



Kibera Primary School Proposal

September 2013

***“Education is the most powerful weapon which
you can use to change the world.”
Nelson Mandela***

Summary

This document supports the proposal for Turning Point to establish a private primary school in Kibera, providing vulnerable children with quality holistic education and Christian discipleship that enables them to develop to their full God-given potential.

Introduction

Since 2003, Turning Point have been involved in supporting primary education in Kibera. This has taken a number of forms:

1. Operating a Transition Class at our Mashimoni & Kianda Centres. This specialist class was developed to benefit children who have previously attended school but have dropped out due to poverty, and are often on the streets. Transition Class enables them to restart their education in a deliberately informal and rehabilitative environment, before entering government primary schools. It has a high success rate.
2. Operating a School Preparation Class (known as Prep), also at our Mashimoni & Kianda Centres. This class was designed to intensively prepare children who, through poverty, have reached 6 years or older but not received any pre-primary education at all. Children spend one year in this small, focused environment, after which many of them are educationally at the right level for their year of birth, and all are ready to join mainstream school.
3. Supporting children at government primary schools around Kibera. Turning Point have relationships with a number of government primary schools serving Kibera, and pay fees (exam, feeding, admission, PTA etc.) on behalf of children. They also purchase uniform and shoes at the start of the year. This model began in 2004, and was part of a deliberate strategy to support the government at that time in their efforts towards free primary education.

Indicator for change - Evaluation

Since the beginning of 2012, the Management Team have been critically evaluating the different areas of Turning Point's work. In part this was prompted by a Prayer Day in January 2012 looking at John 15, where Jesus teaches about the vine and the branches. We were asking which aspects of Turning Point's work are not fruitful or are *dead wood*. The consensus from the team on that day and since is that although education is vitally important, the way Turning Point has been supporting it by enabling children to attend government primary schools is not bearing fruit.

We have identified the following causes:

1. While children are in either our Transition Class or our School Preparation Class, we are able to

invest relationally with them. Our class sizes are small, we have daily discipleship / Bible teaching, and our staff are able to identify children who may need more care or attention from our social or pastoral workers. Through this, we regularly see significant changes in behaviour, character and lifestyle choices. Once children leave these classes and are supported to attend government schools, our direct contact with them becomes sporadic. Although they may attend Holiday Bible clubs and camps when we run them, we lose the quality and depth of relationship we had, and sadly often see a gradual return to previous ways.

2. Government primary schools are currently very poorly resourced, and often have class sizes in excess of 70 children. Teaching is from the front, questioning is discouraged, and the application of lessons learnt is omitted. Children are taught in order for them to pass the KCPE exam, not in a way that equips them for life.
3. The full 8-4-4 curriculum includes compulsory subjects such as Physical Education and Creative Arts, subjects that Turning Point believe encourage the full development of an individual. However, a Ministry of Education Task Force report concludes the following:

...the manner in which the current curriculum is delivered does not facilitate the full realization of the national goals of education. Monitoring reports (2004, 2006, and 2007) indicate that at secondary school level, only 50% of the learners are taught Physical Education while at primary school level, the subject is hardly taught yet it is compulsory. Creative Arts is another compulsory subject at primary school level which is hardly taught. This is an integrated subject which comprises music, drawing and craft and is designed to nurture learners' talents. Music and Fine Art are taught in very few secondary schools especially National Schools, and hence the majority of secondary school students have no opportunity to develop their talents along these lines.¹

Indicator for change – Kigulu School Investigation

Following on from the prayer day, Kenton College approached us concerning a primary school in Mashimoni that they had been partnering with, Kigulu School. It had come to light that there had been long-term serious mismanagement of funds; Kenton had challenged this as a major financial backer, but were unhappy with the response of the Kigulu board. They approached Turning Point to see if operationally we could take over the running of the school, or even purchase it outright, as the building itself had been funded by Kenton. We met with the Kigulu board to discuss ways forward, including offering to purchase the premises and/or take over the running of the school. This was refused, and it became clear that a partnership would compromise our values and integrity as an organisation. Kenton have now removed all funding they were providing, but they remain keen to be in partnership with a school in Kibera.

Indicator for change – staff dissatisfaction with current practice

Also relevant to this proposal is the view of the various teaching staff at Turning Point. In a meeting later in 2012 they expressed frustration with the current model of supporting children to attend government schools on two levels:

1. that the quality of education they were receiving was poor and results low
2. the significant loss of relationship between staff and children, having seen very positive changes prior to this

The same concerns have also been separately raised by Turning Point Pastors and the Turning Point Youthworker.

Indicator for change – Basic Education Act, 2013

The enactment of the Basic Education Act, 2013, by the Kenyan Government, has brought the discussion sharply back into focus over recent months.

¹ Task Force on the re-alignment of the education sector to the constitution of Kenya 2010 towards a globally competitive quality education for sustainable development, section 3.2.2 - Summative Evaluation for Primary and Secondary School Curricula, 2009

The Basic Education Act, 2013, was drawn up
to promote and regulate free and compulsory basic education.

Section 28 states
The Cabinet Secretary shall implement the right of every child to free and compulsory education.

Section 29 states
*No public school shall charge, or cause any parent or guardian to pay, tuition fees for or on behalf of any pupil in the school
...charges may be imposed at a public school ... provided that no child shall be refused to attend because of failure to pay such charges
no person shall collect levies without issuing an official receipt*

Section 32 states
No person shall, while admitting a child to a public school ... collect any admission fee

Section 34 states
No child shall be denied admission to a public school

Section 39 states
It shall be the duty of the Cabinet Secretary to ensure that children belonging to marginalised, vulnerable, or disadvantaged groups are not discriminated against and prevented from pursuing and completing basic education

Following a number of meetings of the Management Team, the Core Staff Team, and the teachers and social workers, it has become apparent that although the Basic Education Act, 2013 has been enacted, it has not yet been implemented:

- Schools are continuing to refuse attendance to children who have not paid charges they impose.
- Receipts are not being issued upon payment of any of these charges
- Admission fees continue to be demanded, with non-payment resulting in children being denied admission
- Schools continue to be under-resourced, hence the need for them to impose these charges

Turning Point Field Directors and the local Management Team are becoming increasingly uneasy with funds being used to support these (on paper) illegal practices. From a spiritual perspective, they are also questioning whether God may be allowing the funding for education to dry up until our focus is clarified and these issues are addressed.

The Vision

Turning Point began its work in Kibera with the following mission statement:

To serve vulnerable children living in Kibera by providing opportunities for them to develop to their full God-given potential.

The current way Turning Point is providing support in the area of education is not fulfilling this statement.

- We believe Turning Point has a responsibility to provide access to the best quality education it is able to.
- We want to see children in Kibera, regardless of gender, tribe, or financial circumstances, fulfilling their full God-given potential, and believe that full-curriculum education, combined with Christian discipleship, can play a major part in that.
- We want to provide quality education to the most vulnerable children living in Kibera.
- We believe Turning Point is ideally placed to provide the solution – it has ready resources in terms of buildings, personnel & equipment, it is respected within the local community, and it already has relationships with many of the vulnerable children the school will target.

- We believe God is calling Turning Point to take this step of faith.

Proposal

Turning Point establish a private primary school in Kibera targeting vulnerable children, offering full-curriculum quality education with Christian discipleship in classes of no more than 30 children.

Initially the school will be based at our Mashimoni Centre. From January 2013 the school will offer classes for Standards 1-4. Transition and Prep classes will continue to be provided at our Kianda centre, recognising they fulfil an essential and distinct function separate to mainstream classes.

Children currently supported at government schools, who will be studying in Standards 5-8 from January 2014 will continue to be supported at government schools until they complete Standard 8. From January 2015 the Turning Point school will include Standard 5, from January 2016 it will include Standard 6, from January 2017 it will include Standard 7, and from January 2018 it will include Standard 8.

Registration as a school will be applied for immediately, followed later by the required registration for the KCPE exams.

Available Resources

- **Physical:** Three centres in Kibera, each of which has a variety of rooms either currently utilised as classrooms, or with potential to be adapted.
- **Human:** Turning Point currently employ eight trained and qualified primary teachers, although two of these are fulfilling other roles. Five staff are ECD qualified to teach lower primary, and three have the full P1 qualification. Our wider staff team who are not necessarily teachers also have relevant skills (pastoral, social work, youthwork, sports coaching etc.) and are in support of this development.
- **Social:** Turning Point have a good reputation and recognised longevity in the local community, especially in Mashimoni. We also have a link with The Dignitas Project who work in the Mathare Slum with private schools to support school transformation efforts, develop teachers, enhance learning and build local infrastructure.
- **Financial:** Finance will be freed up by not paying levies for children previously in Std 1-4 at government schools. Children who finish Std 5-8 in their existing government schools will incur higher costs because of their level and KCPE registration charges. Our current accounting of primary expenses has not distinguished between lower and upper primary costs, therefore it would be difficult to accurately pinpoint savings versus costs.

Whilst we do not currently have the resources to fully implement the type of quality primary school we would like, we feel positive about being able to start utilising the resources we already have.

Proposed Timescale

October 2013

- Turning Point begin the process of registering as a private primary school in Kibera.
- Turning Point inform parents of changes to primary school support - through 2014, pupils studying in Standard 5-8 will continue to be supported. Through 2015, pupils studying in Standard 6-8 will continue to be supported. Through 2016, pupils studying in Standard 7-8 will continue to be supported. Through 2015, pupils studying in Standard 8 will be supported.
- Turning Point inform parents of new private school targeting vulnerable children in Standards 1-4.
- Fundraising to support school starts.

November 2013

- Fundraising ongoing

- Headteacher appointment

December 2013

- Turning Point allocate rooms at their Mashimoni Centre, together with the church, to run classes for Standards 1-4.
- Teaching staff allocated classes.
- Teaching staff prepare lesson plans supporting curriculum.
- Classrooms equipped with desks.
- Fundraising ongoing

January 2014

- Turning Point offer education at its private school for Standards 1-4.
- Fundraising ongoing

Financial Implications

Cost Item	Initial Capital Cost	Cost 2014	Cost 2015	Cost 2016	
Registration	30,000				
Desks & classroom furniture	90,000	18,000	55,500	60,000	
Text Books	103,582	20,716	55,906	65,048	
Exercise books & other stationery items	14,460	37,249	45,838	54,427	
Examination fees		36,000	45,000	54,000	
Food & Fuel		746,460	1,158,300	1,480,050	
Teachers salaries		600,000	840,000	1,102,500	
Headteacher salary		312,500	328,125	344,531	
Cooks salaries		287,500	301,875	316,969	
Musical Instruments	60,000	12,000	12,000	12,000	
Art & Craft Materials	30,000	24,000	24,000	24,000	
Sports equipment	25,000	6,250	6,250	6,250	
Maintenance of buildings		60,000	60,000	60,000	2,613,717
Contingency	50,000	50,000	100,000	100,000	71,741
Total	403,042	2,210,675	3,032,794	3,679,775	9,326,287

Note: an annual salary increase of 5% is assumed

Funding Sources

- A brief, informal discussion with the Deputy Head of Kenton College has revealed a desire on behalf of the school to partner again with a school in Kibera. It is anticipated that this partnership could produce significant financial support.
- A partnership with Kenton College may also open up other funding sources, through the parental body of the school. This could also include gifts in kind.
- We are researching other funding sources, including international grant-makers and local businesses.
- There would be an attendance charge for children. From past experience in Kibera we recognise that parents both value and participate more in programmes with a small cost attached, than those provided free of charge. We are currently in discussion to identify what level this should be set at, and how to ensure we do not exclude the most vulnerable children from accessing the education

Turning Point's school will provide.

Conclusion

This paper seeks to demonstrate the process over the last two years where the education piece of Turning Point's model has continually been under consideration for a variety of reasons, both practical and spiritual, from past evaluation, as well as dissatisfaction going forward. The Basic Education Act 2013 has been the latest in this chain of events, and has once again forced our current practice into question; it also has significant implications for our existing work in Transition and Prep classes that have been very successful up until this point. The proposal to move in the direction of our own school should therefore not be viewed as hasty, despite the short time frame between now and the start of the next school year. We have been strongly challenged about using the resources we already have, rather than focusing on financial lack caused by the current dependence on UK funding. These resources include both classrooms and trained teaching staff with a united heart to see vulnerable children transformed through holistic education and discipleship.

One of many significant scriptures for Turning Point is Psalm 127:1 which states: 'Unless the Lord builds the house, the builders labour in vain. Unless the Lord guards the city, the watchmen stand guard in vain.' (NIV). The Message version is starkly appropriate for Kibera: 'If GOD doesn't build the house, the builders only build shacks. If GOD doesn't guard the city, the night watchman might as well nap.' There are enough shacks and sleeping watchmen in Kibera, both physically but also spiritually: work which has been hastily done or where the foundation is only mud, where it looks like 'activity' but does not bear any lasting transformational Kingdom legacy. Turning Point have put ten years of resources into education - with prayer and originally trying to support the government intention towards accessible free primary schooling. But as things have changed in Kenya and Kibera, we have to face up to the fact that the latter few years could be argued to be 'in vain' - or at the very least, unfruitful.

It always takes courage to act in ways that do not appear to make sense, or where the resources are not obviously in place. We have many other examples of this in the history of Turning Point. Yet the Bible tells us that the 'the wisdom of this world is foolishness in God's sight.' (1 Cor 3:19). Although Turning Point doesn't yet have all the resources available to support this proposal, neither do we have the resources or desire to continue with the current model. The Management Team believe we can trace God's leading in this area of Turning Point's work, and that this course of action is God-honouring rather than 'in vain', and that the time is now right. Opening a primary school in Kibera that offers quality education and Christian discipleship gives us an opportunity to have a Kingdom impact on a generation of vulnerable children, an opportunity that is lost through the current model. We believe God will honour this step of faith and provide the resources required.

“Seek first the kingdom of God and His righteousness, and all these things shall be added to you.” Matt 6:33