ST ANDREW'S SCHOOL, TURI, KENYA

Seeking the Highest since 1931

# ST ANDREW'S BURSARY

In 7 years St Andrew's School, Turi, will be mark 100 years of existence. Indeed, many have walked through the doors of the school and carried on the spirit of Turi to different parts of the world.

St Andrew's has over the years cemented its place in academic dominance in the region while simultaneously 'Seeking the Highest' for pupils in all areas of development.

Over the years, the school has given back to the community by supporting community initiatives as well as initiating and running others that contribute to the uplifting of its members in big and small ways. These initiatives have received support from the student body, staff members and parents.

The proposal below summarizes the possibility of strengthening our community development efforts by supporting individuals directly by giving them the Turi experience both through education and personal development.

A Turi education will definitely provide them the opportunity for academic success leading to future career success.

## Social impact: Putting our resources, networks and ethos into it

The Turi bursary programme has historically awarded beneficiaries a percentage "discount" on school fees.

While the programme has had a notable level of success, the beneficiaries have mostly been students who are able to afford a % of St Andrew's fees and not on providing financial and academic support to needy top scholars.

The proposal below involves awarding a bursary to a selection of children from needy families in the future; we propose to start with a pilot for 1 child, starting in 2023-2024.

## Social impact: positive impact and possible challenges

The benefits are clear. "If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime." A good education is the basis for success for every child, rich and poor. To give a child the opportunity to avail of St Andrew's education is to give that child a chance to find the path to a successful life through education.

But are there any downsides? Concerns have been raised on the possibility of socially hurting a child by taking them out of their economically challenged environment during school time and immersing them in the luxuries of St Andrew's and exposing them to the privileges of our students... and then sending them back home during holidays where they clearly feel the socio-economic differences. Would we not create an identity crisis this way?
We can draw not only from the experience of similar programmes like the

MPESA Foundation Academy, but also from the experience of 1 of our newly graduated students: Lawrence (born and raised in the slums of Nairobi, his St Andrew's education was sponsored by a private benefactor and scholarships). Both sources show that the opportunities offered are unimaginably valuable and that, at the same time, students are very good at differentiating between life as it is at home and life as it is at school. The separation is obvious to them, not traumatic, rather motivating and stimulating.

In addition, studies (e.g. by Tony Jack) show that the 'privileged poor' (poor students who went to private high schools) are more likely to be successful at university compared to the 'doubly disadvantaged' (poor students who went to public schools) ones. Because the former group is familiar with the necessary vocabulary and social manners.

Conclusion: Giving children from poor socio-economic backgrounds the opportunity to study at St Andrew's has a clear life-changing potential, this while the child is more likely to gain social benefits rather than suffer social-emotional damage.

## In it for the long haul: What next after senior school?

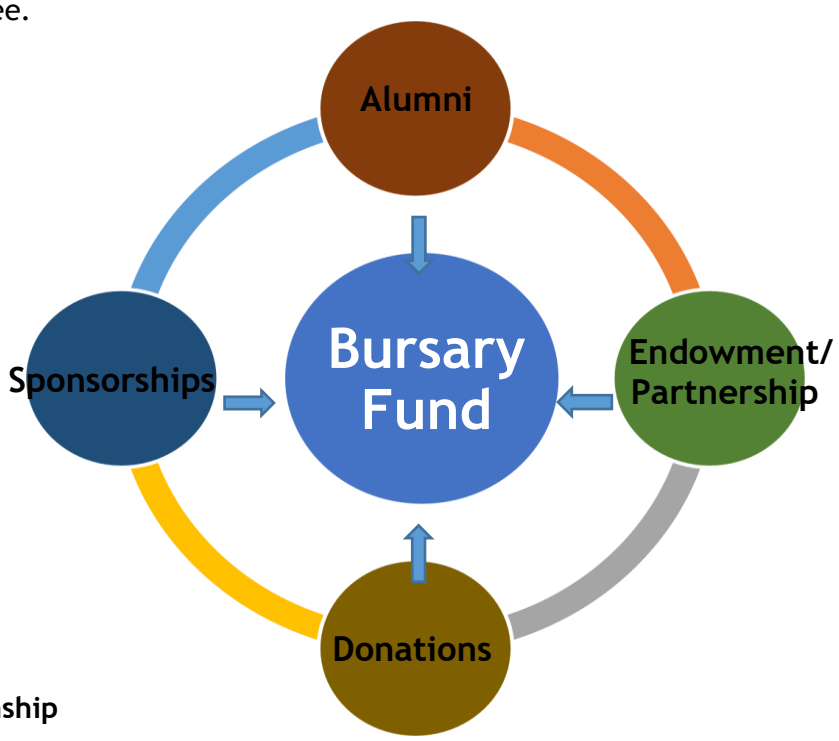
If we do offer children the chance to get quality high school education, we must realise that it should not stop there. We must also make sure that these students can also study at university, otherwise we are giving them a taste of what their potential in life could be without giving them the opportunity to realise that potential fully. This could, of course, include a university education in Kenya. Finding scholarships (privately, through the universities themselves, or in extreme need through our own funds) for these university studies requires attention.

## SUSTAINABILITY

1. Fund Streams
2. Guardianship

### Fund Streams

Realised from a consortium of various fund raising activities; each supported by it's specific committee members & champions, who report to the School's Bursary committee.




### Guardianship

Stewards tasked to support the detailed life cycle of the bursary process from community needs assessment to alumni accountability.

