



# GRiC

Grassroots nest for Innovations and Change

## ANNUAL REPORT 2023

## Promoting Literacy in Underserved Communities

*"A continent where all children access quality  
education and realize their full potential."*



# Table of Contents

Abbreviations	2
Foreword	3
About GRIC	4
Areas of Coverage	5
Key Achievements	6
Capacity Strengthening of Partner Sub-Grantees and Organizations	7
Pillar 1: Children Learning	8
Pillar 2: Youth Leadership	15
Pillar 3: Girls' Education and Women's Empowerment	16
Donor Learning Visit	16
Looking Ahead	17
Our Donors and Partners	18
Financial Statements	19



# Abbreviations

<b>ALP</b>	After- School Literacy Programme	<b>GYLP</b>	GRIc Youth Leadership Program
<b>AYDI</b>	Arua Youth Development Initiative	<b>IYA</b>	Indoinyio Youth Alliance
<b>BOMs</b>	Boards of Management	<b>MERL</b>	Monitoring, Evaluation, Research and Learning
<b>CFI</b>	Community Focus International	<b>PACE</b>	Promoting Access to Community Education
<b>DEPCOT</b>	Development Path for Community Transformation	<b>PTAs</b>	Parents Teachers' Associations
<b>ECCDE</b>	Early Childhood Care and Development Centre	<b>TaRL</b>	Teaching at the Right Level
<b>FICH</b>	Foundation for Inclusive Community Help	<b>VSLA</b>	Village Savings and Loans Associations
<b>GRIc</b>	Grassroots Nest for Innovations and Change		





## Foreword

As Grassroots Nest for Innovations and Change (GRIC), we are pleased to share our programs' achievements for 2023. We celebrate the resilience of the communities, women, girls and youth in Kenya, Uganda and Tanzania. The many achievements of underserved children as we pursue improved learning outcomes gives us a reason to keep soldering on.

The year 2023 presented difficult economic challenges, especially in underserved communities, making the access to essential services a real struggle pushing more families into poverty. Despite the multiple crises, there has been a deepening recognition and appreciation of the importance of foundational learning as a strategy to improving learners' present and future academic and social prospects. We worked with our grassroots partners, partner schools, families, local and national governments to create educational systems that children can rely on to support their learning and development. Significant efforts have been made to help learners recover the learning losses, including through leveraging technology, supporting teachers with technical skills, provision of learning materials, parental empowerment and engagement, and the continuous improvement of our accelerated learning methods.

We have also seen great growth in our youth leadership, girls' education, and women's empowerment pillars of our work. Young people and women are demonstrating improved economic standards and taking up leadership positions in their communities and beyond.

We also seeded work in the Early Childhood Care Development and Education to some great initial success. We see great potential for growth in this area of our work. Given the patriarchal nature of where we work, we have deployed strategies to challenge and systemically change the negative gender stereotypes in the communities we serve.

The GRIC family is also growing. We are happy to have on boarded a new programs manager and the hiring of a field programs officer to support the new areas of program and strategic growth. We appreciate the work of our partner organizations in ensuring grassroots development. We are committed to strengthen their capacity to implement programs of high quality and work alongside them in our common interest of ensuring underserved children go to school, stay on and learn.

These achievements were made possible thanks to cooperation and support from the communities we work in, our partners, funders, the government in our areas of implementation, and dedicated staff. We are grateful for their generous support and count on this continued support and contribution as we deliver quality services and support the communities and children to acquire skills and competencies to thrive in this ever changing world.

We acknowledge the effective oversight role that our Board of Trustees played in making GRIC effective and accountable. We remain committed to delivering universal access to quality education and continuing to catalyze change from the grassroots. We have achieved a lot, we can achieve more, together.

Thank you.

**Wangui Nyaga,**  
**Executive Director**

## About GRIC

GRIC is a for-impact organization that works towards harvesting the power of grassroots organizations by providing capacity strengthening support and leadership development for purposes of sustainability and ownership of the work in Kenya, Uganda and Tanzania. 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 convinced that if structures at the 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.

## GRIC Video

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

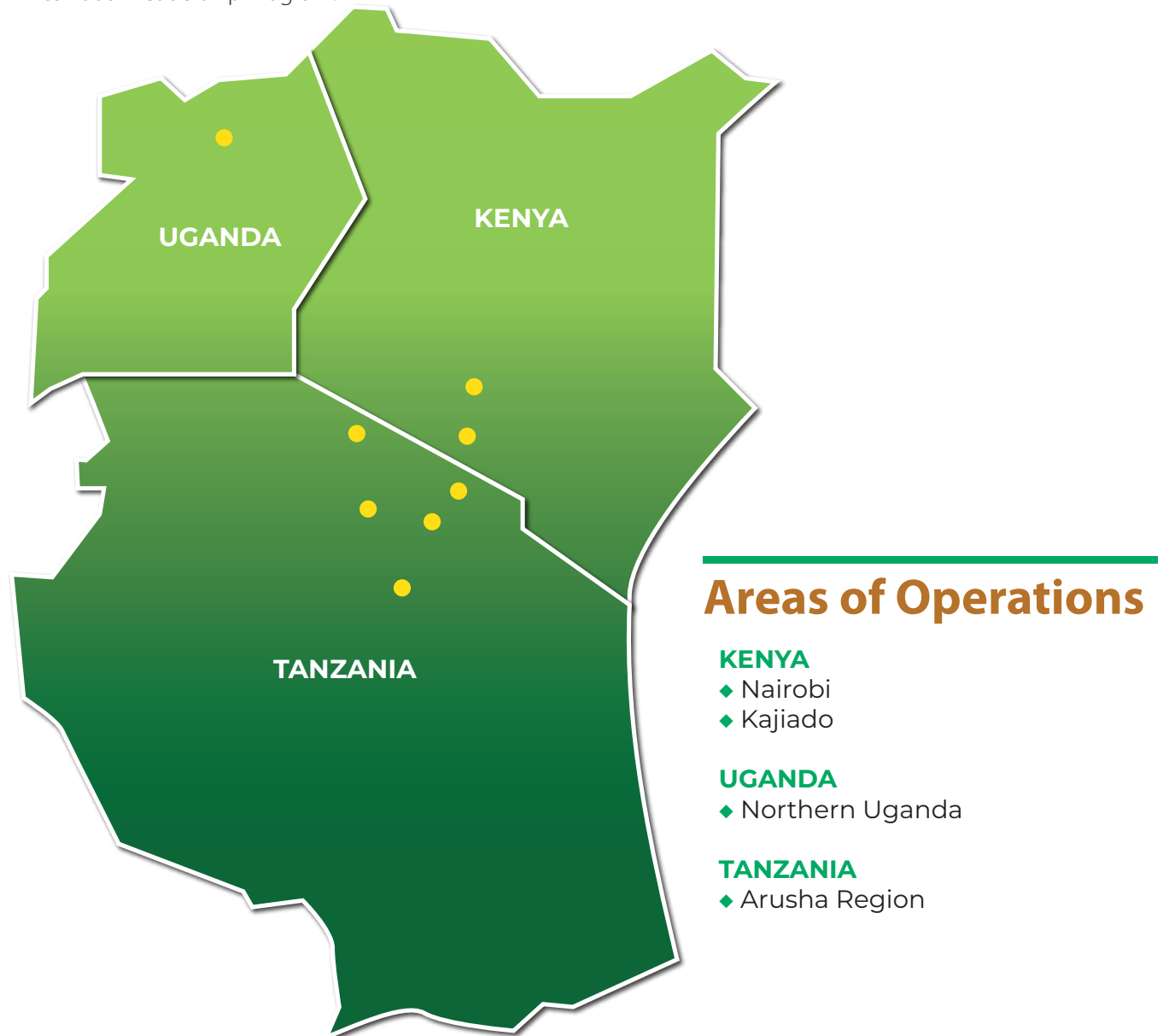


# Areas of Coverage

We worked with **7** grassroots organizations in the pastoralist areas of Kenya, and **2** in informal urban settlements of Kisumu. We got into an exploratory partnership that may see our work expand to Kisumu county in 2024 and beyond. In Northern Uganda, we worked with **7** grassroots organizations while in the pastoralist Arusha region of Tanzania, we worked with **4** grassroots organizations.

We are applying the Teaching at the Right Level (TaRL) methodology with 9 partners (7 in Kenya, 2 in Uganda), so far we have reached **7,711** learners in **47** schools and community centers. Other partners using other forms of catch-up classes for Foundational Literacy and Numeracy Skills are 8 in the three countries. Total learners reached by the partners in the three countries **64,783** (37,895 boys and 26,888 girls). Specifically across the three countries, Kenya had **31,253**, Uganda **17,308** and Tanzania **16,312**. We started the work on ECCDE this year, and with the limited resources we have started 10 community based Early Childhood Development (ECD) centers. In the next three years we project to reach **50** centers.

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 **851** local youth and **145** youths enrolled in the GRIC Africa Youth Leadership Program.



# Our Pillars



Children Learning

Girls' Education and Women Empowerment

Youth Leadership

## Key Achievements

### Our 2023 Impact in Numbers

In 2023, we made significant progress in increasing opportunities for quality education for children and youth in Kenya, Uganda, and Tanzania. We used a holistic and inclusive approach to education to strengthen teaching and learning ensuring that students build a strong literacy and numeracy skills foundation as a springboard for success, opportunities, and better career prospects. Our foundational literacy program anchored on the Teaching at the Right Level (TaRL) methodology continues to draw strong results. For the learners who drop out of school, we provide chances through community-based learning centers and mentorship.

Below is a snapshot of the numbers we reached in 2023 across the region.



Supported to access quality learning education from underserved areas.



Children demonstrated improved foundational literacy and numeracy skills.



Established and operationalized 6 ECCDE, benefiting 340 children in remote villages in Kajiado.



Parents were engaged to improve student learning outcomes in the three focus countries.



145 youth enrolled in the GRIC Africa Youth Leadership Program.



Youths improved skills in social capital and confidence.



Women groups with over 300 members engaged to support girls' retention in school.



Board of Management and PTAs engaged to improve the management of schools.



## Capacity strengthening of partner sub-grantees and organizations

We strive to build effective grassroots partnerships to strengthen engagement in their communities to secure lasting impact. In supporting grantee capacity strengthening effectiveness together, we identified capacity gaps and provided targeted training to address the partners' needs.

We held a series of workshops and follow-up refresher training for staff on organizational growth areas such as resource mobilization, financial management, proposal, and report writing. We also conducted targeted programmatic training and coaching support on Monitoring and Evaluation, program design with a focus on strengthening school governance, parental empowerment and engagement, effective strategies for early childhood care and development, and the use of various approaches 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.

We linked our grassroots organization partners to each other to capitalize on the power of the collective, and also networked them with potential funders, and supported them to piece together and (or) review their proposal to funders. **88%** of our partners demonstrated improved financial systems, enhanced program implementation and subsequently on boarded new supporters for their work.

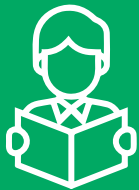
***Pastoral Women's Council (PWC) and GRIC built our capacity as an organization which enabled us to transform our internal systems. We developed our website, financial and human resources manuals, and a strategic plan. Our staff were also trained in proposal writing, financial management, monitoring and evaluation, and report writing. Everything we know is because of PWC and GRIC support.***

***-Genesis Community Foundation (GCF), Uganda.***

***The Enkisoma project has truly been an eye opener for all education stakeholders including teachers, students, government, and the community. At first, we didn't know this project would achieve a lot within a short period. It's a miracle that remarkable milestones have been achieved. All the achievements would not have been possible without GRIC. This is a justification of the power of joint commitment to our communities. Thank you for the tireless and heartfelt support that has enabled us to implement this project.***

***Executive Director, WAEV, Tanzania.***





## Pillar 1: Children Learning

### Continuous professional development for teachers and volunteers

Together with our sub-grantees, we trained teachers and volunteers on innovative approaches to learning that improved learning outcomes. The training included essential pillars of early literacy and numeracy instructions, incorporating playful learning, gender inclusion, the art of storytelling, and inspiring creative thinking. Teachers used approaches that suit the classroom context and the needs of their students, and helped them define career goals that were realistic and achievable. They were also trained on the Teaching at the Right Level (TaRL) methodology for promoting foundational literacy and numeracy skills learning. They involved targeting teaching based on students' gaps, conducting formative assessments, and providing key foundational skills in learn-



ing literacy and numeracy to improve learning outcomes and competencies. Significant progress has been made and impact can be seen on the improvement of learners' performance. Further, we rolled out an After-school Literacy Program (ALP) targeting teachers and mentors to ensure implementation fidelity and purchased teaching and learning materials i.e., supplementary readers, digital learning materials, visual aids, registers, or counterbooks for records to support home-based learning. This also includes providing books and pencils for the learners at each start-up.

As a result of mixed methodology of teaching across the three countries, **64,873** (Kenya 31,253, Uganda 17,308 and Tanzania 16,312) learners in **47** schools and community centers were reached.

In a significant stride towards advancing early childhood education in Kajiado County in Kenya, we established and operationalized **10** Early Childhood Care and Development Centers, (ECCDE), in remote villages in Kajiado. These centers are presently benefiting **340** children, fostering a conducive environment for their early childhood learning. A crucial aspect of our accomplishment includes training **13** dedicated teachers who actively contribute to the educational development of the enrolled children. The centers in spaces contributed by the community have been equipped with basic learning and playing materials. Center management committees, whose members are drawn from the community, have been formed and trained to manage the centers.



***Through Tujifunze Plus, the performance for class eight in 2023 was great. The life skills sessions we had through GRIC's support, has helped us change our perception towards education especially in subjects like Maths and English. I am very happy that the best student in the entire Mukuru slum came from this project scoring 421 out of 500 in the 2023 Kenya Primary Certificate Education (KCPE).***

***A female student, at Anointed Academy in Nairobi, Kenya.***





## Evidence-based practices to improve student literacy and numeracy outcomes

GRIC and sub-grantees supported schools to include special features that provided further learning opportunities. GRIC supplied learning and education materials that included aesthetic and artistic elements, engaging outdoor learning spaces offering stimulating resources and rich play-based learning opportunities, the introduction of the reading day competition, use of talking walls, reading clubs, mentorship sessions, remedial classes, and motivational talks. These approaches provided a broad and enjoyable learning experience that developed students' foundational literacy and numeracy skills. Learners improved their academic performance and closed the performance gap.

We implemented a mix of strategies to support learners furthest left behind in Foundational Literacy and Numeracy (FLN). Since 2023, **9** of our partners (7 in Kenya, 2 in Uganda), are applying the level-based learning methodology anchored on the Teaching at the Right Level (TaRL) methodology, reaching **7,711** learners in **47** schools and community centers.

In Kenya, we implemented two cohorts of the TaRL methodology. Within each cohort, we conducted baseline, midline, and endline assessments. In the first Cohort, we had a **5%** reduction in learners who could not recognize letters, an increase of **5%** in learners who could recognize words, and a **12%** increase of the learners who could read simple sentences in English. In the second cohort, we recorded even stronger performance results. We had a **5%** reduction in learners who could not recognize letters, a **7%** increase in learners who could recognize words, and a **28%** increase in learners who could read simple sentences in English.

**“About 80% of 300 learners in four centres have made progress and can read recognize letters read simple words and do simple calculations. This is attributed to the support from parents through the provision of scholastic materials and helping learners at home. The learners were assessed using the basic numeracy and literacy tools. Foundational learning of the children is the pillar of a vibrant human capital.”**

**Volunteer Teacher, Uganda.**

## Teaching at the Right Level (TaRL) classroom experiences

Daniel Tinina is a young, energetic, and vibrant English teacher at Entaretoi Primary School in Kajiado County, Kenya. He has taught using the TaRL methodology for only two months but is already seeing change. Daniel teaches Word and Letter level students. He describes the TaRL methodology as grounding children in education, creating interest, and motivating them to attend school and learn fun activities. He describes it as "An approach that sparks and builds academic interest among young learners from the right level, upholds a positive attitude and promote openness and creativity in learning". He recounts when the students go for him

from the staff room whenever there is a slight delay because they enjoy the class activities. Daniel says that he has experienced satisfaction and encouragement to put his best foot forward in his teaching career, as seeing his students' happy and excited faces motivates him to come to class every day. "TaRL has equipped me with creativity and the ability to respond to challenges in my career. I can get students to understand concepts they may find challenging, which would otherwise make them lose interest in learning. I have devised new and effective ways of breaking down the concepts for them in a simple and engaging manner," states Daniel.

## Grasping literacy and numeracy skills

Okuonzi Moses is a 10-year-old boy who is in primary four at Arua Primary School in Uganda. Okuonzi joined the Arua Youth Development Initiative (AYDI) programme in 2019 and attends lessons at the Oyooze learning center. When Okuonzi initially joined the program, he faced considerable challenges in basic literacy and numeracy. He could not read and write, and he struggled to keep up with his classmates. However, with the concerted efforts of his mentors and his commitment to learning, Okuonzi's situation gradually began to change. The individualized attention and tailored

guidance provided by his community (volunteer) teacher played a pivotal role in his transformation. Okuonzi started to grasp the fundamentals of reading and writing. This newfound literacy opened a world of opportunities for him, enabling him to engage more actively in his schoolwork and assignments. Moreover, the Education Officer at AYDI offered specialized support, identified areas of extra assistance, and ensured that his learning needs were met. This collaborative approach between the community teacher, AYDI, and Okuonzi's determination created a supportive environment for his growth.



## Building a strong culture of parent-school engagement to improve learning outcomes

To comply with the system of integrated support for students, the GRIC and sub-grantees supported schools to build partnerships with **9,863** parents in three countries and developed mutual responsibility for children's success in the educational system. GRIC and sub-grantees provided a variety of activities and frequent opportunities to meaningfully engage teachers and parents to address the common challenges facing the students. These included community dialogues, learning forums, sensitization meetings, training workshops, the use of SMS with key messages to encourage, appreciate, or remind parents to support the learning of their children, holding pre-recorded and live radio talk shows 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. GRIC and sub-grantees 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.

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 increased attendance and uptake of our parental engagement initiatives, especially increased attendance of men in community engagement initiatives and school meetings. As a result, parents provided an enabling environment for learning and rolled out a home learning program –leveraging digital skills, storytelling, and songs that improved confidence and led to tremendous improvement in the performance of their children.



***As a parent, I am grateful for this project because it has helped me improve my communication skills with both my husband and my children. Initially, we could not have family meetings to discuss anything, I used to make decisions on my own and I did not feel like I had any responsibility as a parent to support my child to learn except paying school fees. I am happy that now we are supporting our children to learn after the sensitization on our roles as parents in ensuring our children's excellence."***

***A parent from Carson Primary School in Nairobi, Kenya.***



## The role of community learning centres in providing functional literacy

Emmanuel, a 12 years old grade three student at Ongor Community Learning Centre in Uganda struggled to identify letters despite his grade. Further inquiry revealed that emotional trauma affected his learning at school. Foundation for Inclusive Community Help (FICH) enrolled his parents into the Village Savings and Loans Association (VSLA ) group so that they can have access to capital and continue attending the village education forum as they interact with other parents who are doing better. Because of the intervention, Emmanuel has gradually gained confidence and love for school, he has greatly improved his performance and general interaction with other children, and he visits Karacel Community Library to read books.

## Disability-inclusive learning environment

The 11-year-old Okite Stephen is a pupil at Angolo Primary School in Uganda and has a disability. His relationship with his parents has remarkably improved as well as his performance due to the inclusive friendly environment he is currently experiencing. The improvement in Stephen's relationship with the parents is attributed to the parental engagement and empowerment training that was conducted for six weeks in Otwal where both parents participated in the training and got the required educational support.

## Parental involvement in education

GRiC sub grantee Growth Care in Uganda facilitated 40 parents from the community of Olaka in Anai, Lira City West into a parental engagement and empowerment training which took place at Olaka Annex Primary School for three weeks. They gained more knowledge in understanding themselves as parents and their children, barriers to active parental engagement, and supporting their children to learn well in a conducive environment both in schools and at home. They also identified and appreciated the power within their community in the resource mapping activity. Parents got empowered on financial and digital literacy to help in proper and prioritized budgeting, how they can join efforts with teachers and communities in supporting learning, and how to engage with the school administration. This has greatly improved the learning environment for their children.



## Improving the quality of education in schools through better governance

Recognizing the critical role of school governance in quality education, we strengthened and nurtured the relationship between school committees (Parents Teachers Association and Boards of Management) and school management that led to a harmonious working relationship meeting students' needs, and facilitating their development. Jointly with sub-grantee partners, GRIC 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.

Further GRIC supported schools networking that promoted the dissemination of good practices, enhanced the professional development of teachers, supported learning and assisted the process of re-structuring and re-culturing educational organisations and systems that improved learning. GRIC also supported the development and revision of school improvement plans with a clear roadmap. As a result, there is increased participation in meetings, and aggressive involvement of BOM in school activities, indicating positive changes in the leadership of the schools.

### Reviving Parents Teachers Association

The Parent-Teacher Association (PTA) of Ilera Primary School in Uganda, had remained dormant, since 2018. The tenure of the existing PTA executives had long expired, and the crucial task of conducting elections had been left unattended. However, through the GRIC sub-grantee Development Path for Community Transformation (DEPCOT) intervention, a PTA meeting was successfully convened. This significant gathering received strong support from dedicated community stakeholders, including the esteemed District Education Officer of Kole and local authorities from Ayer Sub County. The meeting served as a forum where numerous pressing issues were effectively addressed, marking a positive turning point for the school. Among the matters tackled was the performance and accountability of resources that led to the commitment to elevate the school to excellence.





## Pillar 2: Youth Leadership

### Youth as partners in strengthening learning

Young people are the most crucial partners in achieving results and driving sustainable change. They are a resource that is readily available and overly underutilized. They are seen as outsiders to the development processes and discourse. At GRiC, and with our partners, young people are innovative, creative, energetic, focused and are a key partners and players in community development.

We offer a very intentional and structured six-month youth leadership fellowship program that works to provide an opportunity at upward social mobility and engage young people from Kenya, Uganda and Tanzania in the development processes. GRiC and its partners engaged young people in participating in supporting learning outcomes. The youth played a critical role in strengthening learners foundational literacy and numeracy skills through in-school and community-based learning programs. They also established home visit routines to provide continuous mentorship and support learning beyond the program.

In some communities, the youths mediated conflicts in their community, performed in prevention-focused programs for younger children, counselled peers, and organized neighborhood anti-drug and anticrime events. The inclusion of young people has broad benefits and increased personal levels of happiness and life satisfaction. In 2023 we recruited two cohorts with an enrollment of 75 youth per cohort thereby expanding our annual reach from 50 to 150 annually. 69 youth completed Cohort III of the GRiC Africa Youth Leadership Program (GYLP) in September 2023 and we presently have 76 youth in Cohort IV of the (GYLP). Cohort IV is set to graduate in March 2024. This brings our cumulative reach for the two cohorts in the reporting period to **145** youth.

We have also adopted a blended training program that allows for in-person training and interactions in addition to the virtual pieces. We are in the process of reviewing our youth training curriculum from the feedback we have got from the youth on the program and other peer stakeholders from the youth development space. Those who complete the program join the Alumni, a safe space for networking, supporting each other, and sharing information.

**Indoinyio Youth Alliance (I.Y.A) volunteers facilitated learning improvement for 600 learners in grades 3-5 supervised by GRiC in three schools. Further, the school received 300 story books and more than 50 supplementary materials. This has enabled the learners to improve in reading skills. The 2023 Kenya Certificate of Primary Education examination results of Impiro Primary School improved from a mean score of 152 to 237. This is attributed to the remedial training from the youth volunteers/mentors and supplementary materials**

*Deputy Headteacher Impiro Primary School, Kajiado, Kenya.*





# Pillar 3: Girls' Education and Women's Empowerment

## Women groups save to support children retention in schools

We worked with women groups to challenge gender roles, stereotypes, attitudes, and beliefs that changed cultural norms and practices that worked against the needs and interest of women and girls. We successfully engaged with **11** women groups in Kajiado and **7** groups in Laikipia, involving over **300** women and laying a solid foundation for our empowerment initiatives. A training toolkit was developed for training in diverse aspects, including financial literacy, entrepreneurship, and the enhancement of table banking practices, along with encouraging these women to take up leadership roles in their communities.

Through our sub-grantees, women were provided with opportunities to increase their income and allowed to access the much-needed resources to support their children's education through VSLAs. They also received refresher training on the VSLA concept and learnt from other groups on best practices in loan recovery and involving men in VSLA activities. In turn, the women's groups catalyzed 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 and 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.

To offer young mothers the opportunity to improve their lives, we trained teen mothers 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. 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. We facilitated an adult literacy program for the women to have basic reading and writing skills to better their day-to-day activities and support their children at home.

### Women to Women dialogue improves learning outcomes

Joyce Sapuro is in Grade 5 at Arjiju Primary School in Laikipia West Kenya. During the recent women-to-women dialogue Joyce Sapuro's mother- Silau Sapuro attended the meeting where she learned about the digital literacy program, particularly the Shupavu SMS Platform (\*291#). Joyce used the SMS platform and found it useful especially in revision and studying at home. Silau Sapuro willingly gives her daughter her phone to study especially during the evening session but within restricted hours (7:00 pm to 9:00 pm). Joyce also together with her schoolmates listens to traditional folk story sessions which have greatly improved their performances.





## Looking Ahead

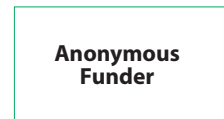
We cannot do it alone. We continue to nurture partnerships with the public sector, private sector, and civil society to improve children's education in the underserved areas in the three countries. We remain more adaptable, innovative, flexible, accountable, and connected to strengthen the education system to provide basic services to vulnerable communities. We remain committed to delivering universal access to quality education and continuing to catalyse change from the grassroots.



## 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 Funder, The Peter Cundill Foundation, The Imaginable Futures, and TaRL Africa.**

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



## Thank you to our supporters our partners

The organizations on this page encompass many of our key partners in 2023, 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 •
- Women's Agro-Enviro Vision ( WAEV)

### Our Partners in Uganda

- Arua Youth Development Initiative (AYDI)
- Growth Care Uganda
- Community Focus International (CFI)
- Development Path for Community Transformation (DEPCOT)
- Foundation for Inclusive Community Help (FICH)
- Saving Aid Foundation

### 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



# Financial Statements

## Statement of Financial Position for 2023

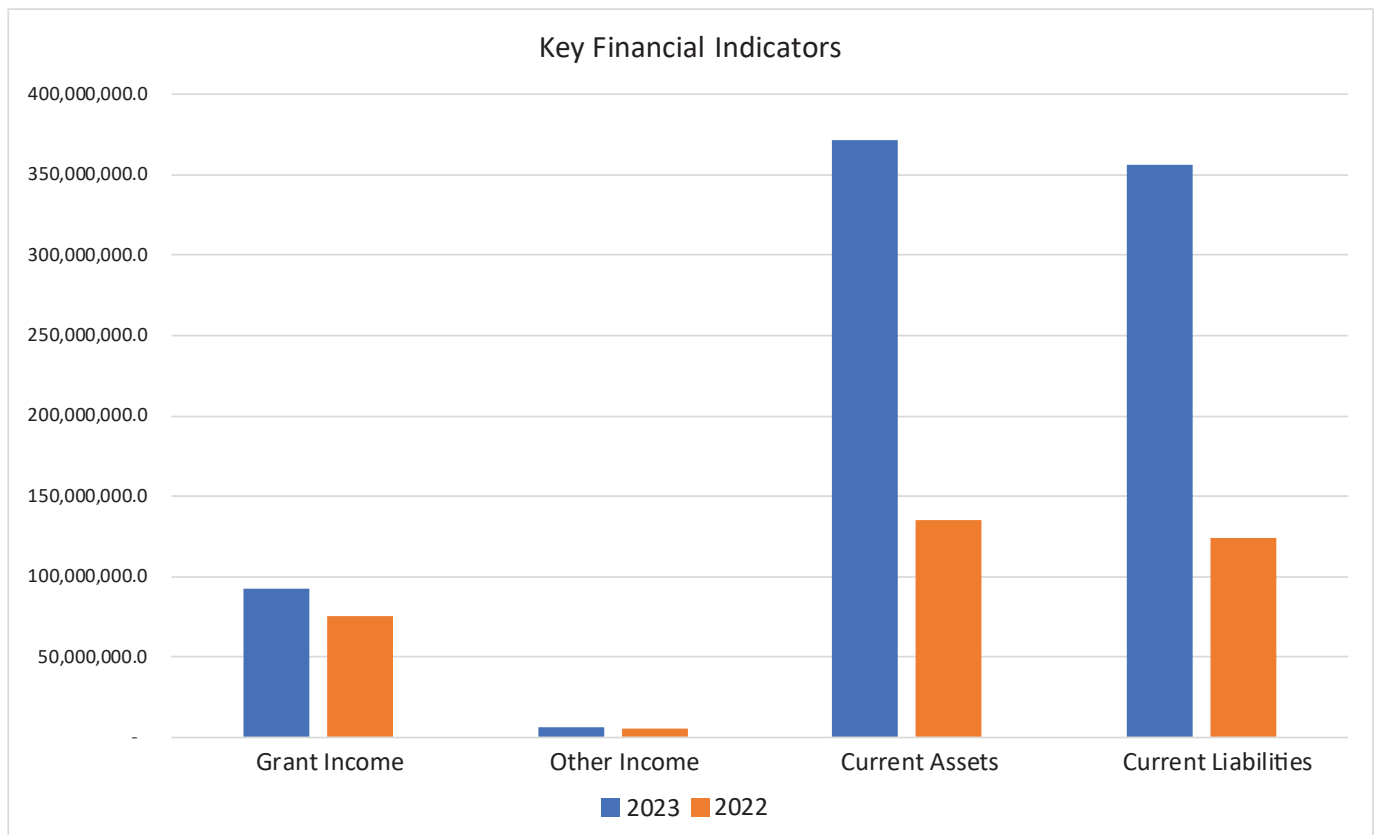
	Description	31st December 2023		31st December 2022	
		Amount(KES)	% Contribution	Amount(KES)	% Contribution
A1	<b>Current Assets</b>				
	Cash and Cash Equivalents	227,635,336	61%	122,906,597	91%
	Prepayments and Receivables	649,013	0%	445,519	0%
	Sub grants advances	13,332,767	4%	11,457,438	8%
	Grants Receivables	129,706,759	35%	-	0%
	Subtotal	371,323,875	100%	134,809,554	
A2	<b>Fixed Assets</b>				
	Net Equipment & Furniture	180,709	0%	308,761	0%
	Sub total	180,709	0%	308,761	0%
	Total Assets	371,504,584	100%	135,118,315	100%
A3	<b>Liabilities and Accumulated Funds</b>				
	<b>Current Liabilities</b>				
	Deferred Income	340,379,430	92%	113,380,228	84%
	Subgrants payables	14,533,348	4%	10,169,870	8%
	Other Payables	1,008,124	0%	245,902	0%
	Sub total	355,920,902	96%	123,796,000	92%
A4	<b>Accumulated Funds</b>				
	Equity/General Reserves	15,583,682	4%	11,322,315	8%
	Total Liabilities and General Funds	371,504,584	100%	135,118,315	100%

# Financial Statements

## Statement of Financial Expenditure for 2023

	Description	December 2023		December 2022	
		Amount (KES)	% Contribution	Amount(KES)	% Contribution
<b>B1</b>	<b>Program Expenses</b>				
<b>B1.1</b>	Capacity Strengthening of grassroot organizations	41,924,966	42%	12,186,343	16%
<b>B1.2</b>	Children and Learning	19,988,691	20%	3,151,568	4%
<b>B1.3</b>	Women's Empowerment and Girls' Education	7,389,899	7%	915,039	1%
<b>B1.4</b>	Youth Leadership	5,430,325	5%	32,050,604	43%
	<b>Sub total</b>	<b>74,733,881</b>	<b>76%</b>	<b>48,303,554</b>	<b>64%</b>
<b>B2</b>	<b>Operational Costs</b>				
<b>B2.1</b>	Staff salaries & benefits and Other Operational costs	24,187,935	24%	27,058,373	36%
	<b>Sub total</b>	<b>24,187,935</b>	<b>24%</b>	<b>27,058,373</b>	<b>36%</b>
	<b>Total Expenditure</b>	<b>98,921,816</b>	<b>100%</b>	<b>75,361,927</b>	<b>100%</b>
<b>B3</b>	<b>General Reserves</b>				
<b>B3.1</b>	Balance from previous periods	10,060,549	65%	10,060,549	100%
<b>B3.2</b>	Current period General Reserves	5,523,133	35%	-	0%
	<b>Total</b>	<b>15,583,682</b>	<b>100%</b>	<b>10,060,549</b>	<b>100%</b>

## Balance Sheet





# GriC

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