



COMMUNICATION ON ENGAGEMENT (COE)

PERIOD COVERED BY THIS COMMUNICATION ON ENGAGEMENT

FROM: OCTOBER 2018

TO: OCTOBER 2020

MAKINKD ROAD, THOMPSON ESTATE

P.O. Box 21784-00505, Nairobi.

Tel: +254 (020) 3874950

Email: communications@makinischool.com

Website: <https://www.makinischool.ac.ke/>

PART I. STATEMENT OF CONTINUED SUPPORT BY THE MANAGING DIRECTOR

To our stakeholders:

I am pleased to confirm that with the change of management to ADvTECH, Makini Schools Ltd reaffirms and intends to build on its support to the United Nations Global Compact and its Ten Principles in the areas of Human Rights, Labour, Environment and Anti-Corruption. This is our Communication on Engagement with the United Nations Global Compact. We welcome feedback on its contents.

In this Communication of Engagement, we describe the actions that our organization has taken to support the UN Global Compact and its Principles as suggested for an organization like ours. We also commit to sharing this information with our stakeholders using our primary channels of communication.

Sincerely yours,

Martin Sharman
Managing Director
Makini Schools

PART II. DESCRIPTION OF ACTIONS



Actions our organization has taken in support of the Global Compact during the global pandemic.

1. HUMAN RIGHTS

i. In reference to the Convention on the Rights of the Child (CRC) article 3, we have developed and implemented a comprehensive child policy. We have been committed to ensuring that our learners and staff have a safe learning environment even during the global pandemic. This has been achieved by:

1. Ensuring internet safety and continuation of learning through our e-learning enrichment programme for every child has a right to education even during a global pandemic.
2. Supporting our learners under our scholarship by buying the necessary tools for our e-learning programme.
3. Providing pastoral activities, counselling and financial support to learners, staff and parents as we successfully transitioned to the new and next normal.
4. Created an inclusive e-learning timetable for the younger pre-primary learners that accommodated the parents free time guarantee all learners were attended to with their parents for a smooth learning environment.

PART II. DESCRIPTION OF ACTIONS



Actions our organization has taken in support of the Global Compact during the global pandemic.

1. HUMAN RIGHTS (Continuation)

- 5.Created a learner-centred programme allowing our learners to learn more on enriching their skills even as they prepared for the upcoming contact-based learning and examination.
- 6.To ensure access control we purchased thermo guns and temperature scanners for temperature check at all points of entry. This is currently managed by security.
- 7.Stationed screening tents in all points of entry to record visitor's temperature.
- 8.Installation of Signage - COVID-19 conditions of entry (No entry without face mask/temperature check.

Actions our organization has taken in support of the Global Compact during the global pandemic.

1. HUMAN RIGHTS (Continuation)

ii. In reference to the CRC article 13 & 14, at Makini Schools each child is free to practise his or her faith and to express their opinions without fear of discrimination or punishment. We achieve this:

- By providing religious education for both Christians and Muslims.
- Having cultural days where children get to appreciate each other's culture and belief systems, without feeling the need to compromise their own.
- Makini learners prepare their own assemblies with the journalism clubs, where they exercise their freedom of expression with respect for one another.

PART II. DESCRIPTION OF ACTIONS



Actions our organization has taken in support of the Global Compact during the global pandemic.

1. HUMAN RIGHTS (Continuation)

iii. In reference to the CRC article 17 we have:

- Fully equipped computer labs.
- Well-stocked libraries.
- An internet safety policy to protect the children from injurious information.
- MakerSpace & introduction to Robotics.
- Ensuring internet safety during our e-learning enrichment programme for every child has a right to education even during a global pandemic.
- Engagement with parents and learners about their experience and sharing information through webinars.

PART II. DESCRIPTION OF ACTIONS



Actions our organization has taken in support of the Global Compact during the global pandemic.

1. HUMAN RIGHTS (Continuation)

iv. In reference to the CRC article 29(a) and 31, we believe it is important that every child has access to a rich and varied co-curricular offer. We offer a broad range of activities and have increased the number of activities included in the school fees e.g., jump rope, chess, swimming and hula-hoop.

We are using the following principles to guide what we offer:

Access – all students should have access to a broad range of activities within the school fees.

Progress – all activities should enable students to make visible progress.

Quality – all activities should be quality assured.

PART II. DESCRIPTION OF ACTIONS



Actions our organization has taken in support of the Global Compact during the global pandemic.

2. LABOUR

- Makini Schools creates a safe working environment by having proper job descriptions and job specifications based on qualifications, competency and experience.
- All staff are handled equally and fairly and there is no favoritism or discrimination.
- In normal situations, the school has produced good measures to motivate and retain staff. These include having reasonable monthly earning paid on time, medical benefits, school fees benefit and provision of meals. The staff feel obligated to give their all and develop a sense of belonging to continue being a dedicated employee at the school.
- We made a deliberate obligation to retain all staff during the global pandemic even though school operation was not to full capacity. Essential staff who were helping or engaged in the online learning platform would receive a pay cut on their normal salary to aid and sustain and them in reward them for whatever services they provided. We ensured that they received our full support during e-learning by providing the necessary tools such as bundles and laptops to our educators.
- The other set of staff who not required to be physically present in the school or involved in the online learning platform were put on unpaid leave, but nevertheless, the school provided a minimal upkeep allowance just for food and other sustenance expense like rent for the whole period.

PART II. DESCRIPTION OF ACTIONS



Actions our organization has taken in support of the Global Compact during the global pandemic.

3. ENVIRONMENT

- In line with the new Competency Based Curriculum, learners took part in market clean-up
- Tree planting in Amboseli
- Food caravan initiative
- Children home visit
- Prison visit
- President's Award projects
- Waste management education programme in partnership with KOEE
- Thought leadership pieces creating awareness on the environment and community surrounding

PART II. DESCRIPTION OF ACTIONS



Actions our organization has taken in support of the Global Compact during the global pandemic.

4. ANTI-CORRUPTION

- Installation of specific email addresses to deal with any form of compliance from clients.
- Installation of the school ticketing portal to ease payment and enquiries from clients curbing incompetency and any form of corruption.
- Our procurement services are fairly conducted with a minimum of three quotations presented and consideration given to the business practices of the supplier.
- We have successfully eliminated 90% of paper-based transaction and have moved to digital banking.
- A clearer budgeting and sign off process has been implemented.

PART III. MEASUREMENT OF OUTCOMES



Most relevant qualitative and/or quantitative indicators to measure the outcome of the activities described in Part II above

1. HUMAN RIGHTS

- i. With the ongoing implementation of the child and updated occupational safety policy we will achieve:
 - Ensuring internet safety during our e-learning programmes and contact-based learning for every child has a right to education and information even during a global pandemic.
 - Providing support and the relevant tools in counselling to equip our learners and staff mental health.
 - Our pastoral care team continue to support our learners, staff, and parents as we successfully transition to this new normal and we have achieved particularly good results in both KCPE and KCSE through it as our learners continue to show progress in their learning.
 - Hygiene will always be a top priority even post-Covid-19 ensuring the placement of sinks and running water are well maintained regularly.
 - Our resources of signage info packs on safety protocol will always be accessible and up to date.
 - Counsellors will be equipped to assist a victim of bullying and to assist in rehabilitating those who bully others.

PART III. MEASUREMENT OF OUTCOMES



Most relevant qualitative and/or quantitative indicators to measure the outcome of the activities described in Part II above

1. HUMAN RIGHTS (Continuation)

- ii. Following the safety protocols as per the government's directive during the pandemic;
 - No alarming Covid concerns were reported, and the environment remained safe for all.
 - Placement of sinks in their designated areas with running water at all times encouraging all learners and staff to feel well taken care of.
- iii. Sharing communication materials that demonstrates diversity and promotes tolerance.

We are known for being a school that is family hence the common phrase 'the Makini family.' The warm relationships make the learning and working environment healthy and productive.

PART III. MEASUREMENT OF OUTCOMES



Most relevant qualitative and/or quantitative indicators to measure the outcome of the activities described in Part II above

1. HUMAN RIGHTS (Continuation)

- iv. Makini learners are up to date with global affairs and can make moral judgements on issues that affect humanity and their learning. They are able to carry out their projects at high quality due to the access to information they have, but without worry that their freedom to access information will injure them – we have not had any reported cases of injurious information being accessed in the school.
- v. Students have openly taken part in sharing their articles, fears and solutions towards the global pandemic through writing of books for all young children to feel inclusive, podcasts and blogs.
- vi. Makini learners have been able to nurture their talents at a competitive level, making it to international tournaments. Their talents have enabled them to attain scholarships and access global opportunities and cultural exchanges.

PART III. MEASUREMENT OF OUTCOMES



Most relevant qualitative and/or quantitative indicators to measure the outcome of the activities described in Part II above

2. LABOUR

- Implementing the retention of all our employees resulted to cheerful and rejuvenated staff ready for to work despite the challenges and harrowing experiences they may have gone through during the pandemic period.
- Providing support and tools for effective online teaching environment encouraged our staff to learn more about the digital space which was enjoyable even to our learners and parents.
- Equal and fairly treatment of our employees has brought and continues to bring a sense of togetherness and identity amongst all the staff.

PART III. MEASUREMENT OF OUTCOMES



Most relevant qualitative and/or quantitative indicators to measure the outcome of the activities described in Part II above

3. ENVIRONMENT

- Our children, via the various environmental and community service activities and through the President's Award scheme, have demonstrated an innate interest in community affairs, a sense of empathy and concern for their surroundings. They have also kept their learning environment clean and have taken initiative to make their surroundings greener. E.g., planting of trees and massive clean-up of the Ngong Forest.
- Through their efforts, Makini School students received their Gold Award Certificates from the President of the Republic of Kenya, who is also the Patron of the President's Award Programme.
- Food caravan Initiative by learners by providing food and additional necessary items via a Food Caravan to the marginalized areas in Kenya in partnership with Kenya Red Cross and Caritas Nairobi. This has resulted to successful community projects in Children Homes and Prisons.
- The Competency Based Curriculum has provided an intensive understanding in taking care of our community and environment through activities such as market clean ups, pottery, protecting our water sources, being a helping hand at home with light chores and to those around you when in need through home visits.

PART III. MEASUREMENT OF OUTCOMES



Most relevant qualitative and/or quantitative indicators to measure the outcome of the activities described in Part II above

3. ENVIRONMENT (Continuation)

- Thought Leadership pieces from our learners about the environment has created more awareness in promoting environmental and community responsibility. This has been achieved far and wide not only physically but using the digital space as well through sharing of information, daily expressions such as inspiration Tuesdays through our social media platforms and thought leadership articles.
- Waste management projects in partnership with Mr. Green Africa and Kenya Organization Environmental Education (KOEE) has brought forth environmental awareness amongst our learners. This is through taking initiative in campaigns and projects such as Green Apple which allows them to make measurable change towards their environment. It has also resulted in differentiating specific wastes made easier by the donation of 12 litter bins by KOEE, labelled to cater for different wastes in the school premises.

PART III. MEASUREMENT OF OUTCOMES



Most relevant qualitative and/or quantitative indicators to measure the outcome of the activities described in Part II above

4. ANTI-CORRUPTION

- Higher levels of transparency in how we conduct our business and finances, better record keeping and more accurate reporting.
- Reduced misallocation of school funds.



Email Address

communicationsemakinischool.com



Telephone Number

+254 (020) 3874950



Website

<https://www.makinischool.ac.ke/>

Makini Schools

Preschool | Primary | High