



ECO-MOYO EDUCATION CENTRE

ANNUAL REPORT FOR THE YEAR 2022

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VISION: To Increase the quality of life for the underprivileged children in Kenya through education

MISSION: Provide free primary Education for all children in Dzunguni village.

VALUES: Love, Joy, Creativity, Integrity



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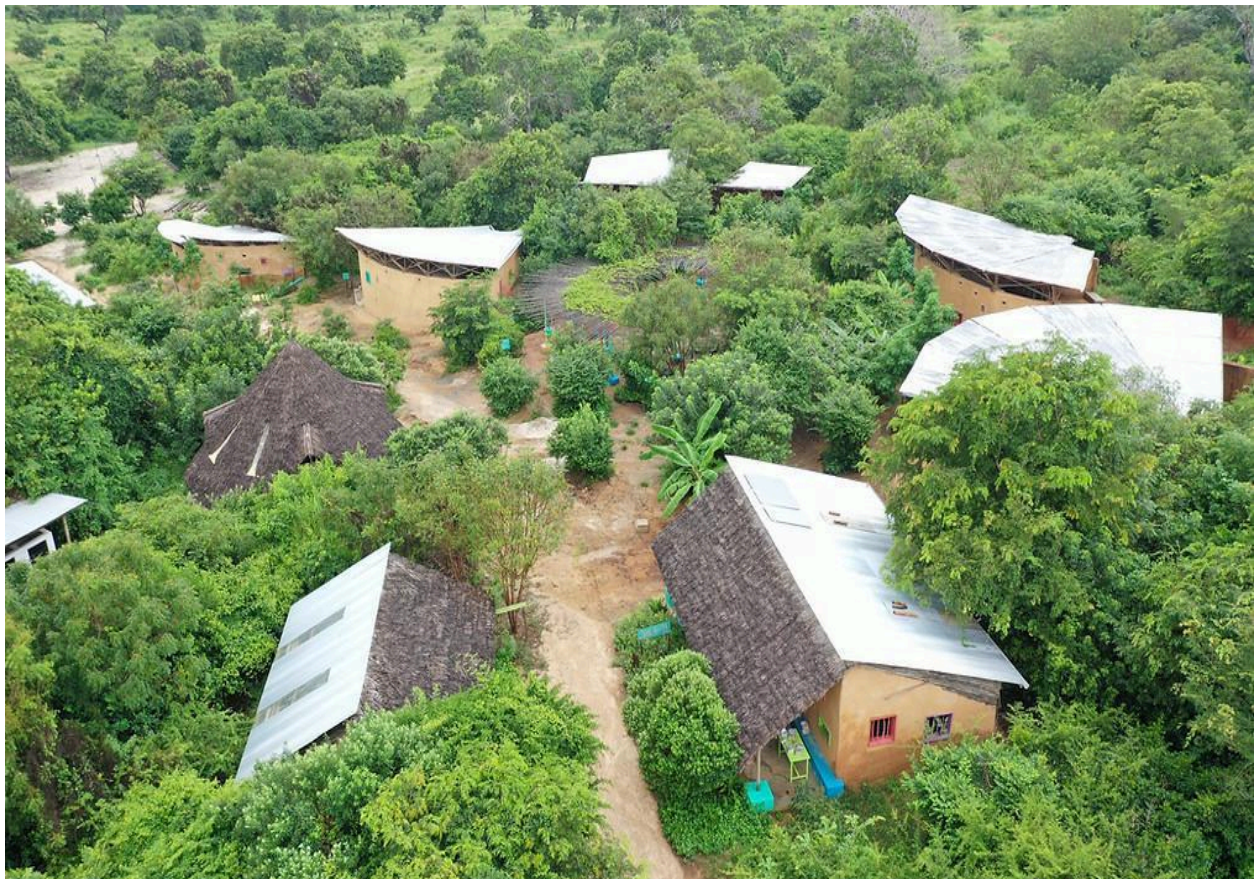
Forward by the Head Teacher

Eco-Moyo Education Center is a private primary school found along the Kenyan Coast, Kilifi County, Kilifi North sub county, Kibarani location, Eza moyo sub-location and Dzunguni village.

Our school is a 40 – 45 minutes ride from Kilifi town on a motorbike.

The school follows the national curriculum CBC (**Competency based curriculum**) and is registered with the Ministry of education. Our teachers are all trained and registered with the Kenyan teachers' employer (**Teachers Service Commission**).

Eco Moyo sits on a ten-acre piece of land with the following facilities: eight classrooms, four toilets, staffroom, head teachers and accountant's office, staff houses, playing ground, school kitchen and a school garden.



The community that lives in Dzunguni village is of the Giriama tribe which is a sub tribe of the larger Mijikenda tribe. They face several challenges that include:

- Having very few schools when compared to other regions in Kenya hence children walk for long distances in search of education.
- High poverty levels that can be witnessed in the majority of people living in mud houses, palm leaves thatched with no water and electricity.

The community has an opportunity in farming due to the large tracts of land that if put into good use agriculturally can supply food to most families.



Annual Goals

1. Safety

- To achieve this we conducted health talks each Friday on issues that affect the general well being of students in and out of school.
- Reviewed the admission policy so that it is clear to all stakeholders on children that qualify to be admitted at Eco Moyo Education Centre.
- Developed an inventory policy to take care of all school resources given to teaching and subordinate staff.
- Planned for a fire drill though we could not achieve this, we have rescheduled it to next year.
- We are using a section of the TV room for SNE lessons.
- We formed a disciplinary committee composed of the head teacher as the chair, safeguarding teachers and the class teacher of the concerned child.
- We computed attendance and are able to tell in percentages of each class percentage of attendance each semester.
- We developed a special needs assessment tool to help identify learners that need more support academically and socially.
- The headteacher and the learning support officer being the new staff were connected and introduced to the assistant chief as the
- Net worked with Ngerenya police station on matters that concern child protection.
- The school caretaker has a termly report plan about his duties at the school.

2. Language

- We conducted daily reading activities for all levels from 7.00 - 7.30 am. Teachers are present to guide, correct and provide support.
- We conduct morning assembly routines on Mondays and Fridays where learners are briefed on weekly value related themes. The theme of the week is practiced indeed throughout the week until is well grasped by the students. If not it can be redone in another week.
- Spelling competitions were also conducted from 3.00 - 4.00 to promote learners' literacy by engaging in spelling competitions among their houses.

- Reward tags were introduced for those learners that strive to use English language as a medium of communication in their conversation with teachers and their friends and colleagues in school.

3. Administration Structure

- The Special needs teacher was included in the school administration leadership. She is responsible for Preschool classes, that is PP1, PP2, GRADE 1, GRADE 2, GRADE 3 and reports the same to the headteacher and the school management.

4. School Culture

- We improved participation and contribution of teachers in their weekly meetings. This we did through respecting each teacher's contribution and implementing their ideas to the daily running of the school.
- We are yet to have regular communication with the CEO in Norway where challenges, successes and school needs that require fundraising are shared.

5. Extra curricular activities

- Students participated in games and talents of their choice. They included soccer, Taekwondo, art, craft and painting, dancing and hair dressing
- We are planning to have a local league with the neighboring schools next year.

6. Environmental Awareness

- Our environmental day is held every last Friday of the month, learners are briefed about environmental conservation and management and participate in picking and sorting of litter around the school compound. The learner who picks the highest volume of litter is rewarded.
- When it rains next year we shall plant trees around Eco Moyo. Learners will be involved in the planting so that they see the need to take good care of the trees.



School Enrolment

We have a population of 203 learners in school distributed down into the following per level:

Learning Levels	Girls	Boys	Total
Pp1	10	5	15
Pp2	16	12	28
Grade 1	16	13	29
Grade 2	14	15	29
Grade 3	6	14	20
Grade 4	15	12	27
Grade 5	13	18	31

Grade 6	12	12	24
Total	102	101	203

Staff.

We have 12 teachers. Out of these 6 are male while the remaining 6 are female. The minimum qualification for teaching is a certificate qualification popularly known as P1.

For the subordinate staff we have 3 cooks, a caretaker, a school gardener and two security guards who work at intervals one during the day and one at night.



Sustainable Development Goals.

Zero Hunger (SDG No. 2) - We provide a free lunch program that is nutritious to all children attending Eco Moyo school. The food is highly nutritious.

Quality Education – (SDG No. 4) – Eco-Moyo provides education that is inclusive and equitable irrespective of the learner's ability. Our classes have a maximum population of 25 students.

Gender Equality - (SDG No. 5) - Eco moyo works to promote gender equality and empower all women and girls.

Clean Water and Sanitation - (SDG NO 6) - We provide clean piped water from Kilifi Water and Sewerage Company (**KIWASCO**) and also have tanks that store rainwater for future use though these are not sustainable. To achieve sanitation we practice waste management routines.

Life on Land - (SDG NO 15) - We protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss.



Curriculum implementation

Curriculum is the expectations for what will be taught and what students will do in a program of study. It is the main guide for all educators as to what is essential for teaching and learning so that they do not deviate from what is described.

The teaching methods used are those that promote child centered learning and emphasizes foundation of learning from known to unknown. Some of the teaching methods include:

- Discussions—This involves collaborative exchange of ideas between the teacher and students or among students for the purpose of furthering

students' thinking, learning, problem solving, understanding or literary appreciation.

- Question and Answer (Inquiry based learning) – This teaches students how to ask key questions about their reading and then how to find answers to their questions.
- Lecture method – Here the teacher leads the discussion and the students listen. This is not encouraged for younger pupils in primary schools.
- Field work – In field work students observe, feel and smell the subject of study. It enables them to relate with what they are learning easily.
- Project based learning – The teacher gives learners a project to complete e.g. how to write a letter. Learners build on what they know by asking questions and investigating hence learning.

Assessments can either be formative or summative. Summative assessments are done to evaluate the end of an instructional unit e.g. primary education have KCPE (Kenya Certificate of primary Education). Formative assessments are continuous and are used to provide feedback to students and guide their instructions. At Eco-Moyo formative assessments are done at the end of every unit/topic in a subject and performance/progress noted in their assessments books as either Exceeding Expectations-E. E, Meeting Expectations-M. E, Approaching Expectations-A. E and Below Expectations-B. E). The formative assessments can also be in-form of projects. The last formative assessment is done at the end of each term to determine how much each individual learner has learnt in a term/semester. Teachers use this final formative assessment to give feedback to the learners and their caregivers.



Learning levels and Subjects taught per level

Learning level	Subjects taught	Time Taken
PP1 – Grade 3 (Pre-school)	Language, Mathematics, Psychomotor, Religious , environmental, Music, Art and craft activities.	30 Minutes per lesson.
Grade 4- 6 (Upper primary school)	English activities, Kiswahili activities, Mathematics activities, Home science, Science and technology, Social studies, Physical and health Education, Religious Education, Environmental, Music activities and Art and craft activities.	35 Minutes per lesson.

S/N	Learning Area/Subject	Lessons per week
1	Physical and Health Education	5
2	Mathematics	5
3	English	4
4	Kiswahili	4
5	Science and Technology	4
6	Social studies	3
7	Home science	3
8	Agriculture	3
9	Religious studies	3
10	Art and Craft	2
11	Music	1
12	Pastoral program of Instruction	1
13	Indigenous Languages	2

Challenges

- Language barrier –most of the learners do not understand and cannot speak in the English language.
- Staff turn over-Teachers leave Eco-Moyo immediately they find Government jobs.

- Shortage of enough water for domestic and agricultural use.
- Others

Achievements

- We have a Special Education teacher who is able to take care of learners who are gifted differently.
- Our grade 6 did their summative exams – Kenya Primary School Education Assessment (KPSEA) This is the first class to sit for these exams.

Our way forward is to carry on with Language as our main goal in the next term and year. We must report that some slight progress is being made though we still need to put in much effort.

Co-Curricular Activities

Co-curricular activities refer to the activities and learning experiences that take place in a school alongside the academic curriculum. In Eco Moyo learners participated in soccer, volleyball, netball, taekwondo, dances, handball and art. We also took grade six learners for excursions.

Taekwondo and art stood out this year. Taekwondo for instance has helped learners in developing:

- Concentration
- Respect and discipline.
- Socialization skills.

Through art students have been able to develop motor skills, eye hand coordination and have a large impact on their social and economic growth.



Professional Development of Staff

Professional development refers to continuing education and career training after a person has entered the workforce in order to help them develop new skills, stay up to date on current trends and advance their career.

Eco-Moyo is keen on the career progression of its staff so that we can build the skills set that we need on our employees, build staff confidence and credibility, make succession planning easier, re-energize staff and improve efficiency.

This year we did professional development to our staff in the following areas

- Drama Africa – This was basically about training teachers on how to train learners on teaching drama.
- Training on jolly phonics. Learning to read through sounds, rather than letters
- Teachers training on educational matters, like learning styles
- First aid training.
- New Curriculum (Cbc training)



Special needs learners

We run an all-inclusive education system where learners who are abled differently have their education needs fully taken care of. To support this we hired a Special education needs teacher in September this year to be incharge of the department. Some of the special needs cases that we take care of are:

- Learning disability
- Visually impaired.

- Low concentration span
- Hyperactive learners
- Poor memory

We will continue supporting the learners abled differently and intervening in the best way possible to ensure they benefit just like other normal children.

For further reading and understanding find the link and read

<https://docs.google.com/document/d/12rA8kVV1bHFX4x7ZvCpRhovA25kN1mxr/edit>



Absence/Attendance

Learners' absence is measured in percentage at the end of each term. This year the percentage attendance per each level of education was as follows:

- PP1 – 84% attendance
- PP2 – 79% attendance
- Grade 1 – 81%attendance
- Grade 2 – 99% attendance
- Grade 3 – 86% attendance
- Grade 4 – 93 %attendance
- Grade 5 – 91%attendance
- Grade 6 – 89%attendance

Staff attendance was not calculated in percentage but generally their attendance was good with few requesting for half or a day permission.

Learners and staff absence is generally caused by illnesses, excused absence, family emergencies and approved leave.

Safeguarding

Child safeguarding is the action taken to promote the welfare of children and protect them from harm.

Eco Moyo has the following ethos in relation to safeguarding:

- Safety
- Care
- An environment free from abuse and exploitation
- Family centered – Work with caregivers to ensure children receive the desired care and protection.
- Working in the best interest of the child.

Preparing for reporting child safeguarding concerns at Eco Moyo

- Record the issue
- Report the issue to the Head Teacher
- Head Teacher reports the issue to the Director
- Head Teacher calls the parent
- The Director reports the issue to the Village Elder
- The Village Elder reports the issue to the Assistant Village Chief

The teachers responsible for safeguarding are:

- Tr. Enock – Leap lab teacher.
- Tr. Everlyne – PP1 Class teacher

Family and Community Involvement

To promote family and community involvement we had a parental meeting during school closure on the 24th November 2022 and a training conducted by the Soko Community Trust on the 23rd November 2022.

Local school's sports teachers also met and are planning to have a local league early in the next term.

We have also been having parents giving back to Eco Moyo through fetching firewood, slashing and keeping the compound tidy.

Impacts

Awareness on gender violence

Increased knowledge on how to handle sexual offences such as rape, incest etc.

Increased knowledge on sexual hygiene using the reusable pads.

Environmental footprint

School ethos in relation to the environment

- Tolerance.
- Concern for the environment.
- Concern for survival.
- Prevention of risks that can harm children.

Activities

- We set the last Friday of each month as our environmental day. During this day we teach students to sort trash, make gardens, recycling and composting.
- We also set aside a portion of the school garden where we would have a school farm for learners' agricultural practical's.
- We are using renewable solar energy.
- We collect rainwater and conserve for future domestic use.
- We also build using local materials.
- We use natural sources of energy e.g solar power.

Finances

GDPR (General Data Protection Policy)

This is a legal framework that sets guidelines for the collection of information on the people we are working with and visitors of Eco Moyo. We collect information through portraits (pictures), action pictures and videos.

The key in this policy is to ensure that consent is guaranteed before information is collected from the students, their caregivers and visitors. Our general data protection policy is attached here below

https://docs.google.com/document/d/1EO6pvMKOVCGU51VndMIITLL6NDuNx_OFGb9K4HNI9Uc/edit

Networking Activities

Networking is the process of interacting with others to exchange information and develop professional or social contacts with the aim of benefiting our learners and the community in areas that we may not provide adequate support.

Some of the institutions that we network with include:

- Engineers without borders (STEM)
- The local administration (Chief and Assistant chief)
- Ngerenya Police station
- Ngerenya Dispensary (Faith)
- The Kujawa initiative
- MTG – Moving the Goal post

Working with these institutions have enabled Eco Moyo:

- To improve on community relations.
- Train teachers, learners, caregivers.
- Provide care and protection for the children.

We will continue exploring more institutions and organizations for further networking and support in our programs.

Finance

John fills inn:

1. Donations received
2. Expenses (summaries categories)
3. Total
4. Surplus for the year

We wish you a happy merry christmas and a prosperous new year 2023.

