mastercard foundation

In partnership with

United States International University-Africa

Education to take you places

Scholars Program

Scholars Give Back Projects- Impact Stories

Justin kimathi

Introduction

The individual Give Back projects are structured to take place between years 1 and 3 of the Scholars' studies. The purpose of the Give Back project is to create connections between the Scholars and the communities where they come from. The Give Back projects allow Scholars to transform their communities by being change agents and leaders in the community.

This report highlights some of the Give Back projects our Scholars have been involved in

Gloria Nafula

Gloria Nafula (Kenya) aimed to address the water issue in Yuya village.

Community members travel far to get water from the river, which is often contaminated. The locals and their animals use the contaminated river water for drinking. Community members lack clean water and are at risk of infections.

Gloria built a well to improve access to clean water in Yuya village, with 15 households benefiting from the well by having access to clean water.

Malok Machiek

Malok Machiek (South Sudan) where civil wars, communal conflicts, HIV/AIDS, early marriage, and sexual abuse result in orphan street children and homelessness.

Malok supported orphans at Stone international home in Juba, South Sudan by giving them food, clothes, bedding, textbooks, pens, and sanitary pads. Over 1,300 children benefited.

Adeline Uwingeneye

Adeline Uwingeneye (Rwanda) aimed to transform the lives of women in her Kigali community in the Remera-Nyabisinfu's slum area.

Many women in the area are single mothers who struggle to support their children without a stable income. This often pushes their children to look for food on the streets.

Adeline initiated a community give-back project that assists single and abused women to develop sustainable income. Adeline trained six women from the Remera Nyabisinfu slum on sewing machines and provided them with machines.

The women now create various items to sell, which has improved their confidence. The women create and sell clothes to support their families and community.

Ruth Jambo

Ruth Jambo (Kenya) created a project to address the water shortage at Ganze primary school where the pupils queued for expensive water from private vendors, wasting valuable learning time. The pupils used to collect dirty water, risking their health.

Ruth installed a water tank at Ganze Primary School, which serves 500 students who no longer have to waste time and money fetching water.

Bonam Osene

Bonam Osene (Cameroon) provided renewable solar energy to Mbu village in Cameroon to resolve the issue of no electricity.

This lack of electricity hindered economic and educational activities. The villagers had to walk 6km to access electricity. Students would use cooking fires to do their homework, which affected their eyesight and overall productivity.

The solar energy project enabled students to study. Community members can power electrical devices like phones and get lighting. Over 2000 people are benefiting from the solar project.

Anthony Oketch

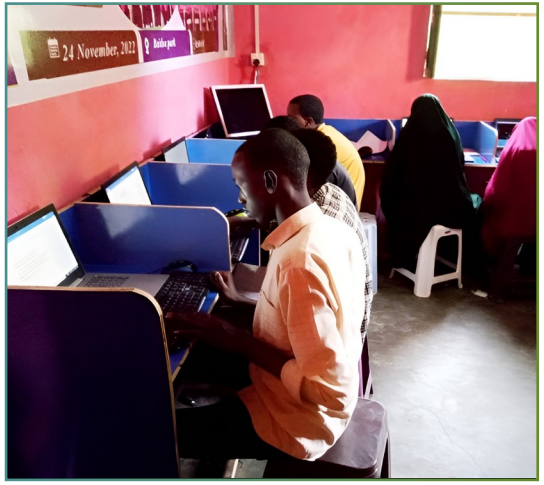
Anthony Oketch (Kenya) created a community project to address unemployment, crime, and drug abuse among youths in Komarock, Kangundo Road, Kenya.

Working with the local football team, he established a car wash business that has employed 10 youth.

Mustaf Aden

Mustaf Aden (Kenya) led a community project to teach ICT skills to vulnerable youths at Kaamil Primary & Secondary School in Baidoa, Somalia.

The students had no computer knowledge, but thanks to Mustaf's training, 15 students can now operate Microsoft Word, Excel, and PowerPoint and perform mathematical operations.



Joyce Wanjiku

Joyce Wanjiku (Kenya) teamed up with the Art Heal Foundation for a mental health and wellness event featuring group art therapy.

The event prepared attendees for the December holidays, which can sometimes be a distressing time. Through art therapy sessions, participants became more willing to share about themselves and their aspirations.

Rasphord Kafula

Rasphord Kafula (Zambia) taught financial literacy at PEAS Kampinda School in Kasama, Zambia. Rasphord aimed to help local youth learn about budgeting, investing, and saving, as young people struggle with financial illiteracy and remain in poverty even when earning money.

He conducted financial literacy training for 15 youth, equipping them with knowledge and skills in budgeting, investing, and saving.

Annitah Ainomugisha

Annitah Ainomugisha (Uganda) founded the Girl Up Foundation Project to help vulnerable girls in the Imvepi Refugee camp in Northern Uganda. Many of these girls miss school due to menstruation and suffer from a lack of confidence.

Annitah trained 87 girls and young mothers to make reusable sanitary towels using available resources, such as cotton fabric, sewing needles, threads, and polythene. They also learned about menstrual hygiene.

Thanks to this project, school attendance among those who were trained has improved. The women sell reusable sanitary towels in schools and churches, becoming economically empowered. This provides financial sustainability for their needs. They also teach their daughters to make reusable sanitary pads and discuss periods without shame.

Alice Wanjira

Alice Wanjira (Kenya) solved Lusiru secondary school's water problem by installing a tank and a gutter for water harvesting.

The water tank eliminated the need for students to fetch water, allowing them to focus on their studies. (250) students benefited from the water tank installation.

Daniel Oyaro

Daniel Oyaro (Kenya) built (3) classrooms at New Purpose Shekinah Glory School, a community school.

Due to the introduction of CBC in Kenya, the school lacked enough classrooms for Junior Secondary School students. Since many parents couldn't afford other schools, dropout rates were high.

Daniel's construction of (3) classrooms helped resolve this issue. Several dropouts returned to school and 50 pupils now use the new classroom at New Purpose Shekinah Glory School.

Nicholas Amessouwoe

Nicholas Amessouwoe (Ghana) repaired the roofs of 4 classrooms at Aflao Ss. Peter and Paul Basic School in Ghana to provide a better learning environment for underprivileged students.

Previously, the rain had caused disruptions and affected an average of 60 students per classroom. The school had resorted to placing stones on the roof for support.

Due to the new roof, students were able to study regardless of weather conditions.

Sarah Winnie Naiguran

Sarah Winnie Naiguran (Kenya) aimed to improve girls' education and solve water scarcity at Endoinyo-onkopit school. The Maasai Community faces high dropout rates and early pregnancies due to cultural practices like FGM and early marriage.

Sarah mentored young girls at Endoinyo-onkopit primary school to encourage their education. She also installed a water tank in the school for students who walked kilometers for water, in addition to providing uniforms to needy pupils to encourage attendance.

Thanks to her project, young girls are now confident and eager to work hard in their studies.

Gerald Augustino

Gerald Augustino (Kenya) renovated the washrooms of St. Clement Orthodox Primary School. The school is a church-sponsored institution catering to needy children and refugees.

The washrooms were in poor condition, causing hygiene issues for staff and pupils. Gerald improved the washroom conditions and built two additional toilets for teachers. His project has reduced hygiene issues for staff and pupils at the school.

Alice Akello

Alice Akello (Kenya) initiated a community give-back project for Disciples of Mercy Academy, a school for special needs students.

The school faced limited wheelchair availability, hindering student mobility. Akello provided 6 wheelchairs to the institution which alleviated the challenge of student mobility.

Diana Elolo

Diana Elolo (Kenya) initiated a project to improve the quality of education for current and future learners at Emulakha Primary School.

The pupils lacked revision books to help them perform well in exams, so Diana provided revision books for Class 8 pupils to improve their exam performance.

Eric Ayamba

Eric Ayamba (Uganda) created a project to improve education in Primary Schools in Uganda's Nyairongo community. The area lacks adequate resources like books and schools, discouraging children, especially girls, from pursuing education.

The children also had difficulty with English. Eric established a learning center and organized a 4-week education program to teach English and improve logical reasoning.

The project impacted 109 pupils, increasing their love for reading and boosting their confidence to speak English. Parents appreciated Eric's efforts in providing activities for their children, keeping them from wandering around aimlessly at home.

Faith Mulenga

Faith Mulenga (Zambia) improved the poor learning conditions at Chamba Valley Primary School in Lusaka, Zambia by fixing broken classroom windows.

This project made the school environment more conducive, stable, and safe for pupils, protecting them from harsh weather conditions.

Faith's contribution also spurred the town's mayor to provide further assistance to the school.

Rebecca Prefina

Rebecca Prefina (DRC Congo) noticed that many refugees in Kenya lack the necessary information to receive assistance from UNHRC, especially the refugee youth who struggle with accessing documentation and training opportunities due to insufficient information.

Rebecca partnered with the Department of Refugee Services (DRS) to provide information and created a WhatsApp group for UNHRC and DRS officials to post important information for refugee youth.

She also organized sensitization training for the refugee youth to get information. About 90 refugee youth benefited from the project.

Samuel Inshutiyimana

Samuel Inshutiyimana (Rwanda) implemented a community project in Rwanda's Kayonza, Kabarondo.

Two out of ten households lacked toilets, leading to the spread of waterborne diseases. To combat this issue of waterborne diseases, Samuel constructed 2 toilets and emphasized the importance of proper sanitation practices to prevent food and water contamination.

Thanks to this project, families know about waterborne illness transmission, and 2 households in the community have gained toilets.

Maureen Agwona

Maureen Agwona (Kenya) created a community project to assist young single mothers in Navuhi village, who rely on casual labor for income.

Maureen introduced a poultry farming initiative to offer a sustainable income. 6 women were trained in cost-effective chicken-raising techniques and given two chickens to start the process, which included the construction of their poultry coops.

Marie Patience

Marie Patience (Rwanda) initiated a community give-back project to assist teen mothers in Rwanda's Nyamasheke District.

This region's youth, particularly young girls, struggle to find work, resulting in high rates of teen pregnancy and school dropout. Consequently, the children of these teen mother's experience malnutrition and stunted growth, with some not living past five years old.

Patience gave ten girls goats and trained them on animal husbandry and saving for their future. The girls now use the milk from the goats to prevent starvation and malnutrition in children and sell the milk for income.

Kharis Ilunga

Kharis Ilunga (Kenya) donated 35 desks to Riruta Satellite Primary School. A fire burnt seven classes and desks in Riruta Satellite Primary School.

This led to overcrowding in the school due to insufficient desks. Kharis donated 35 desks to solve the problem. 105 pupils will benefit from the desks.

Omar Bakari

Omar Bakari (Kenya) wanted to improve Tana River's Kinyadu Village. The village lacked clean water, and the only available source was unsafe to drink. Villagers had to walk 2-3 kilometers to access water.

The river posed a danger to the villagers, who had to face crocodiles and wild animals. Omar created a well and water storage tank, powered by a solar panel. Now, 300 villagers have access to clean water through his community project.

Marie-Paule Wauter

Marie-Paule Wauter (DRC Congo) created a project to assist widowed women in Kinshasa.

Most of these women are left to provide for their families alone, often resorting to small businesses or begging due to a lack of funds. Marie-Paule trained 30 women on business skills, including sales and financial literacy, with successful entrepreneurs as guest speakers. On the final day, women pitched their businesses, and (4) winners out of 30 women were selected. The winners received materials to increase their capital and sales.

Post-training, women diversified their products and increased their capital. Women even restarted businesses, and one of the women started selling ginger and natural juices to prevent diseases.

Sawia Hassan

Sawia Hassan (Kenya) initiated a water give-back project for her community in the Madogo Area of Tana River.

Due to the lack of reliable, clean water sources in the community, she dug a well that now provides constant access to clean water for community members.

Axella Umohoza

Axella Umohoza (Rwanda) started the Nanjye project in Karongi District in Rwanda. The project empowered 20 students.

Young students in Karongi district usually drop out of school due to fees. Girls turn to sex for money, resulting in pregnancies and STDs.

Axella trained youth on sex and reproductive health, entrepreneurship (agriculture & goat farming), and saving and planning skills. Axella worked with L'Esperance TVET school. L'Esperance TVET School provided land for the students to farm grass for goats and crop cultivation for sales.

Twenty Students got goats to help pay for school expenses and save for their needs. In addition to goat farming, the students will plant crops to sell for school expenses. As a result of the project school dropouts will reduce.

Delphine Fanwi

Delphine Fanwi (Cameroon) conducted a community give-back project by planting grafted fruit trees in the Tubah community in Cameroon.

The tree planting exercise took place in schools and aimed to combat environmental issues, hunger, and health deficiencies in the community.

Delphine trained 330 pupils and teachers on planting methods, growth monitoring, and pest management strategies.

The project resulted in the planting of 40 trees, beautifying and reducing pollution in the school environment. The tree planting created environmental conservation awareness.

Jesse Ngala

Jesse Ngala (Kenya) conducted a community give-back project in Mwambani, Tezo Kilifi County.

The challenge in Mwambani village was the long distance villagers had to walk to access water. Women and young girls were disproportionately affected, with young girls missing school or arriving late due to their long search for water.

Jesse dug a borehole in the village, providing access to clean water and allowing young girls to fully concentrate on their studies. Community members now farm, feed livestock and irrigate crops. 60 people are currently benefiting from the project.

Silas Ooko

Silas Ooko (Kenya) started the Bracing Green project in Siaya County's Ngunya Community. The project aimed to educate and empower youth and the public on sustainable environmental management.

In Ngunya, environmental awareness is very low. People cut trees for firewood and profit, causing erosion and desertification which increases greenhouse gases in the atmosphere. Community members lack awareness of environmental conservation leading to bush burning, deforestation, and overuse of fertilizers.
Thanks to Silas' project, the community learned about climate change's causes and effects, as well as the dangers of traditional farming and human activities. They were also informed about alternative farming methods. Trees were planted in schools and by community members, including different varieties of grafted fruits.
In the project, 100 community members were reached, including women and youth groups and 2 local schools. Community members were empowered to be autonomous and environmentally conscious. The project planted 2,140 trees in communities and schools.

Bessong Pessong

Bessong Pessong (Cameroon) initiated a project to provide water solutions for Kompina, Cameroon. Water scarcity in Kompina causes health problems like cholera and discolored teeth in children.

Bessong created a portable water tank to solve the water issue. The water tank provided fluoride-free water to community members. The project helped 50 households and over 500 people in Kompina. The Water tank allowed community members to save or redirect money spent on purchasing water.

The project cut water costs. Residents now access safe drinking water, promoting good health and other economic activities. Community members are also doing plant irrigation.

Titus Ayieko

Titus Ayieko (Kenya) launched the Angira water project in Kisumu East, Kenya.

Angira Village lacks water, causing diseases and poor sanitation.

Titus installed a water tank in Angira Village. The project provided the community with clean water and a 5000-liter storage facility. Community members access safe, clean water for household tasks like cooking, washing, and sanitation.

The project has reduced the burden of collecting water. Accessibility to water is now simplified, eliminating the need for extended walks. Women and children spend up to 3 hours daily collecting water limiting their ability to work or attend school. Now the women and children focus on other activities.

Anastacia Kathambi

Anastacia Kathambi (Kenya) launched a project to support Nkinyang'a Secondary School in Kenya. The school had academic underperformance and resource shortages.

Anastacia donated 140 KCSE revision books to students for exam practice in Kenya. The long-term expected impact of the project is improved students' performance in national exams.

Pride Nyando

Pride Nyando (Kenya) initiated a community project to assist small-scale farmers in Nyatao Village.

In Nyatao village, small-scale poultry farmers do not benefit from poultry farming. Production costs are high, but the output is low, resulting in a loss for farmers. Small farmers have high chicken mortality.

Pride collaborated with CTG Poultry to train small-scale farmers in Nyatao Village on modern and profitable poultry farming. The project taught farmers chicken rearing and home-based feed-making skills. Farmers were taught how to build a chicken coop.

After training, some attendees bought chicks from CTG poultry. Those who did not attend requested more poultry training so that they learn. (20) people benefitted from the project.

Tasha Mapenzi

Tasha Mapenzi (Kenya) wanted to assist Heart's Children Home in Malindi. The home has around 40 kids.

The Heart's Children Home lacks volunteers and donations. The children's home had to settle for less due to funding issues, withdrawing beneficiaries from good schools and nutritious meals.

Tasha started a chicken project for Heart Children's Home. As a result of the project, the Heart Children Home can earn an income from egg and chicken sales. The kids can access better education, nutrition, and resources.

Lilian Kembabazi

Lilian Kembabazi (Uganda) aided Rwimi Junior School in Uganda through a community give-back project. Rwimi Junior School is a community school.

Most Rwimi Junior School attendants are children of farm workers and peasants. The peasants can't afford their children's school fees. Rwimi Junior School pupils often wear torn uniforms revealing their bodies.

Lilian helped 50 disadvantaged pupils at Rwimi Junior School by providing uniforms and school supplies. Receiving uniforms boosted the pupils' confidence and self-esteem because they looked neat and smart.

Rebecca Ndinayo

Rebecca Ndinayo (Uganda) initiated a community give-back project to construct a School Athenaeum in CODA Nursery and Primary School in Kagoma village, Kyangwali Sub-county, Uganda.

The school lacked space for learners to read, study and expand their knowledge. The school lacked assessment material resources for instructors and had insufficient study materials for learners.

Rebecca built a school athenaeum to address the CODA storage and study needs.

The Athenaeum will improve performance in 300+ learners, particularly primary students, through research and enhancing English grammar through storybook readings. Once student performance has improved, student enrollment will increase.

Fridah Yagomba

Fridah Yagomba (Kenya) created Wezesha Dada for girls in informal settlements.

In Kenya, over half the population is jobless or underemployed, greatly affecting girls' menstrual health hygiene in slum areas and schools. Poor families can't afford sanitary pads, leaving girls without hygienic menstrual management. Girls are at risk of menstrual diseases. Fridah founded Wezesha Dada to improve menstrual cycle management, hygiene, and support for vulnerable girls.

A platform was created to provide donations of sanitary towels, advocacy, and menstrual education to vulnerable girls in Kamukunji informal settlement. 500 girls in Kamukunji received sanitary towels through Wezesha Dada.

Anne Njeri

Anne Njeri (Kenya) began a community give-back project to help Kigumo Secondary School.

Kigumo secondary school has 700 students. The school needed more desks for students. Parents in the school are low-income and live in poverty. It is difficult for school management to ask parents for desk funds.

Anne donated 30 desks to Kigumo Secondary School to solve the desk shortage. The school now has enough desks and lockers for the year.

Lucy Wainana

Lucy Wainana (Kenya) started the Opportunity for All (OFA) Program which supports special needs children to get equal opportunities.

Lucy wanted to help the special needs children at Uthiru Primary School. The school had old chairs that did not aid the special needs children. The children broke the old chairs during manic episodes.

Lucy provided tables and chairs to support the school. Lucy built a wooden bookshelf for the class to organize the children's belongings.

(15) Special needs children benefited. The new classroom design motivates the children to attend school.

Fatha Mohamed and Ibrahim Yussuf

Fatha Mohamed (Kenya) and Ibrahim Yussuf launched Help Dadaab - a community give-back project. The Help Dadaab project aimed to tackle poor housing for Dadaab Refugees.

During the rainy season, poor refugees struggle with roof leaks as they cannot afford housing materials.

Fatha and Ibrahim combatted this challenge by supplying materials for repairs and construction. They provided plastic tarpaulin, iron sheets, strings, nails, wood, and wire mesh to 82 families.
As a result of the project, refugee families can get security, privacy, health, and dignity. The improved housing protects refugee families from climate change threats. The improved houses also provide the refugees' families shade and prevent roof leaks. 82 Refugee families in the Dadaab refugee camp benefited from this project.

Evelyn Adongo

Evelyn Adongo (Ghana) started a project to help school dropouts, teenage mothers, and youth in Bolgatanga, Ghana.

The area has high poverty and unemployment rates among young people

Evelyn tackled youth unemployment by teaching handmade crafts using leather, yarn, and African Print. Participants learned to crochet and make leather items like bags, fans, and clothes.

At the end of the project, participants received some yarn, leather, material cloth, and other needed materials to start making their products. The project improved youth livelihood skills. The project equipped youth with skills to earn a living and avoid poverty-related negative behavior. 16 youth, 8 girls and 8 boys benefited.

Barbrah Mendwa

Barbrah Mendwa (Kenya) initiated the Reading Chance project for her community give-back project.

Due to budget constraints, CBC schools in Kenya, like King Jesus Faith Ministries in Kayole, struggle to purchase essential equipment and new CBC books. Kayole homes mostly have single rooms limiting space for reading/assignments. Kids have to read outdoors, which is not ideal.

To support King Jesus Faith Ministries School, Barbrah provided new CBC books for improved education. She established a school reading room for community children to access anytime for studies improving Kayole's children's grades by keeping them focused on reading. Over 100+ primary students can access the reading room.

Mary Murunka

Mary Murunka (Kenya) launched a community project to assist Entarrgetti Primary School in Kilgoris.

At Entarrgetti Primary School, the latrines lacked doors, giving no privacy to the users. The school population increased to 500, which required the construction of more latrines.

Mary built 4 new latrines to improve sanitation and pupil health.

Bervaline Moraa

Bervaline Moraa (Kenya) realized the urgent need to aid Kuja D.O.K Primary School's Special Unit.

Moraa noticed that students walked barefoot to the bathroom which posed a health risk for pupils. Moraa started a community project to give back to the pupils of Kuja D.O.K by providing them with shoes, food, and blankets. 24 special needs pupils benefited from the project

Brian Aluku

Brian Aluku (Kenya) created a project to mentor youth in Uthiru, Nairobi.

The youth in the area faced challenges such as idleness, depression, and drug abuse, which can lead to crimes like phone theft.

Brian mentored 30 youths to overcome these challenges. He also trained the youth in IT skills and entrepreneurship to start producing small businesses instead of harmful activities. 15 youth changed from drug use to focusing on savings, investments, and small business startups.

Catherine Nafula

Catherine Nafula (Kenya) carried out a community project in Budevu village, Busia county.

Budevu village floods often, lacking adequate water storage. The community members had to buy water after the rains stopped. Many children miss school due to long water-fetching trips. Villagers queue for water and pay inflated prices.

Catherine installed a 5000-liter water tank. The community now has affordable access to clean water.

Joyce Achieng

Joyce Achieng (Kenya) implemented her community project in Nyando sub-county, Kisumu County, Kenya.

She noticed a trend where many from her village move to cities and don't return to help the community. Joyce wanted to alter the community's negative trend. Angongo Primary School was neglected; despite being attended by many villagers in the community. The school had intruders passing through the compound. The intruders would hamper focus and harm the academic ability of the pupils.

Joyce fenced the school and installed a gate to deter intruders enabling uninterrupted learning for pupils. The performance in the school has improved.

Doris Kendi

Doris Kendi (Kenya) implemented her community give-back project at Limoro Primary School in Igembe Central, Meru County.

Doris aimed to enhance education quality at Limoro Primary School by providing students with much-needed storybooks. Doris donated storybooks to improve the reading culture at Limoro Primary School.

Virginia Wanjiku

Virginia Wanjiku (Kenya) executed her community give-back project in Rutumo, Nyandarua County. Her project sought to solve two problem

Poor pupils couldn't afford uniforms. Pupils wore torn uniforms which affected their self-esteem and confidence. The other challenge the community faced was despite youths in the community achieving high grades for university - they were discouraged from joining university due to financial constraints.

Virginia provided complete school uniforms and bags to 40 pupils at Rutimo Primary School. She mentored Class 8 pupils on exam preparation and encouraged top-performing youth to attend university.

Manasseh Loruba

Manasseh Loruba (Uganda) aimed for better community environmental preservation.

Manasseh launched an environmental conservation project in Kerwa in Uganda to improve the local farming climate. Locals lacked environmental conservation knowledge.
Manasseh trained locals in tree and fruit cultivation and how to preserve the environment.

(1,000) trees were distributed and planted in the Kerwa community. Community members now have a more positive attitude towards planting trees and have increased their willingness to plant trees.

About The Mastercard Foundation Scholars Program

United States International University-Africa (USIU-Africa) has partnered with the Mastercard Foundation in its global Scholars Program.

This initiative offers academically talented youth from Africa facing financial, gender, displacement, or disability constraints an opportunity to access world class university education.

The Mastercard Foundation Scholars Program at USIU-Africa provides full-cost scholarships to young Africans who are first-time undergraduate degree-seeking applicants.

By completion of their studies, scholars will be required to lead changes in their communities and contribute to meaningful transformation across the continent, having been equipped with internationally recognized and locally applicable qualifications.

Contact the Mastercard Foundation Scholars Program Team at USIU-Africa on:

Email: mcfsp-enquiries@usiu.ac.ke
Phone: +254 730 116 218 /500 /107 /148

www.usiu.ac.ke/scholars-program/