1	5,994.00	5,994	1	6,593.40	6,593	1	7,252.74	7,253	1	7,978.01	7,978	1	8,775.82	8,776
Dean of Studies	1	5,994.00	5,994	1	6,593.40	6,593	1	7,252.74	7,253	1	7,978.01	7,978	1	8,775.82	8,776
Teachers	4	5,328.00	21,312	6	5,860.80	35,165	8	6,446.88	51,575	11	7,091.57	78,007	11	7,800.72	85,808
Accountant	1	4,662.00	4,662	1	5,128.20	5,128	1	5,641.02	5,641	1	6,205.12	6,205	1	6,825.63	6,826
Lab Technician	1	2,664.00	2,664	1	2,930.40	2,930	1	3,223.44	3,223	1	3,545.78	3,546	1	3,900.36	3,900
Secretary	1	2,664.00	2,664	1	2,930.40	2,930	1	3,223.44	3,223	1	3,545.78	3,546	1	3,900.36	3,900
Caretaker	1	1,598.40	1,598	1	1,758.24	1,758	1	1,934.06	1,934	1	2,127.47	2,127	1	2,340.22	2,340
Cook	3	2,664.00	7,992	3	2,930.40	8,791	3	3,223.44	9,670	3	3,545.78	10,637	3	3,900.36	11,701
Watchman	1	1,598.40	1,598	1	1,758.24	1,758	1	1,934.06	1,934	1	2,127.47	2,127	1	2,340.22	2,340
Nurse/Matron	2	3,996.00	7,992	2	4,395.60	8,791	2	4,835.16	9,670	2	5,318.68	10,637	2	5,850.54	11,701
<b>TOTAL PERSONNEL</b>	<b>17</b>		<b>69,797</b>	<b>19</b>		<b>88,498</b>	<b>21</b>		<b>110,242</b>	<b>24</b>		<b>142,541</b>	<b>24</b>		<b>156,795</b>
<b>COST PER STUDENT</b>			<b>1,163</b>			<b>737</b>			<b>551</b>			<b>557</b>			<b>612</b>
<b>FRINGE BENEFITS</b>															
Employee Related Expenses <sub>1</sub>			6,877			8,719			10,861			14,043			15,448
Pension <sub>2</sub>			3,490			4,425			5,512			7,127			7,840
<b>TOTAL FRINGE BENEFITS</b>			<b>10,366</b>			<b>13,144</b>			<b>16,373</b>			<b>21,170</b>			<b>23,287</b>
<b>COST PER EMPLOYEE</b>			<b>610</b>			<b>692</b>			<b>780</b>			<b>882</b>			<b>970</b>
<b>NON-PERSONNEL</b>															
Books	60	195.80	11,748	60	215.38	12,923	80	236.92	18,954	56	260.62	14,594	60	286.68	17,201
Drama & Music	60	18.50	1,110	120	20.35	2,442	200	22.39	4,478	256	24.63	6,305	256	27.09	6,935
Educational Tour				120	14.80	1,776	200	16.28	3,255	256	17.90	4,583	256	19.69	5,042
Examination Expenses	60	22.20	1,332	120	24.42	2,930	200	26.86	5,372	256	29.55	7,564	256	32.50	8,321
Food	60	273.06	16,384	120	300.37	36,044	200	330.40	66,081	256	363.44	93,041	256	399.79	102,346
General Office Administration			5,550			6,105			6,716			7,387			8,126
General Repairs			3,330			3,663			4,029			4,432			4,875
Insurance (Liability)			2,220			2,442			2,686			2,955			3,250
Laboratory Consumables <sub>3</sub>	60	9.25	555	120	10.17	1,221	200	11.19	2,238	256	12.31	3,151	256	13.54	3,466
Marketing & Advertising			6,660			7,326			8,059			8,864			9,751
Medical	60	9.25	555	120	10.17	610	200	11.19	671	256	12.31	738	256	13.54	812
Office Supplies			3,885			4,274			4,701			5,171			5,688
Sports	60	15.65	939	60	17.22	1,033	80	18.94	1,515	56	20.83	1,167			
Staff Activities			1,665			1,832			2,015			2,216			2,438
Utilities			19,980			21,978			24,176			26,593			29,253
<b>TOTAL NON PERSONNEL</b>			<b>75,913</b>			<b>106,598</b>			<b>154,945</b>			<b>188,763</b>			<b>207,503</b>
<b>TOTAL OPERATING COSTS</b>			<b>156,076</b>			<b>208,240</b>			<b>281,560</b>			<b>352,474</b>			<b>387,585</b>
<b>CONTINGENCY <sub>4</sub></b>			<b>31,215</b>			<b>41,648</b>			<b>56,312</b>			<b>70,495</b>			<b>77,517</b>
<b>GRAND TOTAL</b>			<b>\$187,291</b>			<b>\$249,888</b>			<b>\$337,872</b>			<b>\$422,969</b>			<b>\$465,102</b>
<b>NET PROFIT/LOSS</b>			<b>-\$138,673</b>			<b>-\$142,929</b>			<b>-\$141,779</b>			<b>-\$146,870</b>			<b>-\$161,393</b>
<b>% Expense Covered by Tuition</b>			<b>31.15%</b>			<b>51.36%</b>			<b>69.65%</b>			<b>78.33%</b>			<b>78.36%</b>

Three Year Loss: **-\$423,380**

Notes:

- <sub>1</sub> Fringe Benefits: Employee Related Expenses is calculated as 9.85% of Total Personnel Expense
- <sub>2</sub> Pension Used to Attract/Retain High Quality Employees calculated as 5% of Total Personnel Expense
- <sub>3</sub> Based on Lawson School Budget
- <sub>4</sub> Hekima School Contingency 20%
- Exchange Rate (\$ per Ksh): 0.0111
- Assumes 10% Inflation

## Appendix 1 – Kenya National Education Statistics

### ENROLLMENT OF GIRLS IN HIGH SCHOOL

YEAR	CLASS 8	FORM 1	FORM 2	FORM 3	FORM 4
2010	422,000				
2011	428,100	232,200	211,800	181,800	142,000
2012	433,000	244,600	219,500	188,400	166,500
2013	438,800	249,600	239,700	218,300	188,200
2014	452,400	289,800	253,700	228,400	204,200
2015		328,000	304,500	261,100	214,100

KEY: The color code shows progression since 2010 when the candidates sat for their primary leaving exams.

### GIRLS KCSE PERFORMANCE

GRADE	2011	%	2012	%	2013	%	2014	%	2015	%
A	632	40.4	615	31.9	698	35.3	867	31.9	940	30.6
A-	2,140	32.6	2,741	30.2	3,288	35.6	3,492	35.7	4,124	35
B+	4,117	32.3	5,240	32	5,977	33.7	6,237	36.7	7,208	36.4
B	6,557	36.1	8,151	35.5	9,221	36.6	9,341	37.9	11,378	38.8
B-	9,624	38.9	11,771	39.1	12,174	39.1	12,648	41	16,318	42.6
C+	13,864	41.6	16,742	42.7	16,291	42.3	16,515	43.1	21,450	45.2
TOTAL	36,934	38	45,260	37.8	47,644	38.5	49,100	39.8	61,418	41
C	19,440	44.4	22,334	44.7	21,771	44.5	22,079	45.5	27,989	47.7
C-	24,232	46.2	26,890	45.7	27,166	46.2	28,378	46.7	34,662	49
D+	26,265	46.3	29,760	46.6	31,548	46.9	34,100	47.5	37,449	49.1
D	27,329	48.1	31,397	48.8	35,872	48.8	38,505	49.3	36,136	49.2
D-	20,962	50.9	23,532	49.8	25,957	49.6	27,251	48.8	23,174	48.6
E	2,971	47.9	2,916	44.2	3,261	45.6	3,126	44.8	2,409	42.7
TOTAL	121,199		136,829		145,575		145,975		161,819	
G TOTAL	158,133		182,089		193,964		202,539		223,237	

KEY



QUALIFIES FOR UNIVERSITY ENTRY

QUALIFIES FOR MID LEVEL COLLEGES

POOR GRADES

- $328,000/452,400 = 72.5\%$  of the girls graduating from Class 8 who go to high school.
- $61,418/428,100 = 14.3\%$  of the girls graduating from Class 8 who qualify for university.
- $161,518/428,100 = 37.7\%$  of the girls graduating from Class 8 who qualify for university and mid level colleges.
- $61,418/223,237 = 27.5 \%$  of the girls in Form 4 who qualify for a university.
- $161,518/223,237 = 72.3\%$  of the girls that are in Form 4 who qualify for university or mid level colleges.

## Appendix 2 – Kajiado County Education Statistics

The following information was gathered from the Kajiado County Ministry of Education office and other relevant offices.

### ENROLLMENT OF GIRLS IN HIGH SCHOOL

YEAR	CLASS 8	FORM 1	FORM 2	FORM 3	FORM 4
2014	7,076				
2015		3,546	3,234	2,720	2,292

### GIRLS KCSE PERFORMANCE

GRADE	BOYS	%	GIRLS	%
A	47	1.77	29	1.265
A-	43	1.62	36	1.57
B+	82	3.1	64	2.792
B	79	2.99	71	3.097
B-	163	6.16	85	3.708
C+	208	7.87	93	4.057
TOTAL	622	23.54	378	16.49
C	283	10.7	365	15.924
C-	476	18.01	293	12.783
D+	508	19.22	401	8.769
TOTAL	1267	47.95	1,059	46.2
D	456	17.25	430	18.76
D-	231	8.74	352	15.35
E	66	2.49	73	3.18
TOTAL	753	28.5	855	37.3
TOTAL	2642	53.54	2,292	46.45

- $3,546/7,076 = 50.1\%$  of the girls graduating from Class 8 who go on to high school.
- $378/5,403 = 7.0\%$  of the girls graduating from Class 8 who qualify for university.
- $1,437/5,403 = 26.6\%$  of the girls graduating from Class 8 who qualify for university and mid level colleges.
- $378/2,292 = 16.5\%$  of the girls in Form 4 who qualify for a university.
- $1,437/2,292 = 62.7\%$  of the girls that are in Form 4 who qualify for university or mid level colleges.

## Appendix 3 – Kajiado County Demographics

According to the Kenya National Bureau of statistics, Kajiado County covers an area of 21,901 kilometers square. Demographic features shows a total population estimated at 807,070 with 401,825 (49.8%) females and 405,245 (50.2%) males as of 2012. The population growth rate is projected at 5.5 percent reaching one million by 2017. The indigenous people of Kajiado County are the Maasai and there is an increasing influx of people from other parts of Kenya such as the Kalenjin, Ameru, Akamba, Abaluya, Luo as well as people of foreign origin.

## Appendix 4 – Conceptual Design









## Appendix 5 – State Department Letter



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
STATE DEPARTMENT OF BASIC EDUCATION**

Telegrams: "EDUCATION", Nairobi  
Telephone: Nairobi 318581  
Fax: 214287  
E-mail: [minister@education.go.ke](mailto:minister@education.go.ke)  
When replying please quote

JOGOO HOUSE "B"  
HARAMBEE AVENUE  
P. O. BOX 30040-00100  
NAIROBI

MOEST/DSTE/GC/VOL.III

6<sup>th</sup> April, 2016

Mr. James Dipiero  
President US Hekima Board of Directors

**RE: PROPOSED HEKIMA SCHOOL**

Provision of Education in Kenya is the number one priority of government as a vehicle for social transformation and social equity.

Access to education for children in Arid and Semi Arid lands (ASAL) in Kenya has faced a lot of challenge owing to vast expanses of such areas. ASALS are home to the nomadic communities in the country and children particularly in some of these migratory groups do not get access to education and are prone to early marriages and female genital mutilation practices.

Establishment of schools in such areas particularly for girls serves dual purpose namely provision of education and secondly they are rescue centres for girls who would otherwise fall victim to early marriages. The start of the proposed Hekima Secondary School in Ngong, Kajiado will come in good time to augment government effort in provision of education in partnership with other players in the private sectors, as well as the church not to mention bilateral initiatives with other countries and organizations.

This is to therefore encourage you to fast track your initiative in order to stem the high numbers of girls that are not only vulnerable because of retrogressive cultural practices and poverty.

We look forward to your partnership with likeminded Kenyans on the ground.

The government will always support initiatives that are aimed at benefiting the Kenyan children in their bid to access education.

  
**MASESE, ROBERT N.M., OGW  
DIRECTOR SECONDARY & TERTIARY EDUCATION**

## Appendix 6 – Drop Out Report

### SHOCKING FIGURES SHOW ALMOST 1,000,000 CHILDREN DROPPING OUT OF SCHOOL

By DAVID ADUDA, Kenyan Daily Nation Newspaper, March 31, 2016

An average of 900,000 children who enter Standard One drop out before reaching Form Four, the National Education Reforms Conference heard on Wednesday. And half of those who transit to Form Four never acquire grades to pursue higher education or seek training in professional courses at the middle-level colleges. High dropout was recorded between Standard Six and Form Two, which are critical years in the growth of children, most of them entering adolescents. This is the period of emotional turbulence, and when confronted with hostile learning environment in schools, they are unable to cope and opt out.

These sobering statistics demonstrate the high level of wastage in the current education system, largely attributed to the demanding curriculum on offer under the 8-4-4 and the financial burden of sending children to school.

Prof Harry Kaane of Moi University, who presented the figures, also reported that 78 per cent of the students currently enrolled in universities were pursuing arts and humanities courses, which was at variance with the country's national goals coded in Vision 2030 that puts science and technology at the centre of the national development agenda.

The current education system, Prof Kaane said, did not equip learners with skills and competencies to enter the job market or pursue business because of its emphasis on rote learning rather than creative thinking, problem-solving, self-reliance and innovation.

Studies conducted among employers, he said, cited education as a major obstacle to business in the sense that skills and knowledge for growth and expansion were not readily provided by the school system.

### PROPOSED EDUCATION SYSTEM

Prof Kaane said the proposed education curriculum that is divided into three-broad tiers at the basic level, five years foundational level, six years middle level and three years upper secondary (5-6-3), must be flexible and provide alternative career paths, including vocational skills and talent management.

Years for tertiary and university level have not been determined. Learners should also have opportunities to drop out and rejoin the school system and continue with studies without any hindrance.

Another presenter, Prof Laban Ayiro, also of Moi University, said learning content under the proposed curriculum will be based on themes and contextualised such

that when a student learns about a subject like science, the economic, social and cultural dimensions will also be taught. "We propose a curriculum that links knowledge with real life experiences and puts emphasis on collaborative rather than individual learning," he said.

The acting Chief Executive of Vision 2030, Prof Gituro Wainana, underscored the need for retraining and proper remuneration of teachers to enable them to deliver the new curriculum.

He called for a review of admission of those joining the teaching profession, saying only top students should be allowed to train to become teachers to guarantee quality teaching in schools.

A Kenyatta University lecturer, Prof Grace Bunyi, said the new curriculum must be interpreted and communicated in a manner that allows teachers, students, parents and communities to understand its desired outcomes and their roles in its implementation.

The current 8-4-4 was largely bungled at implementation because various interest groups never understood their roles and what was expected of them.

## Appendix 7 – Key Excerpts from UNESCO’s Education For All Global Monitoring Report Regional Fact Sheet, January 2013 “Education in Eastern Africa”\*

- Kenya and Ethiopia are still amongst the ten countries with the highest number of out of school children in the world.
- There has been rapid progress enrolling young people in secondary education but significant challenges remain. In many countries, enrolment was extremely low at the start of the decade, so despite improvements, at least two in three young people still do not have access.
- Primary education is not of sufficient quality to ensure that all children can learn the basics. [In Kenya]: 47% survived to grade 4 and achieved a minimum level of learning.
- The disadvantaged are being left behind the most... Among grade 3 students in Kenya, only 28% of students from the poorest fifth of households had attained the expected numeracy skills, compared with 48% of children from the richest fifth of households.
- In a 2010 survey of primary schools in Kenya, teachers and their students in grade 6 were given a mathematics test. The average score for the teachers was 60%. Not surprisingly, students also received low scores, averaging around 47%. Some teachers scored as low as 17% on the standardized mathematics test, which was set from the primary school syllabus. Researchers concluded that no teacher in the sample had complete mastery of the subject.
- Despite progress towards gender parity, a gender gap remains in many countries in the region.
- As well as [government] spending, aid is a vital component of education spending in poor countries... The education sector has been at the forefront of the aid effectiveness agenda. In Kenya, Rwanda and Uganda, for example, significant amounts of aid deployed in conjunction with government plans contributed to unprecedented increases in access to primary education.
- Donors could do far more. Some aid never leaves donor countries: some donors spend large amounts of their aid to pay for students from developing countries to study in the donor country. Reallocating some of these funds could support education for disadvantaged young people living in developing countries. At present, the amount it costs for a scholarship of one Kenyan student in Japan could pay for as many as 74 students to have access to secondary education in Kenya.
- The long-term effect of neglecting education leaves a huge skills deficit among young people... Young people need at least a lower secondary education to have foundation skills to find work that pays a decent wage... In Ethiopia, Kenya and the United Republic of Tanzania, at least 90% of poor young people have not completed lower secondary school.

- While the vast majority of poor people in the world live in rural areas, poverty for young people in urban areas can be desperate. The differences between being rich and poor in an urban area in terms of having or not having skills can be huge. For countries like Kenya where 60% of its capital city live in slums a large proportion are young people. If their skills needs are not addressed, the country will struggle to make further headway in reducing poverty. Presently, many urban poor young people living in Nairobi's slums cannot go to secondary school for the simple reason that no schools are available. Only 19% of men and 12% of women have attended secondary school in one of the city's slums.
- Rural females are frequently the worst off of all.
- Discrimination in education and training continues through into the workplace for young women. For example, customary rules, threats to personal safety and lack of transport often limit women's ability to leave their villages to attend training programmes.
- For children who do complete primary school, the costs of secondary schooling can be prohibitive. More secondary schools are located in urban areas, limiting access to those from rural poor households who cannot afford the cost of transport.
- Social and cultural barriers can prevent girls from continuing with schooling once they reach adolescence.
- Make secondary education affordable: ... In Kenya, secondary school fees were abolished, increasing enrolment from 1.2 million in 2007 to nearly 1.4 million in 2008. However, the country still has serious problems enrolling children in primary school and will struggle to reach its target of tripling secondary enrolments by 2015 without addressing this shortfall. The US\$164 that is allocated to compensate secondary schools for having abolished school fees is ten times the amount per pupil annually received by primary schools. In addition, while the abolition of secondary school fees reduced the costs for households, indirect costs are still twelve to twenty times as much as the monthly income of parents in rural areas, leaving secondary school out of reach for the poorest households. The increased investment would be more equitably distributed if it were geared towards remote rural areas, slum settlements and pastoralist communities.

\* United Nations Educational, Scientific, and Cultural Organization. Education For All Global Monitoring Report. Regional Fact Sheet, January 2013. "Education in Eastern Africa."

<http://unesdoc.unesco.org/images/0021/002193/219351E.pdf>, accessed May 25, 2016.