

LESSONS FROM OUR PILOT

JUNE 2017 TO OCTOBER 2018

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LETTER FROM THE EXECUTIVE DIRECTOR

November 8, 2018

Dear Metis community,

Welcome. This has been a season of great learning for everyone at Metis: our Fellows, our partners across Nairobi and the globe, and our team. We gained insights both about what works and doesn't work in driving quality across a city's education system, and about ourselves as Co-Founders and leaders. In the spirit of the Metis value of Continuous Learning, we share our lessons here. By telling the story of our journey launching Metis over the past 1.5 years - with our successes, mistakes, and lessons learned - **we hope that our learnings can be useful to anyone trying to support education leaders across the world.**

We have our work cut out for us. Millions of youth are taking outdated standardized exams and exiting school without the skills to succeed in or create a job. However, evidence indicates that Nairobi holds particular promise as a lighthouse from which other African cities can learn. Kenya was recently [ranked 1st](#) in education outcomes out of 43 African nations (tied with Algeria) by the World Bank. Metis will accelerate this progress by strengthening collective learning across Nairobi's education ecosystem. There are hundreds of innovators in Nairobi, and I believe we can achieve far more together than apart. Collectively, we can ensure that every child has the education and opportunities they need to thrive.

Any feedback, questions, or comments are welcome - please reach out to me at rebecca@metisfund.org. You can also follow along with our journey and see more stories from the Metis movement [@stickylittleleaves](#).

Warmly, 

Rebecca Ume Crook
Co-Founder & Executive Director, Metis



The Metis Story

From 2011 to 2017, our Co-Founders spoke with hundreds of African education leaders and entrepreneurs about their experiences. Kathlyn interviewed innovators and funders in Kenya, Uganda, and South Africa; she taught at [ALA](#) and watched her parents invest in education work across the world. Rebecca learned about the challenges confronting school improvement by interviewing 100+ school leaders, teachers, parents, and students throughout her [Everyday Education trip](#) across Southern Africa, and as a principal at [SPARK Schools](#) and trainer of principals at [Dignitas](#). These experiences showed us that **there is a clear need for a new initiative to accelerate radical change in African education systems.**

Alongside these experiences, we saw a clear research case for a new model, and the unique potential for it to be built in Nairobi, Kenya. [Uwezo's research](#) demonstrated that in Kenya, Tanzania, and Uganda alone, there was no significant improvement in children's learning outcomes from 2009-2015. From our years of work and research, we believed that this was due to three root causes, which we saw as opportunities:



1. EDUCATION QUALITY

Oftentimes, support to entrepreneurs and leaders is not education-specific. Many funders are sector-agnostic and grantees do not learn enough from other leaders in the ed sector about what works to improve learning outcomes. We need more technical assistance to support practitioners on the ground to drive higher quality initiatives. **We need more efforts contextualized to a specific locality**, because the outcome of ed initiatives is linked to the political environment in a community.

2. AMPLIFYING LOCAL LEADERS

We saw many African ed leaders with great potential, who were not connected to the funding and technical assistance required to strengthen and grow their work. Often it was expats, or Africans who had attended universities abroad, who mobilized high levels of funding. **We need more power and resources in the hands of diverse leaders** - more women, people of color, and people with years of experience in a specific community - because they understand the local political context, realities, and opportunities.

3. COLLECTIVE IMPACT

Most importantly, even though some education leaders may produce high-quality work, too often it is in isolation and not adding up to systems change. Funders tend to support later-stage interventions, not early-stage entrepreneurs or an ecosystem of leaders in an ecosystem to work collectively. This is part of why outcomes in many systems are not improving over time. **We need more approaches that gather stakeholders from across a specific city to work together** to drive higher quality across their system.

So in June 2017, we started on a journey to build Metis. We had lived and conducted research in many African countries, but we saw that more than any other African city, Kenya is at a unique inflection point in its education reforms. With the rich history of social movements and innovation, density of new school models, and government commitment to national curriculum reform, **Nairobi has the conditions to be a lighthouse for education innovation and reform in Africa.** We believed that we could design a new model for supporting education leaders to learn from one another and collectively drive change across their education system in Nairobi.

Kathlyn led Metis through our pilot. Rebecca designed the Metis Fellowship curriculum and spent most of 2018 in India, learning from organizations doing high-impact collective learning for education leaders, such as [STIR](#) and [Teach for India](#). Rebecca is leveraging this expertise to lead Metis forward, with the goal of supporting a movement of 100 leaders in Nairobi over the next three years.



Our Vision

Education systems across Africa provide learners - from cradle to career - with the skills, mindsets, and opportunities they need to thrive.

Mission

We accelerate a movement for collective learning across Nairobi, so the city is a lighthouse for education systems across the world.

Core Values

Our values inform our work and how we do it.

HARAMBEE

We foster the trust and community we need to collaborate, because we know we are stronger together.

CONTINUOUS LEARNING

We use successes and failures as opportunities to grow.

PEOPLE FIRST

When we support personal transformation, we support the transformation of systems.

REIMAGINATION

We create bold possibilities with people from diverse experiences and backgrounds, so that all kids have the opportunities they deserve.

PART II: HOW WE TESTED

Our pilot tested three hypotheses about how certain activities might lead to the outcomes in our theory of change.

HYPOTHESIS 1: Metis Fellowship

IF a Fellowship grows a pipeline of high-impact Kenyan education leaders and entrepreneurs... *THEN* they will catalyze greater change in Nairobi and the city will be a proof point for how collective leadership can drive learning outcomes across an urban education system in Africa.

The Metis Fellowship brought together leaders from across the silos of schools, for-profits, nonprofits, and government policy to learn from one another to strengthen their impact. The program identified, supported, and amplified the work of high-potential Kenyan education leaders - by cultivating seven core skills and mindsets in Fellows: Personal Leadership, Creative Confidence, the METIS Way (human-centered design), Results for Learners, Collective Leadership, Resources, and Thought Leadership. The model included three parts:



COMMUNITIES OF PRACTICE

- **10 Community of Practice sessions** exposed Fellows to models through readings, experiential learning site visits, and Q&As with guest speakers (included the head of the government’s curriculum reform committee, and the CEO’s of [Eneza Education](#), [Moringa School](#), and [Nova Pioneer](#))
- Facilitated activities, discussions, and a capstone innovation project using a [design-thinking framework tailored to education innovation](#)
- Relationship-building across the cohort, through Fellows telling their life stories and sharing meals

COACHING

Coaches provided differentiated support, meeting with Fellows 1-1 twice monthly for an hour. Coaches focused on areas such as goal-setting, team management, and strategy - and connected Fellows with tools and resources tailored to their individual needs.

CONNECTIONS

Because our intention was to use the Fellowship to drive greater equity in terms of the kinds of entrepreneurs who get funded, we **introduced Fellows to conferences, potential advisors and sources of capital for their initiatives**, and opportunities to have their work spotlighted by the media.

HYPOTHESIS 2: Hub Space

IF we create a physical co-working space and hub for education entrepreneurs and leaders... **THEN** for a relatively low-cost, we will catalyze more connections, cross-pollination, and learning between members of Nairobi's ecosystem.

We created a space for Nairobi's education reform community, including leaders across the spectrum from ECD, primary, secondary, universities, to skills-to-employment. It was a small ten-month prototype in Hurlingham that included areas for hot desking, a boardroom, private rooms for ed companies to rent, and a library.

The hub space was available to our Fellows to use for free. We recruited paying members to work out of the space who included [ADMI](#), [M-Shule](#), and [Wangari Maathai Foundation](#). We also rented out the space and boardroom to education initiatives such as [Sunflower](#). We managed the space from September 2017 to June 2018. During this time we saw examples of how such a hub could enable a high density of education organizations in one place, informal relationship and trust building, and on-ramps for partnerships with government.



HYPOTHESIS 3: Gatherings

IF we facilitate intentionally designed events that bring stakeholders in Nairobi's ecosystem together... **THEN** it will catalyze more collective learning and leadership across the ecosystem.

We tested four ways of doing this:

1. **Finalist Day:** 30 Finalists (from 90+ applicants) and 10 Selection Committee members
2. **EdConnect:** 70+ at networking event for Fellows
3. **Graduation:** 80+ in audience
4. **Co-Creation Workshops:** 70+ stakeholders participated



Above: New connections at Metis Graduation. Left: Fellow Lilian Nyaranga meets with product developer at Metis hub space

14 FELLOWS 

100 + SCHOOLS 

251,000 + CHILDREN IMPACTED BY THEIR WORK

10

Community of Practice Sessions

60 + Hours of Training + 1:1 Coaching + Shared Learning

5

Ecosystem Building Events

300 +

Education Changemakers Convened

THE METIS JOURNEY

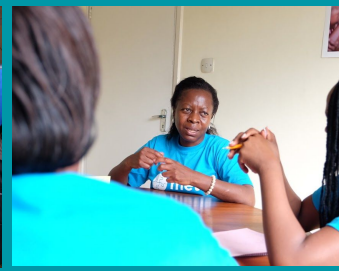


Benchmarking visits (Teachers Guild)
- 2017 - June

Selection Committee during first Finalist Day at Metta
July

We moved into and painted our hub space.
August

We facilitated our first COP with 16 Fellows.
September



EdConnect networking event;
October

3 school leaders share notes on teacher training during a COP;
November

COP site visit to Bridge Academies; Experiential on learning design;
December

Rebecca headed to India to study collective learning.
- 2018 - January



Metis Fellow launched a new primary school; 1st of 4 Co-Creation Workshops in Nairobi; Q&A at last COP at Nova Pioneer;
February

Closing interviews and site visits with Fellows;
March

10 Fellows shared their stories at Graduation.
April

August
September

PART III: WHAT WE LEARNED

WHAT WORKED

We saw the power of Metis emerge in three key ways.

1. Powerful learning happens when leaders are exposed to others tackling similar challenges. We saw how catalytic it was to expose and connect Fellows to real world models, through site visits and guest speakers. These experiences allowed Fellows to engage with and learn from other leaders and entrepreneurs who are on the ground doing work in Nairobi. Fellows found that it was so much more powerful to see models in action rather than only read about watch videos of them.

2. The Fellowship can be a transformational experience for a senior-level leader. The program had the strongest impact on Fellows who had 10-20 years of career experience - who were already in the process of leading initiatives with traction. For leaders at the right inflection point in their lives, this Fellowship can be a life-changing experience. Many are craving a space for their own learning and development as leaders, and are willing to protect the time for it.

3. Thousands of people are motivated to join a community of education changemakers. We were blown away by how energized people are to be part of the Metis movement. Through our hub space, networking events, and co-creation workshops, we saw that **there is a tremendous appetite from hundreds of people to connect with and learn from other educationists, in order to drive change across Nairobi's ecosystem.** We were so excited by how many people wanted to apply to the Fellowship, join our hub space, attend our events, or advise us. There are so many people with a thirst for learning from other education leaders - 90 people applied for our first cohort and hundreds attended our events.

"Metis was interactive and very real. While my masters was academic, **with the Metis Fellowship, I got to learn from real programs and the people who run them.** We went to Bridge, we to Nova Pioneer. Metis got me a ticket to go to Innovation Edge in Cape Town; from each experience I have brought back so much partnership and creativity to my work supporting 180 ECD centers."

- Joy Nafungo, UNICEF

"From my leadership to curriculum to HR systems, everything I do from now on is because of you and the seeds you planted. **Metis changed my life.**"

- Soiya Gecaga, Founder, The Vale School

"I used to feel really, really alone. Now I have a like-minded family. **We are the movement.**"

- Maina WaGioko, VP Teacher Development & Partnerships, Aga Khan Academy



Top: A student at [Kidogo](#) learns how to write her name. Thanks to Metis Fellow Kenneth Okolo, who trains her teacher, she and her classmates enjoy a child-centered, play-based education. Bottom: Fellow Deborah Odenyi observes a life skills lesson at the primary school she led, [SHOFCO Kibera School for Girls](#).

WHAT DIDN'T WORK

We made mistakes and learned important lessons as a result.

1. The Metis model needs to prioritize depth over breadth.

We tried to do too many different things at once. We became so excited about the potential for various ideas that could come under Metis, that we did not pick one and focus. We were trying to do three different activities at the same time, in addition to exploring potential other strategies. This meant that we did not serve our Fellows and hub members as well as we could have. Moving forward, we are committed to focusing on the Fellowship program and collective learning in Nairobi.

2. The Metis model needs to be much leaner.

We spent roughly \$150,000 on the entire pilot - including the three activities. Looking back, we realize that there are significant opportunities for cost savings. For the second cohort, we are aiming for a cost per Fellow of \$3,000. When we do so, the Metis model can have a huge multiplier effect at a relatively low cost in comparison to other interventions supporting systems change in education.

Over the next year, Metis will pursue a three-pronged strategy.

Focus Like a Laser.

- **Over the next 3 years, Metis will support 100 leaders and their initiatives in Nairobi.**
- Metis will zero in on one mission and activity: driving collective learning across Nairobi's ecosystem, to strengthen the city's education system as a lighthouse for other education systems across Africa to learn from.
- We will continue to recruit Fellows from key "influence points" across Nairobi's education system in government, public schools, and the private sector.

Strengthen the Model.

- Metis will iterate the Fellowship curriculum to run two cohorts annually, growing the leadership and impact of 30 Fellows per year.
- Based on feedback from our inaugural cohort, we will incorporate more Fellow and alumni-led sessions, amplify support during the design challenge, and make other changes related to recruitment and program dosage.
- Given the success of and demand for gatherings of stakeholders across the Nairobi education ecosystem, Metis will host quarterly What Works in Education events to provide opportunities for city-wide collective learning.
- The next "What Works" event takes place at end of November in partnership with [BRIGHT Magazine](#), and will showcase Metis Fellows and other key players in Nairobi's ecosystem.

Fundraise for a Lean Approach.

- **Metis will raise \$100,000, including a \$30,000 crowdfunding campaign** to support the next 30 Fellows. We will focus our resources to support the highest-impact elements of our model, and cut nice-to-have costs in order to build a much leaner model than our pilot.
- Metis will better leverage the huge network of people who are excited to support Metis through in-kind donations of space or technical assistance to our team.
- We will grow a funding coalition that includes:
 1. **Organizations or Funders:** paying for their leaders or grantees to be Metis Fellows.
 2. **Fellows:** paying a fee to participate.
 3. **Institutional Donors:** supporting with grants.
 4. **Crowdfunding Campaign:** for a scholarship fund that supports remaining Fellows, led by our Steering Committee.

This will allow us to test the following hypotheses:

- IF we build a **lean Fellowship model** providing exposure to global education innovation, peers, and coaching...THEN we will equip 100 educationists to drive and demonstrate higher-quality learning and teaching in Nairobi.
- IF we facilitate intentionally designed **events that gather leaders from government, the public sector, and the private sector**, THEN we will build relationships of trust and collaboration that will enable systemic education quality improvement in Nairobi.



MODEL COMPARISON

Metis 2017/18

- Metis piloted Fellowship, Hub Space, Gatherings; explored and sought feedback on potential parts of Metis strategy, including Pan African Residency and collective impact in ECD.
- Supported 14 Fellows/year
- Fellows directly impact 110 schools
- Hosted 1 “What Works” event
- Staff-led sessions
- Limited support to Fellows to monitor and evaluate impact of innovation
- \$7,000/Fellow



Metis 2019

- Metis focuses on Fellowship and “What Works” events
- Supports 30 Fellows/year
- Fellows directly impact 200+ schools, with key fellows in government impacting thousands more
- Co-host 4 “What Works” ecosystem-building events
- Expert Fellow and Alum-led sessions
- Robust support to Fellows to monitor and evaluate impact of their innovation
- \$3,000/Fellow



The most important impact from our pilot was in two areas: at the **level of individual leaders and their work**, and at the **level of the system** and collaboration between actors in the system. Here are a few snapshots of our impact.

Impact at Level of Leaders & Their Work

Metis Fellows gained the courage and skills to launch new innovations.

Over the course of the Fellowship, [Maria Omare](#) grew the Action Foundation from a one-room operation focused on direct service for differently abled youth, to a three-story community hub for inclusive education. The hub provides services for children and youth including an ECD center, physical therapy, and skills trainings. We also recommended her to be featured by Bright Magazine and they did a [profile of her](#). She says, *“Before, we were somehow thinking small. We were mostly focused on fixing needs and fixing things. And now we’re focused on changing systems... changing how communities do things, when it relates to people with disabilities.”*



For [Dr. Útheri Kiragu-Kanayo](#), the Metis Fellowship equipped her to fulfil her lifelong dream: starting a school that leverages education as a tool for liberation. A former researcher with a PhD in Education from the University of Cambridge, Dr. Kiragu-Kanayo left her job overseeing research initiatives across the continent to pursue a pathway of direct impact in Kenya. She says, *“When I began the Metis Fellowship in September 2017, I had just a dream for a school. And what I learned from other schools around the globe, from other school leaders in the fellowship, from Esther at KICD, and WaGioko as a teacher trainer, and from my coach, allowed me to turn my dream into a reality.”* Despite herself and her husband being kidnapped for ransom while the school was under construction, she persisted to open [Children in Freedom School](#) in January 2018.



Her school provides a new model for primary education in the Kenyan context, with a curriculum that focuses on citizenship and African history. Unlike many other schools, CIF serves the differently-abled, including five students with autism. She says, *“My idea for an Afrocentric school that builds character, confidence, and academic skills would never have become a reality without the support I received through Metis. Coaching helped me with project management in building the school. The sessions introduced me to high-quality pedagogy, and other Fellows gave me the best advice and resources. Now, there is a school to show for it!”*

Metis Fellows gained the clarity and vision to take dramatic steps in their careers.

One of the core skills for the Fellowship was Creative Confidence. Unexpectedly, we saw multiple Fellows change their leadership paths to shift jobs and move into next step of their impact.



Kenneth Okelo

"Metis coaching and the design challenge really built my self-esteem and analytical skills," says Kenneth, who in the final months of the Fellowship moved from training ECD teachers at Kidogo to doing impact evaluation of ECD programs with APHRC. He credits his new employment to his association with the Metis Fellowship. Metis supported his journey from a role impacting a few areas in Nairobi, to a role overseeing ECD initiatives across multiple African countries. *Pictured: Kenneth with ECD students.*



Joy Nafungo

"Metis happened to me when I was at Hamomi. I was really thirsty for knowledge, information, and for people who were doing what I was doing...this was a great opportunity for me to get exposed to what was happening in the world," reflects Joy. She later transitioned from leading an ECD center in Mathare to leading a [new initiative for UNICEF](#) that impacts over 300 ECD centers in 2 counties, impacting 14,250 children. *Pictured: Joy in a workshop on innovative finance models in Cape Town; Metis got a sponsored ticket for her to attend an ECD conference run by Innovation Edge.*



Deborah Odenyi

The Metis Fellowship enabled Deborah to share her expertise from over 25 years of teaching and supporting teachers with the Metis community, and empowered her to think about how to best leverage her leadership to impact not only a school but many thousands of learners across Kenya through consulting. Debbie transitioned from being a principal at SHOFSCO School for Girls and now supports organizations including [Girls on Fire](#) and the Beacon Foundation to implement transformational leadership programming for girls. *Pictured: Debbie with Girls on Fire students.*

Impact at Level of the System

COLLABORATION

Metis Fellows collaborated to create more impact together than they could have alone.

Dr. Útheri Kiragu-Kanayo & Debborah Odenyi

After meeting through Metis, Útheri and Debborah teamed up to provide student leaders in Kenya, Tanzania, and Uganda with the mentorship and scholarships they need to further their studies through the [Beacon Scholarship Program](#). *“Initially I worked as a person, as Debbie. Now I’m really interested in collaboration,”* says Debborah. *“I have learnt so much from her [Útheri] and I wouldn’t have met her or any of them, if it weren’t for Metis.”*

CONNECTIONS

Metis catalyzed meaningful connections across the ecosystem.

Soiya Gecaga

Over 300 stakeholders attended Metis events, resulting in shared learning and partnerships. For example, Soiya met the former Head of Riara at our EdConnect event and hired her to be Vale School’s Director of Teacher Development. Soiya also leveraged the Metis network to completely redesign her admissions process, pulling Metis staff in for her parent evaluation day.

CAPACITY-BUILDING

Fellows’ organizations learned from and taught one another.

Dr. Maina WaGioko

“We are better facilitators now at [Kidogo](#) as a result of WaGioko’s workshops,” Kenneth reported, after Maina WaGioko, VP of Teacher Development and Outreach at [Aga Khan Academy](#) offered his expertise in a collaboration between the two Metis Fellows and their organizations. The Metis Fellowship also influenced WaGioko’s impact, equipping him to use more engaging pedagogy as he trained MoE officials overseeing curriculum reforms and continues to lead professional development for hundreds of teachers.

COMMUNITY

Metis Fellows found strength in one another to continue their courageous work.

Esther Gacicio

At a point when she felt frustrated and isolated in her government career, Esther gained inspiration from the Metis community to continue to drive reforms impacting 250,000 schools. She says, *“Especially when you find yourself with a challenge, you realize that others are going through the same.”*

Unexpectedly, a Whatsapp group with all the Fellows and the Metis team became a key tool. In the group, Fellows often shared opportunities, information, and highlights from their work.

EVOLVING ECOSYSTEM

In the process of launching a new nonprofit, many things came as surprises to us - things that we could not have planned for. The primary unexpected outcome was that because we started with an ambitious vision of supporting education leaders across Africa, many people were attracted to our big dream and wanted to be part of it (including many of the stakeholders who participated in our Joburg co-creation workshop, in this photo). We realized that while Metis needs to focus on one mission and activity, **other players in the ecosystem are stepping in to address opportunities that we thought Metis might pursue.** Our Co-Founder Kathlyn is transitioning from Metis to support some of these initiatives through her consulting. Examples of these include:



Pan-African Residency

[ALU](#) is launching a Pan-African Masters in Education program.

Annual Pan-African Summit

[AL Group](#) is running a Pan-African education conference in 2019.

Funding & TA for Early-stage Edupreneurs

[Global Education Fund](#) will be providing more grants to early-stage edupreneurs in Kenya.
[Injini](#) launched to invest in early-stage African edtech companies.
[ALA](#) is starting an accelerator for African entrepreneurs who run school chains.
[Village Capital](#) is considering running a Pan-African accelerator for early-stage edupreneurs.

Education Hub Space

[ALX](#) is now part of Nairobi Garage and is growing itself as a space for hosting events (they are hosting the next Metis What Works in Education event).

Collective Impact in ECD

[Innovation Edge](#) is considering replicating to Kenya.

Learning Lab

[The Mastercard Foundation](#) Center for ICT in Teaching and Learning in Rwanda aims to build a database of resources for education entrepreneurs and innovative teachers.

GRATITUDE TO CO-CREATORS

Many people supported this pilot to come to life. We are grateful to everyone who helped us, allowed us to learn from them, and supported us. We truly had a village of people who believed in Metis when all we had was an idea.

Benchmarking

Leaders we learned from through interviews or site visits:

[Camelback Ventures](#)
[Global Education Fund](#)
[Harvard Doctor of Education Leadership](#)
[IDEO Teachers Guild](#)
[Innovation Edge](#)
[Pahara Institute](#)
[STIR Education](#)
[Teach for All Global Learning Lab](#)
[Teach for India](#)
[Transcend](#)

Advisors

Committee who selected our first cohort and advised us:

Biju Mohandas
Jenn Cotter
John Mugo
Kago Kagichiri
Nivi Sharma
Patrick Obonyo
Peggy Mativo
Rob Strain
Sabrina Habib
Shaheen Mistri
Sharmi Surianarain
Steven Farr
Tiffany Cheng Nyaggah
Veda Sunassee
Wawira Njiru

Participants

Metis Fellows who participated in our first cohort:

Carl Kwendo
Deborah Odenyi
Dr. Maina WaGioko
Dr. Utheri Kiragu-Kanayo
Esther Gacicio
Jacinta Akatsa
Joy Nafungo
Kenneth Okelo
Lilian Nyaranga
Maria Omare
Milliam Ilusa Kelonye
Olive Mugenda
Soiya Gecaga
Teresa Njoroge

Experts who were guest speakers or hosted site visits:

Audrey Cheng
Bridge International Academies
Dr. Sara Ruto
Kago Kagichiri
Oliver Sabot

Hub Space Members who were part of our co-working space prototype:

Africa Digital Media Institute
Kukua
M-Shule
Sunflower
Wangari Maathai Foundation

Event Attendees who participated in our co-creation workshops, including:

Acumen
African Early Childhood Network
Africa Venture Capital Association
Aga Khan Foundation
ALA & ALU
APHRC
Banyan Tree Foundation
Blue Haven Initiative
CDC
Dignitas
East African Educational Publishers
Edtech East Africa
Educate!
Global Innovation Fund
Instill Education
Kidogo
Future of Learning Fund
Moringa School
Mum's Village
Nairobi County Government
Nova Pioneer
Novastar Ventures
Omidyar Network
Porticus
Segal Family Foundation
SHOFCO
Tiny Totos
Village Capital
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Sarah Alexander for creating our pitch deck
Other mentors: Chris Bradford, Elena Aguilar, Liz Gips

Founding Team

Sammy Okutoyi
Yukabeth Kidenda
Kathlyn Pattillo
Rebecca Crook

Founding Partner

Our pilot would not have been possible without the donor who was our founding partner: **Taitanchi Foundation**. They believed in our vision when many other donors thought it was too early-stage for them to fund.

If you want to go
fast, go alone.

If you want to go
far, go together.



African Proverb