



**Right 2 Thrive
Empowerment Program
Final Grant Report
Grant # 031402
November 15, 2014**

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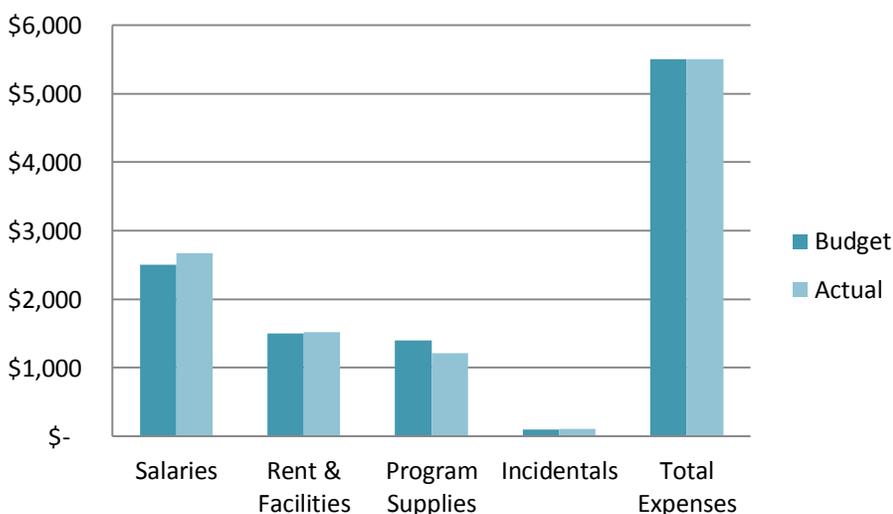
This report covers Right 2 Thrive’s Empowerment Program activities for Term 2 beginning May 26, 2014 and ending September 30, 2014. The report was written by Janet Patry, Executive Director with input from and data collected by all staff members: Wanyonyi Wafula, Joyce Mathenge, Christine Kagai, Joyce Mwangi, Jane Nganga, Judy Anyango, Pauline Kwamboka.

Right 2 Thrive’s Empowerment Program consists of free classes, seminars, and workshops designed to develop a sense of personal self-worth and the skills necessary for participants to secure employment and a sustainable income. For our second term of 2014, we tested a new management structure. For the past two years, our Executive Director, Janet Patry has been the primary Personal Empowerment Instructor as well as manager of all our programs. This term, Judy Anyango, a local Kenyan will teach all of the Personal Empowerment classes and Wafula Wanyonyi will manage the programs. This was the first term that began without Janet on the ground in Kenya. At the mid-term both Wafula and Janet agreed there had been some challenges but all issues were addressed effectively and ultimately served as valuable learning experiences that enhanced our programs and organization as a whole. We are grateful to have been given this opportunity.

FINANCIAL SUMMARY

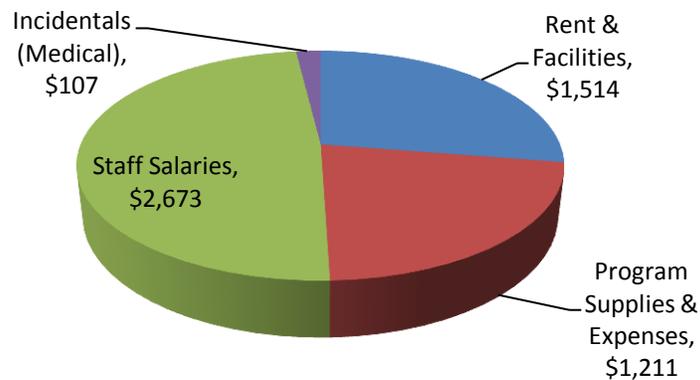
The Forix Foundation awarded Right 2 Thrive a restricted grant in the amount of \$5,500 to cover expense for one full term of the Empowerment Program. The grant period began June 1, 2014 and ended September 30, 2014. At the completion of the program, Right 2 Thrive had spent a total of \$5,505 and remained very close to within the budget. The detailed budget breakdown with accompanying receipts can be found in Appendix A.

Budget vs Actual



Right 2 Thrive went over budget in the salaries category by \$173 because we determined it was necessary to hire an Intermediate English Instructor to replace Wanyonyi Wafula who was promoted to Program Manager. As this was Mr. Wafula’s first term managing the program, we thought it best to eliminate his teaching role to allow him to concentrate on new managerial responsibilities. We were only slightly over budget (\$14) in Rent and Facilities and Incidentals (\$7). We were under budget in the Program Supplies category (\$189) because we were able to obtain

many of our recycled materials for free whereas depending on availability we have had to pay for them in the past. In total, we went over budget by \$5.00.



ENROLLMENT OBJECTIVES AND OUTCOMES

Objective I: Enroll and maintain a minimum of 20 students in handcraft classes and 15 students in the English classes.

Outcome: We enrolled more students than our classes can accommodate because we anticipated a 15% drop-out rate consistent with previous terms.

We sent SMS reminders to our students prior to the start of the term, however, they often struggle to maintain pre-paid credit on their phones and don't get the message until it is too late. Additionally, many of our students don't have their own phones so they gave us the number of a family member who did not share the SMS information. As a result, the no-show rate for this term was consistent with past terms at the rate of 15.5%. The drop-out rate was in the same range at 14.4%. Each time a student drops our class we make every effort to contact them and find out why. Some of the reasons identified are:

- Class was not what they wanted-1 (Intermediate English class was not a challenge for her.)
- Obtained employment-7
- Spouse would not allow-1
- Time Conflict-9
- Moved away-1
- Unknown-8

At the mid-term, we made new efforts to improve student attendance for the remainder of the term through an incentive program. This incentive program began on August 4, 2014 and resulted in 5 students receiving cash awards. We saw an improvement in class attendance in the second half of our term. We attribute that to our teacher's contacting students with sms reminders as well as inquiries regarding absences. It was discovered that some of the teachers had not been contacting their students due to a lack of airtime. We will add airtime to the budget in 2015.



Personal Empowerment

57 Students now know they're worthy of the life they have always dreamed of.



PERSONAL EMPOWERMENT

INSTRUCTOR: Judy Anyango

Numbers of Students Registered: 57

Number of Students Who Received Certificate of Completion: 57

Attendance goal met: 57/57

Objectives: **I.** Prepare all students for learning new skills by increasing their self-confidence. **II.** Teach students emotional awareness and reframing of negative thoughts into positive. **III:** Teach students how to meditate and visualize the life they want. **IV:** Teach students how to create vision boards as reminders of their desires.

Outcomes: This new group of students was challenging because most of the students were illiterate and the Instructor spent more time than usual explaining the concepts. Some of the students reported being uncomfortable with certain parts of the class such as closing their eyes for visualization and collecting stones for the gratitude exercise. Upon further inquiry, the Instructor learned people feared meditating with a stone because *“it could be interpreted as worshiping a false God.”* We have eliminated the gratitude stone activity at the students’ request but we still teach meditation and visualization. We typically use a laptop and PowerPoint to teach Personal Empowerment, however, the laptop crashed and didn’t work the first half of the term. This required more photocopies of the slides and slightly increased the cost of the class. It also made it more difficult to teach illiterate individuals because the PowerPoint version of the curriculum has images to help convey information. Once the laptop was repaired, Instructor Judy worked with Janet to enhance the training by adding even more images to help the illiterate students better grasp the concepts. Instructor Judy reported this was very effective and resulted in faster and more comprehensive learning. The syllabus was followed exactly and all objectives were achieved in this class.

Personal Empowerment Student, Mid-Term Testimonial, Lydia Wanjiku



“When I registered for Personal Empowerment, I didn’t know what it is all about. I told myself it would be a tough training and I would drop out. On doing my first class I realized it talks about life, how to manage stress, how to relate with others and loving oneself with whatever strength or weaknesses. In the past I thought I am not valuable, not educated and so was of low esteem. The three days in class changed my life. I feel I should be on top of the world. All people are equal so I have a right to thrive. Personal Empowerment has encouraged me to follow English lessons keenly. I am able to relate with my family and friends. I thank R2T, Forix Foundation, Janet and all the teachers for their endless efforts

to educate women in Kabiria slum, Nairobi.”

Personal Empowerment Student, End-Term Testimonial, Rhoda Kerubo



“I’m grateful to R2T for how far it has brought us. Personally, when I first came here I was closed in a box. But after the Personal Empowerment class it was like I was brought out of the box. I’ve learned that I don’t need to be educated or have big certificates in order to thrive in life. But I can use whatever I have at this moment which is my hands and whatever skills I have been empowered with to thrive in life. I’m so grateful because whatever I have learned here I’m going to use in different aspects of life. I’m most grateful for the open-mindedness it has brought to us. I want to thank Forix Foundation for the support it has

given to Right 2 Thrive. I hope you continue supporting us so that more women can better their lives.”



Crocheted Handcrafts

64 handbags crocheted from recycled plastics.

34 out of 64 bags have sold in Nairobi.



Upcycled Crocheted Handbags

INSTRUCTOR: Christine Kagai (Pauline Kwamboka Substitute)

Numbers of Students Registered: 28

Number of Students Who Received Certificate of Completion: 16

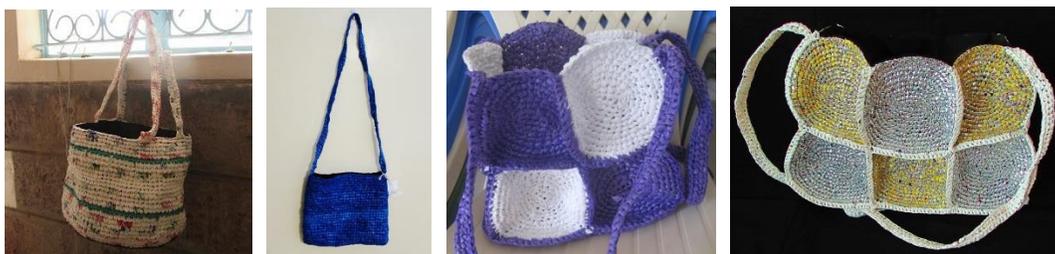
Attendance goal not met: 16/20

Objectives: I. To teach students how to crochet recycled plastic products (bags, film, wrappers) into handbags. II. To teach students how to crochet four different types of handbags and sew the liners into them. III. Teach students how to market and sell their handbags.

Outcomes:

The Crocheted Handcraft class had a difficult start because the Instructor was ill. Right 2 Thrive hired a substitute Instructor, Pauline Kwamboka, who was a former student in the same class. Pauline is also the Facility Manager at R2T's empowerment center. In the first two weeks eight students dropped out of the class. This is attributed to the fact that the class may not have been well managed initially. After the second week, the substitute Instructor adapted to the class and was able to teach from the syllabus.

The primary instructor remained sick the entire first month. This was the first term Instructors were given the responsibility of using R2T money to purchase the supplies needed for their classes. At the beginning of the term the Primary Instructor was given money to purchase fabric for the handbag liners. Unfortunately, the Instructor used the money to purchase medication. As a result there was a delay in purchasing the fabric and completing the bags. This was not immediately conveyed to management. Changes have been made to our policies and procedures to prevent misspending of money in the future.



Left to Right: Bucket Bag, Flat Cross-Body Bag, Small Wheel Bag, Large Wheel Tote Bag

The first bag the students learned to make was a basic bucket basket, followed by a 9x9 flat cross-body bag, and then the more complicated small wheel bag, and finally a large wheel tote bag. The crocheting techniques started out weak. Most students needed to tighten the stitch to make the bag more durable. By the third bag, the students had mastered the technique. During the term, several students sold their bags to people in the community but at a price that was not profitable. The final week of the Crochet class was dedicated to teaching marketing and sales. When students learned how to price their bags they realized how underselling makes them lose money. Selling bags in the local community is very difficult because people do not have the means to pay the fair price for the product. Right 2 Thrive has an advanced handcraft program called Kustawi. This group of women is learning how to identify better markets and sell their bags at a profitable price. We encouraged the Crochet students to apply for the Kustawi program for Term 3. In total, 16 Crochet Students completed 4 bags each for a total of 64 bags. Right 2 Thrive purchased 19 bags from students to be resold at fundraising events. To date, Right 2 Thrive has sold 2 out of 19 bags and the students have sold 32 out of 45 bags. We have upcoming holiday fairs where we expect to sell all of our products.

Crocheted Handcraft Student Mid-Term Testimonial, Jane Ochieng



“I was not able to hold a crochet needle to crochet. I struggled. The very first basket I made is so bad in shape. I took long time to finish it. I have kept this basket in my archive as a reminder of my hard work and determination to complete a project.

As I am saying this now, crocheting is my favorite work. It is a skill I cherish so much. Already people are asking me to make some for them and I am glad I am going to make money out of this soon. I’m eager to start a basket business out of up-cycled material. I extend my thanks to Janet for introducing this program to assist people in Nairobi. I appreciate the efforts of my teachers too.”

Crocheted Handcraft Student End-Term Testimonial, Mary Ingato



“Before joining the class I was idle and thinking of crocheting I thought it was not a possible thing to do. Since I joined this class time has become valuable and I don’t like wasting a single minute. I should be crocheting if I am not doing something else. I can make different designs of baskets. Crocheting has changed my life at home because it is a source of income. I sell the baskets I make at home. My kids don’t miss a daily bread and milk tea, and other meals of the day. The class has also changed my perception on what we call “waste paper” which is up-cycled into nice products and sold to earn money. I

collect these plastic bags to make baskets so I clean the environment. “



Paper Bead Handcrafts

254 Paper Bead Products Made by Students valued at \$3000 USD!

38 Wallet Clutches

70 Bracelets

57 Earrings

89 Necklaces

\$972 sold since October 1, 2014



Paper Bead Handbags and Jewelry

INSTRUCTOR: Joyce Mathenge

Numbers of Students Registered: 28

Number of Students Who Received Certificate of Completion: 16

Attendance goal not met: 16/20

Objectives: **I.** Teach students how to measure and cut strips of paper from posters, calendars, and magazines. **II.** Teach students how to roll 1cm, 2cm, and 3 cm beads. **III.** Teach students how to properly (and safely) varnish beads. **IV.** Teach students how to make one wallet clutch, 1 long necklace, 1 short necklace, 1 bracelet, and 1 set of earrings.

Outcomes: This group of Paper Bead students started off timid and worried they would never be able to turn disposed paper into beautiful products. But a few weeks into the term and their confidence was soaring. **By the end of the term these women had exceeded all of our expectations and objectives by 200 percent!** We have never had a class produce this many high quality paper bead items in one term! The students moved so quickly that we decided to purchase additional handbag insoles so they could each make a second bag.

The handbag insoles are custom made for Right 2 Thrive in Kariokor Market which is on the outskirts of town. Some of the insoles were not made to the exact measurements which required creative solutions to making the beads fit tightly over the insole. We visited Kariokor market again and emphasized the need for higher quality insoles. We have built a good relationship with the tailors in the market and they were happy to make any adjustments we requested.



Kariokor market is located on race course road just outside the city Centre. At the market, R2T purchases our handbag insoles along with filler beads for necklaces and other jewelry supplies.



We ended the paper bead class with a marketing and sales training for the students. We taught them how to appropriately price their products based on the cost of making them. We also encouraged them to join the Kustawi program to access local and global craft markets to sell their products. The students' products are for sale in Nairobi at the International School of Kenya PTO Shop, Kuona Arts Trust Gift Shop, Banana Box, and small pop-up craft fairs. The products sold since the end of the term are indicated below.

Independently sold by students	4 wallet clutches, 33 necklaces, 24 bracelets, 10 earrings	\$125
International School of Kenya	7 wallet clutches	\$165
Markets/Fairs	9 wallet clutches	\$212
Sold in USA	10 Handbags and 17 Jewelry products	\$470
	Total	\$972

Paper Bead Student Mid-Term Testimonial, Rhodah Kerubo



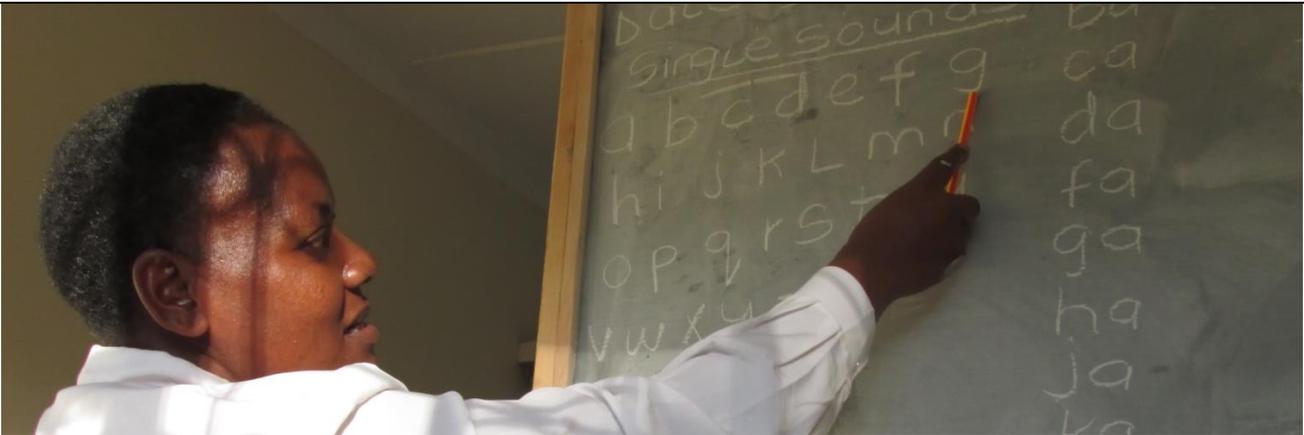
“I did not know that one can turn papers into nice beads until I joined this class with teacher Joyce Mathenge. In the first case I thought drawing to cut the right size of paper would be difficult. It wasn’t when I got used to it. Making paper beads has made me busy. I am looking forward to starting a small business with this skill. People are asking me to teach them how to make paper beads. This means there is a lot of potential in this skill. My family members are supportive and this is a big encouragement to me. I am grateful for Janet and R2T teachers for

their efforts to support us. The skills they are teaching to people of Kabiria and areas around will improve the lives here.”

Paper Bead Student End-Term Testimonial, Maureen Audi



“I feel more alive and energized since joining Right 2 Thrive’s paper bead class. I enjoy learning something new but also creating something beautiful. This program is better because they also teach us how to market and sell our products. For this, I’m grateful because I will better my life. Thank you Teacher Joyce and Forix Foundation for helping us.”



English Literacy Classes

16 Basic level students learned to write simple sentences and
15 Intermediate students learned conversation skills.



Intermediate English

Instructor: Jane Nganga

Number of Students Registered: 17

Number of Students who received Certificates of Completion: 11

Attendance goal not met: 11/15

Objectives: I. Develop ability to hold basic conversation in English. **II.** Read and write English at an Intermediate Level. **III.** Use English in business and banking transactions.

The Intermediate English class was taught by a new Instructor, Jane Nganga. The class was previously taught by Wafula Wanyonyi but he stopped teaching when he was promoted to Program Manager at the start of the term.

Intermediate English students began the term with basic self-introductions. This exercise helped them overcome speaking anxieties and immediately gave them a skill they could utilize daily. Initially the students were apprehensive but they quickly gained confidence and began using greetings outside of class. By the second and third week, students had begun learning the tenses and building basic sentences. By the end of the class students could participate in intermediate level conversation regarding daily interactions and business activities.

One of the most difficult challenges was the wide range of abilities among the students. The slower students needed the Instructor to repeat lessons which frustrated the more advanced students who wanted to progress more quickly. At the mid-term it was clear there were two distinct levels of learners in the class. We developed an advanced level curriculum and split the groups into two. Wafula Wanyonyi taught the more advanced students while Jane continued to teach the intermediate level.

Students were able to apply English knowledge and skills learned in class to their own lives outside of class. One student, Margaret Nyawira is a wife and a pastor. She is able to speak English with the church guests who come from countries that don't speak Kiswahili. Other students are now able to help their children with school work which they were not able to do before. Perhaps most importantly, three students opened bank accounts because they felt confident enough to fill out the forms and ask questions in English. Another significant positive change in our students was they were able to recognize their mistakes and self-correct in both writing and speaking. This demonstrates a deeper level of understanding than before.

Intermediate English Student Mid-Term Testimonial, Hellen Etyang



"I went to primary school and did not complete. I could not speak English because of fear and shame. I had even started losing the ability to read and write a few words and sentences I knew before. When I joined R2T to learn English at intermediate level, I did not inform my children. I thought they would make fun of me. After three weeks I had gathered enough courage to tell them because then, I was able to make good sentences and I would help them complete their home work from school. My kids are now happy because after dinner we discuss their school work and my school work as well. In addition, I can do banking transactions with little help. I am able to use many functions on my phone and listen to TV English news bulletin and understand what is said. I give many

thanks to Janet Patry and Forix Foundation for bringing the R2T program, my teacher Jane for her patience and all R2T staff for encouraging me and my other friends.”

Intermediate English Student End-Term Testimonial, Florence Isoe



“When I started with English classes I was shy and unsocial. But now I feel confident and happy to speak to people in English. I go to the bank without fear and do more business activities than before. I thank Forix Foundation for their support of me and the other women trying to better their lives.”

Basic English

Instructor: Joyce Mwangi

Number of Students Registered: 23

Number of Students who received Certificates of Completion: 16

Attendance goal met: 16/15

The Basic English students began the term by learning the alphabet and simple sounds followed by several weeks of repeating this lesson and then practicing basic greetings. At the mid-term, the students were able to read and write two and three-letter words. By the end of the term, students were writing simple sentences and identifying parts of the sentence.

The primary issue with this group of students is that they don’t consistently come to class on time. It makes it hard for the Instructor to progress with the syllabus when the students consistently need to repeat previous lessons. The students are not keeping up with the syllabus due to absenteeism. Adjustments were made for the second half of the term. The Instructor sent SMS reminders to students and provided incentives for those who arrived on time and participated fully in the class. At the students’ request, Right 2 Thrive had the chalkboards repainted to make it easier to read.

Basic English Student, Emily Wanjiru (Translated from Kiswahili to English by Wafula Wanyonyi)



“I did not go to school when I was a child. This is my first school in life. When I joined for the first time I was nervous and shy, because I thought how can an old woman sit in class and learn what small kids learn. I didn’t know how to hold a pen to make matters worse. After two weeks in class I realized I can make it. I could pronounce alphabetical letters and write them. This motivated me more. I am proud now because I can greet someone in English and tell them my name, where I come from and where I stay. It is good to be at R2T.”

Basic English Student, Mary Wambui (Translated from Kiswahili to English by Wafula Wanyonyi)



“I appreciate how far I have come in my English speaking. I knew nothing when I started. I didn’t even know the letters. I have come to know greetings, the letters capital and small, many new words, and even some sentences. I plan to continue my studies in Intermediate English at Right 2 Thrive. Thank you Forix for assisting me.”



Introduction to Business

26 Students attended Business Workshops



Business Workshops

Instructors: Wanyonyi Wafula, Janet Patry

Number of Students Registered: 30

Number of Students who received certificates of completion: 26

Attendance goal not met: 26/30

Objectives: To understand and apply basic business concepts: elements of business, business planning, steps to starting a business, finance, core values, costing, sourcing, pricing, branding, marketing, and customer service.

Outcomes: R2T's Business Workshops are designed to provide a general introduction to basic business concepts. Following these workshops, students are invited to receive one-on-one business mentoring. We had 26 out of 30 eligible students participate in our Business Workshops this term. The 4 students who did not attend had time conflicts. We will invite them to the next round of workshops.

This group had a number of illiterate students who struggled with the reading and writing activities in the workshop. Once we recognized this problem, we adjusted our training by assigning a partner to those who could not read or write. This worked very well and helped students retain information that they otherwise may not have comprehended. We conducted all exams orally at the end of the workshop in order to engage students in business dialogue. 25 out of 26 students took the exam. The average mean score was 86% which is the highest score we have had since beginning these workshops. We believe this is because questions are understood better orally than in writing. Next term we will conduct exams orally and in writing to determine if there is a significant difference in the score.

Beth Ndegwa, Business Entrepreneurship



"I have gained a lot of knowledge about how to organize my business. I have learned about partnerships, small business, and Co-Operative Societies. I will try to improve my business to maintain my customers. I did not know many things, especially about the stock market and now I know. I also didn't know how important the pin number was and now I realize. I am grateful for the encouragement you have given me and I know I will continue learning with Right 2 Thrive."

Hellen Kemunto, Business Entrepreneurship



"I have attended this class of Business Entrepreneurship. I'm happy because from here I'm in a better position to grow my business. I've learned a lot like core values of the business. I know how the government is involved in my business. I can run my business better than before. I thank the organization and my teacher Wafula. I recommend for more people to be taught so they can learn how to run their businesses well."

	<p>Materials + Labor + Overhead Costs + Transport</p> <hr/> <p>Minimum base price</p>		
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Business Mentoring

40 Students Received ongoing 1-on-1 Mentoring



Top Left: Ann, Top Right: Sylvia, Bottom Left: Isaac, Bottom Right: Joyce

Business Mentoring

Mentors: Wanyonyi Wafula, Janet Patry

Number of Students Registered: 80

Number of Students who received Mentoring this term: 40

Attendance goal met: 40/40

Right 2 Thrive mentors have been working very closely with all of our business students. We are pleased to share these four success stories.

Cleaning Company Start-Up



Ann Kanini has received almost nine months of one-on-one business mentoring. Her goal is to start her own cleaning company called Dignity Cleaning Services. With R2T's guidance, Ann has been able to write a business plan, develop a training curriculum for her future employees, and has obtained her business registration certificate. Next we'll help her find capital to buy equipment, uniforms, and launch her training program so she can hire some employees.

Marketing Materials for Small Handicraft Business



Sylvia Minah makes a variety of handicrafts. Her struggle has been identifying new markets to sell her crafts in. We helped Sylvia develop a brochure and introduction letter to help her get the word out about her work. Together we identified ideal places for Sylvia to seek partnerships. We helped her practice her pitch and encouraged her every step of the way.

Sylvia has seen an increase in new customers and is happy to report she has a regular monthly contract with one organization. We will continue to work with her so she can engage more new clients and market herself in more ways.



Pursuing a Passionate Career in Music

Isaac is a talented musician struggling to make ends meet in Kenya because he is a Congolese Refugee. He is currently working as a Kinyonzi (Barber) 6 days a week. On his one day off he comes to the Empowerment Center and uses our sound equipment to record a CD. We also provided him with a camera to film a music video that is currently being edited. Once Isaac has his demo and video we'll work with him to develop a plan for getting his music into the mainstream

Co-Operative Society Formation and Management Skills



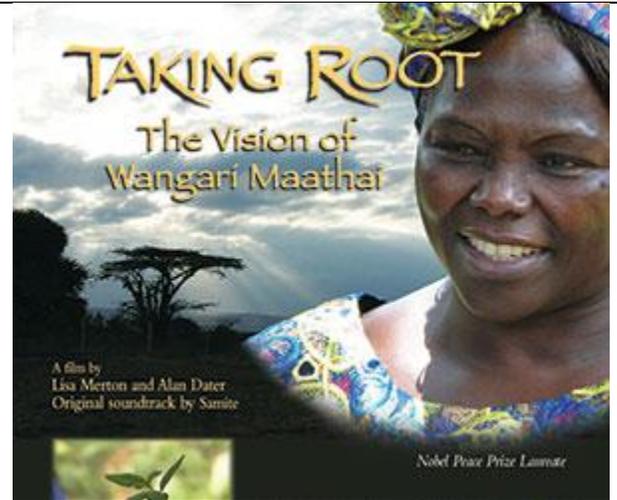
Joyce Mathenge is R2T's Paper Bead Instructor. She is a member of the Business Entrepreneurship program and is receiving one-on-one mentoring to help her lead a group of women to start their own Co-Operative Society. This is a very big venture for Joyce and she is eager to receive as much training as possible to prepare her for this next phase of her life and career.

Sustainability: Right 2 Thrive has created a CapStart Business Program for the Business Mentees who are ready to start or enhance their own businesses. We are currently seeking 2015 funding for this project. We intend to purchase inventory and/or equipment or make capital improvements to the physical location in order to take their businesses to the next level. We will continue to mentor them and ensure they make good financial decisions to sustain their businesses in the long term.

Root Causes	Solutions / Ideas
Lack of self-esteem	Personal Empowerment + Practical Follow-up
Lack of skills / Education	Future: expand classes Provide income generating classes + Business Workshops + English
Lack of gainful employment	Develop partnerships w/ locals

Community Leadership

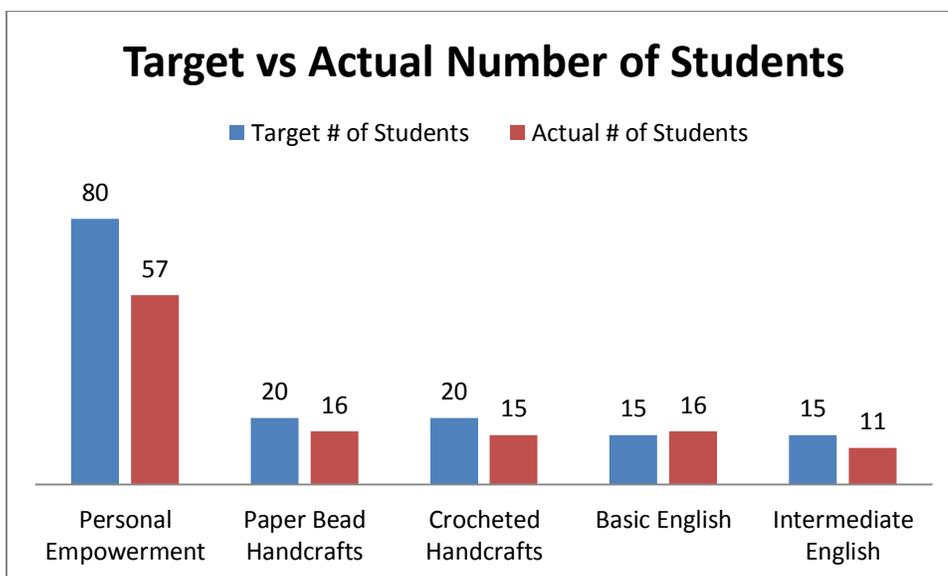
27 Students Participated in monthly community leadership training



In June, the Community Leadership Development (CLD) students formed Community Action Committees: Community Partnerships, Environment & Infrastructure, Social Engagement, and Community Health. In July, students received leadership and advocacy training. In August, we watched a Wangari Maathai documentary and discussed how to incorporate similar leadership tactics in our community engagement. In September, the committees established action plans for the community projects they intend to organize before the end of the year.

LESSONS LEARNED

Lesson 1: Need to establish incentive program and improve our follow-up with students to maintain the target number of students in each class. We registered 1.5 times our target number in each of our classes but between registration and the first day of classes, we did not communicate with students. When fewer students attended classes, we did not contact those who did not show and encourage them to come—we just recruited new students. We have implemented a new procedure where we send SMS reminders in the days leading up to the start of classes and during the first few weeks until a routine is established for our students.



Lesson 2: Source supplies from legitimate businesses with official receipts even if it costs more. We are very strict about obtaining receipts for all of our transactions. However, the Kenyan staff unanimously agreed that sometimes they find making purchases difficult because they often can't shop from the most affordable source due to a lack of receipt. The staff had a very real fear of going over budget because when they planned for the year, they estimated prices based on the markets they frequent which have lower prices than most official established businesses. Our staff is used to stretching their money and found themselves delaying to purchase supplies because they knew they could find items cheaper in the local market. Staff truly needed coaching from the Executive Director to purchase supplies from official businesses where they could obtain receipts. This was the staff's first term purchasing supplies for themselves—in the past, the Executive Director purchased all supplies. The experience made us realize staff needed finance and program management training. Following several training sessions in October, the staff now understands why it is necessary to shop where they can obtain a receipt. They recognize the importance of good recordkeeping and transparency.

Lesson 3: Establish formal procedures to ensure we meet our program objectives and numbers. We failed to meet our numbers of training 20 students in each of the handcraft classes and 15 students in the English classes. As a result, we implemented an incentive program whereby we gave cash awards to anyone with perfect attendance from the mid-term to the end-term point. This helped tremendously and we are pleased to report we issued 5 cash rewards to students for perfect attendance. We will use this strategy along with the follow-up phone calls and SMS reminders before class. One of the reasons staff didn't take initiative to follow-up with students was because they often did not have airtime on their phones but they did not inform the ED of this problem until much later. Airtime for the staff will be included in the budget next year.

Lesson 4: Empower staff to make decisions. Our staff instructors are experts in what they teach. This term we had a major miscommunication between our Crochet Handcraft Instructor and the Executive Director. The misunderstanding involved measurements of the bags. The Instructor knew the measurements in the curriculum were wrong but she continued using them because she did not feel she had the authority to change it. This resulted in abnormally shaped bags that were not of the quality expected in our program. In retrospect, the Instructor realized she is the expert and therefore has the authority to change the curriculum. We discussed this issue in a staff meeting so all employees recognize they have the authority to make similar decisions.

Lesson 5: Communication chain did not effectively share information with one another. This was the first term the Executive Director was not in Kenya for the start of a new term and long-distance communication was difficult and unclear. The ED sent money from the US to the Treasurer in Kenya who then dispersed it to staff accordingly. Messages regarding how money was to be spent were sent to the Program Manager and Treasurer via email. However, when the Program Manager emailed the ED he did not copy the Treasurer and keep him in the communication loop. This caused delays in money disbursements and frustrated the Instructors. We have learned it is important for everyone to be included in the communication to prevent delays and misunderstandings.

UNANTICIPATED BENEFITS

1. Benefits for children of mothers and teachers in our classes.

Right 2 Thrive accommodates mothers of pre-school age children by providing a safe environment for children to explore, play, and nap while their mothers learn. During Term 2, two young girls learned to talk and walk while their mother's taught the handcraft classes. Because they were among other children who could walk, they skipped crawling and went straight to following the bigger kids. They walked around the classroom holding on from chair to chair, getting assistance from the students who are almost all mothers and experienced in this area.



2. Enhanced relationship with R2T students and community.

R2T had some miscommunications among our staff and with the students at the beginning of the term. Initially we feared this would taint our relationship with the community. But we spoke to each class and explained our mistakes and ensured them we would not allow such a thing to happen again. We

encouraged students to provide us with honest feedback and criticism in order to make us better. We were surprised to see this dialogue improved our image with students and resulted in them recruiting more students for us. We realized when we make mistakes it is best to be transparent and address the issue so everyone involved can learn from it. Our students know we will continue to improve as an organization because we are committed to serving them in the best way possible.

3. Implementation of formal staff training program.

As a result of lessons learned during Term 2, R2T implemented a formal staff training program to develop the knowledge, skills, and abilities of our employees. Some of the training topics to be covered during Term 3 are: Communication, Teambuilding, Conflict Resolution, Report Writing, Accounting & Finance for Non-Profits, Empowered Teaching, Management, and First Aid.

4. Recognition of unique offerings to students.

We received great feedback from our students this term due to our transparent communications. One of the key insights for us was how much the students appreciate R2T for the following offerings that are different from other local organizations:

- a. Length of our term allows students to develop full competence in each skill area
 - a. 24 classes compared to other programs that are just one or two classes
- b. Free classes means students never need to choose between education and basic needs
- c. Quality of resources provided to students—painting the blackboards when needed, high quality materials such as glue, scissors, and varnish.
- d. Customized Business Workshops
 - a. Marketing & Sales customized for handcraft students
 - b. Small business entrepreneurship-open to all
- e. Handcraft students most grateful that R2T purchases at least one of each student’s products

5. Employment obtained by students.

This term we had 7 students obtain jobs as a direct result of learning skills in our classes.

STAFF TESTIMONIALS



I am Pauline Kwamboka, married with three children. I’m working as a facility manager at R2T. The first thing R2T taught me was personal empowerment which prepared me to do my work well. While I was working, I attended crocheting and paper beads classes and graduated in both. I can now make handbags using paper and plastics.

During term 2 of this year, 2014, Forix Foundation donated money to run our projects. I realized that Forix has concrete, detailed and strict schedule to follow when they fund any organization. When this money came in Janet was in the US and so we, the staff, had to work hard. It became very necessary that whatever thing I purchased had to come with an official receipt for accounting purposes. My colleague, Mr. Wafula was reminding me this every time I went shopping. This was a very good experience because normally whenever I do my shopping I don’t consider asking for a receipt. This changed my way of shopping even for my household.

Another thing that happened and taught me a lesson was that our crocheting teacher, Christine, fell sick and could not attend to her students. Janet and Wafula asked me to stand in for her. It was challenging for me because I had never been a teacher before; and this came in a short notice. To be sincere I struggled to teach the students how to crochet. At times I could wrongly interpret the measurements, but I managed to keep the students until the teacher recovered. By doing this we had to inform Forix of our progress in every project. I felt I am letting down R2T in the eyes of Forix but Janet and Wafula kept encouraging me that I have the potential. This was the greatest risk I have ever taken in my life.

Leaving aside a few challenges I encountered, I would like to thank Forix foundation for willing to fund us, R2T. Because of this money I managed to learn new behavior in buying and taking risks. All in all I earned more money after teaching crocheting. Thank you a lot, Forix Foundation.



My name is Wanyonyi Wafula and I am working as a volunteer program manager at R2T. Besides this I teach English to adult students in our program. I also give business workshops and do business mentoring to people who are in our business project. It is my joy doing all this because I'm helping people in my society to move from the uncomfortable state of life to a more comfortable one.

Last term, (term 2, of 2014) Forix Foundation funded us, R2T, money to the tune of 5, 500 US dollars to run our projects. This money came with strict instructions that it was meant for teachers' salary, paper beads, crocheting, English (both basic and intermediate classes), personal empowerment and nothing else. Janet had gone back to the US for official duties and so I was left in charge of the projects and to make sure that things were moving smoothly and report back to Janet at least on a daily basis.

This was a learning point for me in this capacity as the program manager. I realized that certain things didn't go well in line with the requirements of Forix. Such things as meeting our target of students to a number of 20 each class and maintaining them till the end of the term. Timely reporting to Forix was also key in this term. Keeping the records of work and of purchases was paramount.

I would like to say that this was not easy time for me and especially given the age of R2T where we have a few staff, resources and my short experience in handling this kind of tasks. With all this challenges I learned a great deal. I feel proud that I helped the entire staff to utilize productively funds from Forix on the projects earmarked.

SUMMARY

In conclusion, this was a very successful term. We are pleased with both the intended results, unanticipated results, and the lessons learned as they have made us a significantly stronger staff and organization. We are grateful to Forix Foundation for giving us this opportunity to manage a grant from both the program and finance perspective. This was a first experience for all of us as a staff and we have learned a great deal from it. We feel ready for new challenges and look forward to utilizing our new skills gained from this experience.