



2022

Annual Report



# A LETTER FROM THE EXECUTIVE DIRECTOR

In the following pages you will see communities coming together on behalf of their children time and again. It is these achievements — the ones that are marked by the fingerprints of our staff, Team Angaza, head teachers, chiefs, and parents of the Loita Hills — that are the ones I am most proud of. Any accomplishment of the organization is the product of the visions, sweat, and grit of many other people within the communities we work.

One shining example of this vision is the initiative shown by three of our Team Angaza ladies – Naserian, Ann, and Emily. Team Angaza is our team of young interns that walk door-to-door to enroll out-of-school children. Since schools reopened from COVID-closures, 16 interns have enrolled more than 900 children into primary schools across the Loita Hills. Most children that are not enrolled are at either end of the schooling spectrum: of preschool, kinder, or lower grades, or else older adolescent girls who previously had few options for secondary school or who drop out once they get married. Often, younger children don't go because they cannot walk the 5-10 kilometers to the primary school or are too small to cross a river or some other natural obstacle. But it is critical that these younger children start school with their age mates, or they are more likely to drop out later. Naserian, Ann, and Emily recognized that their communities' schools were just too far for many of the small children and so they started local preschools outside of their For the Good work. I am especially proud that their efforts were a result of their own initiatives, which is testament to their leadership and the turning sentiments of the communities toward education. You can read more about this effort on page 11.

Another incredible example of grit and resolve came from the village of Mausa. Despite being the most isolated and struggling community we work with, Mausa raised 1.5 million Kenya shillings, the equivalent of \$12,000 USD, an enormous amount, for a secondary school amidst a severe drought. Mausa had been written off as “too backwards” even by fellow Maasai, yet they were the first community to stand up, fundraise, and build their school. The school just graduated its first freshman class. The community of Olorte also opened their secondary school in 2022; Olmesutie added a sophomore class; and our first school, Morijo, welcomed a junior class last year. Once the community of Entasekera opens its day secondary school in 2023, we should reach our goal of starting affordable secondary schools within walking distance of 95% of the

children of the Loita Hills. Our work is not over, though, as these schools still must complete construction of their classrooms so they can be registered, supported by the government, and sustain themselves.

The determination and ingenuity of the people we work both with and for in the Loita Hills challenges us to reach further. In 2023 we will begin working with additional communities outside of Loita. The community of Olderkesi, just west of the Loita Hills, agreed to open a secondary school in January 2023. As we did in Loita, we will support them with a grant to help pay their teachers in the first year while they fundraise to build their school, and then we will match what they raise.

I credit our success in Maasailand with our deep respect for the Maasai people and their culture. The Maasai have lived successfully for centuries on their terms. Community interests supersede those of individuals, which creates powerful bonds between neighbors as illustrated on page 9. Our goals for individual girls' health and education must fit within their vision for their people, and the way we work must respect their way of doing things. Our Maasai staff share language, culture, and experiences with the people we work on behalf of, which allows us to work as friends from within rather than strangers from the outside. As an organization encouraging families to send children to school and embrace the idea that girls should have choices and be the drivers of their own lives, we hope to bring new viewpoints into the communities we work with. Beyond that, we hope the Maasai culture remains vital and strong in the face of a homogenizing world. As an organization, we would not want it any other way.

*Kayce Anderson*



Above: Sharing a moment with Team Angaza intern Evelyn in Loita, 2021.

# MAKING AN IMPACT



## CONTENTS

- THE INTERPLAY OF EDUCATION, POVERTY AND CLIMATE .....3
- OUR 2022 IMPACT.....5
- BENEFICIARY SPOTLIGHT: SOYIAN.....9
- PROGRAM SPOTLIGHT: EARLY CHILDHOOD CENTERS.....11
- OUR SPARKS: DONORS, BOARD AND STAFF.....13
- DONOR SPOTLIGHT: MARGE AND JERRY GAVENDA.....16
- FINANCIALS.....19

Cover: Portrait of Najma, a longtime beneficiary of our programs, in 2022. Photo: Kate Lapidés-Black.

Back Cover: Preschool children at a new ECD started by Naserian, one of our interns. Photo: Kayce Anderson, 2022.

## THE INTERPLAY OF EDUCATION, POVERTY AND CLIMATE

There are two rainy seasons in Kenya – the short rain in October and November, and the long rain from March through May. The Maasai are pastoralists who depend on the rains to fill the creeks and grow grass for the livestock that are their livelihoods. Over the last ten years, the rains have become unpredictable, and in the past two years, the short rains didn't come at all. Last year, animals were so weak that they couldn't even move through the mud when a few days of heavy rain finally arrived in January. Most families lost half to two-thirds of their livestock. The same appears to be happening this year.

The poor are the most vulnerable to climate change because they don't have the resources and education to pivot their livelihoods and locations in the face of a quickly changing world. The rural poor commonly live in the same way as generations before them, tied to the land to survive. They prosper when the earth prospers, and they suffer when the earth suffers.

Education is critical to developing resilience as both an individual and collective. A Maasai child that is educated can grow up to have livestock and a wage-earning job so even when there is drought, they have an income to eat and send their children to school. As a species, we need all brains on deck. When 258 million school-aged children and adolescents (1 in 6) are out of school (UNESCO, 2019), we are robbing ourselves of potential brilliance. Especially because individuals from the rural and low-income communities affected the most by climate change are also, often, the very same ones designing some of its most creative solutions. Charlot Magayi, who grew up in one of Kenya's largest slums, designed a cleaner, biomass-burning cook stove that emits 90 percent less pollution than an open fire after seeing the damaging environmental and health effects that those open fires and traditional cook stoves caused families in her neighborhood. Soipan Tuya,

who grew up in a rural Kenyan village where girls weren't supported to go to school, ultimately earned a law degree in Kenya and later an advanced degree in Sustainable International Development from the University of Washington's School of Law. She just became the first Maasai woman to become a member of Kenya's Cabinet, where she is spearheading major efforts to combat climate change and restore degraded forests as the Secretary for Environment and Forestry. Every idea and innovation counts.

While education is critical to build resilience in the face of climate change, climate change itself often makes access to that education more difficult every step of the way. Over the last two years, we have been partnering with four communities to raise funds for construction of their secondary schools, matching their own fundraising efforts classroom by classroom. Because of the droughts, however, local families had far fewer animals to sell towards this effort. This year, many of the men — often the family decision makers — also had to leave the region entirely to find viable grazing for their livestock and were thus unavailable to participate in their community's school fundraisers.

While climate change has made things more difficult in the Loita Hills, there is good reason for hope. Mause, one of the most remote communities we work with, was resolute in their commitment to start a secondary school for their children. Despite the drought and other barriers, they raised 1.5 million Kenyan shillings, approximately \$12,000 USD, last year. Combined with our match, they were able to fund and build three new classrooms, which means students can move from the church where they were studying into their own school. Four other communities — Morijo, Olmesutie, Olorte, and Entasekera — watched Mause's dogged community effort and are now following suit. They are determined to give their children hope and opportunity, a force that is even more powerful than the droughts.

**“We need acts of restoration, not only for polluted waters and degraded lands, but also for our relationship to the world....To love a place is not enough. We must find ways to heal it.”**

-Robin Wall Kimmerer



*Irene watches family herding the goats | Photo: Ami Vitale, 2021.*

# OUR 2022 IMPACT

*Nashipae at home with her daughter Sasha | Photo: Kate Lapidés-Black*



## PRIMARY SCHOOL ENROLLMENTS:

Many Maasai parents desire education for their children but face significant barriers in sending them to school. Others are unsure of the value formal education will offer their families. We rely on a group of volunteer interns called Team Angaza to meet with these parents, listen empathetically to their concerns, and then share new ideas about the value formal education might offer their families and children. Often, they visit homes 3-4 times before parents decide to enroll their children in school.

All of our current interns are local young Maasai women who have graduated from secondary school. Many have lived through the same challenges faced by the girls they work to enroll in school and thus offer both girls and their parents tangible role models of the benefits of formal education. In exchange for their service, we cover the tuition and other costs of a post-secondary certificate of their choice.

Since schools have reopened from COVID-closures in 2021, these interns have enrolled over 900 children from over 50 villages into 27 different public primary schools. To do so, they intrepidly cross the rural, mostly roadless, 650-square-mile Loita Hills region by foot and motorbike to visit with families in nearby villages. Three of them also started preschools in their villages on their own initiative, and others support local children like Soyian, featured on the next page, whose families either can't or won't support their education. Their dedication and invaluable insights are essential to our work in Kenya.

**900+**  
*Children enrolled into primary schools since they reopened in 2021*

## SECONDARY SCHOOLS:

When we first began working in the Loita Hills in 2019, there was only one affordable day school across the entire 650-square-mile region. Two boarding schools existed, but their tuition was far beyond the means of most local families. The result was that promising students like Nashipae, pictured on the previous page, had little chance to continue their educations past 8th grade.

To create the necessary infrastructure to ensure that secondary education was both affordable and locally available, we began partnering with communities to expand existing primary schools — initially by one classroom each year. In 2020, we opened the first of these schools in the village of Morijo. In 2021, we opened a 2nd school in Olmesutie and in 2022,

opened a third and fourth school in the villages of Olorte and Mause. In 2023, thanks to the deep generosity of a handful of major donors in our capital campaign, we hope to finish build out of those schools and open another in a key central community in Loita. Once these schools are completed, 95% of Loita's children will live within 10 KM of an affordable high school — reducing a significant barrier to education. We support these schools with critical classroom learning resources such as RACHELS (Remote Area Community Hotspot for Education and Learning), a massive external harddrive that contains thousands of lessons that it can deliver wirelessly to nearby students' tablets and laptops.

**2** *New secondary schools opened in 2022*

## PROFESSIONAL OPPORTUNITY:

We prioritize hiring local women for our staff and seek out high school graduates from local villages for our intern program, providing pathways to gain professional skills and well-paying local jobs. Our team of dedicated interns, Team Angaza, are all local young Maasai women who have finished secondary school. All of them desire to continue their educations beyond secondary school, but lack of funds has stopped them from moving further.

Each of our interns commits to volunteering with our organization three days a week for two years. In return for their service, we

provide them opportunities for personal and professional development throughout their tenure, including training in money management, computer literacy, and family planning, and then pay for them to go on to post-secondary school. When they emerge after their two-year internship, they have valuable skills that allow them to compete in the professional sphere.

**15**  
*Opportunities for local women in 2022*



## BENEFICIARY SPOTLIGHT: SOYIAN, A WEAVE OF SUPPORT

Soyian, in photo at right, doesn't live at home during the school term while she's attending second grade. Instead, each night, she squeezes onto a sleeping mat nestled between the four small children of Naserian, one of our Team Angaza interns. That's because Soyian's father won't support her schooling and, after seeing Soyian's intense desire for an education, Naserian decided to temporarily take her in and support her so she can stay in school.

Naserian's temporary caretaking of a child who is not her own is common in Maasai villages. Not only are Maasai families often quite extended, but their sense of responsibility for others in their communities — even when unrelated — is very strong. In the absence of more formal social supports, women who are often already struggling to feed their own families band together to help each other and often, any child in their village whom they recognize needs extra support.

We see this sense of communal caretaking over and over in communities and within our own staff. Christine Mpoë, our Team Angaza Coordinator, snuck back into her home village in the middle of the night to rescue a younger sister from an arranged marriage and enrolled her in a boarding school hundreds of miles away to keep her safe. Later, when Christine saw other local girls in the same predicament, she returned again and again to rescue three more of them. Christine now crafts and sells Maasai beadwork after her work with For the Good to help pay the tuition of all four girls' respective boarding schools. Evelyn, our intern for the village of Kitilikini, took in a young girl named Lucy for a year to keep her fed and in school after Lucy's mother died and the grandmother couldn't find enough food to support her.

In addition to supporting Soyian, Naserian also pays school fees for Milanoi and Nemara, two other girls in her small village. She started doing so after seeing their mothers struggle just to find them enough to eat. "One of the girls I help loves education but has no father, and her mother struggles for food," says Naserian. "The other's father is disabled and so they have no sheep or cows, only the mother who is also struggling for food. It's difficult — I already have four children, and work, but I do it because it's what I love. I just feel good when helping others."

Like Christine, Naserian does Maasai beadwork in her spare time so she can pay the cost of the girls' school fees. Both she and Evelyn know many other women in their villages who also help girls by buying them food when they see them going hungry and sanitary pads so they can attend class and often, letting them spend nights in their homes when they are not supported in their own.

"At times when I see someone in trouble, my heart will not be in peace," says Christine. "As Maasai women, we have gone through many difficult things; it's very important for us to help each other. Our own struggles allow us to open our hearts and share to help others. They — the girls we help — will eventually be the light we wish to see in Maasailand. I am hoping that in the future, they will also help others."

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**"Our own struggles allow us to open  
our hearts and share to help others....  
The girls we help will eventually be the  
light we wish to see in Maasailand."**

- Christine Mpoë



*Portrait of Soyian, 2022 | Photo: Kayce Anderson*

## PROJECT SPOTLIGHT: PRESCHOOLS, OFF TO A GOOD START

Early childhood development (ECD) education and its relationship to later success in the classroom and life is recognized worldwide. In Kenya, pre-primary education, like preschool and kindergarten in the U.S., is theoretically free and compulsory for every child. In practice, many barriers remain to getting young children in school in rural communities. Most primary schools in Kenya have an ECD center, but they often require a walk of 5-10 kilometers or more each way in rural regions. Ideally, like here in the U.S., children start pre-primary at 4-5 years of age. But walking such long distances is often untenable and unsafe for such young children, especially when it requires crossing rivers or venturing through wildlife terrain. Therefore, parents often keep young children at home before allowing them to start pre-primary or primary school. The result is that many children in rural villages start first grade at much older ages, creating a cascade of future challenges.

Three of our enterprising Team Angaza interns — Naserian, Ann, and Emily, recognized that their existing primary and pre-primary schools were too far away for most of the smaller local children to safely walk and took the initiative to start preschools closer to their villages. When Naserian's community initially struggled to find a teacher, she volunteered to teach the enrollees for a month until one could be hired. On any given day, 60-80 children now attend that school, and 100-130 children now attend the school that Ann started with her community of Olentarakwai,

near Olmesutie. Inspired by their efforts, Emily, our intern for Enairebuk Primary, launched a preschool near her village at the start of the new school term this year, and other Team Angaza are now boldly imagining new ways that they can contribute more to their own communities.

"I want to see our community educated," explained Emily, about her motivation to start a preschool. "But they mostly know cattle, so many of our children don't have role models for education, and most of them only speak Maa at home. Our village is too far from the school at Enairebuk for young children to walk, especially during the rainy season. But to function in our changing world, children need to have learning."

"I love seeing all kids in school," agreed Naserian. "When I now see them in school, I'm happy, and it's rewarding to me to know that the community will also benefit." Ann's motivation to start a preschool for children in her village was similar. "When I saw these beautiful girls and boys and how they were not being educated, I felt pain in my heart," she explains. "That is what motivated me to start talking with the community about opening such an ECD school closer to Olentarakwai. The parents had told me the biggest problem was that when it rains and the river [near Olmesutie] begins flowing, the small children cannot safely pass. Now, with this school, we can keep children educated — and safe."

**"I have come to believe that in order to thrive, a child must have at least one adult in her life who shows her unconditional love, respect, and confidence."**

- Sonia Sotomayer, the first woman of color and first Latina to serve on the U.S. Supreme Court





# OUR SPARKS

*Several members of the Aden family at home in 2021 | Photo: Ami Vitale*



## SUPPORTERS & FRIENDS

We truly could not do our work in Kenya without the generosity of countless people. We are profoundly grateful for every single person and foundation who supports our work; those listed below are graciously acknowledged with their consent.

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## DONOR SPOTLIGHT: JERRY AND MARGE GAVENDA

Marge and Jerry Gavenda have traveled all over the world, to all seven continents. They've had the good fortune to sail through French Polynesia, watch arctic polar bears, and visit Antarctica, the Galapagos, and China. But the journey that left the deepest impression was their first trip to Africa, when they traveled to the Maasai Mara in the early 2000's. "We had already been sponsoring several girls in Africa every month through Plan International, since way back in the 1980's. Being in Kenya made us truly realize the difference those donations made and how they were so appreciated. It made us want to do more. Much later, when I learned about how girls in Kenya couldn't go to school because they didn't have pads, I just thought it was so sad. The more we learned about your early work on that issue, and about the work you're doing now to build schools, we just loved it. That's how we became involved."

The Gavendas are well-known for this type of heartfelt generosity in Breckenridge and Frisco, two mountain towns in Colorado's Summit County they moved to after retiring from professional careers and eventually called home for over 25 years. Shortly after arriving, they attended a meeting of The Summit Foundation, a community foundation that funds over 70 nonprofits assisting local families or protecting the local mountain environment in various ways. At that meeting, Marge and Jerry watched in amazement as one local stood up and wrote a sizable check, on the spot, to support the Foundation. "I have never lived in a county that was so philanthropic," says Marge, recalling that moment. "It [the check] was for like six figures. I thought to myself: 'You know, we can't give like that, but we can get more involved.'"

And get more involved they did. Dig beneath the surface, and you can see Marge and Jerry's imprint in nearly every major community initiative in Summit County. Collectively, they have either served on nonprofit boards or fundraised and volunteered for, among others, the Summit Community Care Clinic, a critically important low-income care clinic for thousands of locals; The Summit Foundation; Colorado Mountain College (CMC); and the Family Intercultural Resource Center, a key social support agency that provides emergency financial assistance for housing, utilities, groceries, and medical care to families in need.

Marge and Jerry also sponsor four scholarships through the CMC Foundation that are motivated, in part, by Marge's own experience as a young mother. The first time she married, she was just 17 years old, and had the first of her two children a year later. "I would have loved to go to college, but it was difficult, being so young with children

and trying to take classes," says Marge. "And, really, we just didn't have much money." The CMC scholarships she created with Jerry, whom she married in 1976, were born out of a desire to support hopeful students who may be in the same position she once was in: a working parent who deeply wants to continue their education but needs some extra support. And though Marge persevered to work her way up from small loan processor to Vice President at a bank despite lack of the college education she hoped for, she and Jerry are fervent believers in the way education can change the trajectory of a life, especially in today's economies.



Jerry & Marge Gavenda

**"You can't appreciate the difference you can make with your money and what it can do in the world if you don't give it away while you're alive."**

- Marge Gavenda

"It's important for girls to get an education because it opens so many doors," she reflects. "When you have an education, the world opens in new ways to you. When you don't, a lot of it gets shut down. You certainly don't have to go to school when you're 18 years old, but if you can't... try to go later! I think travel is similar in the way it can open doors and new ideas to you.

"I feel I've been so lucky in my life — the luckiest woman in the world. I have a great husband. I have two wonderful kids and four amazing grandchildren. And now, we're so incredibly lucky to be in the position to help others. I feel that if you have the good fortune to be in that position, you can't just sit back and not do anything. A minister who once spoke to our P.E.O. Women's group summed it up succinctly, telling us: 'You can't pull a U-Haul behind a hearse.' There's not much point in spending your money on a lot of stuff that has little meaning in the end, right? That's one of the reasons Jerry and I like to give as generously as we can: You can't appreciate the difference you can make with your money and what it can do in the world if you don't give it away while you're alive. I just feel so good when I give. I don't really know how else to explain it."

## OUR STAFF



**DR. KAYCE ANDERSON**  
| EXECUTIVE DIRECTOR

Kayce has a master's and a PhD from the University of California, Davis. She is a mom, humanitarian, ecologist, explorer, and student whose passion and vision for gender equity in education inspired her to found For the Good. Kayce applies her training as an ecologist to our work, combining evidence-based methods and deep listening to improve education outcomes for girls.



**MILLICENT GARAMA, MS, RN**  
| PROGRAMS DIRECTOR

A nurse with a master's in International Health from Queen Margaret University in Edinburgh, Millicent has over 30 years of experience in community development work in Kenya. Her extensive community health work with Kenyan communities offers a depth of cultural fluency and capacity for ongoing engagement with our partner communities that is critical to our work.



**KATE LAPIDES, MDP**  
| COMMUNICATIONS DIRECTOR

Kate completed advanced documentary studies at Maine's Salt Institute and earned a master's in International Development Practice from Regis University. She spent two decades as a photojournalist documenting the work of NGOs around the world prior to her work with For the Good and brings over a decade of experience in strategic design and communications to our organization.



**JOSEPHAT OLE MASHATI**  
| MAASAI PROGRAMS MANAGER

Josephat was a teacher for 15 years prior to running our programs in southern Kenya. His extensive experience as an educator working in rural schools with Maasai communities brings invaluable insight to our work. A man of many hats, Josephat is also a respected pastor and community organizer. He earned a bachelors in Education at Africa Nazarene University.



**CHRISTINE MPOE**  
| TEAM ANGAZA COORDINATOR

Christine is a community development worker and professional counselor who graduated from Maseno University with a bachelors in Gender Studies and a minor in IT. She has a passion to be the change she wants to see in Maasai communities. Her own remarkable life journey to attain an education makes her a powerful advocate for the Maasai girls and families we serve.



**REBECCA LEDIDI**  
| SCHOOLS COORDINATOR

Rebecca graduated from Maasai Mara University with a degree in Education and later earned a teaching certificate in Primary Education. Rebecca is passionate about uniting teachers, parents and other stakeholders to work together to promote education for girls. Prior to her work with us, Rebecca worked in efforts to end FGM and forced early marriage in Narok County.

**JANET TARAKWAI** | DATA COORDINATOR

Janet is a wife, a mom, a community development worker, and a former teacher. She graduated from Maseno University with a degree in Community Development and Social Work and has worked with diverse NGOs and communities in Kenya. Janet's passion to make life better for vulnerable women and children led her to develop programs for street women and children in a previous position and is a powerful motivator driving her current work with For the Good.



## TEAM ANGAZA INTERNS



**JACKLYNE KETO**

Jacklyne is our intern for Mausa Primary. She plans to study Community Health training that will enable her goal to improve girls' health in her community.



**BEATRICE KISHOYIAN**

Beatrice is our intern for Oltarakwai. She plans to study to be a teacher and says, of her work: "I love that I am helping make this change in girls' lives."



**EVELYN SANAU KOIKAI**

Evelyn is our intern for Kitilikini and a powerful advocate for girls there. She plans to study Community Development and continue to be a champion on behalf of Maasai girls.



**GLADYS MUALA**

Gladys is our intern for Olpusare Primary. She has a two-year certificate in Social Work and plans to continue her studies to improve life for girls in her community.



**ANN MUNTATI**

Ann is our intern for Olmesutie Primary. She plans to study teaching, because she believes that "When girls get education, they can learn and contribute more to their community."



**NASERIAN NTAIPIA**

Naserian is our intern for Entasekera. She started a preschool in her village and supports several girls outside her own family so they can stay in school. She plans to study Teaching.



**HELLEN ORNGASHAR**

Hellen is our intern for Morijo Primary. She has a two-year certificate in Social Work and plans to continue her studies and share her passion for education with other girls.



**SYLVIA PARKISUA**

Sylvia is our intern for Emorogi Primary. "As I teach my community, they also teach me more," says Sylvia of her service. She plans to study business administration.



**LORNA PUNKE**

Lorna is our intern for Ilkujuka Primary. She plans to study Tourism once she completes her internship and improve life for local Maasai through better income opportunities.

**LEAH SHUMA AND EMILY SULUL**

Leah is our intern for Olorte Primary and hopes to study Tourism after she finishes her internship. Emily is our intern for Enairebuk Primary. She earned a certificate in Early Childhood Development and plans to continue studies in education. Early in 2022 she started an ECD school for children in her village.



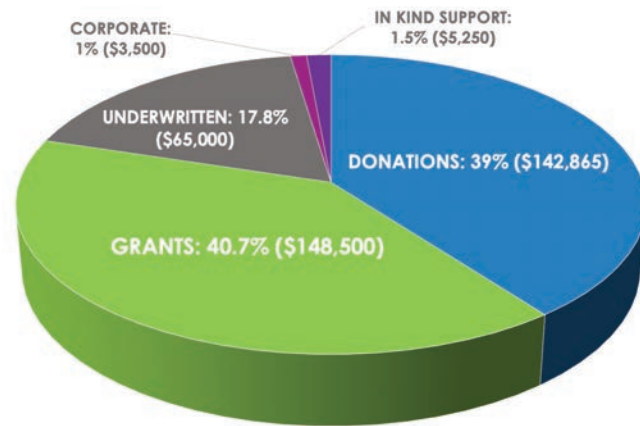
**LEAH SHUMA**



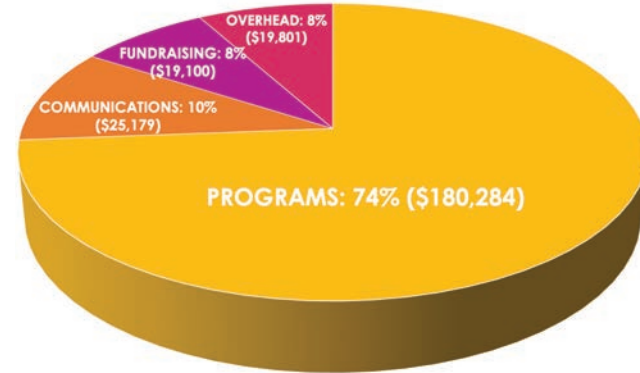
**EMILY SULUL**

## 2022 FINANCIALS

### 2022 REVENUES



### 2022 EXPENSES



\*Note: A percentage of our Communications allocation is Program work in Kenya.

## BOARD SPOTLIGHT: MARION CHEBET



Above: Marion working in her mother's garden during a visit back to Kenya.

We gained an invaluable asset this year to an already incredible group of board members with the addition of Marion Chebet, MBA. A Senior Portfolio Manager and Director of Impact Investing for Johnson Financial Group (JFC), Marion researches client investments that also make a positive social and environmental impact. In addition to her work helping clients invest for the good, Marion volunteers her professional skills to many Colorado-based non-profits including the Denver Foundation and the Bonfils-Stanton Foundation.

Marion grew up in a small village near Eldoret, Kenya before coming to the U.S. on a college scholarship and knows firsthand the challenges countless Kenyan girls experience in their quest for education. She is passionate about helping spark the potential she sees in them and other girls around the world. "Two things got me where I am today, my mum and education," she reflects. "Any chance I get to contribute to making a difference in a person's life — especially in the lives of girls, I always grab it and give my best. Educating a girl means you are educating the future generations. As Nelson Mandela says, it's the most powerful weapon which you can use to change the world."

## UPDATE: SECONDARY SCHOOLS CAPITAL CAMPAIGN

Last year, we wrote about the critical importance of day secondary schools in rural Kenya. Day schools help keep education accessible to children as they age into adolescence because they are typically 1/4 to 1/8th the cost of boarding schools; they accept any child, regardless of their test scores on Kenya's Secondary School Entrance Exam; and often, they are the only option to continue school for Maasai girls with babies.

A policy change late in 2021 now requires that all secondary schools have four completed classrooms, a lab, and an administrative space before the government will register the school and pay teachers, which significantly increases the cost of getting a school off the ground. Previously, schools could be registered regardless of the number of classrooms they had or the space they functioned in, which allowed us to work with four communities to open schools in low cost ways, one classroom at a time as each new cohort advanced in grades.

In 2022 we began working with our four partner communities to build the required new classrooms together. They would fundraise to pay half the cost and we, For the Good, would raise funds to cover the rest. In late 2022 we held a capital campaign, and thanks to the deeply generous support of a new foundation partner and several longtime donors, we raised \$112,500 for this effort. Combined with the communities' funds, we should now be able to finish these schools. And while they still have a long way to go until completion,

collectively, we feel energized and hopeful about reaching what previously seemed like an unsurmountable goal.

As of this writing, Mause, the most remote of the communities we work with, has already built three new classrooms. The other three communities are concluding their fundraising and should start building within the next few months. Meanwhile, in the absence of classrooms, children have been learning in extra primary school classrooms or churches. Mause and Olorte have sophomore classes, Olmesutie has a junior class, and our first secondary school, Morijo, now has a senior class.



Above: Classrooms at Olorte Primary School. Photo: Kate Lapidés-Black, 2022.

## BOARD OF DIRECTORS: U.S.



### MARION CHEBET, MBA

Marion is a Senior Portfolio Manager and Director of Impact Investing for Johnson Financial Group. She grew up in Kenya, knows firsthand the challenges girls face there, and is passionate about expanding access to education for girls around the world.



### MARTHA COCHRAN

Martha is the Conservation Director for the elephant conservation organization Space for Giants. She has worked on staff or as a board member for dozens of nonprofits and brings a wealth of expertise on organizational governance to For the Good.



### DR. BARBARA FREEMAN

Barbara is the creator of The Savings Collaborative, a financial savings and credit club that helps vulnerable communities build financial security. She has worked extensively on five continents and is a longstanding education consultant to the World Bank.



### KENYAN BOARD OF DIRECTORS

The skills and knowledge of our Kenyan Board help ensure our programmes are relevant and in compliance with government requirements.

L-R: Janis Karini, Josephat Garama, Elphas Mutegi, Millicent Garama (staff), Harriet Ukima, Jane Kiura, Justice Murangu.



### DR. LISA RALEIGH

After an extensive career in PR, marketing, and fundraising in the outdoor and nonprofit sectors, Lisa took on the Executive Director role at RiverLink, a North Carolina conservation and social equity organization. Lisa is deeply committed to human rights and environmental issues.



### SHELLY SHEPPICK

Shelly is the Director of Strategic Partnerships at the IA Institute, an innovative, specialized media company for professionals in the finance industry. She has extensive experience with nonprofits and fundraising and is a firm believer in the power of girls to change the world.

# JOIN US

## OUR MISSION

We work with communities to increase girls' access to education so they can become enabled and emboldened to drive their own lives.

*We have a lot of work to do.  
Let's do it together.*

For the Good's work has opened up opportunities for thousands of girls in Kenya. But we want to create opportunity for millions. We are not content to be a drop in the bucket. There is too much at stake.

If expanding access to education for all children is important to you, please consider making a gift today. All gifts are deeply appreciated and have the power to change a girl's life forever. You can donate through our website at:

[www.forthegood.org](http://www.forthegood.org)

*Or mail to us at:*

For the Good  
1002 Cooper Ave.  
Suite 100  
Glenwood Springs, CO 81601

Platinum  
Transparency  
2022

Candid.

For the Good is a 501(c)3.  
Our EIN: 47-1979734.  
All donations are tax deductible.

*Asante Sana!  
(Thank you)*



*Recess at Osinantei Primary School, 2019. | Photo: Kate Lapidus-Black.*



“We’re here for a reason. I believe a bit of the reason is to throw little torches out to lead people through the dark.”

- Whoopi Goldberg

- Whoopi Goldberg

[www.forthegood.org](http://www.forthegood.org)

