



SHALOM TO THE NATIONS  
INTERNATIONAL

# PROJECT PROPOSAL

**SHALOM TO THE NATIONS ACADEMY**

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P.O BOX 121-90302, KATHONZWENI  
Makueni County

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## **1 INTRODUCTION: ABOUT SHALOM TO THE NATIONS ACADEMY**

Our mission is to empower every learner to reach their full potential through value-based learning, creativity, and critical thinking. As we look forward to expanding our student population to over 300 by January 2027, we remain committed to our core values of integrity, Innovation, Community Driven.

The school exists as a beacon of hope in this community offering not just academic instruction, but also a path to economic empowerment, skills development, and community transformation through its inclusive education and sustainability-driven projects.

## **2 VISION STATEMENT**

Drawing from our vision: Transforming Lives through Community empowerment, Shalom to the Nations Academy exists to empower learners who positively impact their communities and the world.

## **3 MISSION STATEMENT**

To provide quality, holistic, and inclusive education that equips learners with knowledge, skills, and values for lifelong success. We aim to nurture confident, disciplined, and socially responsible individuals through a learner-centered approach and a supportive environment.

## **4 CORE VALUES**

- a. Integrity: We uphold the highest ethical standards, acting with honesty, fairness and consistency in all our interactions
- b. Accountability: We take full responsibility for our actions, decisions and resources
- c. Community Driven: We advocate for marginalized, remote communities and prioritize their needs, ensuring that they shape our actions and decisions
- d. Innovation: We identify and promote innovative community development models that explore the root causes of poverty.
- e. Human Dignity: We believe every student deserves respect and equal treatment, and we are committed to protecting and honouring the inherent worth of all students we serve.

## **5 TARGET STUDENTS**

At Shalom to the Nations Academy, our primary focus is on empowering children from underprivileged and underserved communities. We believe that every child regardless of background deserves the opportunity to access quality education and unlock their full potential. We are especially committed to supporting students from low-income families by providing them with a safe, nurturing, and inclusive learning environment. Through affordable fees, flexible payment plans, and scholarships where possible, we aim to remove financial barriers to education and ensure that no child is left behind. Our goal is to raise a generation of disciplined, confident, and visionary leaders who will bring positive change to their families, communities, and the nation at large. By equipping learners with strong academic foundations, life skills, and core values, we are helping build the future one empowered student at a time.

## **6 INCLUSION AND SUPPORT FOR LEARNERS WITH DISABILITIES**

At Shalom to the Nations Academy, we are deeply committed to inclusive education. We recognize the unique potential of every child, including those with physical, sensory, or learning disabilities, and strive to create a school environment that supports all learners in thriving.

We believe that disability should never be a barrier to education. Our goal is to provide equal opportunities by:

- a. Creating inclusive classrooms that accommodate diverse learning needs.

- b. Training teachers in special needs education strategies.
- c. Fostering a culture of acceptance, patience, and support among staff and students.
- d. Working closely with families to understand and meet each child's specific needs.
- e. Continuously improving accessibility and resources within the school.

By embracing children with disabilities, we affirm our commitment to equity, dignity, and opportunity for all. These learners, like all others, are future leaders, and we are honoured to walk with them on their journey to success.

## 7 LOCATION OF THE SCHOOL AND COMMUNITY ECONOMIC PROFILE

Shalom To the Nations Academy, a subsidiary of Shalom to the Nations International, is situated in a rural, semi-arid area known for its close-knit community, rich cultural heritage, and resilience in the face of environmental and economic challenges.

### 7.1 Sub-County Overview: Kathonzwani Sub-County

Kathonzwani Sub-County is one of the administrative divisions in Makueni County. It is characterized by:

- a. A semi-arid climate, with low and irregular rainfall.
- b. A high reliance on subsistence agriculture and pastoralism.
- c. Limited access to infrastructure and essential services such as water, electricity, and healthcare in some areas.

### 7.2 Community Economic Activities

Most families in the region depend on small-scale, rain-fed agriculture and livestock keeping as their primary sources of income and food. Key economic activities include:

- a. Crop farming: maize, green grams, cowpeas, pigeon peas, and sorghum are commonly grown.
- b. Livestock farming: goats, cattle, poultry, and sheep are reared for meat, milk, and income.
- c. Casual labour: Some community members engage in local construction, domestic work, or small-scale trading.
- d. Micro-enterprises: such as kiosks, boda-boda (motorbike transport), and charcoal selling, especially during dry seasons.

Due to the unpredictable rainfall and prolonged droughts in recent years, many households face economic vulnerability, making it difficult for them to afford quality education and healthcare consistently. This context directly affects school enrolment, fee collection, and student retention.

## 8 CURRENT CHALLENGES

While Shalom to the Nations Academy boasts a dedicated team of qualified teachers, a supportive administrative staff, and a nurturing learning environment, we continue to face several critical challenges that impact the full realization of our mission:

### a. Financial Constraints Among Parents

A significant portion of our students come from low-income households, making it challenging for their families to pay school fees consistently. This affects cash flow, disrupts learning continuity, and puts pressure on the school's limited resources.

### b. Infrastructural Gap

Despite ongoing efforts to improve our facilities, we still lack essential infrastructure such as:

- A fully equipped ICT Centre
- A borehole or reliable water supply system
- Adequate rainwater harvesting and storage tanks
- Sufficient classrooms, sanitation facilities, and learning spaces

### c. High Cost of Feeding Program

Sustaining the school feeding program is becoming increasingly expensive due to rising costs of food and fuel. It is challenging to maintain daily meals for all learners, many of whom rely on the school for their main meal of the day.

**d. Limited Access to Digital Resources**

In the context of the Competency-Based Curriculum (CBC), learners need exposure to technology and digital learning tools. However, the school currently lacks adequate computers and digital learning platforms to support effective ICT integration.

**e. Need for More Inclusive Support for Learners with Disabilities**

Although the school embraces inclusive education, we face challenges in providing specialized learning materials, assistive devices, and trained personnel to support learners with physical or cognitive disabilities fully.

**f. Unpredictable Weather and Drought**

As a school located in a semi-arid region, we are vulnerable to prolonged droughts, which affect water availability and agricultural productivity, two critical components of our sustainability projects.

## **9 PROPOSED PRIORITY PROJECTS**

To support the growth, health, and well-being of our learners, Shalom to the Nations Academy is seeking support for several critical infrastructure projects and sponsorship of needy students. These initiatives aim to ensure reliable access to clean and safe drinking water, which is essential for the school's daily operations and the overall welfare of its students, especially in a semi-arid region like Kathonzweni.

### **9.1 Supply of Clean Drinking Water**

Access to clean water is a fundamental right and an urgent need at the school. Currently, we rely on inconsistent and often unsafe water sources, which puts students at risk of contracting waterborne diseases. We aim to establish a reliable, safe, and permanent water supply system for drinking, sanitation, and kitchen use.

#### **9.1.1 Rainwater Harvesting Systems**

- i. To make the most of seasonal rainfall, the school plans to implement rainwater harvesting systems by:
  - Installing roof catchment systems on school buildings.
  - Channelling rainwater into large storage tanks for use during dry periods.
  - Encouraging water conservation practices among students and staff.
- ii. Construction of Earth Water Tanks: To support rainwater harvesting and reduce reliance on external sources, we plan to build large-capacity earth tanks. These tanks will:
  - Store harvested rainwater for extended periods.
  - Reduce water shortages during drought.
  - Be cost-effective and environmentally friendly.

#### **9.1.2 Purchase and Installation of Plastic Water Tanks**

In addition to earth tanks, we require durable plastic storage tanks of various sizes (5,000L and above) to store both harvested rainwater and clean water supplied from external sources or boreholes.

#### **9.1.3 Drilling of a Borehole**

A long-term, sustainable solution is to drill a borehole within the school compound. This project will:

- Provide a permanent water source for drinking, cooking, cleaning, and irrigation.
- Reduce long-term water expenses.
- Support the school's vision of self-reliance and environmental sustainability.

#### **9.1.4 Impact**

These projects will directly improve:

- Student health and hygiene, reducing absenteeism from waterborne illnesses.
- Learning conditions, as time spent fetching water, will be redirected to academic activities.
- School growth and stability, allowing us to accommodate the projected increase in student population.

## 9.2 Sponsorship of Needy Students

### 9.2.1 Objectives of Student Sponsorship

- a. Promote equal access to education
- b. Support talented but underprivileged students
- c. Reduce dropout rates due to poverty
- d. Build future leaders from vulnerable communities

### 9.2.2 Types of Sponsorship Support

Type of Support	Description
Tuition Fees	Full or partial coverage of school/university fees
School Supplies	Books, uniforms, stationery, devices (e.g., laptops)
Meals and Nutrition	Free lunch programs or food packages to improve focus and attendance
Transport	Bicycles, bus fare, or transport allowances
Accommodation	Boarding, hostels, or housing allowances for students away from home
Mentorship	Career guidance, tutoring, and emotional support

### 9.2.3 How to Structure a Sponsorship Program

- a. Identify Eligible Students: Based on income level, orphan status, disability, academic merit, etc.
- b. Establish Application & Selection Process: Clear criteria, documentation requirements, and fair review.
- c. Define Sponsorship Package: What costs are covered and for how long.
- d. Match Sponsors to Students: Can be anonymous or involve direct communication.
- e. Monitor Progress: Academic reports, attendance, and regular check-ins.
- f. Report to Sponsors: Updates on student performance and impact.

## 9.3 Establishment of an ICT Centre

### 9.3.1 Project Overview

In today's digital world, computer literacy is no longer optional — it is essential. As part of our commitment to preparing students for the modern world, Kathonzwani Plains Academy and Junior Secondary School seeks to establish a fully functional Information and Communication Technology (ICT) Centre. The ICT Centre will equip our learners with digital skills that are vital for their education, future careers, and personal development. This is especially critical for students in rural and underserved communities, such as Kathonzwani, where access to technology is limited.

### 9.3.2 Key Objectives

- a. To introduce learners to basic and advanced computer skills in line with the Competency-Based Curriculum (CBC).
- b. To enhance digital learning across subjects through access to educational software and internet-based resources.
- c. To offer training in computer repair and maintenance, enabling learners to gain hands-on technical skills.
- d. To bridge the digital divide between rural and urban learners.

### 9.3.3 Project Components

- a. Purchase of Computers and Accessories
  - 20–30 desktop/laptop computers.
  - UPS units, keyboards, mice, monitors, printers, and power backups.
  - Licensed educational software and operating systems.
- b. Renovation or Construction of ICT Lab Space
  - Secure, ventilated, and wired room equipped with desks, chairs, and networking infrastructure.
- c. Internet Connectivity
  - Installation of Wi-Fi or wired internet connection.

- Monthly data plans or partnership with an internet service provider.
- d. ICT Training for Teachers and Students
  - Basic digital literacy training for all students.
  - Advanced training modules include typing, coding, and Microsoft Office.
  - Workshops on computer repair and maintenance for students interested in technical skills.
- e. Ongoing Maintenance and Support
  - Hiring or training a part-time ICT technician.
  - Setting up a maintenance fund for updates, repairs, and replacements.

#### **9.3.4 Expected Impact**

- Improved digital literacy among students and teachers.
- Better academic performance through access to online learning tools and digital content.
- Development of practical, employable skills for students in computer use and hardware maintenance.
- Enhanced reputation and competitiveness of the school as a 21st-century learning institution.

The establishment of an ICT Centre at Shalom to the Nations Academy will have a transformative impact on the future employability of our students. By equipping learners with vital digital and technical skills, we are laying a foundation for greater career opportunities and economic empowerment, particularly in a region where such exposure is often limited.

##### **a. Digital Literacy for All Careers**

Basic computer skills are now a minimum requirement across nearly all fields from teaching and healthcare to finance, agriculture, and entrepreneurship. Our learners will gain proficiency in typing, document preparation, data entry, and internet research, making them competitive in both the job market and higher education.

##### **b. Pathways to Technical Careers**

By introducing training in computer repair and maintenance, students will develop practical, hands-on skills that can lead to:

- Entry-level jobs in ICT support and maintenance.
- Self-employment opportunities as freelance computer technicians.
- Further studies in electrical and computer engineering.

##### **c. Promoting Self-Reliance and Entrepreneurship**

With ICT knowledge, learners can explore freelancing opportunities, online jobs, and small business ventures such as:

- Cyber cafes and computer training centers.
- Digital content creation and social media marketing.
- Basic coding and software development in the long term.

##### **d. Bridging the Rural-Urban Skills Gap**

The ICT Centre will help bridge the digital divide between rural and urban students, ensuring our learners are not left behind in a world that is rapidly moving toward digitization. This opens doors to formal and informal employment sectors that were previously inaccessible.

## **9.4 School Agricultural Project for Feeding Program Sustainability and Experiential Learning**

### **9.4.1 Project Overview**

As part of our ongoing efforts to improve food security, reduce operational costs, and promote practical learning, Kathonzweni Plains Academy and Junior Secondary School is initiating a school-based agricultural project. This initiative will directly support the sustainability of the school's feeding program while also providing students with hands-on exposure to key learning areas in the Competency-Based Curriculum (CBC).

Located in a semi-arid region, our school faces rising food costs and occasional supply shortages. By integrating agriculture into the school system, we aim to:

- Grow our own food to support the feeding program.
- Equip students with real-life agricultural skills.
- Promote responsibility, teamwork, and environmental awareness.

#### **9.4.2 Key Objectives**

- a. To supplement the school feeding program and reduce dependency on external food purchases.
- b. To expose learners to agriculture as a career pathway and a life skill, in line with CBC learning areas such as Agriculture, Home Science, and Environmental Activities.
- c. To promote sustainable practices such as organic farming, water-smart agriculture, and agroforestry.

#### **9.4.3 Project Components**

- a. School Garden/Farm Establishment
  - Land clearing and fencing for crops and small livestock.
  - Use of drip irrigation, mulching, and water-conserving methods.
- b. Crop Production
  - Planting of drought-resistant crops like maize, beans, green vegetables, and fruits to support the feeding program.
- c. Poultry and Small Livestock
  - Introduction of poultry (layers and broilers) and/or rabbits to supply eggs and meat, as well as serve as learning resources.
- d. Compost Pit and Organic Fertilizer Use
  - Environmental conservation and cost-effective soil enrichment methods.
- e. Integration into the CBC Curriculum
  - Learners will participate in planting, caring for crops/livestock, harvesting, and post-harvest management.
  - Documentation of learning in project-based assessments as required in CBE.
- f. Teacher Training and Coordination
  - Empowering teachers to link farm activities to subject content (e.g., Science, Agriculture, Life Skills).

#### **9.4.4 Expected Impact**

- Reduced food costs for the school, making the feeding program more sustainable.
- Improved nutrition for students through fresh, school-grown produce.
- Enhanced student engagement and responsibility through active participation.
- Promotion of agricultural entrepreneurship and self-reliance.
- Creation of a model for other schools in the region to follow in integrating agriculture into learning.

This project reinforces our school's philosophy of learning by doing and utilizing local solutions to address local challenges, while empowering learners to develop as capable, creative, and community-conscious citizens.

## **10 LEADERSHIP**

At the helm is Prof. Urbanus Kioko, the Kenya Country Director of Shalom to the Nations International. Prof. Kioko brings a wealth of academic, administrative, and community leadership experience. His passion for transforming rural education through access, innovation, and integrity has been the driving force behind the school's growth and sustainability efforts.

Under his leadership, the school has:

- a. Grown its student population steadily, with projections for continued expansion.
- b. Embraced the Competency-Based Curriculum (CBC), ensuring that learners receive holistic, hands-on education that prepares them for life beyond the classroom.
- c. Fostered a strong culture of discipline, moral values, and academic excellence.

- d. Individually sponsored several students most of whom are in high school while others have completed University education

The school is also supported by:

- a. A dedicated team of qualified teachers who are regularly trained in CBC implementation and learner-centred methodologies.
- b. A hands-on administrative and support staff ensures smooth daily operations.
- c. An emerging Board of Advisors/Management Committee, drawn from education professionals, community leaders, and parents.

Together, this leadership is committed to:

- a. Upholding transparency and accountability.
- b. Strengthening partnerships with stakeholders.
- c. Promoting continuous improvement in service delivery and educational outcomes.

### 10.1 School Management Team

The day-to-day operations of the school are managed by a dedicated team of qualified professionals, including:

- Headteacher and Deputy Headteacher: overseeing academic performance, CBC implementation, staff development, and discipline.
- Heads of Departments (HoDs): responsible for key learning areas and curriculum delivery.
- Administrative Officer: managing finances, procurement, and general operations.
- Support Staff: handling catering, maintenance, and school cleanliness.

The team works collaboratively to ensure that all decisions are learner-centred, data-driven, and aligned with the school's vision and mission.

### 10.2 Governance and Oversight

The school is in the process of establishing a Board of Management/Advisory Committee, comprising stakeholders such as:

- Education experts
- Parents' representatives
- Community leaders
- Local government liaison

This governance body will provide oversight, strategic guidance, and support in resource mobilization and compliance with the Ministry of Education's policies.

### 10.3 Community and Stakeholder Engagement

The leadership values parental involvement and maintains open communication with families through regular meetings, academic clinics, and community events. The school also seeks partnerships with NGOs, government bodies, and donors to strengthen its development projects.

## 11 PROPOSED BUDGET SUMMARY

### 11.1 Kathonzweni Plains Academy and Junior Secondary School Development Projects (2025–2026)

Project / Item	Estimated Cost (KES)	Approx. Cost (USD)
Water Access Project	3,000,000.00	23,076.92
Drilling and equipping borehole	1,800,000.00	13,846.15
Construction of 2 earth water tanks	400,000.00	3,076.92

6 Plastic water tanks (10,000L each)	360,000.00	2,769.23
Guttering and rainwater harvesting	250,000.00	1,923.08
Installation and plumbing	150,000.00	1,153.85
Water quality testing & treatment kit	40,000.00	307.69
ICT Centre Setup	1,850,000.00	14,230.77
50 Computers & accessories	1,250,000.00	9,615.38
Printer, UPS, networking	180,000.00	1,384.62
Furniture	150,000.00	1,153.85
Software licenses & antivirus	100,000.00	769.23
Internet (setup + 1 year)	120,000.00	923.08
ICT teacher training/workshops	50,000.00	384.62
Agricultural Sustainability Program	630,000.00	4,846.15
School garden fencing (1 acre)	100,000.00	769.23
Seeds and farm tools	80,000.00	615.38
Drip irrigation system	120,000.00	923.08
Poultry unit + chicks	150,000.00	1,153.85
Livestock shelter	100,000.00	769.23
Training & CBC kits	50,000.00	384.62
Composting & recycling tools	30,000.00	230.77
Admin & Monitoring Costs	300,000.00	2,307.69
Supervision & reporting	150,000.00	1,153.85
Monitoring & evaluation	100,000.00	769.23
Communication & documentation	50,000.00	384.62
<b>TOTAL</b>	<b>5,780,000.00</b>	<b>44,461.54</b>

## 11.2 Scholarship Program Budget

Kathonzweni Plains Academy and Junior Secondary School Support for 100 Students – One Academic Year (3 Terms)

Budget Item	Unit Cost (KES)	Per Student/Year (KES)	No. of Students	Total Cost (KES)	Total Cost (USD)
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Tuition Fees	15,000 per term	45,000.00	100.00	4,500,000.00	34,615.38
School Meals (Feeding Program)	3,000 per term	9,000.00	100.00	900,000.00	6,923.08
School Uniform (2 sets per year)	Lump sum	4,000.00	100.00	400,000.00	3,076.92
Learning Materials (Books & Stationery)	Lump sum	3,000.00	100.00	300,000.00	2,307.69
Exam Fees & Academic Programs	1,000 per term	3,000.00	100.00	300,000.00	2,307.69
Sanitation & Hygiene Kit (annual)	Lump sum	1,000.00	100.00	100,000.00	769.23
Co-curricular & Life Skills Activities	Lump sum	2,000.00	100.00	200,000.00	1,538.46
Mentorship, Monitoring & Support Staff	Lump sum	2,000.00	100.00	200,000.00	1,538.46

### 11.3 Expected Outcomes

- Increased school attendance and retention
- Improved academic outcomes among supported students
- Reduced burden on vulnerable families
- Positive long-term impact on community education levels



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