



GRiC

Grassroots nest for Innovations and Change



ANNUAL
REPORT
2022

**Together,
We Make a Difference**

Table of Content

Abbreviations	02
Foreword	03
About GRiC	04
Areas of Coverage	05
Key Achievements	06
Capacity Strengthening of Partner Sub-grantees and Organizations	07
Pillar 1: Children Learning	08
Pillar 2: Youth Leadership	12
Pillar 3: Girls' Education and Women's Empowerment	15
Donor Learning Visit	18
Looking Ahead	18
Our Donors and Partners	19
Financial Statements	20



Abbreviations

- BOMs** Boards of Management
- CFI** Community Focus International
- GRiC** Grassroots Nest for Innovations and Change
- FICH** Foundation for Inclusive Community Health
- MERL** Monitoring, Evaluation, Research and Learning
- PACE** Promoting Access to Community Education
- PTAs** Parents Teachers' Associations
- TaRL** Teaching at the Right Level



Foreword

As Grassroots Nest for Innovations and Change (GRiC), we are pleased to share our programs' achievements for 2022. This report captures the progress we have made and a summary of key collective accomplishments toward realizing GRiC's goal. The external environment continued to pose a challenge to the achievement of our objectives. Uncertainties occasioned by the ravaging drought, high incidences of poverty, and increasing inequality gap in providing education services continued to undermine the provision of basic services to communities.

Despite the multiple crises, GRiC worked tirelessly with partners. We adapted to the changing context to protect the rights of children, pivoting our operations while strengthening systems to reach the most vulnerable, excluded children and communities and enhance learning in Kenya, Uganda, and Tanzania. We achieved significant progress measured against our goals. We supported education for children and youth from vulnerable communities and opened opportunities for them. We worked with schools, teachers, students, and families to address the challenge of learning loss using multiple innovative approaches. We established a new partnership with Teaching at the Right Level (TaRL) Africa to use Maa as a language of instruction and the use of digital resources while incorporating parental engagement activities.

We took notice of boys and girls dropping out of school due to prolonged drought to support their parents in the search for food, pasture, and water and adopted new ways of working while strengthening initiatives to achieve a greater impact. We continue to learn to innovate better approaches in line with the dynamic context.

This achievement was possible thanks to strong partnerships and dedicated staff. We draw our strengths from a vast, broad network of partners, donors, and local presence in the three countries. We are grateful for their generous support and count on this continued support and contribution in 2023 as we deliver quality services, provide equal opportunity to access quality education and acquire skills and knowledge that will enable them to thrive in the world.

We are most grateful to the communities that have allowed us to work with them. We acknowledge the effective oversight role that our Board of Trustees played in making GRiC effective and accountable. We will sustain our effort to secure a safe and just world for all.

Thank you.

Wangui Nyaga,
Executive Director

About GRiC

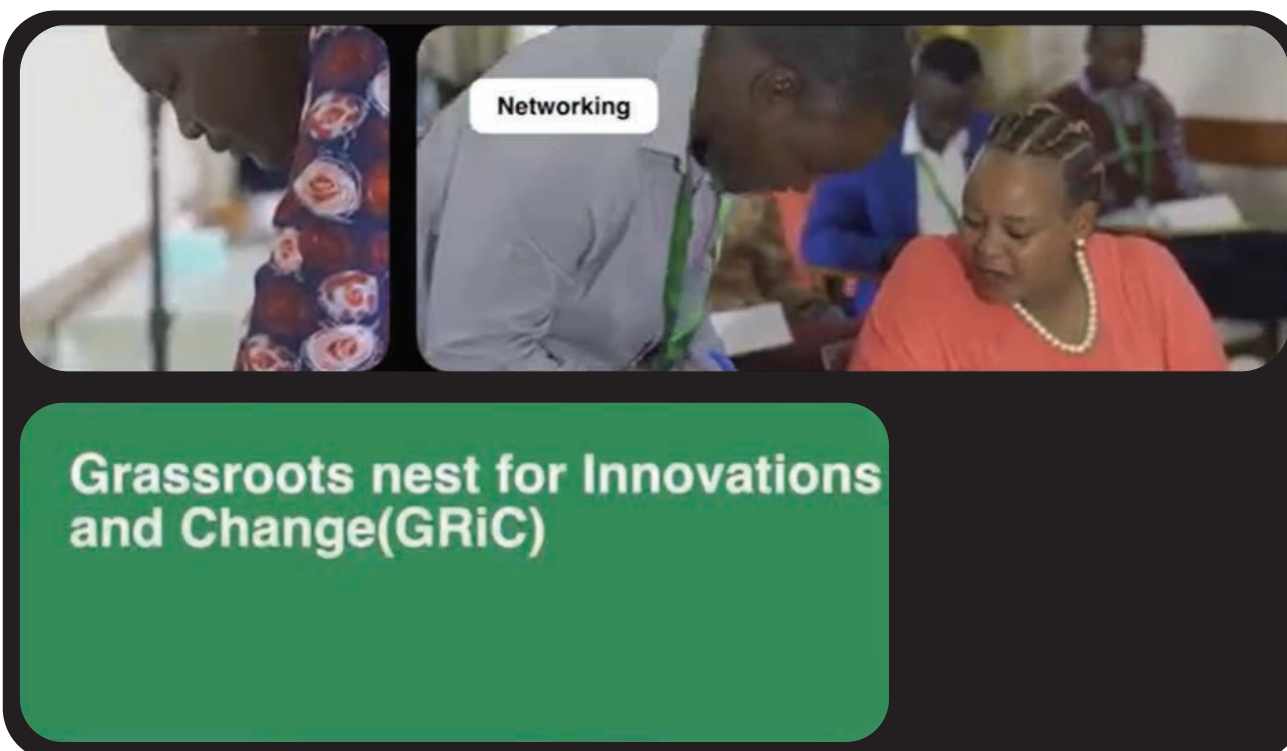
GRiC is a for-impact organization that partners with grassroots organizations with innovative and scalable solutions to increase opportunities for children from marginalized communities in Kenya, Uganda and Tanzania to go to school, learn, and thrive in the ever-changing world. To us, education is a social justice issue. We believe that every child deserves a chance to acquire quality education. This is fundamental to their growth and development and offers them an opportunity for upward social mobility.

Our commitment and passion for promoting community-based learning and sustainable development are born of our lived and professional experiences. We work to provide local institutions, communities, and families in vulnerable locations with the skills and tools they require to support their children to go to school, learn, stay on, and transition to different levels of education and training.

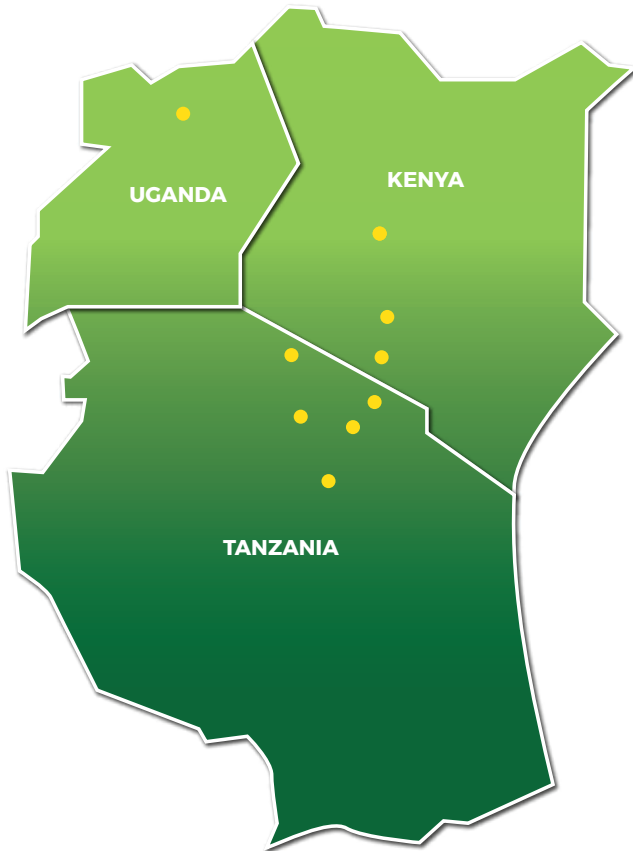
We aim to be a regional hub for incubating community-led innovations for sustainable change and transformation of education for children and youth in under-resourced and hard-to-reach communities. We are working to achieve this through the strategic capacity strengthening of carefully selected community-based organizations and other local community formations, such as women and youth groups. We are strongly convicted that if structures at the grassroots level grassroots level in touch with and have day-to-day interaction with vulnerable communities are given the right skills, linked with each other, and exposed to a global support system, the quality of support they offer to the underserved communities will be enhanced and sustainable.

A Glimpse of GRiC

<https://bit.ly/3Gs3kiv>



Areas of Coverage



We work with **13** grassroots organizations in pastoralist and informal settlements in Nairobi, **7** in Northern Uganda, and **6** in the pastoralist areas of Tanzania.

Working with our **26** grassroots partners across the East African region, we offer learning support to **80,000** underserved learners.

In Kenya, we are supporting the learning needs of **50,000** underprivileged learners in **101** underserved primary schools.

Our Uganda partners have incorporated a strong community-based learning component to support school-based learning initiatives. They run **12** community learning centers and support learners in 18 underserved primary schools in Northern Uganda. In Tanzania, our partners are working in **20** primary schools. Cumulatively, our partners in Uganda and Tanzania support the learning needs of **30,000** underserved learners.

We partner with local youth to support the development needs of vulnerable communities as we concurrently upskill them in employment and employability, enterprise and project inception, and management. We have offered training, technical support, and guidance to **660** local youth.

Areas of Operations

KENYA

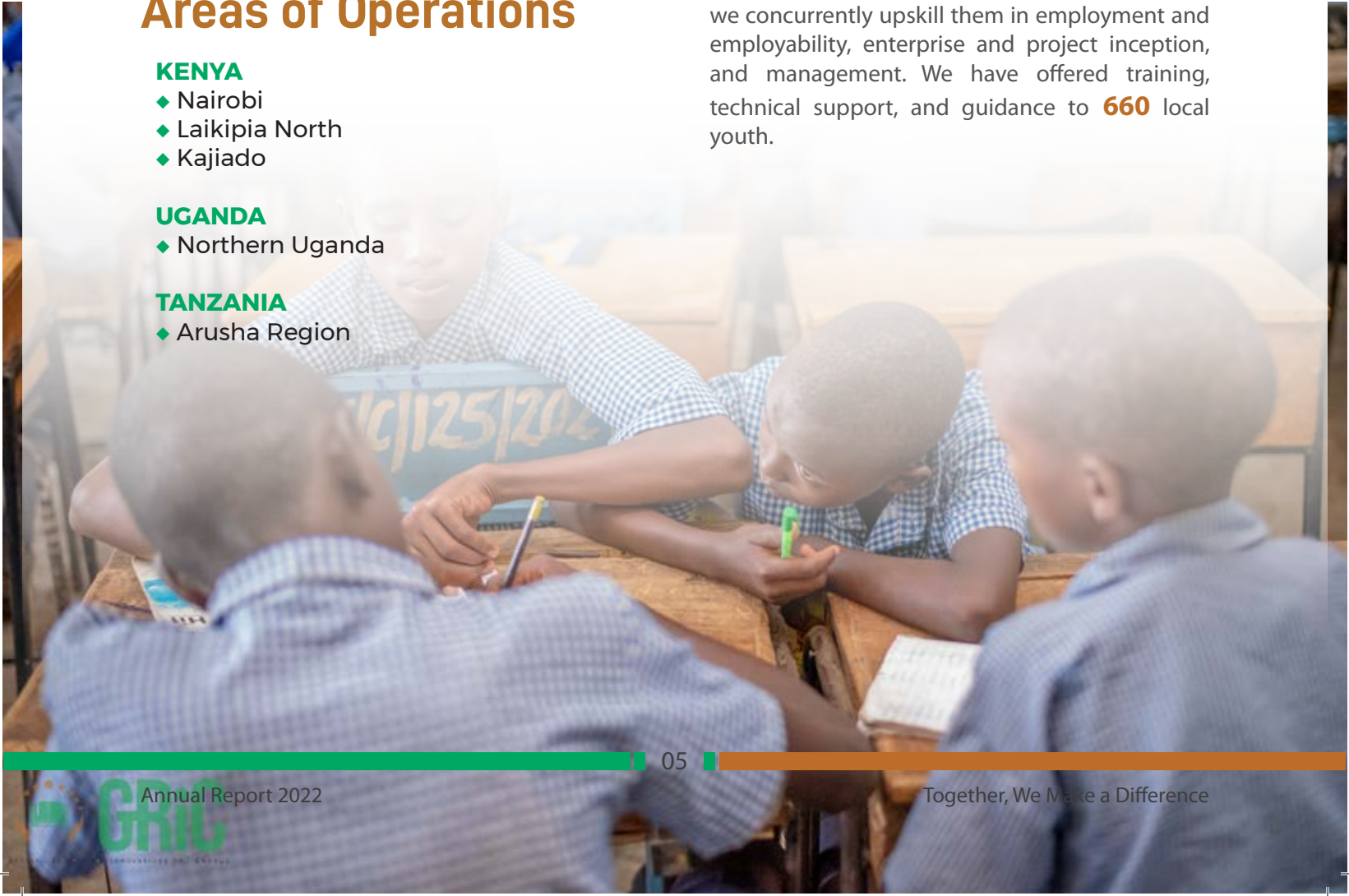
- ◆ Nairobi
- ◆ Laikipia North
- ◆ Kajiado

UGANDA

- ◆ Northern Uganda

TANZANIA

- ◆ Arusha Region



Our Pillars



Children Learning

Girls' Education and Women Empowerment

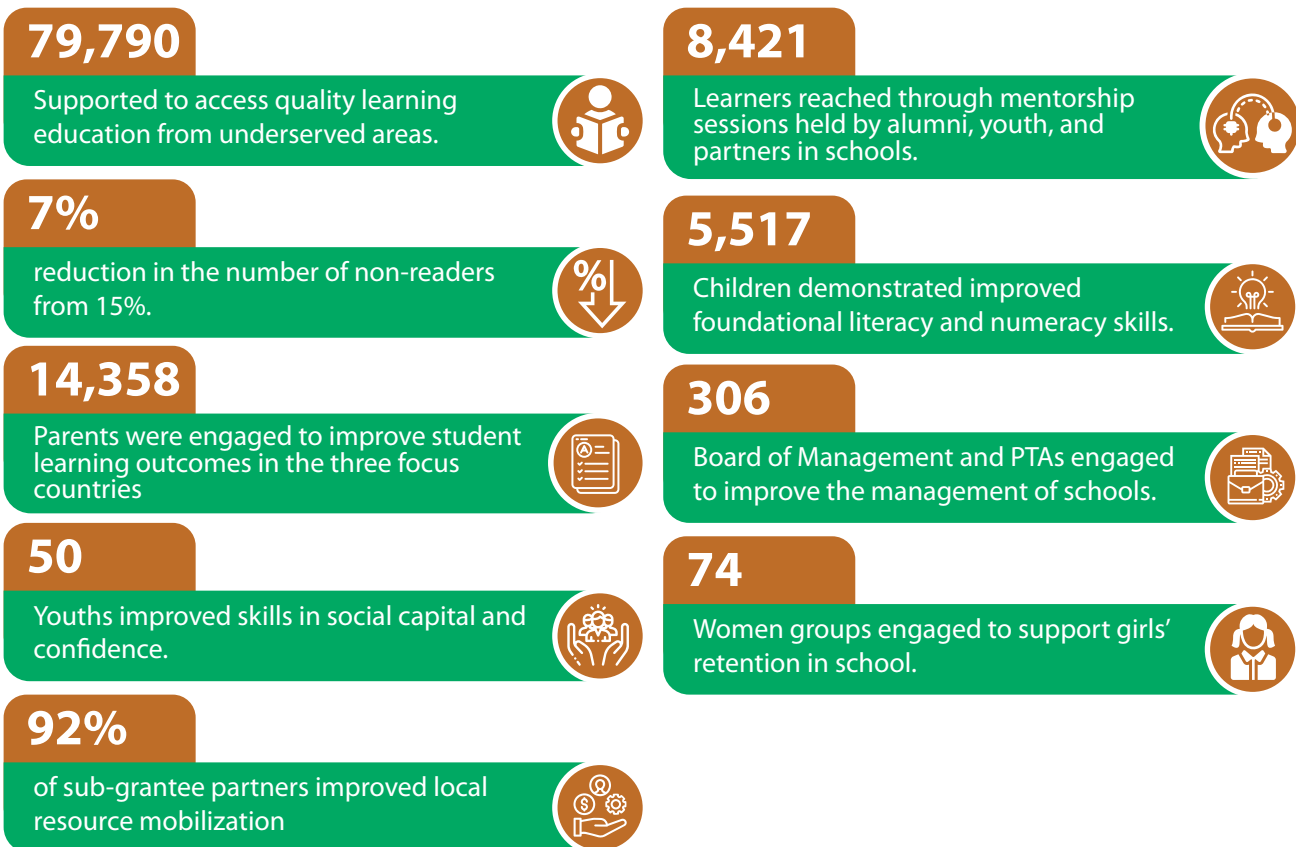
Youth Leadership

Key Achievements

Our 2022 Impact in Numbers

In 2022, we worked in Kenya, Uganda, and Tanzania. We made significant progress in increasing opportunities for quality education for children and youth. We innovatively adjusted ways and modes of working both programmatically and operationally to promote foundational literacy for underserved children on which lifelong learning depends. Our foundational literacy program anchored on the Teaching at the Right Level Methodology (TaRL) leverages local language to strengthen the acquisition of the English language and continues to draw strong results. For the learners who drop out of school, we provide chances through community-based learning centers operated by our partners and support their school re-entry through scholarship and mentorship.

Below is a snapshot of the numbers we reached in 2022 across the region.





Capacity Strengthening of Partner Sub-grantees and Organizations

Creating sustainable partnerships is a fundamental principle of our work. We strive to build evolving, reliable, and strong grassroots partnerships to secure lasting impact and ensure sustainable change beyond the project scope. Although our grassroots partners are uniquely adept at identifying and implementing appropriate solutions to problems in their communities, they often lack some of the systems, resources, skills, and tools for effective delivery. Together, we identified capacity gaps and devised a capacity-building plan to address the partners' needs. We held a series of workshops and follow-up refresher training for **184** staff on resource mobilization, financial management, proposal, and report writing, school governance, parental engagement and empowerment, use of KoboCollect app, mentorship, youth leadership, and learning using the Teaching at the Right Level approach for learners with low literacy and numeracy skills.

As a result, they have improved the quality of programs, strengthened their structures and institutions that support learning to sustainably deliver safe, quality, and relevant education services to all children and youth, and improved foundation skills to accelerate learning outcomes. **92%** of our sub-grantee partners improved local resource mobilization and secured funding at different levels.

This is our second year partnering with GRiC. They are our biggest supporter in the education programme in five schools in Mashuru sub-county, Kajiado County, Kenya. We have trained teachers, Boards of Management, and parents on their roles and responsibilities in supporting children learning. We established libraries equipped with books and other learning materials, which has greatly contributed to improving the reading culture and performance. GRiC is using a very good approach, to empowering youth and allowing them to play a role in the education space. GRiC has been very instrumental in giving us tools to push for quality education in underserved communities.

**Semerian Sankori,
Executive Director Patinaai Osim GRiC
Sub Grantee Partner, Kajiado, Kenya.**

Our partnership with GRiC has enabled us to support interventions at the community level. Through engagement in the community learning centres, the children improved. The program has reached over 23,000 children in the four districts of Northern Uganda and West Nile Both directly and indirectly.

**Mr. Emmy Zoomlamai Okello,
FICH's Executive Director,
Northern Uganda.**



Pillar 1: Children Learning

Building Stronger Partners-School-Community Partnerships to Improve Learning

To strengthen partners-school and community partnerships and impact positively on learning outcomes, we used multiple approaches to engage teachers and parents. These included holding pre-recorded and live radio talk show to sensitize parents in the communities to perform their roles and provide a safe environment for learning, academic clinics for parents, teachers and learners and use of technology (mobile phones, computers) in supporting digital literacy. We also conducted door-to-door campaigns using community-based learning facilitators and village education committees and co-created a parental toolkit for caregivers training to sustain learning at home. As a result, parents rolled out a holiday learning program—leveraging digital skills, storytelling, and songs to support learning at home. We established a new partnership with TaRL Africa to use Maa as a language of instruction and use of digital resources while incorporating parental engagement activities which led to tremendous improvement in the performance of children. For example, in seven schools in Kajiado

County in, Kenya **486** pupils engaged in TaRL were assessed and found to have improved their foundational skills in literacy and numeracy performance. The same trend was replicated across our other partner schools and learners.

Further, we rolled out an After-school Literacy Program targeting teachers and mentors to ensure implementation fidelity and purchased teaching and learning materials i.e., supplementary readers, registers, or counter books for records to support home-based learning. This also includes providing books and pencils for the learners at each start-up.

Learner Mentorship sessions were held by Alumni, youth, and partners in schools, where **8,421** learners were reached. We established reading clubs and used social media campaigns to boost numeracy skills through the **#OnlineDaro** social media campaign for learners and parental engagement awareness.

We are keen on creating a system that brings

together the school, families, and communities to support children to learn and stay in school. We have seen remarkably increased attendance and uptake of our parental engagement initiatives, especially increased attendance of men in our community engagement initiatives and subsequently in school meetings. We work in patriarchal societies where men control resources and women bear the most responsibilities in terms of childbearing. By having men participate in their children's learning activities, we are shifting

resources to where they should be; supporting children to learn and thrive. Of the **14,358** parents we reached, **30%** were male parents and guardians. We still have a long way to go in changing the narrative, but we are on the course.

Amidst all the challenges, while embracing a holistic approach to supporting learning, we reduced the number of non-readers in our programs in 2022 by **7%**, from **15%** to **8%**.

I have been a teacher for over five years, interacting on a daily basis with the learners from Mukuru kwa Njenga. I have always thought that there are learners who can never improve, especially in Mathematics and English. Honestly, I had given up on a few learners. After attending all the sessions by GRiC and sub-grantee partners especially the Monitoring, Evaluation, Research and Learning (MERL) and the teacher's youth learning forums, my attitude has changed. I learnt that everyone has the potential to do better if given an opportunity. From the sessions, I can proudly say that I was able to support some pupils who were scoring low grades in Mathematics and they have improved. I am grateful for the support

**Tujifunze Plus, Teacher,
Mukuru Kwa Njenga Nairobi, Kenya.**

With the help of the community leaders, we established and strengthened five community learning centers in Otwal Sub-County and Barr sub-county in Lira. Twenty-five volunteer teachers were recruited, trained, and engaged in teaching during weekends and holidays. We continued providing coaching and mentorship to the community volunteer teachers to ensure that teachers can deliver the content to the learners using the right approach which improved the performance of the children enrolled.

**Mr Ponsiano Coda, Program Manager,
Community Focus International (CFI),
GRiC sub-grantee partner Northern Uganda**



“

GRiC works together with Ilaramatak Community Concerns to support a program called TARL- I have participated in the training, and there is a great improvement, in teaching from the known to the unknown. This program has given me an opportunity to learn and grow as a leader. I got an opportunity to work with my community and push for ideas and help young children to address issues. I believe with the skills gained, I will be a better leader in the future.

Joseph Kisemei,
Group Youth Leadership 2022, Kenya.

”



Improving the Quality of Education in Schools through Better Governance



Jointly with sub-grantee partners, we continued coaching and training the school Boards of Management (BOMs) and Parents Teachers' Associations (PTAs) to equip them with the necessary skills to provide oversight, leadership, and governance, and enhance resource mobilization. This capacity will help strengthen school systems, improve the quality of education in schools, and establish relationships between schools and the community to foster conducive learning environments. GRiC supported the development and the revision of school improvement plans with a clear roadmap toward the development of schools. As a result, there is increased participation in board meetings, and aggressive involvement of BOM in school activities, indicating positive changes in the leadership of the schools.

“

Our approach with parents has been to produce locally based materials that they interface with daily—for example, making skipping ropes with banana fibers and numbering. We are supporting the capacity of teachers to deliver and enhance learning, especially during post-Covid-19. GRiC is engaging senior management committees and Parents Teachers Association (PTA) members to actively participate in the school governance to improve the quality of education.

Ms. Semmy Achio,
*Education Coordinator Growth Care GRiC
Sub grantee partner Uganda.*

”

Stories of Change: Closing the learning gap for most vulnerable children

Poverty remains one of the most obstinate barriers to children's education, especially for girls in pastoral communities who are married off early as a source of income.

Naserian (not her real name) is among the many children in Kajiado County benefitting from the GRiC scholarship program. Naserian comes from Oldonyonyokie location, and her family entirely depends on livestock as the only source of livelihood. However, prolonged drought has greatly affected them. Naserian had dropped out of school because her parents could not afford to pay her school fees. Instead, they used their little earnings to pay fees for male children. Just like most children from underserved regions, Naserian started her elementary education level in one of the local schools, facing difficulties in accessing a good foundation. Her inconsistency in attending classes affected her performance and her self-esteem. GRiC came to her aid, and her performance improved. She completed her primary level education and is now in Olosogeos Girls Secondary School under a full GRiC scholarship.

Simon (not her real name) is a Grade 6 learner from Kiwanja Ndege primary school in Laikipia, Kenya. Simon is being raised by a single mother who could not to keep him in school since she could not afford the uniform and other necessary school materials. Simon dropped out of school and began doing odd jobs like sand loading to support his mother. Through the intervention of the area chief, the community, and the school, Simon was enrolled back to school and sponsored to continue his education.

Soila (not her real name) is a 13-year-old Grade 5 learner at Ilaimirror primary school, Kajiado County, in Kenya. Soila used to walk 16 kilometers every day to access school, and most of the time she would miss school due to lack of school fees, and fear of encountering wild animals on her way to school. GRiC sub-grantee partner engaged the school and enrolled Soila into a scholarship program. The headteacher purchased boarding necessities to help her join boarding and was also enrolled in TaRL. Soila has improved in her performance, and in the recent assessment, she has transitioned from word to paragraph-level reading.





Pillar 2: Youth Leadership

Youth Leadership for Community - Driven Change

GRiC and sub-grantee partners work with young people, helping them to participate in the decisions affecting them, and strengthening their ability to advance human rights and development issues such as education and employment. GRiC redesigned the youth model based on lessons learnt from previous engagements to make the model inclusive of critical aspects. We enrolled **50** youths from Kenya Uganda and Tanzania in the leadership program and engaged them in both physical and online sessions. The topics were carefully selected and were informed by the youths' needs and preferences to equip them with skills to improve their confidence and social capital

that prepared them for leadership opportunities. The leadership training also helped them develop the ability to analyze their own strengths and weaknesses, set personal and vocational goals, and acquire self-esteem, motivation, and competencies that enabled their full participation in community life and learning. The youth played a critical role in strengthening **5,517** learners' foundational literacy and numeracy skills through in-school and community-based learning programs. They also established and supported the alumni network to provide continuous mentorship and support learning beyond the program.

My time as a volunteer at Lekuruki Dream School in Kajiado was humbling and life-changing. I learned a lot about how much I could offer to the world in the smallest ways. I taught, learned, laughed, and, best of all, I encouraged children to dream more and have a vision in life. When I stepped into the school on the first day, I made friends with my partner teacher who showed me around and shared many stories about the school. I was determined to address their challenges in the best ways possible. I learned the importance of perseverance, love, and courage. I learned how to live with children and improved my skills in problem-solving. I will forever cherish my time, and I thank PACE-GRiC sub-grantee partner for giving me a platform to discover myself and make the world a better place. I learned from the kids as much as they learned from me.

**Mercy Njeri Irungu,
Youth Fellow, Kenya**

Youth Summit: Unlocking the Power of Inclusion



The GRiC Africa Regional Youth Conference held in Nairobi in December 2022 was the Hallmark of our leadership training program for Cohort II. This hybrid three-day convening was an opportunity for us to meet and closely interact with young people from East Africa who are keen on leading the grassroots change processes in the underserved communities in Kenya, Uganda, and Tanzania. We offered the youths practical training and mentorship that is responsive to the needs of their communities and alive to their educational levels, change-making, and career aspirations. We are convinced that the future of East Africa is safe in the hands of these young people who are willing, skilled, and ready to serve beyond themselves.

I had theoretical knowledge from the university of writing proposals, but it was a very big challenge putting it into practice. The youth leadership training gave us an opportunity to understand how to write proposals. I will use the skill to showcase the problems our community is facing.

**Dennis Opio Olabo, GRiC Youth Leadership Training
Class of 2022, Uganda.**

I participated in the youth leadership training. Among the things we learned was project management. I now have the skills to manage projects. We were trained on managing stress in the work environment and maintaining good relations. We were taught how to acquire and manage money and make it profitable. I urge GRiC to continue providing such programs for youths since they are the future leaders.

**Nang'ambo Thomas,
GRiC Youth Leadership Class of 2022,
Tanzania.**

Participating in the GRiC Youth Leadership training has helped me to become a better self. I have been able to realize my strengths and weaknesses. This training was to prepare us as role models and leaders in the community.

**Saingorie Sangau
GRiC Youth Leadership Class of 2022,
Tanzania.**



Our values

- Equity
- Integrity



Pillar 3: Girls' Education and Women's Empowerment

We partnered with women groups who are gatekeepers for channeling and sustaining education interventions in their communities. Our Uganda and Tanzania partners have crystalized their work with women; the same is taking shape in Kenya. We trained **7** women groups in Laikipia and Kajiado and **67** across Uganda and Tanzania on group formation, loan tracking, calculation of shares, formation of group rules, regulations, and constitution, and setting up kitchen gardens among others.

Increasing women's income and accessibility allowed them to access the much-needed resources to fund their children's education. Women groups have also been used as a catalyst in triggering parents to rally behind supporting schools to ensure proper parental involvement in the education of their children. The women's groups supported the back-to-school campaigns. They ensured that their children and those in their communities returned to school, stayed on, and learned through the provision of basic school items and learning materials.

Apart from loans, women groups have invested in income-generating activities that have boosted their capital base and growth. They have also invested in a social fund to support a group member whenever in need.



Every little step counts

Namayiana women's group is a vibrant network in Arjiju village in Laikipia County, Kenya. It draws its membership from nine women groups. The women actively support the learner's education by providing firewood (they collect only fallen timber from a nearby thicket) to the Arjiju primary school to prepare meals for the school. The provision of firewood by the women's group has helped the school cut on costs of purchasing firewood and instead use the money to repair desks and replace broken windows. The women are involved in environmental conservation activities like tree planting as a mitigation measure against climate change. They plan to engage the school to schedule mentorship sessions for the girls on life skills.

Women groups save to support children retention in schools

Nashipa Ramat Village Savings and Loaning Association group members have been contributing weekly despite the ravaging drought in Laikipia County in Kenya. Their contributions come from selling indigenous chicken, beads, charcoal, and manure. Through the GRiC sub-grantee IMPACT, the women learned about Village Savings and Loans Association concept, group dynamics, governance, record keeping, and shares. From the training, the women agreed to contribute KES.100 (USD 0.8) each week, and a social fund of KES. 50 (USD 0.4) each to cater for emergencies that may arise, such as childbirth and rites of passage. The women shared out KES 140,625 (USD 1,106), which they had saved for a year, and the member with the highest shares took home KES. 15,200 (USD 120).

Due to the ongoing drought, the members used the social fund to purchase food items, which reduced the disruption of their children in school in search of food and water.





Enhancing Psychosocial and Peer Supporter Intervention for Teen Mothers

Every year, girls drop out of school due to early pregnancy affecting their long-term educational, economic, and health outcomes. They are more likely to face food insecurity than women who become mothers after adolescence. To offer young mothers the opportunity to improve their lives, we trained 60 teen mothers who are in school and out of school through door-to-door tutoring and joint weekly sessions to help them examine their parental socialization considering the nature and

variability of their daily situations. They were to explore parents' behavior according to the degree of importance of diverse situations. The facilitated peer support groups strengthened social networks and mitigated the adverse effects of social isolation and stigma among teen mothers. The mentoring process also enabled the school-going teen mothers to improve their performance and help the out-of-school teen mothers to make better decisions.



I am a mother of two children, and I joined the Footprints for Change program that a GRiC sub-grantee partner rolled out on March 28, 2022. I have learned a lot. Before joining the program, I was very stressed and did not know what to do with my life and my children. But now I know how to handle myself and focus on a better tomorrow. I can save money and start a business to be independent. Through Footprints for Change, I now have the courage to speak to people with problems that I can solve, and I also teach my community how to save money. I was introduced to emerging leadership training, where I learned a businesswoman's life skills and qualities. I am very humbled to be part of your program and may God bless you abundantly as you continue to empower other teen mothers.

**Beneficiary Mathare,
Nairobi, Kenya**



Parental Support to Teen Mothers

Doreen (not her real name) is a teen at Maina Wanjigi Secondary school, in Nairobi, Kenya. Her mother was overwhelmed with taking care of her grandchild when she joined the program. Through the parental engagement session with her mother and psychosocial support sessions with Doreen; her mother regained her confidence to continue supporting Doreen so that she could stay in school. Doreen is working hard to improve her performance. She has also learned how to balance both roles- attending school and caring for her baby.

Donor Learning Visit

GRiC sub-grantee partner the Malkia Initiative Foundation hosted The Peter Cundill Foundation at Moipei Primary School, Kajiado in Kenya where they interacted with teachers and pupils who shared their experiences in accessing quality education.



Looking Ahead

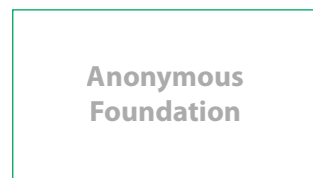
The magnitude of the learning challenges, exacerbated by the prolonged drought, demands bold and fast paced interventions. Our commitment to working with a range of actors including governments in the three counties and in different ways, requires us to become more adaptable, innovative, flexible, accountable, and connected to strengthen the education system to provide basic services to vulnerable communities. Together, we can make a difference.



Thank you to Our Donors

GRiC's work would not be possible without our incredible donors, who continued to give generously to help vulnerable people. We want to acknowledge **Wellspring Philanthropic Fund, Anonymous Foundation, The Peter Cundill Foundation and TaRL Africa.**

Thank you for changing the lives of the children we serve.



Thank you to Our Supporters Our Partners

The organizations that appear on this page encompass many of our key partners in 2022, from major institutional funders to program implementation and advocacy partners, and key stakeholders we consult with. Our partners are listed below or represented by their logos, others prefer to remain anonymous.

Our Partners in Tanzania

- ◆ Community Support Initiative Tanzania (COSITA)
- ◆ Engaresero Eramatare Community Development Initiative
- ◆ Genesis Community Foundation
- ◆ Maasai Harmonial Development & Sustainability
- ◆ Ngorongoro Women Community-Based Organization
- ◆ Women's Agro-Enviro Vision (WAEV)

Our Partners in Uganda

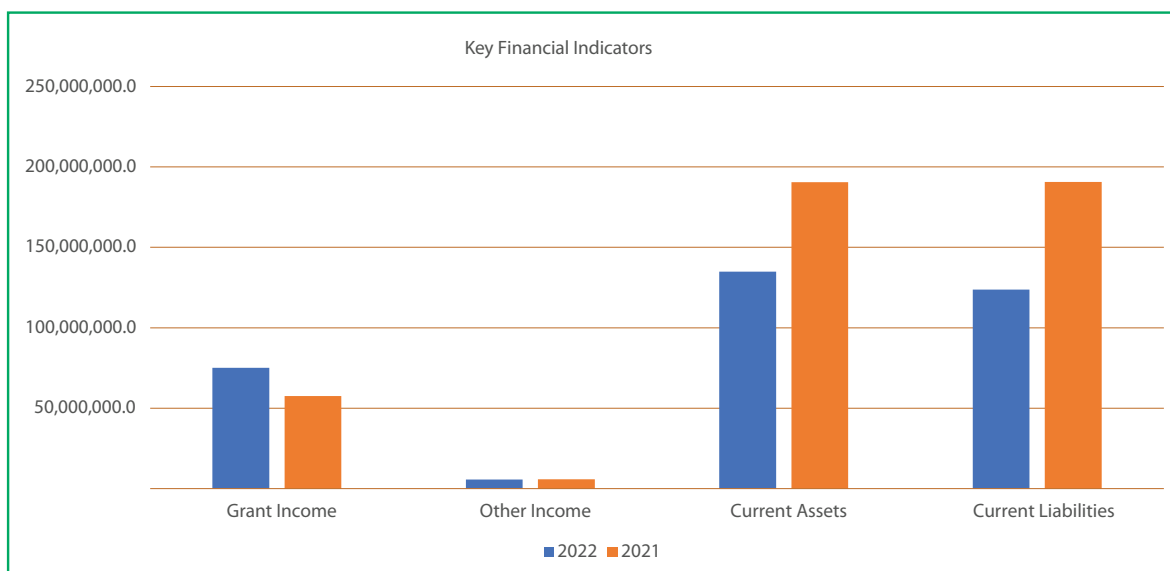
- ◆ Arua Youth Development Initiative (AYDI)
- ◆ Child Rescue Ministry (CRM)
- ◆ Community Focus International (CFI)
- ◆ Development Path for Community Transformation (DEPCOT)
- ◆ Foundation for Inclusive Community Help (FICH)
- ◆ Saving Aid Foundation (SAF UG)

Our Partners in Kenya

- ◆ Patinaai Osim.
- ◆ The Malkia Initiative.
- ◆ Indoinyo Youth Alliance
- ◆ Ilamaratak Community Concerns
- ◆ Pastoralists Integrated Concerns (PICO)
- ◆ Footprints for Change
- ◆ PACEMaker International.
- ◆ GEWEP
- ◆ Miss Koch Kenya
- ◆ U-Tena
- ◆ IMPACT
- ◆ Osotua



Financial Statements



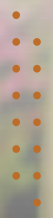
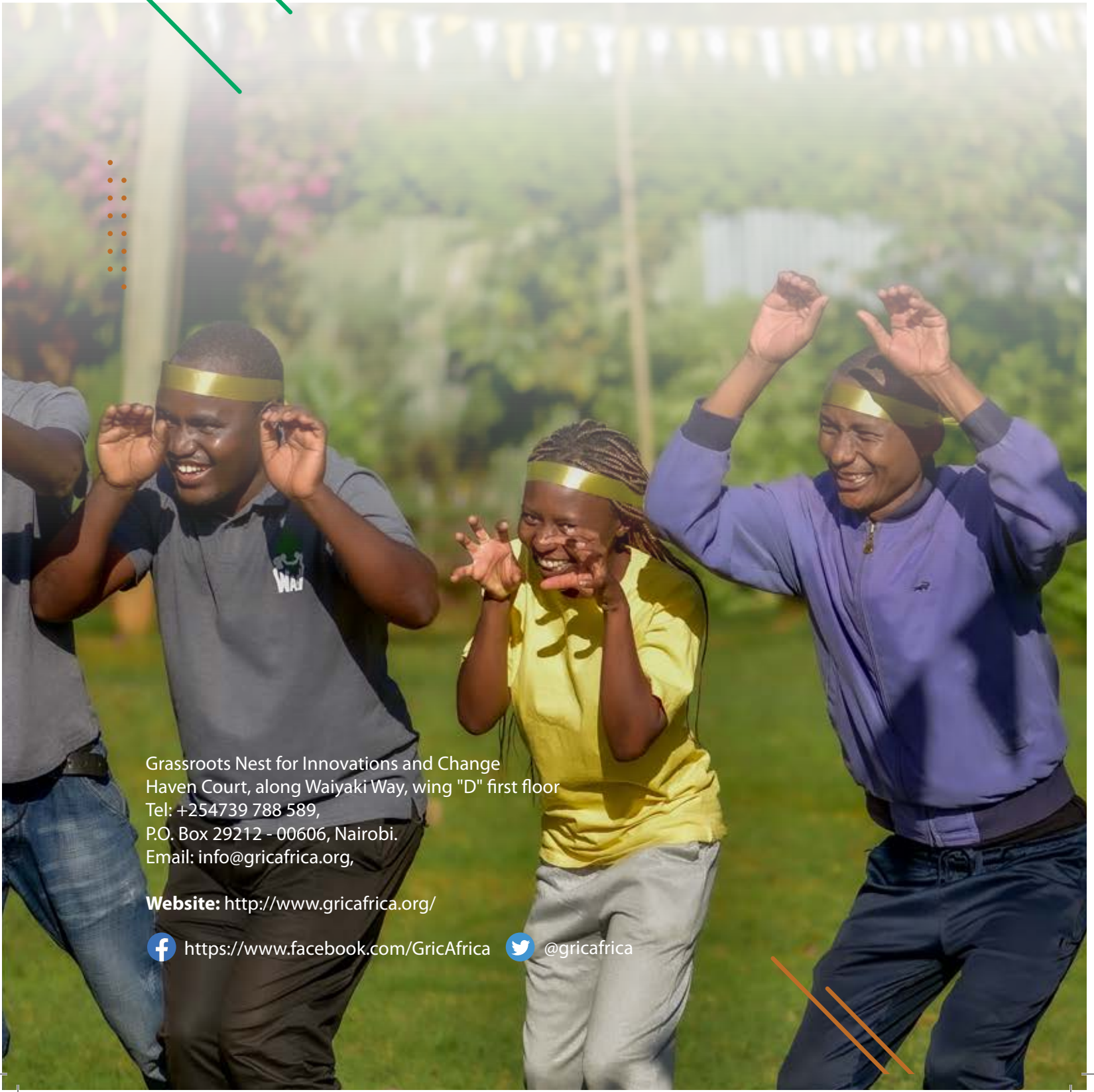
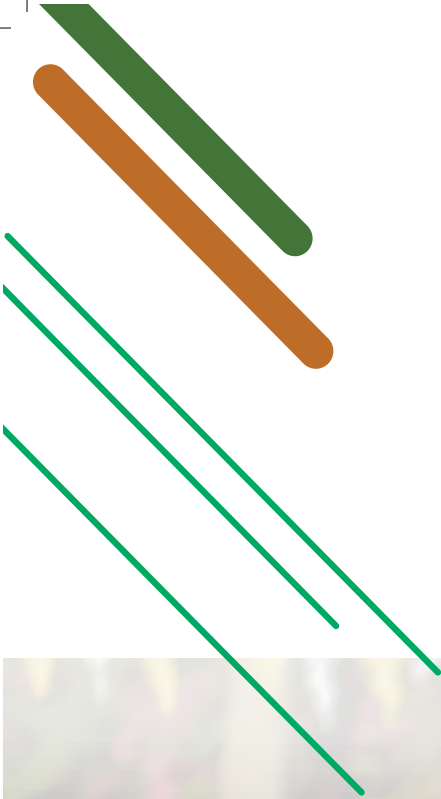
Statement of Financial Position for 2022

	Description	31st December 2022		31st December 2021	
		Amount(KES)	% Contribution	Amount(KES)	% Contribution
A1	Current Assets				
	Cash and Cash Equivalents	122,906,597	91%	180,564,238	
	Prepayments and Receivables	445,519	0%	315,076	
	Sub grants advances	11,457,438	8%	9,622,607	
	Subtotal	134,809,554	100%	190,501,921	
A2	Fixed Assets				
	Equipment	308,761	0%	385,951	
	Sub total	308,761	0%	385,951	
	Total Assets	135,118,315	100%	190,887,872	
A3	Liabilities and Accumulated Funds				
	Current Liabilities				
	Deferred Income	113,380,228	84%	179,256,134	
	Subgrants payables	10,169,870	8%	10,474,893	
	Other Payables	245,902	0%	859,158	
	Sub total	123,796,000	92%	190,590,185	
A4	Accumulated Funds				
	Equity/General funds	11,322,315	8%	297,687	
	Total Liabilities and General Funds	135,118,315	100%	190,887,872	

Financial Statements

Statement of Financial Expenditure for 2022					
	Description	December 2022		December 2021	
		Amount (KES)	% Contribution	Amount(KES)	% Contribution
B1	PROGRAM EXPENSES				
	Community Based Education Project	68,237,697	91%	55,334,659	96%
	Tusome Project	3,390,275	4%	1,983,295	3%
	Pamoja Twasoma	2,827,904	4%	-	0%
	Parental Engagement Pilot	588,890	1%	-	0%
	Keep Kenya Learning	-	0%	150,000	0%
	Sub total	75,044,766	100%	57,467,954	100%
B2	Depreciation costs				
	Depreciation	77,190	0%	113,434	0%
	Other costs	239,971	0%	-	0%
	Sub total	317,161	0%	113,434	0%
	Total Expenditure	75,361,927	100%	57,581,388	100%
B3	General Funds				
	Balance from previous period	5,718,685	51%	5,718,685	100%
	Current period general funds	5,603,630	49%	-	0%
	Total	11,322,315	100%	5,718,685	100%





Grassroots Nest for Innovations and Change
Haven Court, along Waiyaki Way, wing "D" first floor
Tel: +254739 788 589,
P.O. Box 29212 - 00606, Nairobi.
Email: info@gricafrika.org,

Website: <http://www.gricafrika.org/>

 <https://www.facebook.com/GricAfrica>  [@gricafrika](https://twitter.com/gricafrika)

