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*Annual Report*  
2018-2019

# A LETTER FROM THE EXECUTIVE DIRECTOR

When I moved from studying insects and their ecology to working with rural Kenyan communities on girls' education, I never imagined the fulfillment and disappointment that would come with it. It began as a problem to solve, and I approached it as I did my work in ecology, through analyzing data and reading journal articles and text books. I thought that if we could understand the variables, we could create an effective intervention. Needless to say, over the years I have been humbled, and textbooks provide important but limited insight.

We began our journey by providing sanitary pads, backed by research that said that lack of access to menstrual hygiene supplies was keeping girls out of school. This was true, but only part of the story. Lack of access to pads is a symptom rather than a root cause of the gender inequities that keep girls out of school. To improve opportunities for girls in a meaningful and lasting way, we need to address the source of the problem - the idea that education is not relevant for a girl or worth the return on the investment. It is this idea that we are working to change.

Navigating traditional cultures is sensitive, but rural Kenyans are more like us than different – they want the best for their family and community – and once strengthened with information and encouraged by their social groups, they are changing their views.

In addition to shifting social norms, we are working with communities to make it easier for parents to send their daughters (and sons) to school. From Tharaka Nithi and country-wide data we learned that access to schools is one of the most important factors to secondary school enrollment for girls and boys. We rely heavily on evidence-based methods, and we integrate insights from a wide range of fields such as economics and behavior change theory. Listening hard to communities is then the critical ingredient that allows us to be responsive and compassionate to better develop interventions that are effective and lasting.

The good fortunes in our lives and the opportunities we have been afforded are inextricably linked to the reality that our rights to education were realized and unchallenged. Now we have the power to use our voices and talents to see that every girl may also have the opportunity to develop her voice and talents and contribute to our collective human capital.

*Kayce Anderson*



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*Entasekera Primary School Classroom*

# Success in Tharaka-Nithi: Girls High School Transition Highest in Kenya

## CELEBRATING A GOAL

We began our work in Tharaka Nithi in 2015 at the behest of research that showed that local adolescent girls were missing school because they didn't have access to sanitary pads. A lot has happened in the intervening years. The Kenyan government stepped up its own pad supply program, reducing this barrier to education for girls. We recognized that access to sanitary pads is a symptom rather than a cause of unequal gender norms and expanded our focus to include community wide sensitization on human rights, HIV, gender violence, reproductive health and gender roles - all issues critical to improving girls' education.

The Kenyan government recently produced a report on the state of education nationally - 96% of girls in Tharaka Nithi County are transitioning to secondary school, the highest transition rate in Kenya. The credit for this is shared among a wide variety of actors; we are but a piece of this success story. Our work in this area over the years has given us an inside view into some of the most important factors that have contributed to Tharaka Nithi's shift to the top-rated county for girls' enrollment in secondary school.

Unfortunately the rise in girls' education in Tharaka Nithi was not replicated across the country, and most regions continue to count high numbers of girls out of school. Narok County on the border with Tanzania and home to the Maasai tribe and the savannahs of the great Maasai Mara is one of these regions where only 16% of girls make it beyond eighth grade. Both girls and boys have low enrollment rates, but girls are especially absent from the classroom because of early marriage and a strong preference to educate the boy child.

We have gained invaluable insights and experience through our work in Tharaka Nithi and we have seen girls' enrollment improve to the best in the country. We are ready to apply what we have learned to Maasai Land and extend our impact to more marginalized regions of the country.



Education and pad distribution on our first day of work in Tharaka Nithi in 2015

# Young Changemakers: Using Their Voices to Lift the Voice of Girls Across the World

Young girls on this side of the Atlantic have been powerful advocates of For the Good from the start. They've raised thousands of dollars to support girls in Kenya, whose dreams for education they see reflected in their own hopes and aspirations. Below they share why they care, in their own words.

## Sage Kaufman (Age 13)

For The Good is an amazing organization which allows girls just like me to make a global impact. Education is something that gives girls a sense of self worth, and gives them the freedom to create a life they want to lead. Maybe there is a girl with a genius idea that could change the world, but she is stuck fetching water, caring for siblings, or being married off at a very young age. That's a lot of brain power being wasted. Being able to help girls on the other side of the world has helped me realize how lucky I am, and that every penny makes a difference in girls' lives.

## Ellie Urfrig (Age 15)

As individuals who are able to attend school from a young age, I believe it is important to help give that opportunity to others. To help support something bigger than yourself. And ultimately, create a more just, equal, and ethical world for all of us.

## Kate Hardaker (Age 15)

Just imagine that you can't go to school, that you have to spend your time helping your family while many of the boys can go to school. That would feel horrible, it would make you feel like you are not good enough, not smart enough, not important enough, just because you are a girl. Everyone should have the chance to feel like they are included and connected. Education will help them to feel that way and know that they can change the world.

## Ella Lindenberg (Age 15)

I love school. It's a privilege. It makes me sad when girls across the ocean aren't able to go. I was talking about this fundraiser with my dad and I realized how much of a difference I was making. And I couldn't ask for anything better.

## Amèlie Ogilby (Age 14)

I think it is important for all girls to have an education because, we deserve to learn and follow our dreams. I love being able to go to school because I love learning. I think everyone should have the opportunity to love learning as much as I do.



Amèlie, Kate, Sage, Ella and Ellie during a fundraising project for For the Good



*Recess in Entasekera, Kenya*

# Doing Best For Your Daughter Looks Different

## TWO TALES OF CARING: FRIDA AND JUSTINA

Parents in rural Kenya are more like us than different - they have their children's best interest at heart. It just might look very different from our own idea. Taking this as a truth allows us to work with traditional cultures with respect and sincere curiosity.

Frida lives in the village of Kabariange, which sits atop an arid plateau in the middle of Tharaka - Nithi County. Her family of twelve grows beans, corn and millet. Frida's mother was born with a club foot and walks with a cane. She walked the two kilometers from their home to the Kabariange Primary School to meet and talk to us about how strongly she felt about educating her children. Her husband would normally have come in her place to save her the journey, but he had fallen from a tree while collecting honey and fractured his hip the month prior, which also significantly affected the family income.

Frida's parents were proud that they had educated all of their children, sons and daughters, and they were determined to not allow their misfortune to cheat their last three children. Frida's parents were unwavering that she would finish school.

Justina is from the Loita Hills of Narok County. Her father has three wives and sixteen children, six of whom are enrolled in school. Justina wants to be a nurse and received good marks on the Kenya Certificate of Primary Education exam that is given at the end of 8th grade and determines if and which secondary school one may transition to. Unfortunately, there are no day secondary schools nearby, only a boarding school with a fee of \$400 USD a year. Justina was enrolled in the boarding school and would have been the first girl of her family to go to secondary school, but her family couldn't pay beyond the first term. She was forced to leave school and her parents were planning to find her a husband; marrying off a daughter at a tender age is thought to secure her future.

We met Justina and saw her drive and potential. We found a local sponsor that paid off her debt, a For the Good donor provided a scholarship and we were able to convince her father that Justina would have a better future if she stayed in school and delayed marriage.

Both Frida and Justina's families feel like they are acting in their daughter's best interest, one by pursuing her education at great family sacrifice and the other by finding her a husband. Both families' views are a product of the local environment. In Frida's community, women are teachers and small business owners. In Justina's, women tend the family farms.

Some regions were early to adopt views that gender is secondary to an individual's aptitude and grit. Other regions, especially those that are geographically isolated or haven't benefited from government investment, continue to share the views of their ancestors. In rural Kenya, sending a child to school will always require a family sacrifice, if only the opportunity cost of them not working the farm or tending livestock. But we now have data to show that the cost of educating a girl (and a boy) is well worth the investment of her family and community. And fathers are listening.

*"Due to lack of fees, I dropped from (high) school and stay at home. I am therefore crying deeply in my heart that if given assistance, I will achieve my dream of becoming a nurse.*

*If I fail to go to school, I will get married, which is not good. This will make me not achieve my mission, goal and dream."*

*-Letter from Justina*



*Portrait of Justina, left. Above: Frida, at home with her family in Kabariange*

# The Girls We Celebrate



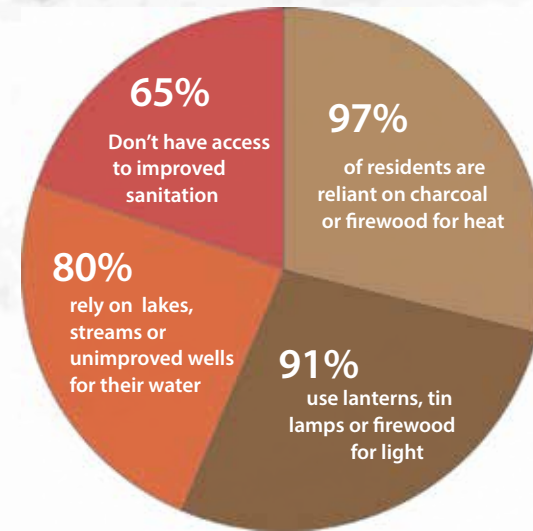




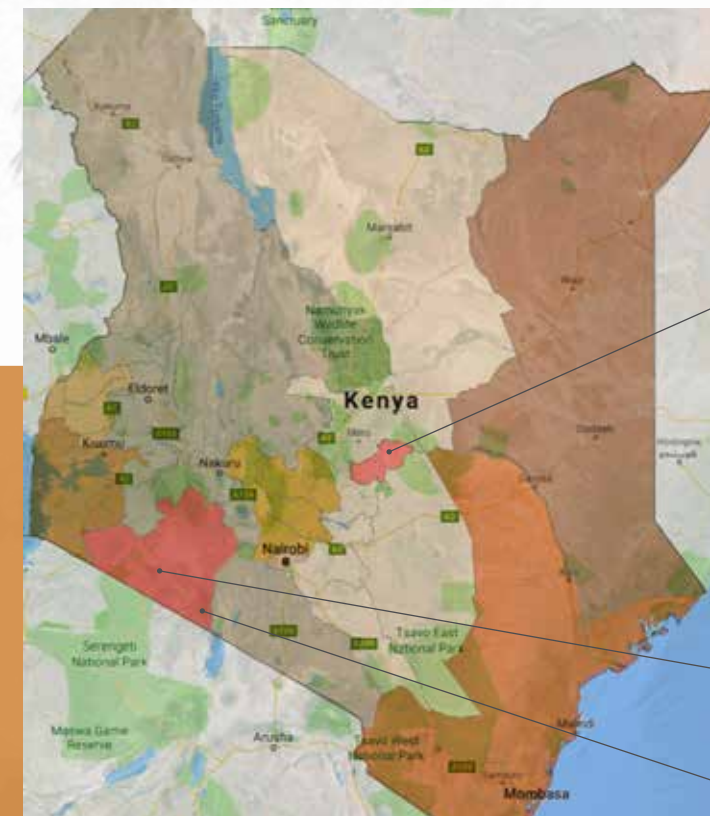
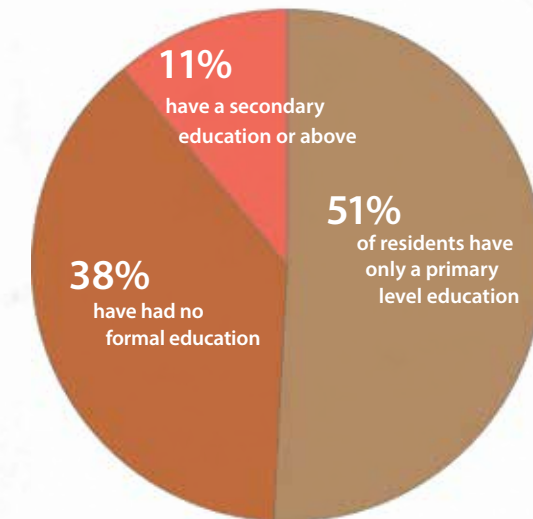
# SNAPSHOT: NAROK COUNTY

The Loita Hills region of Narok County, where we are expanding our work, lies on the border with Tanzania. It is home to the Maasai tribe, many of whom proudly and intentionally maintain their cultural identity and traditional nomadic pastoral lifestyle. Few communities in Narok are connected to modern infrastructure, and it requires at least one day of arduous travel from the nearest town to reach most communities. Traditional development indicators including access to clean water and sanitation, electricity, and education offer a glimpse of the conditions most families live in here and reveal some of the daily challenges they face.

## WATER, ENERGY & HOUSING



## EDUCATION



Tharaka Nithi County  
(Region where we initiated our programs in 2015)

Narok County

Loita Hills

# SUPPORTERS & FRIENDS

Our donors give more than dollars. They strive with us to make this world more equitable. We, at For the Good are grateful for their trust and humbled to be partners in this journey.

## \$15,000 - \$19,999

Julie Schenk

## \$10,000 - \$14,999

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Katy Hart  
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Becky Winchester  
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Sara Berry  
Eileen Caryl  
Charla Combest  
Katherine Condon  
Artemis Eudy

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Phoebe Gruel  
Melissa Gledhill  
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Georgie Zinda

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Leana Fisher  
Kate Hardaker  
Sage Kaufman  
Nikki LaRochelle Design  
Ella Lindenberg  
Amèlie Ogilby  
Shelly Sheppick  
Target  
Ellie Urfrig

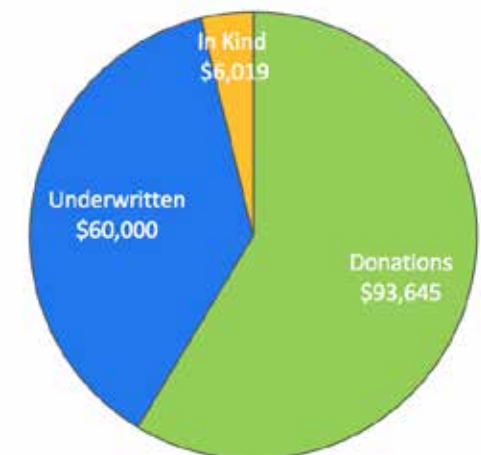


# FINANCIALS

## Expenditures



## Revenue



## BOARD OF DIRECTORS, U.S.

### MOLLY SECOR-TURNER, PhD, MS, RN

Dr. Molly Secor-Turner holds a joint appointment in the Department of Nursing and Master of Public Health program at North Dakota State University. Her research on adolescent health and well-being from a human rights perspective in high-risk youth from rural North Dakota to rural Kenya brings critical insight to For the Good's approaches and reproductive health curriculum.



### SHARON SECOR

Sharon Secor has traveled in Kenya supporting schools, dental clinics and hospitals for over twenty-five years. Her extensive experience working in Kenya and her relationships with communities and government administrators was critical to the launch of our work in Tharaka Nithi County in 2015. We continue to learn from her thoughtful, humble approach to community development work.



### JORDAN SCHULTZ, MPH

Jordan holds a master's degree in Social Work from the University of Denver. She is a passionate and powerful advocate for increasing access to health care and education for at-risk populations around the world and brings extensive experience in donor development in the non-profit sector to For the Good.



### KAITLIN SCHMITZ, MPH

Kaitlin earned a master's degree in public health from North Dakota State University. She is currently a PhD Nursing student at the University of Colorado, studying biobehavioral science focused on adolescent health, sexuality, and human rights. Kaitlin is the inspiration and drive behind our original fundraising events and has worked in Kenya alongside our staff several times since 2013.



### SHELLY SHEPPICK

Shelly began her career in strategy and training for emerging technology companies. After turning her sights to the non-profit sector, she created and co-chaired a major capital campaign and worked as the program director and served on the board of directors for numerous non-profits. Shelly believes strongly that the path to a more peaceful world is through the education of our planet's girls and women.



## BOARD OF DIRECTORS, KENYA

Our work is guided by both a U.S.-based board of directors and a Kenyan-based advisory board. The skills, talents and wisdom of our Kenyan board guide our work in Kenyan communities and ensure it is community-driven, thoughtful and culturally relevant.

**FRONT ROW, L - R:** Millicent Garama, Sharon Secor and David Mbae

**BACK ROW L - R:** Nyaga, Gregory Munene, Molly Secor-Turner, Emis Gatwiri, Rebecca Mwentune, and Justice Murangu

**NOT PICTURED:** Lucy Kajitja, Janis Karini, Jane Kiura, Eliphas Mutegi, Gladys Rucha, Kellen Wanja



## STAFF

### KAYCE ANDERSON, PhD, EXECUTIVE DIRECTOR

Dr. Kayce Anderson has a PhD from the University of California, Davis. She is a humanitarian, ecologist, mom, explorer, and eternal student whose passion and vision for gender equity in education inspired her to found For the Good. She feels strongly that education is a right and a leverage point to address many global challenges. Kayce applies her training as an ecologist to our work, combining evidence-based methods with deep listening to communities to improve education outcomes for girls.



### MILLICENT MUKINDIA, MS, RN, KENYAN PROGRAMS DIRECTOR

Millicent earned a master's degree in International Health from Queen Margaret University in Edinburgh. She has over 30 years of experience in community development and health education work in Kenya. She was the Kenyan Health Coordinator for Plan International prior to her work with For the Good and cofounded Chogoria's Faraja Family Resource Center. Millicent is a masterful facilitator and a warm, compassionate spirit dedicated to increasing opportunities for girls.



### KATE LAPIDES, COMMUNICATIONS DIRECTOR

Kate holds a bachelors degree in humanities, completed advanced studies in documentary photography at the Salt Institute and is completing a master's degree in international development practice at Regis University. She is a profound believer in photography's capacity to humanize complex issues and has spent two decades photographing for humanitarian organizations around the world. Kate brings a background in video, design, PR and marketing to For the Good.



### FAITH NJERI, ELIUD GARAMA, ROBERT MURITHI ROLE MODEL EDUCATORS

**FAITH NJERI** holds a bachelors in nursing from Kenya Methodist University. She is passionate about empowering young women in Kenya.

**ELIUD GARAMA** studied Human Resources Management at Karatina University. He volunteers countless hours to a center for vulnerable families in Chogoria.

**ROBERT MURITHI** holds an MBA from Meru University. He is a master facilitator who brings skills in peace building and conflict management to community work.



### FRIDA KATHAMBI, PRODUCTION

Frida is a master sewer who sews our pads in Kenya. Like many girls in the communities For the Good works in, Frida hoped to go to school when she was young but her family wasn't able to afford to send all their children to school. Her dream for her own children is that they will go to college and realize their full potential. Her work with For the Good is helping her make her hopes come true.



# JOIN US

*We have a lot of work to do. Lets do this 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 will not be content to be a drop in the bucket. There is too much at stake. If expanding access to education is important to you, please consider making a gift. All gifts, regardless of size, 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  
1028 Palmer Ave.  
Glenwood Springs, CO. 81601

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*Asante Sana!  
(Thank You)*

