



SHEKINAH  
CENTER

# Annual REPORT

# 20 24





## Our first graduation – wings of hope

We are thrilled to announce a monumental achievement in our journey – the first-ever graduation of students from our school! This event is a true testament to the hard work, dedication, and resilience of our students, parents, teachers, and community.

The “My School, My Home” approach has been instrumental in fostering this success. We believe that creating an adequate educational environment for students and economic development for their families are crucial for impactful social transformation.

This achievement is not just an academic success but also a collective effort within the community. It is a symbol of hope, a symbol of transformative power through education.

### ***To our beloved graduates:***

“From uncertainty to confident steps, you represent the fight for a good cause, a ultimate conviction that humanity can progress and overcome obstacles. Move forward knowing better than anyone that perseverance is the virtue to achieve your goals!

### ***To our partners:***

Together with all of you, we are shaping a better future for the new generation!

*Thank you for joining us on this amazing journey!*

 **By Micheline BARANDEREKA**  
The founder & CEO





# STRATEGIC VISION

By 2026, access to education for vulnerable children in rural communities supported by Shekinah Center is improved

## VALUES ORGANIZATIONAL

Excellency Participation Respect Integrity Sustainability

## ASSIGNMENT

Ensuring quality education for vulnerable children in rural communities through an integrated approach.

## OVERALL OBJECTIVE



## MAIN ACTIONS TO BE CARRIED OUT

- Establish schools that provide quality education
- Establish a school field system for student catering
- Support pregnant women breastfeeding mothers of students, in the area of reproductive health, nutrition, hygiene and parental responsibility
- Supervising young people and adolescents from Shekinah schools in matters of sexual and reproductive health
- Supplying student's households with drinking water
- Regularly monitor the health of students in Shekinah schools
- Create savings and credit groups for mothers of students in Shekinah schools
- Supporting the education of students through the provision of goats to their families

The holistic approach "My School, My Home" initiated and promoted by Shekinah Center focuses on supporting rural children by providing them with an excellent education while also assisting them in their family life. this holistic aspect generates a socio-educational transformation for the child, taking into account the socio-economic needs of their family and even their community.



- 1 Ensure inclusive and equitable quality education/ gender equality
- 2 End hunger
- 3 Ensure healthy lives and well-being
- 4 Ensure availability and sustainable management of water
- 5 End poverty



# SDGs

## 4 & 5

### QUALITY EDUCATION & GENDER EQUALITY

In rural areas, many girls are forced to prematurely abandon their education due to the poverty that plagues their families. Another significant cause of girls' lack of education is the cultural barriers that minimize the importance of educating girls, leading to forced and early marriages. In this context, the Shekinah Center has raised awareness among parents about the necessity, even the right, of girls to receive an education. At Shekinah School, 60% of students are girls and 40% are boys. This strategy of providing space for girls has promoted their education in rural areas and also protects them from early marriages. Through education, these girls/students at Shekinah School are thriving, preparing a better future not only for themselves but also for their families and even their community.

As Michael Jean, the former Secretary General of La Francophonie, stated in 2018:

“When we invest in girls' education, it has multiplying effects on the girl, the family, and the entire community.”



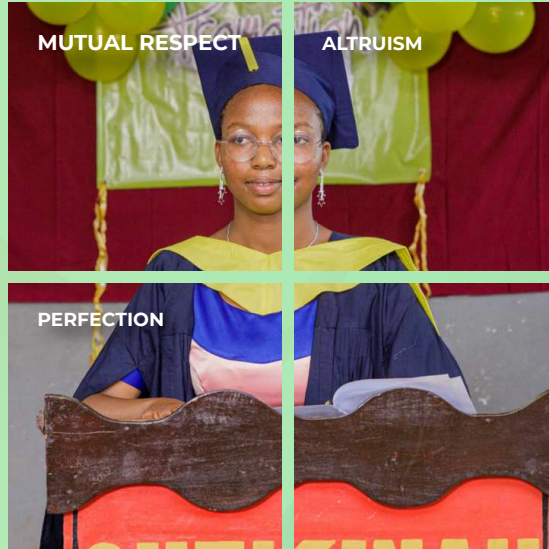


## After 13 years

of schooling, for the first graduating class going to university, here are some testimonials from the young girls who graduated from Shekinah School.



# What i LEARNED



*Cherissa* **ITERITEKA**



*Chanella* **TUYISENGE**



*Aline* **BUKEYENEZA**



*Charlene* **IRAKOZE**



# TEACHERS TRAINING



Nine training sessions for capacity building of teachers have been conducted. Aimed at improving the quality of education, this capacity building has enabled teachers to better meet the needs of students and adapt to pedagogical assessments.

This ongoing training has also contributed to enhancing the professionalism of teachers, motivating them, and helping them feel competent and valued.



The background of the entire page is a photograph of several young children, likely in a school cafeteria, sitting at a table and eating. They are wearing orange shirts. The image is partially covered by a green overlay on the left and a dark grey overlay at the top. The text is placed within these overlays. There are also some decorative wavy lines in yellow and green at the bottom of the page.

# SDGs

## 3

### GOOD HEALTH & WELL-BEING

Given the high rate of malnutrition in Burundi, 52% of children under the age of 5 are affected by malnutrition. Through school meals sourced from school farms, Shekinah contributes to promoting the nutritional health of students. Once a term, medical consultations for students are conducted by a specialist doctor to ensure proper monitoring of nutritional health. During the period from 2023 to 2025, the rate of malnutrition among students decreased by 25%.



# NUTRITIONAL HEALTH

## Number of Meals

**6.833**

MEALS/MONTH

**20.499**

MEALS/TERM

**61.497**

MEALS/YEAR

In line with the goal of combating malnutrition within students' families, the Shekinah Center has initiated the establishment of small gardens within households. This has brought about a change in mindset regarding previous dietary habits. Daily consumption of vegetables promotes good health and contributes to academic success.





# REPRODUCTIVE HEALTH

## REPRODUCTIVE & SEXUAL HEALTH/ YOUTH/ADOLESCENTS (RSH)

Students at Shekinah School have benefited from 27 dialogue sessions on reproductive and sexual health. This effective communication on sexual and reproductive health (SRH) raises awareness among our young adolescents about the risks associated with ignorance and the lack of responsibility among youth. This space provided for young adolescents has also helped prevent issues such as early pregnancies, unsafe abortions, and sexually transmitted diseases, among others. Debates on gender-based violence have also contributed to raising awareness among young adolescents.

Shekinah School has made sanitary pads available for young girls during their menstruation (185 packs of 24 pads each). This is one of the strategies to promote girls' education by addressing the numerous class absences caused by the lack of sanitary pads.





# REPRODUCTIVE & SEXUAL HEALTH/ MOTHERS (RSH)

Shekinah Center organized 26 seminars on reproductive health/family planning, nutrition, and hygiene for 50 pregnant women/mothers of students. Shekinah also provided guidance and support for prenatal and postnatal consultations, as well as assistance during childbirth in a healthcare facility with the help of a qualified person.



## Prenatal and Postnatal Consultation: CPN and CPON

| Consultation | Effective / 50 | %    |
|--------------|----------------|------|
| CPN1         | 50             | 100% |
| CPN1         | 50             | 100% |
| CPN1         | 50             | 100% |
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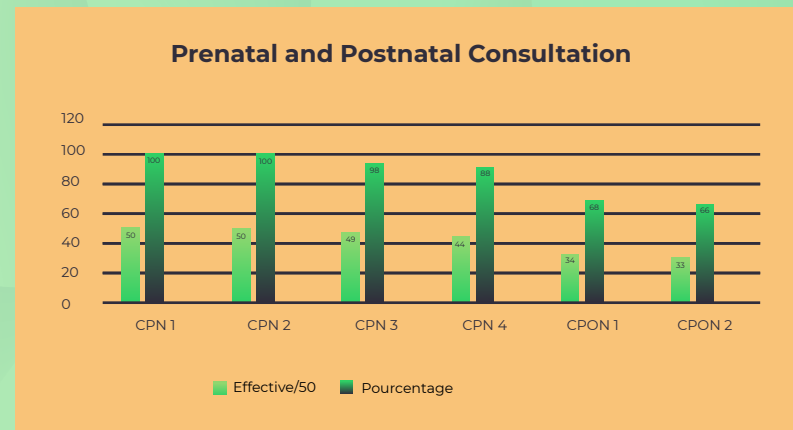


Table N°4 : Laboratory Examination

| Laboratory examination     | Number | Proportion |
|----------------------------|--------|------------|
| 1st laboratory examination | 50     | 100%       |
| 2nd laboratory examination | 36     | 72 %       |



**SDGs**

**1 & 10**

**NO POVERTY  
&  
REDUCED INEQUALITY**





# WOMEN'S GROUPS FOR SAVING AND LOANS

## Training for Women Leaders

Supported by the Shekinah Center program, through various training sessions on Saving and loans Groups, rural women have learned to strengthen their solidarity to increase their incomes. With great determination, the women members of the saving and loans groups have managed to change their lives and those of their families.

12 new women have been trained to lead two new groups.

Numerous impactful testimonials show that this saving and loans activity among women has been a significant socio-economic transformation and a lever for the economic empowerment of women.





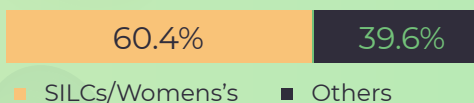
## MANUFACTURE AND SALE OF SOAPS

The production of "INASUKU" soaps is a revenue-generating activity aimed at enhancing the economic empowerment of rural women to meet their own needs and those of their families.

Women have developed skills in soap making and have also established a soap sales business, with the profits supporting the education of their children.

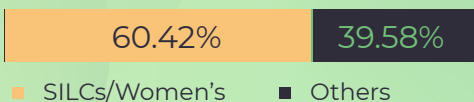
Table/Sales soaps «INASUKU»

| Designation   | Quantity produced and sold | Pourcentage |
|---------------|----------------------------|-------------|
| SILCs/Women's | 22 080                     | 60.4%       |
| Others        | 14 460                     | 39.6%       |



Table/Profits/Ventes savons«INASUKU»

| Designation   | Profits   | Pourcentage |
|---------------|-----------|-------------|
| SILCs/Women's | 1 840 000 | 60.42%      |
| Others        | 1 205 000 | 39.58%      |





# GOAT FARMING

The goat farming initiative started by the Shekinah Center, through the distribution of goat donations via a solidarity chain to each family of Shekinah School students, aims to enhance agricultural yields through manure provided by the goats. This goat farming is also a revenue-generating activity intended to support the education of the students.



Table: Tuition Payments School Year 2023-2024

|   |               |     |
|---|---------------|-----|
| Amount of tuition fees from goat sales                                    | 4 472 500 BIF | 77% |
| Amount of tuition fees paid by the parents of students from other sources | 1 332 500 BIF | 23% |

Graph: Tuition Payments 2023-2024



- 77% of the tuition fees and school materials are covered by the sale of goats by the parents of students.
- 23% of the tuition fees are paid by the parents from other sources.

## Graphical Interpretation

77% of the tuition fees and school materials are covered by the sale of goats by the parents of students.

23% of the tuition fees are paid by the parents from other sources.

The total amount of tuition fees paid (100%) corresponds to BIF 5,805,000.



## SUCCESS STORIES



### **Radegonde NDIHOKUBWAYO**

*Mother of 5 CHILDREN – Martyazo Hill*

I thank the Shekinah Center for its initiative in encouraging me to join the women's saving and Loans group "SILCs."

Initially, I saved 190,000 BIF and requested a loan of 250,000 BIF to purchase a field and grow potatoes. I didn't have enough space to cultivate food for my five children. I had a great harvest, and it was by selling part of the harvest that I was able to repay the entire loan.

In the second phase, I saved 200,000 BIF and took a loan of 400,000 BIF to make bricks to build a decent house for my family. I thank the women in my group who helped transport these bricks close to where our house was to be built. This loan was repaid through the harvest from my potato field.

In the third phase, I saved 370,000 BIF and requested a loan of 600,000 BIF to buy trees. My husband turned these trees into planks. The sale of the planks brought in 1,200,000 BIF, which was used to purchase 52 sheets of roofing. The profits from my savings, along with the capital, were able to pay 520,000 BIF, covering the wages of the workers for the construction of our new house.



In the fourth phase, I saved 400,000 BIF and requested a loan of 560,000 BIF to buy 6 doors and 10 windows for our new home.



My husband, my children, and I are very happy to have a solid house, glad to have more security for our lives, as the straw house was in very poor condition, preventing us from sleeping well at night for fear it might collapse on us.



I am very proud to have initiated this construction project for our house as a woman, proud to have played a significant role in the economic transformation of my family by providing the necessary finances. I want to encourage other women to join saving and loans groups to rise out of their misery. Together, we can transform our lives and those of our families.

### **Alice MUNEZERO**

*Mother of 4 CHILDREN – Bunyange Hill*

I have been a member of a women's saving and loans group for three years. It is through this group that I came up with the idea to produce and sell banana beer called "Isongo" in my native language.

Initially, I saved 115,000 BIF and requested a loan of 250,000 BIF to start my business.



Later, I saved 335,000 BIF and took out a loan of 450,000 BIF to increase the capital of my business.

Today, three years after starting my banana beer sales activity, my capital has grown from 250,000 to 1,400,000 BIF.



With the profits from my small business, I was able to purchase two plots of land to cultivate corn and potatoes.

I am deeply grateful to the Shekinah Center for training me as a woman to improve my life and that of my family.

My husband and my in-laws are proud of me. Since I contribute financially to my household, I feel more valued as a woman and receive more respect. Through my business activities, the education of my four children is secured!

I would like to invite other women who are living in poverty, as I once was, to take courage and join forces with other women to take charge of their destinies.





# HOLISTIC APPROACH “MY SCHOOL, MY HOME”

## IMPACT

**27**

MEETING WITH YOUTH/ SRH  
(YEARS 7, 8, 9, 11, 12 & 13)

**185**

PACKS OF SANITARY PADS

## CAPITAL GROWTH PER VSLA

TWUNGUBUMWE

**533.3%**

TWIZIGIRANE

**165.74%**

TWIZERANE

**71.07%**

DUFATANEMUNDA

**321.30%**

ABANAMARIMWE

**25.4%**

TWITEZIMBERE

**610.25%**

TWIYUNGUNGANYE

**42.58 %**

**350**

STUDENTS

**477**

HOUSEHOLDS  
RECEIVED GOATS

**1020**

HAVE ACCESS  
TO CLEAN WATER

**9**

TEACHERS TRAINING  
SESSIONS FOR  
BUILDING CAPACITY

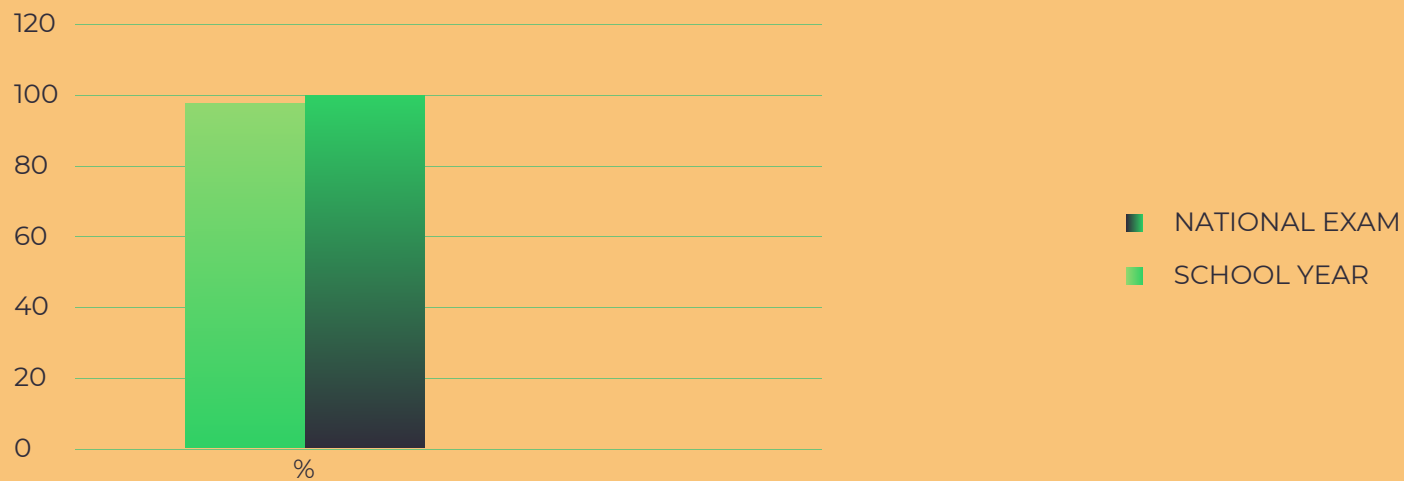
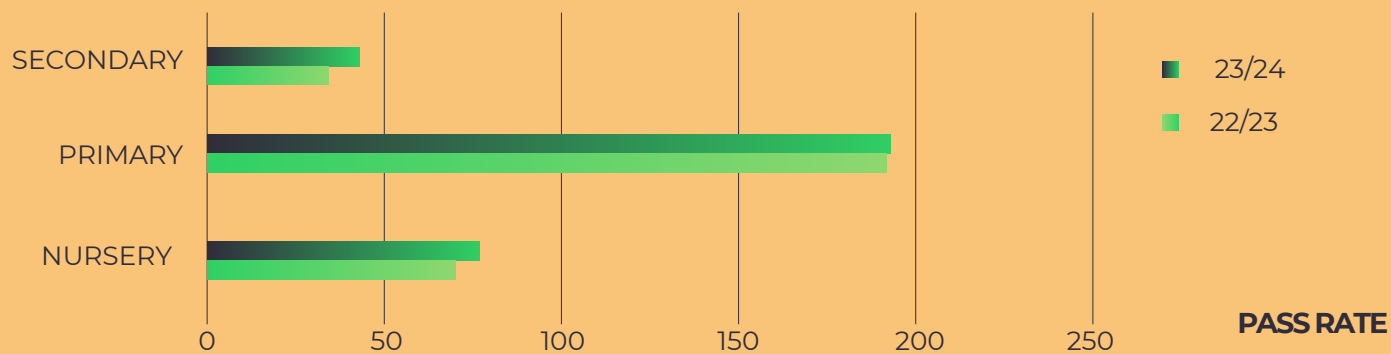
**12**

VSLAs GROUPS  
CREATED



# IMPACT

## STUDENTS ENROLLED





# THANK YOU TO OUR PARTNERS

Ten for One - Daegu Dongshin Korea Church - Segal Family Foundation UNESCO  
- Communities of Hope - Manor Trade - Giving Hands  
Shekinah Center Foundation Canada - Care International - Azurit Foundation - Kwa~Wote  
MasterCard Foundation - Restore Church/UK





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