

BAWA EDUCATION CENTRE

SECOND TERM MANAGEMENT REPORT

Academic Year 2026

Reporting Period: May 2026 – August 2026

Prepared by:
Margaret Mukoya Josiah

Submitted to:
Board of Management

Date: August 2026

TABLE OF CONTENTS

1. Executive Summary
 2. School Profile
 3. Management Overview
 4. Learner Enrolment
 5. Academic Programme
 6. Co-curricular Activities
 7. Child Welfare, Health and Safety
 8. Parent and Community Engagement
 9. Donor and Partner Engagement
 10. Home Visits Programme
 11. School Administration and Operations
 12. Infrastructure and Resource Development
 13. Human Resource and Staff Development
 14. Key Achievements
 15. Challenges Encountered
 16. Recommendations
 17. Appreciation
 18. Conclusion
 19. Appendices
-

1.0 EXECUTIVE SUMMARY

The Second Term of the 2026 academic year was characterised by growth, resilience, collaboration, and continued commitment to providing quality early childhood education to children within the Dandora community.

Throughout the term, Bawa Education Centre remained focused on delivering holistic education through academic excellence, Christian values, child protection, community engagement, and learner-centred programmes. The school continued to create a safe and nurturing learning environment while strengthening partnerships with parents, donors, volunteers, and community stakeholders.

Learner enrolment increased from **100 learners** at the beginning of the term to **105 learners** by the close of the term, representing steady growth and increasing confidence from parents within the community.

The term was enriched by several major activities, including educational home visits, the Parent Training Programme on Child Welfare and Development, and an educational excursion to Nairobi National Park, the Animal Orphanage, and Safari Walk. These activities enhanced experiential learning, strengthened parent-school relationships, and promoted holistic child development.

The school was privileged to host the **Blume Family** and the **New River Team**, whose visits provided encouragement to learners, staff, and families through interaction sessions, school activities, and community home visits. Their continued partnership reflects the importance of collaborative efforts in supporting quality education for vulnerable children.

Despite operating under financial and resource constraints, the dedication of the Board of Management, school leadership, teachers, support staff, parents, donors, and volunteers enabled the successful implementation of planned programmes for the term.

As the school closed for the second term on **4 August 2026**, management expresses appreciation to every stakeholder whose support contributed to the achievements recorded during the reporting period. The school looks forward to building upon these successes during the third term, scheduled to commence on **31 August 2026**.

2.0 SCHOOL PROFILE

Bawa Education Centre is a community-based early childhood learning institution located in Dandora Phase IV, Embakasi North Sub-County, Nairobi County. The school is committed to providing accessible, quality, and holistic education to children from diverse social and economic backgrounds.

The institution integrates academic learning with Christian values, child protection, character development, and family engagement to nurture confident, responsible, and compassionate

learners. In addition to classroom instruction, the school promotes experiential learning through educational trips, community outreach, parental involvement, and partnerships with local and international supporters.

During the second term, the school operated three learning levels:

Class	Number of Learners
Playgroup	53
PP1	29
PP2	23
Total Enrolment	105

The increase in enrolment reflects growing confidence in the school's educational programmes, dedicated staff, and commitment to the welfare and development of every child.

3.0 MANAGEMENT OVERVIEW

The second term of the 2026 academic year focused on strengthening academic delivery, improving operational efficiency, enhancing learner welfare, and deepening engagement with parents, donors, and community partners.

Management worked collaboratively with the Board of Management, school staff, parents, and development partners to ensure that the school's programmes were implemented effectively despite existing financial and operational challenges.

Key management priorities during the term included:

- Ensuring consistent curriculum implementation across all learning levels.
- Monitoring learner attendance, welfare, and academic progress.
- Strengthening communication between the school and parents through meetings and home visits.
- Coordinating donor and volunteer engagement activities.
- Planning and successfully implementing educational and co-curricular programmes.
- Supporting teachers through supervision, planning meetings, and classroom monitoring.
- Improving school operations while identifying areas requiring further investment.

The collective efforts of staff, parents, volunteers, and development partners contributed significantly to the positive outcomes achieved during the reporting period.

4.0 LEARNER ENROLMENT

Learner enrolment continued to grow steadily during the second term, reflecting increasing confidence among parents and the surrounding community in the quality of education and care provided by Bawa Education Centre.

The school recorded an increase in enrolment from **100 learners** at the beginning of the term to **105 learners** by the end of the reporting period, representing a **5% growth** in learner population.

4.1 Learner Enrolment by Class and Gender

Class	Boys	Girls	Total
Playgroup	33	20	53
PP1	9	20	29
PP2	11	12	23
Total	53	52	105

Enrolment Analysis

The learner population remained well balanced, comprising **53 boys (50.5%)** and **52 girls (49.5%)**, demonstrating equitable access to education for both boys and girls.

Playgroup remained the largest class with **53 learners**, accounting for just over half of the school's total enrolment. This reflects a growing demand for quality early childhood education within the community and presents an opportunity for sustained enrolment growth in the upper classes over the coming years.

The increase in enrolment during the term can be attributed to:

- Increased parental confidence in the school's academic and child-centred programmes.
- Positive referrals from existing parents and members of the community.
- A caring and inclusive learning environment that supports children's holistic development.
- Continued engagement with families through effective communication and home visit initiatives.
- Strengthened collaboration between the school, parents, donors, and community partners.

Management remains committed to sustaining this positive growth by maintaining high standards of teaching, learner welfare, and parent engagement while expanding access to quality early childhood education for vulnerable children within the community.

5.0 ACADEMIC PROGRAMME

The school successfully implemented its academic programme throughout the second term in accordance with the approved school calendar and curriculum framework. Teaching and learning activities were conducted consistently, with teachers demonstrating commitment towards delivering quality instruction while nurturing learners academically, socially, emotionally, and spiritually.

Continuous learner assessment remained an integral part of classroom instruction, enabling teachers to monitor individual learner progress and provide appropriate support where necessary.

To enhance the learning experience, teachers incorporated learner-centred teaching approaches including:

- Interactive classroom activities.
- Storytelling and language development.
- Outdoor learning experiences.
- Creative arts and practical activities.
- Music and movement.
- Play-based learning.
- Christian value integration during daily lessons.

Regular lesson preparation, classroom supervision, and curriculum monitoring contributed to improved consistency in teaching across all classes.

Management appreciates the dedication demonstrated by the teaching staff in maintaining high standards of professionalism and ensuring continuity of learning throughout the term.

6.0 CO-CURRICULAR ACTIVITIES

Bawa Education Centre recognises that holistic child development extends beyond classroom instruction. During the second term, the school successfully implemented several co-curricular programmes aimed at enhancing learners' knowledge, life skills, confidence, creativity, and social interaction.

These activities complemented classroom learning while providing learners with practical experiences that contributed to their cognitive, emotional, physical, and social development.

6.1 Educational Trip

One of the major highlights of the term was an educational excursion to **Nairobi National Park**, the **Animal Orphanage**, and the **Safari Walk**.

The trip provided learners with an opportunity to experience wildlife conservation and environmental education beyond the classroom. Learners observed different animal species in their natural habitats, learned about biodiversity, conservation practices, and developed a greater appreciation for nature and Kenya's rich wildlife heritage.

The excursion also promoted teamwork, confidence, independence, communication skills, and responsible behaviour among learners. Teachers integrated classroom concepts with practical observation, making the learning experience enjoyable, memorable, and educational.

The trip was successfully coordinated with the support of school management, teachers, parents, volunteers, and development partners, ensuring the safety and well-being of all participants throughout the day.

6.2 Parent Training Programme

The school successfully organised a Parent Training Programme focusing on **Child Welfare and Development**.

The training equipped parents and guardians with practical knowledge on positive parenting, child protection, effective communication, emotional support, and creating safe and nurturing environments for children.

The session strengthened collaboration between parents and the school by encouraging shared responsibility in promoting children's holistic development. Parents actively participated in discussions and demonstrated a strong commitment to supporting their children's education and well-being.

The programme reaffirmed the school's belief that successful learning outcomes are achieved when schools and families work together as partners.

6.3 Learner Participation and Classroom Activities

Throughout the term, learners actively participated in a variety of classroom and outdoor learning experiences designed to promote holistic development.

These included:

- Creative arts and drawing.
- Music and movement.
- Storytelling and language development.
- Educational games.
- Outdoor play and physical activities.
- Group learning activities.

- Christian value-based learning experiences.

These activities promoted creativity, confidence, teamwork, communication, problem-solving, and emotional development while making learning enjoyable and engaging.

7.0 CHILD WELFARE, HEALTH AND SAFETY

Child welfare remained a central priority throughout the second term.

The school continued to provide a safe, nurturing, and child-friendly learning environment where every learner was encouraged to grow academically, emotionally, socially, and spiritually.

Key child welfare initiatives implemented during the term included:

- Continuous monitoring of learner attendance and well-being.
- Prompt communication with parents regarding learner welfare concerns.
- Promotion of hygiene and healthy practices among learners.
- Reinforcement of positive discipline and respectful behaviour.
- Maintenance of a safe learning environment through regular supervision.
- Collaboration with parents to support learners requiring additional attention.

The Parent Training Programme further strengthened child protection awareness by equipping parents with practical knowledge on safeguarding children, promoting positive parenting practices, and supporting healthy child development both at home and at school.

Management remains committed to upholding the rights, dignity, safety, and well-being of every learner entrusted to the institution.

7.1 School Health Programme

The health and well-being of learners remained a key priority throughout the second term. In partnership with **Equity Afya**, the school facilitated a comprehensive medical screening programme for all learners to identify common health conditions that could affect learning and overall well-being.

The screening enabled early identification of health concerns and provided valuable recommendations for parents and the school on appropriate follow-up care.

Summary of Medical Screening Findings

Health Condition Identified	Number of Learners
Tinea (Fungal Skin Infection)	17
Dental Caries	12
Allergic Rhinitis	6
Allergic Conjunctivitis	5
Acute Tonsillitis	1

Management Response

Following the medical assessment, the school:

- Shared individual screening feedback with parents and guardians.
- Encouraged parents to seek appropriate medical treatment for affected learners.
- Reinforced handwashing, personal hygiene, and cleanliness practices among learners.
- Continued monitoring learners requiring medical follow-up.
- Strengthened health education through routine hygiene reminders and classroom guidance.
- Continued collaborating with healthcare partners to promote preventive healthcare within the school community.

The school appreciates the support provided by Equity Afya and remains committed to promoting preventive healthcare and ensuring that every learner studies in a safe, healthy, and supportive environment.

8.0 PARENT AND COMMUNITY ENGAGEMENT

Bawa Education Centre recognises parents and the community as key partners in achieving quality education and holistic child development. During the second term, the school continued to strengthen these partnerships through regular communication, collaborative activities, and meaningful engagement initiatives.

8.1 Home Visits

The school conducted home visits during the term with the participation of members of staff and visiting partners. The visits provided an opportunity to better understand learners' home

environments, strengthen relationships with families, and discuss each child's educational progress and welfare.

The programme also enabled the school to identify challenges affecting learners outside the classroom and encouraged parents to actively participate in supporting their children's learning and development.

8.2 Parent Participation

Parents continued to demonstrate commitment to the school's programmes through:

- Participation in meetings and training sessions.
- Supporting school activities and events.
- Ensuring regular learner attendance.
- Maintaining open communication with teachers and school management.
- Providing valuable feedback that contributed to continuous school improvement.

The partnership between parents and the school has remained one of the institution's greatest strengths and continues to contribute positively to learner growth and development.

9.0 DONOR AND DEVELOPMENT PARTNER ENGAGEMENT

The second term was strengthened by the continued support and encouragement of development partners whose contribution positively impacted learners, families, and the school community.

9.1 Visit by the Blume Family

The school was honoured to host the **Blume Family**, whose visit provided encouragement to learners, teachers, and parents. During their visit, they participated in school activities, joined the educational trip, and took part in home visits within the community.

Their interaction with learners and families strengthened relationships between the school and its supporters while reinforcing a shared commitment to improving educational opportunities for vulnerable children.













Pictures: Educational Trip with The Blume Family to the Nairobi National Park

9.2 Visit by the New River Team

The school also welcomed the **New River Team**, who facilitated an interactive session with learners and staff before participating in community home visits.

Their visit promoted collaboration, learning, and meaningful engagement with families while providing encouragement to both the school community and parents.

Management expresses sincere appreciation to all development partners whose generosity, encouragement, and continued collaboration contribute significantly to the achievement of the school's mission and vision.

















Pictures: New River Family having devotion sessions with Bawa learners and Home visits conducted later together with Bawa Management team

10.0 SCHOOL ADMINISTRATION AND OPERATIONS

The school maintained stable administrative and operational systems throughout the second term, ensuring the smooth implementation of academic programmes and daily school activities.

Management worked closely with the Board of Management, teachers, support staff, parents, and development partners to coordinate school operations, maintain effective communication, and promote accountability in service delivery.

Key administrative responsibilities undertaken during the term included:

- Coordination of teaching and learning programmes.
- Management of learner admissions and records.
- Planning and implementation of school activities and events.
- Parent communication and stakeholder engagement.
- Coordination of donor and volunteer visits.
- Supervision of staff and support personnel.
- Monitoring learner attendance and welfare.
- Coordination of home visits and parent follow-up.

Regular staff meetings were held to review progress, address emerging issues, and improve service delivery, ensuring that learners remained at the centre of every decision.

11.0 INFRASTRUCTURE AND RESOURCE DEVELOPMENT

The school continued to improve its learning environment within the available resources. Routine maintenance and resource management were undertaken to ensure that learners had access to a safe and conducive environment for learning.

However, the growing learner population continues to increase demand for additional infrastructure and educational resources.

The school identified the following priority needs:

- Additional classroom learning materials.
- Child-friendly furniture and classroom equipment.
- Educational play and outdoor learning resources.
- Improved storage facilities.
- Enhanced safety measures within the school compound.

- Increased ICT and teaching resources.
- Continued improvement of sanitation and hygiene facilities.

Investment in these areas will significantly enhance the quality of teaching and learning while supporting the school's long-term growth.

12.0 HUMAN RESOURCE AND STAFF DEVELOPMENT

The teaching and support staff remained committed to delivering quality education and ensuring the welfare of learners throughout the term.

Teachers demonstrated professionalism by preparing lessons, assessing learner progress, supervising co-curricular activities, and maintaining positive relationships with learners and parents.

Management appreciates the dedication, teamwork, and resilience displayed by all members of staff despite operating within limited resources.

To further strengthen institutional capacity, the school will continue to prioritise:

- Professional development opportunities.
 - Capacity-building workshops.
 - Staff mentorship and coaching.
 - Performance monitoring and continuous improvement.
 - Team-building initiatives that promote collaboration and staff well-being.
-

13.0 KEY ACHIEVEMENTS

The school recorded several notable achievements during the second term, including:

- Increased learner enrolment from **100** to **105** learners.
- Successful implementation of the academic programme across all classes.
- Successful educational trip to Nairobi National Park, the Animal Orphanage, and Safari Walk.
- Successful Parent Training Programme on Child Welfare and Development.
- Strengthened parent-school collaboration through home visits.
- Successful hosting of the Blume Family and the New River Team.
- Continued promotion of child welfare through school health screening in partnership with Equity Afya.
- Improved learner participation in classroom and co-curricular activities.

- Strengthened collaboration between management, parents, staff, donors, and community partners.
- Continued commitment to providing holistic, child-centred education within the community.

These achievements demonstrate the school's commitment to continuous improvement despite operating within a resource-constrained environment.

14.0 CHALLENGES ENCOUNTERED

Despite the progress made during the reporting period, the school experienced several challenges that require continued attention to support its growth and the delivery of quality education.

The key challenges encountered during the term included:

- Increasing demand for additional teaching and learning materials.
- Growing infrastructure needs due to the increase in learner enrolment.
- Limited classroom space and educational resources to support expanding programmes.
- Increased demand for sponsorship and support for vulnerable learners.
- Rising maintenance needs to ensure a safe, clean, and child-friendly learning environment.
- Continued need to strengthen community partnerships to support holistic learner development.

Management remains committed to addressing these challenges through effective planning, collaboration with stakeholders, prudent resource management, and continuous improvement initiatives.

15.0 RECOMMENDATIONS

To sustain the progress achieved during the second term, Management recommends the following:

1. Continue strengthening partnerships with parents, donors, and community stakeholders.
2. Mobilise additional resources to improve infrastructure and learning facilities.
3. Expand learner sponsorship opportunities for vulnerable children.
4. Invest in additional teaching and learning materials.
5. Strengthen staff capacity through continuous professional development.
6. Increase community outreach and enrolment awareness initiatives.
7. Enhance child health and nutrition programmes through continued collaboration with healthcare partners.

8. Continue promoting holistic education through academic, spiritual, social, and experiential learning programmes.

Implementation of these recommendations will further strengthen the school's ability to deliver quality education and positively impact the lives of children within the community.

16.0 APPRECIATION

Management extends sincere appreciation to the Board of Management, parents, teachers, support staff, learners, volunteers, development partners, and the wider community for their unwavering support throughout the second term.

Special appreciation is extended to the Blume Family, the New River Team, and Equity Afya for their invaluable contribution to learner welfare, community engagement, and the overall growth of Bawa Education Centre.

The commitment, generosity, and collaboration demonstrated by all stakeholders continue to inspire the school's mission of providing accessible, holistic, and quality early childhood education.

17.0 CONCLUSION

The second term of the 2026 academic year has been one of growth, learning, partnership, and resilience.

The achievements realised during the reporting period reflect the collective efforts of the Board of Management, school leadership, staff, parents, learners, volunteers, and development partners. Although challenges remain, the school has continued to make meaningful progress towards its vision of providing holistic, child-centred education that transforms lives and strengthens the community.

As the school closed for the second term on **4 August 2026**, management expresses gratitude for the trust and support received throughout the reporting period and looks forward to an even more impactful third term beginning on **31 August 2026**.

Together, we remain committed to nurturing every child, strengthening every family, and building a brighter future through education.