

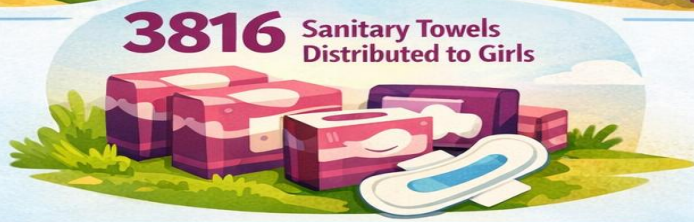
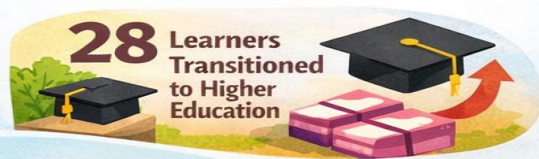
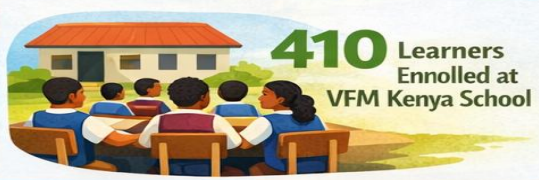
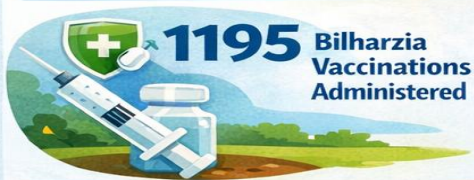
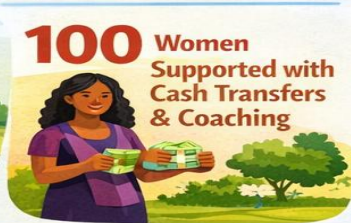
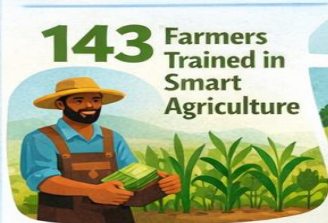
JAN- DEC 2025



VICTORIA FRIENDLY MONTESSORI- VFM KENYA

Annual Report 2025

IMPACT HIGHLIGHTS



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Abbreviations and Acronyms

VFM – Victoria Friendly Montessori

VCCP – Vusha Community Comprehensive Program

CBE – Competency Based Education

MEAL – Monitoring, Evaluation, Accountability and Learning

WASH – Water, Sanitation and Hygiene

TVET – Technical and Vocational Education and Training

SMT – Senior Management Team

ECD - Early Childhood Development

KJSEA – Kenya Secondary Education Assessment

KPSEA – Kenya Primary School Assessment

CDC – Child Development Committee

DIG – Development In Gardening

ICT – Information and Communication Technology

MoH – Ministry of Health

Message from the Director

"On behalf of Victoria Friendly Montessori and the communities we serve, I extend my heartfelt gratitude for your unwavering support throughout 2025. Your partnership has been the cornerstone of our resilience, enabling us to safeguard children, strengthen households, and build sustainable community systems on Rusinga Island. Together, we are not only meeting immediate needs but also laying the foundation for a brighter, more inclusive future. We look forward to continuing this journey with you."

Tom Mboya,



Director, VFM Kenya



Executive Summary

Thanks to your continued partnership, 2025 was a year of resilience and strengthened community systems for Victoria Friendly Montessori (VFM Kenya) under the Vusha Community Comprehensive Program (VCCP). Your support enabled us to sustain integrated, community-led services despite a challenging operating environment marked by prolonged drought, declining household incomes, reduced fishing yields, rising food insecurity, and intermittent school disruptions. These pressures heightened risks for children and vulnerable households, but your commitment ensured that essential services remained accessible.

With your investment, VFM directly reached 2,936 households—an estimated 9,400 community members—across Rusinga Island. Education served as the primary entry point for household engagement, and together we achieved the full annual education target: 410 learners supported through inclusive interventions. Despite economic and climatic pressures, over 92% of supported learners maintained regular attendance, while more than 95% remained enrolled through the end of the year, demonstrating strong retention outcomes made possible by your generosity.

Your contributions also sustained school health and nutrition interventions, ensuring that 100% of supported learners accessed school-based feeding. This stabilized attendance, improved concentration, and enhanced overall wellbeing. Caregivers from 85% of targeted households participated in nutrition sensitization, strengthening household practices and awareness of child dietary needs. In health and WASH, your support enabled preventive education and hygiene promotion, with approximately 75% of targeted households adopting improved practices. Referral mechanisms facilitated early identification and follow-up of health-related concerns, protecting vulnerable families.

Child protection and safeguarding remained a core priority, and your partnership ensured that all supported learners were covered by monitoring mechanisms. Community sensitization strengthened awareness of child rights and reporting pathways, resulting in over 90% of identified child protection cases being appropriately referred to and followed up through service-provider structures.

Beyond direct service delivery, your commitment allowed VFM Kenya to strengthen systems, accountability, and data use. This institutional development enhanced our ability to deliver integrated interventions that improved child wellbeing and household resilience across Rusinga Island.

We are deeply grateful for your role in making these outcomes possible. Your support continues to transform lives, protect vulnerable children, and build stronger, more resilient communities.

Introduction

Victoria Friendly Montessori - VFM Kenya is a child centered community-based institution implementing integrated development interventions aimed at improving the wellbeing of children and vulnerable households on Rusinga Island. Through the Vusha Community Comprehensive Program (VCCP), VFM addresses interconnected needs across education, health, nutrition, child protection, water and sanitation, livelihoods, environmental sustainability, and social inclusion.

This Annual Report documents program implementation, progress achieved against planned targets, challenges encountered, and lessons learned during the January–December 2025 reporting period. The report draws on routine monitoring data, quarterly and semi-annual performance reviews, field activity reports, and structured feedback from communities and key stakeholders. Data generated through these processes informed adaptive program management and strengthened accountability to beneficiaries and donors.

Program implementation in 2025 took place within a challenging operating environment marked by prolonged drought, declining household incomes, reduced fishing yields, and rising food insecurity. These conditions continued to affect household stability, access to basic services, and children’s participation in education. In response, VFM applied a flexible, evidence-driven implementation approach, prioritizing the most vulnerable households and maintaining close collaboration with schools, community structures, and service providers.

This report consolidates results from the Vusha Community Comprehensive Program, highlighting sectoral performance, crosscutting outcomes, and VFM Kenya’s commitment to integrated, community-led development.

Organizational Goal, Vision, Mission, and Values

Organizational Goal

The main purpose of Victoria Friendly Montessori is to develop the capacities of grassroots communities along the Lake Victoria Basin to mitigate the effects of poverty through sustainable, community-led interventions.

Vision

A society where every child lives with dignity and enjoys equal and just access to opportunities for a bright future through empowered communities.

Mission

To improve the situation of orphaned and vulnerable children on Rusinga Island, Kenya, through sustainable, community-led initiatives that strengthen education, healthcare, nutrition, clean water, sanitation and hygiene, livelihoods, environmental protection, and socio-economic resilience by addressing the underlying factors contributing to their vulnerability.

Core Values

VFM programs are guided and bonded by the following values:

Accountability

VFM is accountable to all stakeholders and recognizes that resources entrusted to the organization represent sacrifice by donors and partners.

Stewardship

Children are viewed as innocent and precious gifts, and VFM serves them and their families with pride and responsibility.

Transparency

VFM conducts its work openly to build trust and ensure clarity and understanding among all stakeholders.

Partnership

“We can do more together than we can on our own.” VFM values collaboration and collective impact.

Voluntarism

Service is undertaken with dedication and humility, recognizing community appreciation as a vital form of value.

Program Goal and Objectives**Program Goal**

To improve the quality of life of children, families, and vulnerable populations in Rusinga Island through integrated, community-led interventions.

Program Objectives

During the January–December 2025 reporting period, the program pursued the following objectives:

- 1.0 Increase access to quality and inclusive education
- 2.0 Improve food security and nutrition
- 3.0 Enhance access to quality healthcare
- 4.0 Strengthen child protection and psychosocial support
- 5.0 Promote elderly wellbeing and disability inclusion
- 6.0 Improve WASH and environmental sustainability
- 7.0 Strengthen women and youth economic empowerment
- 8.0 Strengthening institutional systems and MEAL

1.0 Quality and Inclusive Education

1.1. School Enrolment, Teaching and Learning Support

During the reporting period, Victoria Friendly Montessori supported 410 learners across Early Childhood Development (ECD), primary, junior secondary, secondary, and tertiary education levels, with education serving as the primary entry point for integrated household support.

At the school level, enrolment stood at 410 learners (55% girls and 45% boys) across structured learning levels from Play Group to Grade 9. This reflects a well-established progression pathway that supports continuity in learning and smooth academic transition across all stages.

Education support focused on improving access, learning continuity, and individualized follow-up, particularly for children from vulnerable households facing socio-economic challenges such as poverty, food insecurity, and limited access to basic services.

To address financial barriers to education, a blended sponsorship model was implemented, where the annual cost per learner (KES 24,000 / USD 185) is shared between parents and VFM partners. This cost-sharing approach promotes community ownership while ensuring that vulnerable learners are retained in school. Through this model, learners are supported with tuition, learning materials, and essential school needs.

In addition to in-school support, 63 youth were supported through scholarships and education assistance to access secondary education, colleges, and Technical and Vocational Education and Training (TVET)



VFM School

institutions, strengthening transition pathways beyond foundational education.

Teaching and learning were facilitated by a team of 17 teachers and 2 volunteer teachers, supported by a broader school structure including a social worker and support staff. This enabled manageable teacher–learner ratios, more personalized academic support, and timely identification of learning gaps.

School Management System remained fully operational, significantly improving real-time tracking of attendance, academic progress, and learner behavior. This strengthened early identification of at-risk learners and enabled timely, data-driven interventions.

Education support reached 410 learners, combining individualized teaching, improved teacher–learner ratios, and digital monitoring to strengthen learning outcomes and retention.



Grade 9 Learners



Pre Primary 1 Learners



Computer Studies



Science Lessons

1.2. Learner Assessment, Transition, and Retention Support

To strengthen academic performance and informed learner support, learner assessments were conducted between 29th September and 3rd October 2025. Assessment findings informed targeted remedial learning and individualized follow-up plans.

A total of 314 learners across ECD, primary, secondary, and tertiary levels were followed up through household visits and school engagement, strengthening caregiver involvement and early identification of attendance or performance risks. Additionally, 62 learners received targeted support to sit their final examinations, ensuring continuity and completion of education cycles.



Examination Session

Beyond retention, strengthened tracking systems show that 91 learners successfully transitioned to secondary and higher levels of education, reflecting improved transition pathways and long-term programme impact. Cohort tracking further demonstrates consistent progression of learners completing and advancing through education cycles.

Academic performance outcomes were notable, with Grade 6 learners ranking 1st in zonal examinations out of 28 schools, demonstrating the effectiveness of sustained academic support. National examinations, including KPSEA and KJSEA, were administered on 3rd October 2025 in compliance with KNEC guidelines, ensuring standardized and accountable assessment processes.

1.3. Child Protection and Safeguarding in Education

Child protection and safeguarding were fully integrated into education programming. During the year, 350 teachers and Child Development Committee (CDC) members, 1,142 parents, 1,280 children were trained on child safety, inclusive education, and safeguarding principles.

These efforts strengthened protective school and community environments and reduced risks of abuse, neglect, and school dropout.

1.4. Life Skills and Adolescent Mentorship

Mentorship and life skills interventions in 2025 strengthened resilience, decision-making, and transition pathways for adolescents, youth, and vulnerable children.

Life skills and mentorship reached 189 adolescent girls, with sessions covering sexual and reproductive health, hygiene, self-esteem, child rights, and decision-making. Mentorship programming utilized youth-friendly approaches, creating safe and relatable learning environments.

Structured holiday programs combined academic support with mentorship and vocational exposure, guiding at-risk learners toward TVET and skills pathways.

Creative Arts, Sports, and Talent Development

Creative arts and sports programming supported holistic learner development, confidence building, and talent identification. The Music Club enrolled 54 learners, with five learners advancing to the national level



Life Skills and Mentorship Session

at the Kenya Music Festival. In addition, the Music Club presented at the Rusinga Festival 2025 held in December, providing learners with an opportunity to showcase their talents at community level and further strengthen performance experience and public confidence.

The Scout Club supported 26 learners, who progressed to county-level competitions. In sports, five girls' teams qualified beyond the zonal level, and one girl represented Homa Bay County, highlighting increased participation and performance of girls in competitive sports.

Learner talents were further showcased through Ramogi TV live and recorded programs, enhancing learner confidence, visibility, and community recognition.

Overall, the Quality and Inclusive Education interventions in 2025 contributed to improved access, retention, academic performance, learner protection, and holistic development. Investments in teaching capacity, infrastructure, learner tracking systems, safeguarding, and co-curricular activities strengthened

the education ecosystem and supported sustained learning outcomes for vulnerable children on Rusinga Island.



2.0 Food Security and Nutrition

2.1. Food Security Context and Household Vulnerability

Food security remained a significant challenge during the 2025 reporting period due to prolonged drought, declining household incomes, and reduced fishing yields. These shocks continued to affect household food availability, dietary diversity, and child nutrition outcomes. Monitoring data indicated that only 45 percent of targeted households were consistently able to maintain two meals per day, highlighting persistent vulnerability and the need for sustained food security and nutrition interventions.

In response, Victoria Friendly Montessori implemented an integrated food security and nutrition approach combining community-based learning, household food production, nutrition education, school feeding, and targeted agricultural support.

2.2. Household Food Production and Kitchen Gardening

Household food production interventions were implemented using a community-garden learning and replication model in partnership with the DIG. Community gardens served as demonstration and training hubs where skills were transferred and later replicated at household level to ensure continuity and sustainability.



During the reporting period, 147 community members were trained as Lead Farmers at community garden sites. These Lead Farmers supported peer learning and dissemination of climate-smart practices focused on indigenous crops.

As a result of this approach:

- 143 households continued practicing kitchen gardening using sunken beds, composting, and homemade organic pesticides.
- 69 households established fenced kitchen gardens, reducing crop losses from livestock.
- 15 households adopted drought-tolerant indigenous crops.
- 7 households applied irrigation practices to support dry-season production.

Between October and December 2025, an additional 117 kitchen gardens were newly established and are under follow up, reinforcing adoption of improved practices and strengthening household-level food production.

2.3. Nutrition Education

Nutrition education aimed to strengthen caregiver knowledge and practical skills related to balanced diets, child feeding, and food utilization. During the year, nutrition education reached 418 households and



Community Garden

generally sensitized 2,729 individuals through group sessions and household follow-up.

Cooking demonstrations were conducted at community garden sites in collaboration with DIG. These demonstrations focused on preparation of balanced meals using indigenous, locally available foods, proper food handling, and nutrient preservation. Practical sessions enabled caregivers to translate

nutrition knowledge into daily household practice, improving dietary diversity and utilization of foods produced through kitchen gardens.

2.4. School Feeding and Child Nutrition



VFM School Lunch Session

School-based feeding complemented household nutrition efforts and supported learning readiness. During the reporting period, 410 learners (192 boys and 218 girls) received daily school meals. Meals were sourced from the organic school farm, reducing program costs while ensuring sustainability and consistent access to nutritious food.

Nutrition monitoring data indicated a 35 percent reduction in malnutrition across targeted sites, reflecting the combined impact of household food production, nutrition education, cooking demonstrations, and regular school feeding.

2.5. Agricultural Inputs and Irrigation Support

Agricultural inputs and irrigation support were provided through the DIG–VFM partnership to strengthen community gardens as learning hubs and support replication at household level. Four Money Maker irrigation pumps were given to every community garden with six additional pumps awarded to best-performing farmers to promote excellence and peer learning. Assorted farm inputs were distributed to support indigenous crop production and sustainability of kitchen gardens.

Water Pump Provision



3.0 Quality Healthcare

3.1. Preventive and Curative Healthcare Services

Healthcare interventions in 2025 focused on improving access to both preventive and curative services for children and vulnerable households. Through household visits, referrals, community outreaches, and medical camps, the program strengthened early detection, treatment, and referral of common illnesses.

Partnership with the MOH, 1,195 community (*Community Health Report Dec 2025*) members were vaccinated for bilharzia, contributing to reduced disease burden in endemic areas. Immunization services

were strengthened, achieving 88 percent immunization coverage among children under five, with 349 children immunized in line with national guidelines. Across the year, 1,302 individuals accessed healthcare services through a combination of household visits, medical referrals, community outreaches, and facility linkages. In addition, four medical camps were conducted, during which 758 children (387 boys and 371 girls) received treatment for common childhood illnesses. Preventive deworming services reached 177 children, contributing to improved child health and nutrition outcomes.

Maternal and child health services were also strengthened. 40 women accessed maternal health and family planning services, including 28 antenatal care visits and 12 postnatal care visits, improving continuity of care for mothers and infants.

3.2. School and Adolescent Health Services

School-based health services played a critical role in addressing health needs that affect learning and attendance. During the reporting period, 466 school health cases were managed, with upper respiratory tract infections accounting for 279 cases, reflecting common



Sanitary Pads Distribution



Medical check up

seasonal illness patterns.

The school nurse was supported with essential medications for management of minor ailments, enabling timely response and reducing absenteeism linked to untreated illnesses. In addition, seven infants were diagnosed with malnutrition and appropriately referred for follow-up and specialized care.

Adolescent health programming focused on menstrual health education and dignity. A total of 318 adolescent girls received menstrual health education sessions addressing hygiene, body changes, and self-care. To support consistent school attendance and dignity, 3,816 sanitary pads were distributed.

Community Health Outreach

Community health outreach activities were implemented to strengthen disease prevention and early treatment. A targeted medical outreach was conducted to commemorate World AIDS Day, increasing community awareness and access to essential health services.



Community Outreach Activity

During the outreach, services included HIV counselling and testing referrals, malaria testing, bilharzia treatment, reproductive health education, and maternal and child health services. These integrated interventions contributed to improved health-seeking behavior and supported a 15% reduction in waterborne and preventable diseases within targeted communities.

3.3. Psychosocial Support and Counseling Services

Psychosocial support was integrated into healthcare delivery to address emotional distress, trauma, and caregiving challenges. Thirty-eight counselors were trained and supported through quarterly review and supervision meetings to strengthen service quality and referral pathways.

Psychosocial awareness sessions reached 612 community members, promoting mental wellbeing, stress management, and early identification of distress. In addition, 94 household visits were conducted to support children experiencing emotional or psychosocial challenges.

Through these interventions, 56 children were identified for psychosocial care, with 19 referred for specialized services based on assessed needs. Caregiver engagement was strengthened through positive parenting sessions, which reached 178 caregivers, supporting improved caregiving practices and child wellbeing.

Quality healthcare interventions in 2025 contributed to improved access to preventive and curative services, strengthened immunization coverage, reduced burden of common illnesses, and improved adolescent and psychosocial health outcomes. The integration of household outreach, school-based services, community health campaigns, and psychosocial support strengthened continuity of care and responsiveness to community health needs. Healthcare component played a critical role in improving child survival, learning readiness, and household resilience, while strengthening linkages between communities and health service providers on Rusinga Island.

4.0 Elderly Care, Well-Being, and Psychosocial Support

4.1. Access to Health and Social Support Services

Elderly care interventions focused primarily on sensitization, routine follow-ups, and linkage to existing services, rather than direct financial support. The approach prioritized dignity, wellbeing, and access to information for older persons.



Elderly health monitoring

Through household visits, community follow-ups, and referrals, 286 elderly persons were reached with health and social support services. Engagements focused on health awareness, adherence to treatment, access to age-appropriate services, and identification of elderly persons requiring additional support from family members, community structures, or public service providers.

4.2. Social Protection Sensitization and Service Linkages

Given the absence of a dedicated budget for direct social protection support, interventions emphasized sensitization and facilitation of access to existing government services. During the reporting period, 143 elderly households were sensitized and supported through follow-up to understand eligibility and application processes for government social protection and cash transfer schemes.

Support provided included information sharing, guidance on application procedures, follow-up on application status where applicable, and referrals to relevant local administrative offices. This approach strengthened awareness and access without direct financial disbursement by the program.

4.3. Psychosocial Support, Community Engagement, and Follow-Up

Psychosocial wellbeing and social inclusion were central to elderly programming. 95 elderly individuals participated in peer support groups and volunteer activities, promoting social interaction, mutual support, and reduced isolation. These engagements provided safe spaces for sharing experiences, coping strategies, and community participation.

In addition, 213 participants, including elderly persons and caregivers, took part in social and cultural activities aimed at promoting respect, dignity, and inclusion of older persons within the community. Continuous follow-up visits enabled monitoring of wellbeing, identification of emerging needs, and strengthening of family and community-based support mechanisms.



Elderly Household Visit

Elderly care and social protection interventions implemented in 2025 strengthened awareness of available services, improved psychosocial wellbeing, and reduced social isolation among older persons. Through sustained sensitization, follow-ups, and referrals, the program promoted dignity and inclusion of elderly persons and reinforced community-based support systems, contributing to household stability and inclusive development on Rusinga Island despite the absence of direct financial assistance.

5.0 Disability Inclusion and Support

5.1. Identification, Assessment, and Referral

Disability inclusion interventions in 2025 focused on identification, assessment, referral, and continuous follow-up of children and youth with disabilities. Through household visits, school engagement, and collaboration with community structures, 129 children with physical disabilities were identified, assessed, and provided with psychosocial support based on individual needs.

Children requiring specialized health, education, or protection services were referred through existing service delivery pathways. Continuous follow-up visits were conducted to monitor wellbeing, school participation, and family support needs.

5.2. Psychosocial Support and Safe Spaces

5.3. Nutrition and Caregiver Support

Disability inclusion interventions in 2025 focused on identification, assessment, referral, and continuous follow-up of children and youth with disabilities. Through household visits, school engagement, and collaboration with community structures, 129 children with disabilities were identified, assessed, and provided with psychosocial support based on individual needs.

Children requiring specialized health, education, or protection services were referred through existing service delivery pathways. Continuous follow-up visits were conducted to monitor wellbeing, school participation, and family support needs.

Although no direct financial assistance was provided, targeted non-monetary support was extended to address immediate wellbeing needs. A total of 28 children with disabilities received supplementary food support through referrals and coordination with existing nutrition initiatives, helping to improve dietary intake and health outcomes.

Caregivers were supported through counselling, guidance, and follow-up visits focused on inclusive caregiving practices, stress management, and child development.

5.4. Community Sensitization and Systems Strengthening

Community sensitization was prioritized to reduce stigma, promote inclusion, and strengthen local response systems. A total of 22 Child Development Committee members were sensitized on disability inclusion, safeguarding, and referral mechanisms, strengthening community-level identification and response.

In addition, 316 caregivers and 84 families were sensitized on disability rights, inclusive parenting, and child protection. These sessions improved understanding of disability, strengthened family support systems, and promoted inclusion of children with disabilities in schools and community activities.

Disability inclusion interventions implemented in 2025 strengthened non-monetary support systems for children with disabilities and their families. Through identification, psychosocial support, community sensitization, referrals, and sustained follow-up, the program promoted dignity, inclusion, and wellbeing of children with disabilities despite the absence of direct funding allocations. The approach reinforced community ownership and strengthened existing support structures on Rusinga Island.

6.0 Water, Sanitation, Hygiene (WASH), and Livelihoods

6.1. Sanitation and Hygiene Promotion

Sanitation and hygiene interventions focused on improving household sanitation facilities, strengthening hygiene practices, and promoting sustained behavior change at community and school levels. During the reporting period, 1,670 households achieved latrine coverage, including 10 newly constructed latrines and 5 improved latrines, contributing to improved sanitation standards and reduced open defecation.

Between April and September, 14 sanitation facilities and 26 handwashing stations were installed to improve access to hygiene infrastructure. This was further strengthened through the installation of 73 additional handwashing stations and completion of 24 pit latrines. These improvements enhanced the availability of handwashing facilities in households and community spaces.

Access to safe water was strengthened through the establishment of 327 household water connections and four common community water kiosks, improving availability and reliability of clean water for domestic use. In addition, the donkey initiative supported water distribution to households, easing the burden of water collection and improving access for vulnerable families, particularly in areas with limited proximity to water points.

Hygiene promotion activities reached 367 households through sensitization on water treatment, safe storage, and household hygiene practices. School-based hygiene education reached 1,482 children, strengthening handwashing practices and reducing exposure to waterborne and hygiene-related illnesses.



VFM Students Drinking Water



Community Water Points



Water in Kitchen Gardening



Modern Water Slab at home.

6.2. Shelter Improvement Support

Shelter improvement interventions targeted vulnerable households to enhance safety, dignity, and living conditions. During the reporting period, 19 households were supported with improved shelter, including 3 newly constructed houses and 16 renovated houses. These improvements contributed to safer living environments, reduced exposure to weather-related risks, and improved overall household wellbeing.



House Before Improvement



House Improvement After

6.3. Environmental Conservation and Climate Action

Environmental conservation and climate action interventions aimed to promote sustainable natural resource management and strengthen community responsibility for environmental protection. A total of 72 farmers were trained in climate-smart agriculture practices, supporting improved productivity while reducing environmental degradation.

Community engagement activities included 11 community clean-up drives conducted across target areas, reaching 538 community members through environmental awareness and behavior change campaigns. In addition, 5 Beach Management Units were engaged through environmental and sanitation dialogues, strengthening stewardship of shoreline and aquatic ecosystems and promoting compliance with environmental regulations.

7.0 Women, Youth Empowerment, and Household Economic Strengthening

Women and youth empowerment interventions in 2025 focused on strengthening household resilience, income diversification, and sustainable livelihoods through structured coaching, mentorship, and community-based economic initiatives.

The 100 Weeks Development Program (Tekeleza) transitioned into its second phase following the graduation of 99 women who completed 100 weeks of coaching and cash transfer support in June 2025. These graduates entered a structured follow-up phase to consolidate gains and strengthen long-term resilience. In parallel, a new cohort of 100 vulnerable women was onboarded for a full 100-week cycle of mentorship and household-level support.



100 Weeks Group Weekly Meeting



Income Generating Activity

Enterprise development advanced across five clusters—Lwanda, Nyangera, Gumba, Waembe, and Sienga—with investments in goat rearing, vegetable farming, Napier grass cultivation, sanitation services, and tent and chair rental businesses. Notably, Lwanda cluster created employment through livestock management

Across the program, 28 women invested in farming and small enterprises, demonstrating improved income stability and asset accumulation. Youth empowerment complemented these efforts, with 63 youth supported through TVET pathways, 5 youth groups mentored, and 17 youth launching small businesses. Additionally, 10 household heads were certified in vocational and business skills, and savings groups were strengthened through support to 10 VSLA and 9 SILK groups.

Overall, the 2025 empowerment interventions strengthened economic agency, collective enterprise, and governance structures, contributing to sustained household resilience and long-term community stability on Rusinga Island.

Household economic strengthening was further improved through certification of 10 household heads in tailoring, driving, and business management. Savings-led initiatives were strengthened through support to

10 Village Savings and Loan Associations and 9 SILK groups, with 2 VSLA groups officially registered, enhancing collective saving, borrowing, and financial management at community level.

Construction of the Youth Resource Centre progressed significantly during the reporting period and is expected to benefit more than 300 young people upon completion. The centre will provide a dedicated space for skills development, mentorship, youth engagement, and transition support, contributing to long-term economic resilience for young people and households.

8.0 Infrastructure Development

8.1. Science Laboratory and Grade 9 Classroom Construction

Infrastructure development remained a key investment area to improve learning environments and accommodate increasing enrolment under the Competency-Based Education. During the reporting period, a Grade 9 classroom was completed, significantly reducing congestion for junior secondary learners and improving overall classroom conditions.

A fully equipped science laboratory was also completed and is currently in use, strengthening practical science instruction and enabling hands-on learning in Biology, Chemistry, and Physics. The laboratory has enhanced the delivery of competency-based science education by providing learners with opportunities to conduct experiments, apply theoretical concepts, and develop scientific inquiry skills in a safe and structured environment.



Science Laboratory Structure

The Home Science room remains in the planning phase and is expected to further support skills-based and experiential learning once implemented.

These infrastructure investments have improved the safety, functionality, and inclusivity of learning spaces, contributing to better learner concentration, participation, and practical learning experiences.

8.2. Youth Resource Centre

Thanks to your support, the Youth Resource Centre is now structurally complete and ready to serve as a safe, dedicated space for young people's learning, digital access, skills development, and community engagement.

- Construction and finishing works—including plastering, painting, tiling, and installation of secure doors and windows, are fully completed.

- Electrical wiring and fittings are installed; final connection to the main power source is pending before commissioning.
- The facility offers well-ventilated, naturally lit rooms with durable flooring, prepared for furniture, ICT equipment, and learning materials.

Fundraising is underway, for upcoming activities in digital literacy, mentorship, and community initiatives. This milestone brings us closer to opening the centre for youth to learn, connect, and thrive.

Overall, infrastructure development in 2025 resulted in tangible improvements to education and youth support systems. Completion of the Grade 9 classroom, completion of a fully equipped science laboratory, and establishment of a structurally complete Youth Resource Centre strengthened learning environments, expanded access to practical education, and created sustainable spaces for youth engagement and skills development. These investments represent long-term assets that will continue to support program outcomes beyond the reporting period.

9.0 Staff Capacity Building and Institutional Strengthening

Staff capacity building remained a key priority in strengthening the quality, accountability, and sustainability of our work. Through your continued support, we invested in strengthening the skills, systems, and overall effectiveness of our team, enabling more responsive and high-quality programme delivery.

Capacity strengthening was reinforced through ongoing mentorship provided by Vianney, complemented by structured learning and hands-on support. Weekly staff meetings created consistent spaces for coordination, reflection, and peer learning, while also supporting the onboarding of new team members. A project orientation further ensured alignment of all staff with programme objectives, activities, and reporting expectations.

Field-based learning remained central to our approach. Regular on-site visits and follow-up engagements provided opportunities to assess progress, address implementation challenges, and strengthen the link between planning and field execution. These engagements also supported continuous learning and



VFM Staffs meeting

improvement in service delivery.

Lessons Learned

- Integrated programming enhances effectiveness
- Community ownership strengthens sustainability
- Continuous learning supports adaptive management
- Strong internal systems improve accountability

Targeted trainings played a key role in enhancing technical capacity. Two rounds of focused training were conducted for the Field Coordinator and M&E Officer, strengthening competencies in program implementation, monitoring frameworks, and reporting. Additional role-specific trainings supported staff in data collection, community engagement, and program delivery, contributing to improved consistency and accountability across interventions.

Capacity in documentation and communication was strengthened through report writing training, enabling staff to produce clear, structured, and evidence-based reports. Staff were also supported to build skills in photography, video recording, and basic editing, as

well as in designing and delivering effective presentations.

A resource mobilization training further strengthened institutional sustainability by equipping staff with practical skills in proposal development, donor mapping, and fundraising strategies, enhancing our ability to diversify funding sources and plan for long-term impact.

Towards the end of the reporting period, wrap-up field visits and reflection sessions provided an opportunity to review progress, capture key learnings, and strengthen record-keeping practices. These processes supported final evaluation and informed planning for the next phase of implementation.

In addition, the Finance Department received targeted technical support from Fred, including mentorship in the use of QuickBooks to strengthen financial management systems. This support improved accuracy in financial tracking, enhanced documentation practices, and reinforced accountability in financial reporting.

Overall, these capacity strengthening efforts have improved staff performance, strengthened internal systems, and enhanced our ability to deliver impactful, accountable, and sustainable programmes

10.0 Monitoring, Evaluation, Accountability, and Learning (MEAL)

MEAL remained central to program delivery, ensuring evidence-based planning, performance tracking, and accountability to communities and partners. Routine monitoring was carried out across all thematic areas, including education, nutrition, health, WASH, livelihoods, disability inclusion, elderly care, and youth empowerment, with intensified follow-up during school holidays to support vulnerable learners and households.

Digital tools strengthened data accuracy and timeliness, enabling real-time reporting and faster decision-making. Weekly review meetings used this data for reflection, problem-solving, and adaptive management. Outcome monitoring captured progress in education participation, nutrition, health access, WASH practices, and household livelihoods, while community feedback informed program adjustments.

Overall, MEAL systems in 2025 enhanced data quality, accountability, and adaptive management, directly contributing to improved effectiveness of the Vusha Community Comprehensive Program.

Future Plans

In 2026, we will prioritize the completion of pending infrastructure projects, including the commissioning and full operationalization of the Youth Resource Centre, to expand opportunities for youth engagement,

skills development, and transition support. At the same time, we will scale up nutrition, food security, and livelihoods interventions to respond to ongoing economic and climatic pressures affecting vulnerable households.

Our Monitoring, Evaluation, Accountability, and Learning systems will be further strengthened to enhance outcome tracking, deepen learning, and improve accountability to communities and partners. We will also prioritize the implementation of the Resource Mobilization Plan to diversify funding sources, strengthen sustainability, and support the expansion of high-impact interventions.

Building on existing economic strengthening efforts, community clusters have initiated a joint investment in a TukTuk to support income generation and shared enterprise. A governance structure has been established to oversee its management, reinforcing accountability, collective ownership, and financial management among members.

11.0 Conclusion

The 2025 program year demonstrates Victoria Friendly Montessori’s ability to deliver integrated, accountable, and results-oriented interventions in a challenging operating environment. Despite drought, economic pressures, and service delivery constraints, the organization achieved its core objectives while strengthening systems that support sustainability and future growth.

Education remained the central platform for integrated service delivery, with full achievement of learner targets and improved attendance, retention, and wellbeing. Complementary interventions in health, nutrition, water and sanitation, child protection, and psychosocial support reinforced learning readiness and reduced vulnerability among children and households.

Food security, health, and WASH interventions mitigated the effects of climate and income shocks by improving access to services, strengthening hygiene practices, and reducing preventable illnesses. Inclusion-focused interventions for elderly persons, children with disabilities, and vulnerable households emphasized dignity, sensitization, follow-up, and community ownership rather than direct financial assistance.

General Recommendations

- Strengthening sustainability initiatives
- Expand livelihoods interventions
- Invest further in digital systems
- Enhance outcome-level monitoring

Women’s and youth empowerment initiatives strengthened household resilience through phased graduation models, skills development, and structured follow-up. Infrastructure investments created durable assets that will continue to support education and youth engagement beyond the reporting period.

Institutional strengthening through staff capacity building, Monitoring, Evaluation, Accountability, and Learning systems, financial management, and resource mobilization enhanced accountability, data quality, and adaptive management. Overall, the 2025 program year positioned Victoria Friendly Montessori to consolidate gains, scale effective interventions, and deepen sustainable impact in 2026.