

Yearly Report

From Streets to Scholars (FS2S) Scholarships Program

Cohort 1, Academic year 2011-2012

March 2013



Table of content

Executive Summary	3
PART 1 – Presentation of Become	4
PART 2 – “From Streets to Scholars” Program	8
PART 3 – The Nyanza province in context	12
PART 4 – Overview of Year 1 of program	19
PART 5 – Recommendations	27
References	29



Executive Summary

This report aims to summarize the 1st year of the “From Streets to Scholars” (FS2S) scholarships program, designed and implemented by the organization Become, registered in Israel under the number 580507879, between December 2011 to December 2012. The report will provide an overview of the program, the socio-economic context of the area of intervention, the financial report of the program, as well as some recommendations for the next years of the program.

This report was written by **Anne-Sophie Cardinal** and **Dr. Ziv Gan-Or**, and edited by **Shira Lawrence**. The coordination of applications was assumed by **Rosario Forrero**. We would like to extend a special mention to M. **Tom Muga**, Director of Heartspring Academy and Children’s Village, for his constant field support and great contribution to the success of the program.

The FS2S program is made possible by the generosity of sponsors, located all over the world. Become wishes to express profound gratitude towards them, in the name of all the scholars assisted by the program.

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PART 1

Presentation of Become



About Become

Become is a non-profit organization without political or religious affiliations, providing assistance to orphans and vulnerable children in impoverished communities worldwide. All members of the Become team are volunteers. Become was established in March 2009 as the Israeli branch of a small international non-governmental organization, and became an independent organization under the name "Become" in March 2012.

Vision

Our vision is based on reaching a reality in which all children regardless of ethnicity, religion, gender, or socioeconomic status, have access to basic human rights. Children worldwide are entitled to food, healthcare, education, shelter, and a safe environment in which they can grow up to fulfill their potential.

Mission

The lives of millions of children in developing countries are riddled with social, economic, and physical barriers. These barriers often lead to a lack of opportunity, dramatically reducing a child's ability to break away from the cycle of poverty. At Become, we believe that these barriers are not insurmountable and we strive towards the creation of safe, stable, and caring environments that will allow children to overcome challenges they may face. Become assists orphans, street children, children with disabilities, and children from vulnerable households, providing them with basic life sustaining amenities including education, daily meals, healthcare and shelter.

We understand that with this assistance, children can work towards overcoming the challenges and hardships they face, while building a better future for themselves and their communities. We look to these children **as future leaders who will have the opportunity to reach for their dreams** and BECOME whatever they choose to BE.

Our Approach

Become works directly with community members to address the challenges they face, together building on local knowledge to create lasting solutions for vulnerable children within their community.

We work directly with communities to understand their needs, assess local resources and find a way to use those resources to meet community needs in a sustainable manner.

Through engagement, participation and leadership, communities take ownership over projects. Beyond supporting the material needs of the project beneficiaries, we strive to empower individuals and communities to take part in the projects.

At **Become**, we believe that improvements amongst vulnerable groups within a society can only be carried out via cooperation between all stakeholders involved. Within this framework, Become works with international and local partner organizations to initiate, maintain, and support projects for vulnerable children.

All programs are run according to local and national governments' standards of practice and laws related to children's rights and care.

An important element of our approach is that 100% of donations received are invested in the projects. Due to the fact that Become staff is comprised entirely of volunteers, none of the donations received are used for overhead costs.





HEALTH

EDUCATION

NUTRITION

SHELTER

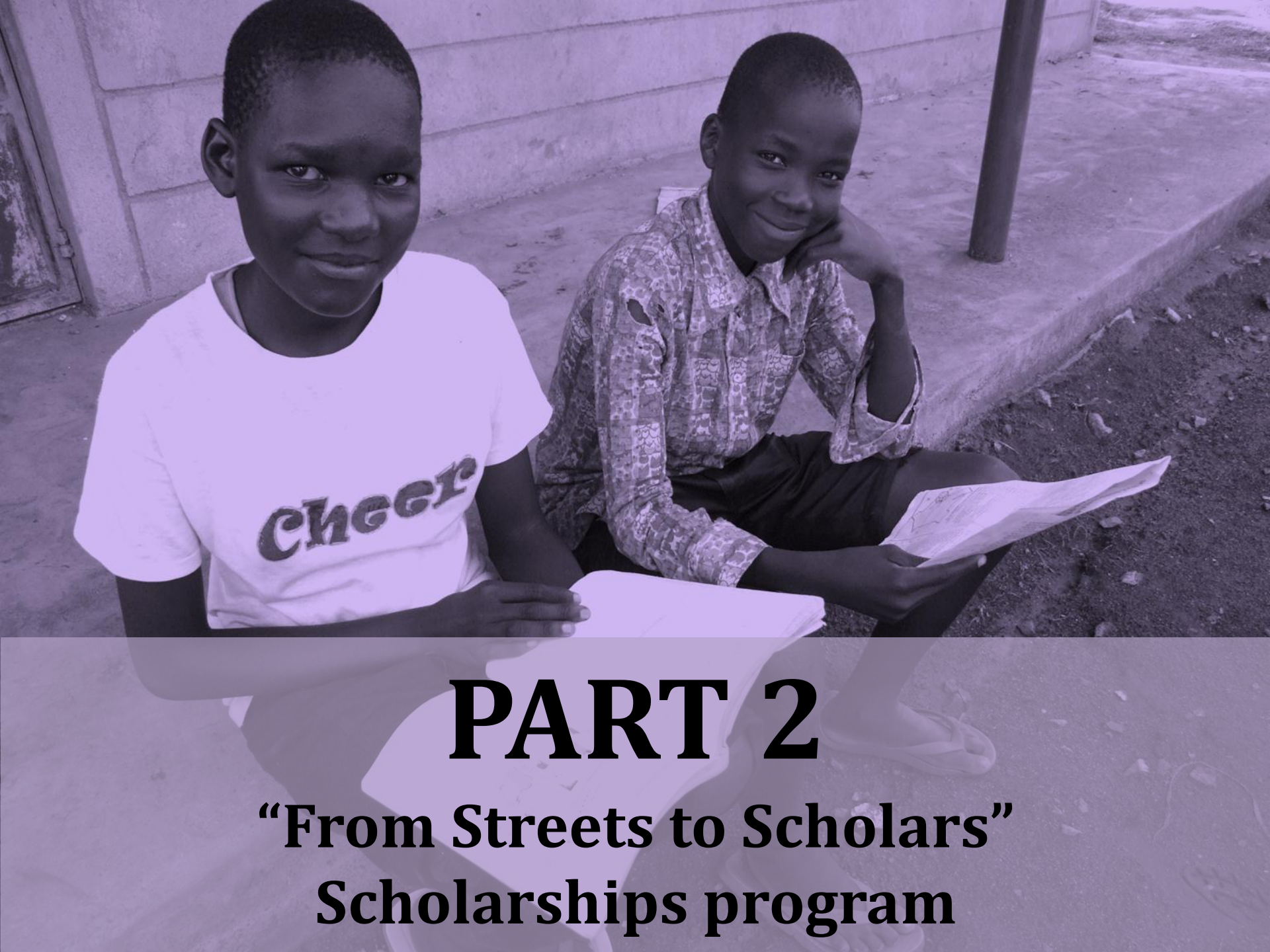
COMMUNITY

Five basic fields of intervention

Become works according to the belief that in order to have a significant impact on a child's life, there needs to be a coordinated intervention in **five basic fields**: education, nutrition, health, shelter, and community.

Providing these five elements will ensure not only the short-term well-being of that child, but will also greatly increase a child's likelihood to escape the cycle of poverty that has trapped so many, with the ability to build towards a better future.

A child who has a shelter, but is not provided with proper nutrition will not develop adequately. Similarly, a healthy child who doesn't have access to education may not be able to fulfill his potential. However, with Become's five fields approach, children will have the foundation to BECOME healthy, educated, and empowered members of the community they live in.



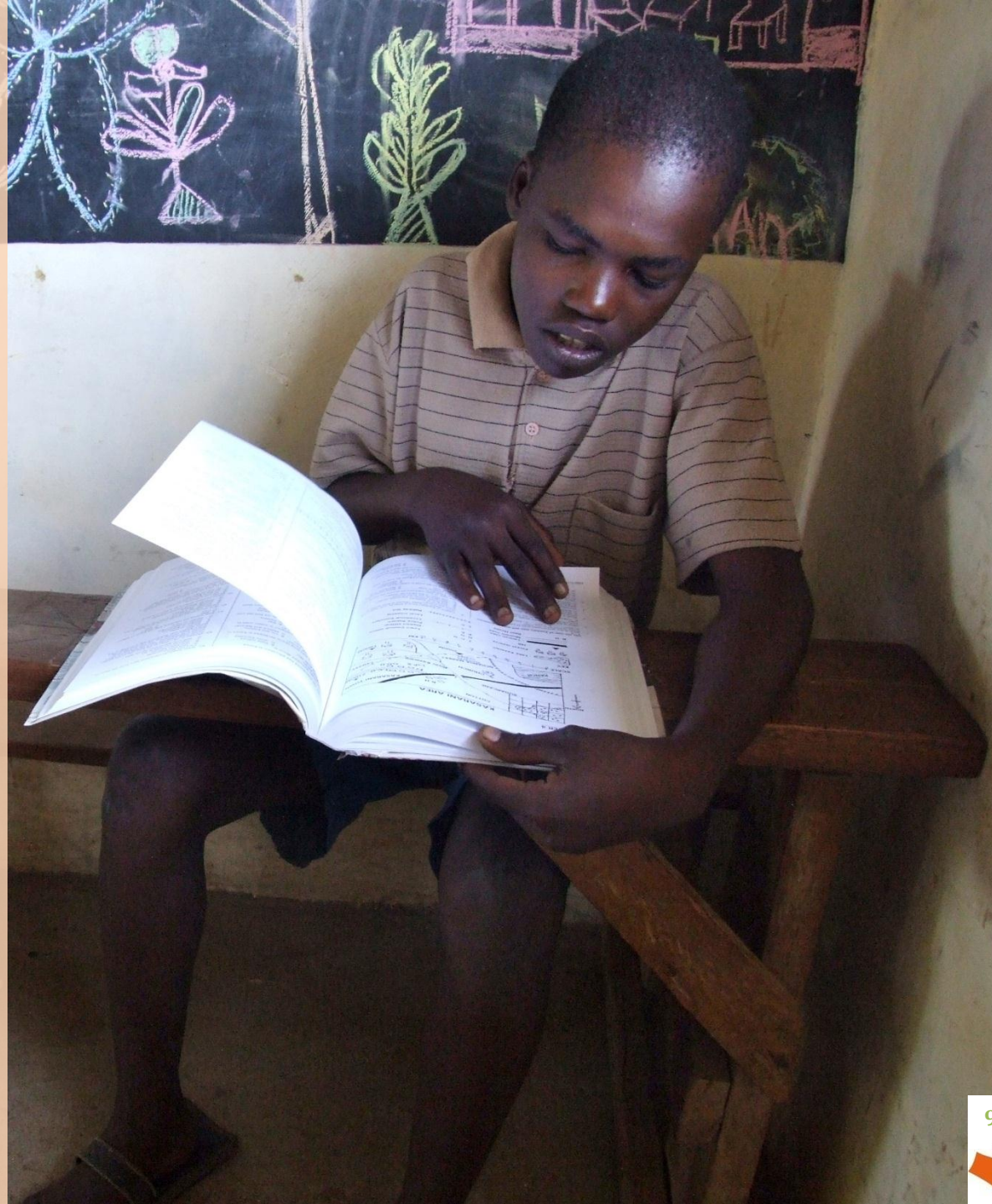
PART 2

**“From Streets to Scholars”
Scholarships program**

From Streets to Scholars (FS2S) Scholarships Program

Promoting children's education is one of Become's main goals. We believe that providing children with the opportunity to learn not only increases their happiness and self-fulfillment, but is also crucial for supplying them with the tools required for building better societies.

The scholarships program was launched in 2011 and is currently operational in the province of Nyanza, **Kenya**, where selected children receive scholarships that allow them to attend high quality secondary schools. This province is mainly rural and statistics indicate that children have reduced access to secondary school education. Additional information about the socio-economic context of the Nyanza province is provided in the following sections.





In return for the scholarship, each scholar is **requested to volunteer a few hours** of his/her time per month within his/her community

Sponsorship process

- Scholarship sponsors have the opportunity to support a child by providing them with a **yearly scholarship**. Become asks sponsors for a minimum of a **one-year commitment**. However, it is encouraged that they support the child for the entire duration of his/her high school studies.
- The scholarship provided is for each child costs **650 US** dollars per year. This amount covers: *tuition fees, boarding, adequate nutrition, uniforms, school material and health care.*
- Scholarship payments can be made in one payment or in **installments**, according to the sponsor's preference.
- Every year, the Become team sends sponsors the **academic results** of the child they are supporting, accompanied by additional **news** about that child's **progress** and ongoing activities.
- Sponsors also receive hand-written **letters** from the children from time to time, and can send letters/**presents** to the scholar they assist.

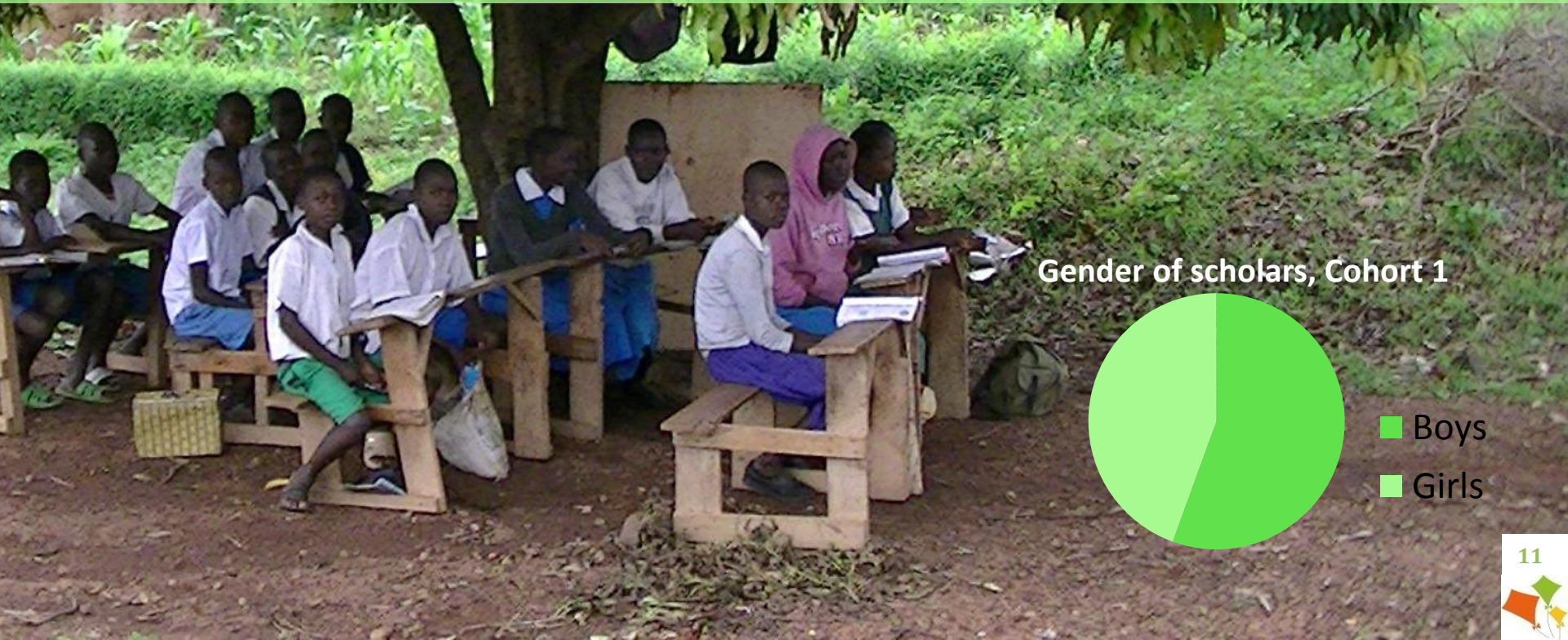


Selection process

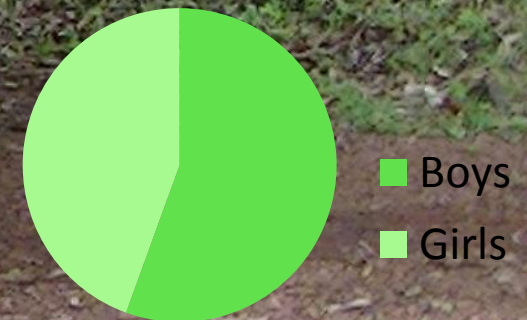
In order to select a cohort of applicants for the scholarship program, Become conducts visits to primary schools in the area, collects application forms, and has discussions with community leaders regarding compelling cases. The school staff recommends the most vulnerable children, who have a high probability of being accepted to secondary schools. Then, team members conduct personal interviews with applicants and home visits. Meanwhile, fundraising efforts are carried out to find sponsors worldwide. Upon receipt of the KCPE (Kenya Certificate of Primary Education) results in December, and according to the number of sponsors found, the selected children are notified if they have been selected as scholarship recipients.

Criteria considered

- Status of child; double orphan, single orphan, living parents, teenage mother
- Socio-economic status of guardian and relatives
- Affirmative action (positive discrimination) of gender factor, for female applicants
- KCPE result
- General situation (neglect, abuse, child labor), personal story, case-by-case



Gender of scholars, Cohort 1





PART 3

In-depth context of
the Nyanza province, Kenya

Education in Kenya

Fact Sheet¹

- Education System “8-4-4” (since 1985): 8 years primary, 4 years secondary, 4 years college/university.
- Progression from primary to secondary school and from secondary to university is through **selection on the basis of performance** in the national examinations for the Kenya Certificate of Primary Education (KCPE) and the Kenya Certificate of Secondary Education (KCSE), respectively.
- Free Primary Education was introduced in January 2003.
- **Duration of compulsory education:** 8 years
- **Starting age of compulsory education:** 6 years
- **Ending age of compulsory education:** 14 years

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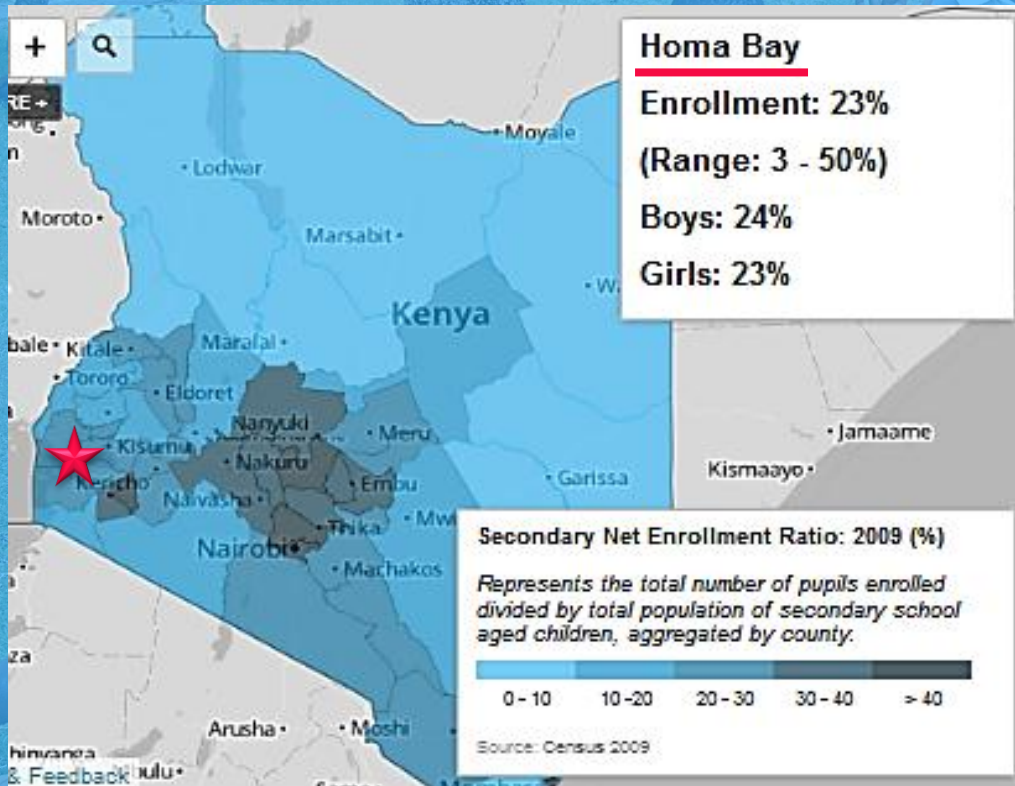
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Education in the Nyanza province

In Kenya, the ratio of primary school attendance of urban over rural school aged children is 1.1.² This means that children in urban areas have a 10% higher chance of attending **primary school** than children living in rural areas. In the Nyanza province, according to the latest data, 74.7% of school aged children enroll in primary school (2000).³

When it comes to **secondary schools**, the enrollment rates drop dramatically. This is due to the factors explained in the following sections of this report and to the compulsory duration of education being 8 years. The national percentage of children of official secondary school age who are enrolled in secondary school compared to the population of official secondary school age is 50%.⁴ For the Homa Bay district, the percentage is much lower, as indicated in the table below (23%).⁵



A region mainly rural



Population

The Nyanza province has a **population** of 5.4 million people out of a total of 38.6 million people in Kenya.⁶ The population is mainly comprised of three main ethnic groups: Luos, Kisiis and Kurias.

Rural context

According to the Kenya National Bureau of Statistics data from 2010, 68% of Kenyans live in rural areas, where the level of poverty is higher and basic services such as piped water, electricity, health facilities, roads, and schools remain inadequate. The Nyanza province is primarily rural, and its economy depends mainly on smallholder subsistence agriculture. The Nyanza is greatly affected by occasional floods. The Homa Bay district, where the scholars of the program come from, is one of the poorest of the 12 districts in Nyanza Province.⁷



Relevant Health Issues

The Homa Bay District, in the Nyanza province, has one of the highest rates of **HIV** infection in Kenya, estimated at about 28-30%. In 2009, the number of Kenyan children, aged 0 to 17, who became orphans due to AIDS was estimated at 1.2 millions.⁸ In the district of Homa Bay, there are an estimated 40,000 orphans, 16,000 of whom are double orphans (2008).⁹

The Kenyan Ministry of Health has many HIV **testing and prevention** programs and campaigns. Unfortunately, populations in rural areas are not always reached through these interventions.

The prevalence of **malaria** is also very high in the region and affects many children, resulting in high child mortality and morbidity rates.

Vaccination and routine examinations are typically lower in rural Kenya, and **access to health care** facilities is often limited.

In rural Kenya, only 52% of the population has access to **improved drinking-water** sources (2010).¹⁰





The Threat of Child Labor

It is widely acknowledged that poverty is one of the main contemporary causes of child labor, an issue that poses a threat for youth in the Nyanza province. In rural Kenya, roughly 45% of children combine work and school, compared to about 7% among urban children. The vast majority of working children live in rural areas, with the largest population of working children being found in the Rift Valley Province, followed by Eastern, Central, **Nyanza**, and Western Provinces.¹¹

The work of children is concentrated primarily in the informal sector: agriculture (tea, sugar, coffee, flowers, maize, miraa, rice, sisal, and tobacco plantations), fishing, charcoal burning, logging, herding, quarrying, and mining. Children are involved in the production of meat and dairy products, alcohol, textiles, rope, furniture, and in construction, transportation, and communications services.¹² Children are employed in restaurants, barber shops, and beauty shops and work as street vendors, shoe shiners, messengers, and porters.

In the **Nyanza** province, agriculture, mining and fishing are some of the sectors that many boys and girls drop out of school to join. On the beaches along the Lake Victoria region, many children have dropped out of schools to engage in fish trading. With the high rate of HIV/AIDS in fishing communities, there are many orphans and families headed by children, forcing kids to engage in economic activities at a young age. Sadly, in the coastal areas, including around Lake Victoria, many children, especially young girls, are engaged in prostitution.¹³

Early marriage among girls

In Kenya, the minimum legal age of marriage is 18 years old, for both sexes. Early marriage affects mainly adolescent girls, and data indicates that 25% percent of Kenyan adolescent girls are married before the age of 18, and 5% are married during early adolescence, that is, before the age of 15. The table below presents figures for the Nyanza province, where **34% of girls aged 15-24 were married by the age of 18 years old**.¹⁴

Girls in rural areas are significantly more likely than those living in urban areas to be married during adolescence (CBS).¹⁵ Studies show that child marriage is more likely to occur among individuals of low economic status, living in a rural area and with limited education.¹⁶

Adolescent girls are often convinced to marry as a pathway to better their circumstances. Many girls choose to marry either because they are orphaned, could not progress in school or because their parents were extremely poor.¹⁷ In the case of double orphans, girls are at a higher risk of early marriage than teenage girls living in urban areas.¹⁸

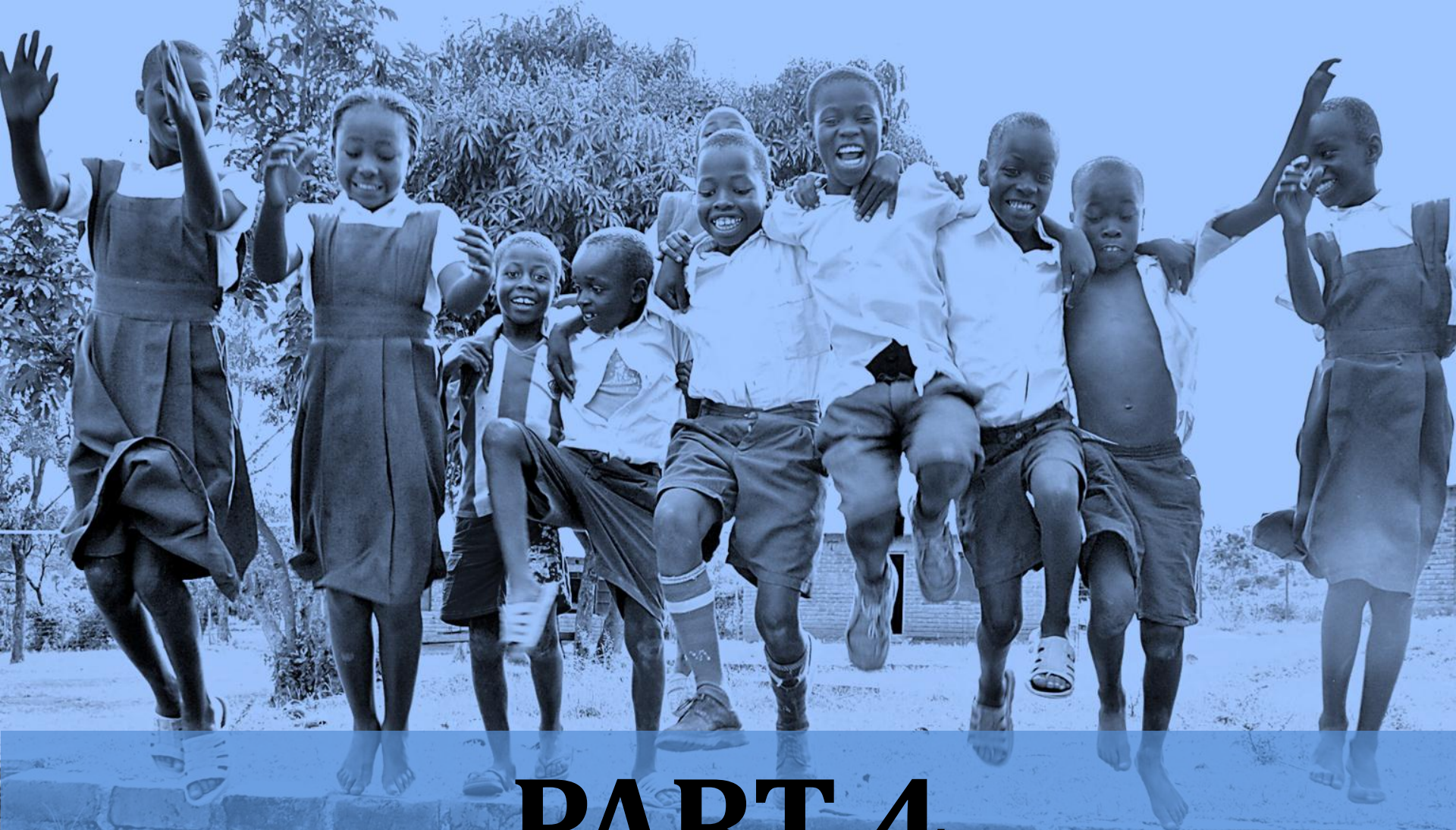
Since the launching of the FS2S program, several female applicants, all orphans, have mentioned being afraid of being forced into marriage against their will, if they could not continue on to secondary school.

Percentage of Kenyan girls aged 15–24 who were married by age 18, by province

Urban	18
Rural	29
Central	15
Coast	34
Eastern	16
Nairobi	12
Northeastern	56
Nyanza	34
Rift valley	35
Western	32

Life-table analysis based on responses from girls aged 15–24; data drawn from the Population Council's analysis of the 2003 KDHS.





PART 4

**Overview of the 1st year
of the FS2S Program**

FS2S Scholarships Program: 1st year Overview

During this first year of the From Streets to Scholars scholarships program, **Become provided 9 scholarships** to children and youth in vulnerable situations. The scholars from this first cohort all came from Kager village, located in the Homa Bay District.

Seven of the students enrolled in their first year of secondary school. The **KCPE results** ranged between 297 and 357, above national scores. The average score of was 336.33 for boys and 324.75 for girls. All were **double orphans** who graduated from Heartspring Academy.

Two additional students were provided a **partial scholarship** in order to be able to graduate and obtain their secondary school diploma. These two students were older than the official secondary school age, but they were selected because of other criteria, being double orphans amongst others.

Thanks to the dedication and excellent coordination work of **M. Tom Muga**, the field visits of Become volunteers and the constant monitoring and follow-up, the process was carried out in an efficient and effective manner. **Recommendations** for the upcoming years will be listed in the last section of this report (page 27).



Cohort 1

Academic year 2011-2012



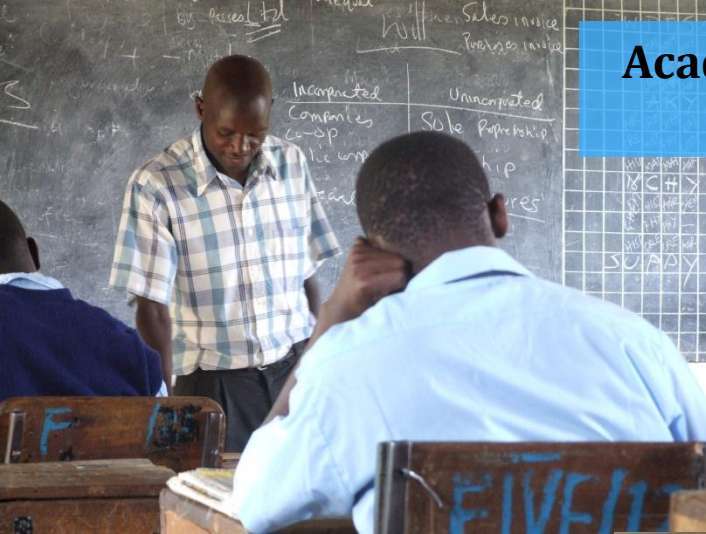
Financial Summary - YEAR 1 *

Name	School name	Country of sponsor	Scholarship
Ledoner	Mawego Girls	Israel	62,437
Janet	Magare Girls	Canada	58,492
Eugine	Uriri High-School	Israel	60,000
Linder	Mirogi Girls	Israel	53,100
Winnie	Mirogi Girls	USA	53,100
Chris	Mbita H.School	Israel	70,300
Robert	Tonga Secondary	Australia / Israel	66,991
Jacob	St. Paul Secondary	Israel / Canada	16,200
Samuel	St. Paul Secondary	Israel / Canada	16,200
Total KSh			KSh 456,820
Total USD			\$ 5,710.25

* Become ensures a constant financial follow-up and receipts for all expenses are collected and reviewed periodically.



Academic year 2011-2012 in pictures...



Visit of Cohort 1 scholars in their schools, MAY-APRIL 2012

During a field mission, team members of Become went to visit 6 secondary schools to follow-up and see how the students from the program were doing. Here is an abstract from the visits report made upon return from the field:

*"We visited **6 schools** in order to visit our young scholars and to inform the principals about our scholarship program. In each school, we gave 3-5 application forms for potential candidates. We explained that we would like to help excellent students that had to drop-out of secondary school due to high tuition fees. In each high school, the principal, along with his/her staff, will identify children in difficult situations for the scholarship program. We were also updated about the performance of the children. On the academic level, all of them are doing well and have grades above average. Three of them have excellent grades that rank very high within their class."*

Unfortunately, due to the hard conditions of the road (floods), the team could not visit Tonga Secondary school. In addition, due to a strike, they could also not visit the Mbita High School. In the next field project, all schools will be visited.

The team members felt very much accepted with great respect and gratitude by the principals of all schools, who all emphasized the great importance of this scholarship program. They said that they appreciated that Become gave them the opportunity to suggest suitable candidates to the program.





Visits of 3 primary schools, APRIL-MAY 2012

As part of our efforts to identify candidates for the scholarship program, in April and May 2012, Become volunteers visited **3 primary schools** in the Homa Bay District. We met the head teachers and explained to them that we target two types of students:

1. Double orphans, single orphans, impoverished students in difficult situations or whose parents are unable to support them through their high school studies
2. Students with excellent academic potential but experiencing financial difficulties

We explained that in order to get a scholarship, there is a threshold of a KCPE score of 300. However, in cases with special circumstances, children with lower scores can also be considered. In addition to application forms, we asked that a recent marks sheet and a personal letter from the student – if they would like to include one – be attached.

The following school were visited:

Kawiya primary school

Ngulu primary school

Sota Kochia primary school (see next page)

Each school received 10 scholarship application forms and was asked to deliver them back to Tom Muga as soon as possible. The Sota Kochia primary school, which was the poorest school, received 14 application forms, making it a total of 34 applications that are expected from these schools. It was explained to all schools' staff that we do not wish to create false hopes, and that we cannot guarantee that we will have the scholarships for all children who apply from their schools. We asked them to deliver the same message to the children who apply to be candidates.

Visit to Sota Kochia primary school and area, APRIL & AUGUST 2012

This school was by far more poverty-stricken than the other two primary schools visited. Some of the children seemed malnourished, with worn-out uniforms and no shoes. In addition, many children did not receive vaccines and were not tested for HIV. The school facilities do not have enough sources of water, no adequate latrines, and the general condition of the school and classrooms is significantly lacking. Indeed, due to recurring floods, the school infrastructure remains unstable, without sustainable building material.

In the first visit's report (found on Become's website), our team recommended that this school be considered as a potential project. In addition, it was recommended to initiate an outreach medical program for this school and to consider supporting the school with additional water tanks and latrines.

Unfortunately, due to lack of substantial resources, Become has not been able to initiate any plans thus far to assist the Sota Kochia school.





PART 5

Recommendations

Recommendations

1. An **Internal Evaluation of the program should be conducted** in order to better understand the impact of the program on the scholars' lives and potential for improvement.

2. The **volunteerism component of program should be better structured** and implemented. A comprehensive monitoring of the volunteering involvement is necessary.

3. Hiring a **local coordinator** in a part-time capacity would be beneficial in assisting for the management of the program at the local level. Tasks will include recruitment of new applicants, home and school visits and partnerships, amongst others.

4. In addition to **semester meetings** with each scholar, a **yearly focus group** should be held with all scholars from the same academic year. The focus group meetings will aim to discuss common issues faced by youth in rural Kenya, and conducted by professionals in the field of social work and education.

5. Our final recommendation is that in light of the pressing educational needs of vulnerable children in the area of intervention, **substantial efforts should be put on finding more sponsors to support a larger number of applicants**. This could bring a greater contribution to education challenges of the region.



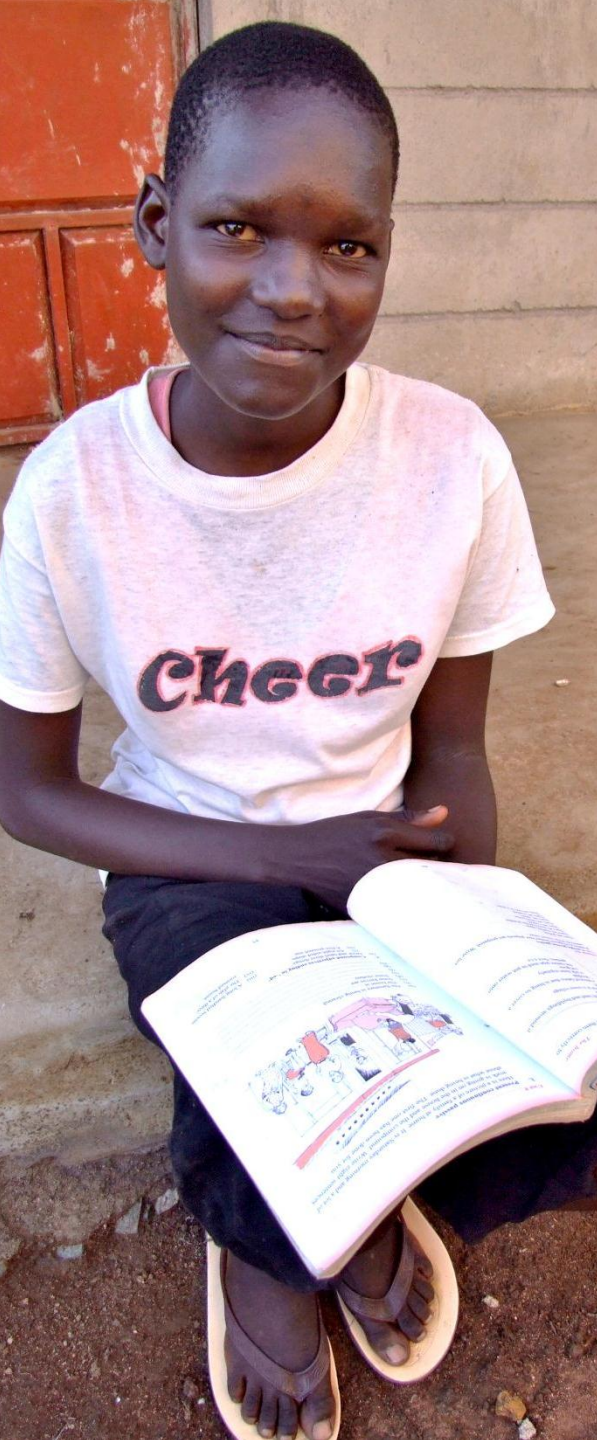


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