History and Background
Where did the idea for Corner of Hope come from?

Work in Kenya had been ongoing since 1974

- 3 National Training Centres in Kenya
- A Kenyan Teacher Trainer in Nakuru
Montessori Education is about:

• building communities in which each individual contributes to the well being of the whole

• respecting every human being and valuing who they are: their potential and their culture

• preparing environments that allow human beings to do things for themselves
The initiative is guided by these values and principles:

- **building trust**, acting with **respect and honesty**, **integrity and humility**
- **developing independence** and the power of decision making in their lives and in their community
- **building skills and knowledge through action**
- **building self motivation through achievement**
- **staying focused; being constant**
- **allowing everything to move at its own pace**
- **being friendly with mistakes**
- **communicating clearly** at every level
It is a pilot project to show how Montessori Teacher Training and Schools can be delivered to the most vulnerable communities such as those in refugee, transit and IDP Camps.

Its aim is to promote:

- **self-reliance** not **dependence**,
- **community** not **school**,
- **self ownership** and **self determination**,
- **dignity** and **self worth**

Which all play an important role in overcoming the effects of trauma experienced by the inhabitants of the camps and/or transient communities.
Working with the Community

Building Trust
Building Skills – Building Trust

The Construction Team
Building Trust - Building Skills

The Teachers
“I am Samwel Kuria a Director in Corner of Hope. It is with my sincere pleasure that I want to thank you for your great concern to this community in general and me in particular. My vision was past tense before I met you, but now I have a future. Thanks for your tender care you’ve given me an ability to change lives. May the blessings and tranquility flood your life. Thanks”.

Sent from my Nokia Phone - 3rd October 2012
What to Wear?
What to Eat?
Preparing Environments

School
my name is joyce
bell
egg
bag
book
book
girl
girl
boy
boy
six
seven
pen
seven
web
sufuna
kitala
kitabu
“You have helped us to see that even though our beginning was very bitter something sweet has been produced. At least we can see that there is hope in education and our children will have a bright future at the end of the day”.

Margaret Nyamburu, mother of one of the children.
Preparing Environments

HOMES
Project Objectives

• Create a school for 520 children within the IDP Camp
  Over 1,000 children have passed through the school

• Train 40 teachers with sufficient knowledge to work in other schools
  Over 90 teachers trained and in training at 3-6 and 6-12 levels

• Train 4 Mentor teachers with the ability to duplicate the project
  2 mentors trained, and 4 more in training for new sites (Kisima and Samburu)

• Build a shelter for the school with a wider community purpose
  Beautiful, simple school, skilled labour, central focus of hope in the community

• Provide nutrition for the children and the teachers
  Children and teachers healthy, teachers salaried and housed

• Stimulate enterprise and impart knowledge in respect of the local manufacture of
  educational puzzles, uniforms, knitwear, furniture and bricks.
  Ongoing - skills taught, professional workshop and cooperative to be established
Project Objectives

- Engage local community in all aspects of the process
  Community Engaged

- Provide a model for government and NGO analysis
  In process, only just starting to replicate in Kisima

- Seed similar projects in other IDP/Transit Camps/Nomadic
  Only just beginning… Samburu nomadic school

All construction, organising, teaching, sewing, knitting carpentry to be done by the ‘camp’ inhabitants with only a small amount of external expertise.
Achieved
WHAT HAPPENED NEXT?
ONGOING CAPACITY ENHANCEMENT
JOYFUL CHILDREN

JOYFUL TEACHERS

SELF RELIANT, DIGNIFIED, ENABLED, EMPOWERED
SAMBURU
The Matalai Foundation

Using radical methodology and the latest technical innovations to catalyze sustainable community, protect cultural integrity and preserve wildlife

May, 2018
We work with indigenous communities to build and operate *cultural community hubs (centers)* that integrate *five key life pillars* that are critical to a sustainable and vibrant local society:

1. **Education**: Developing and delivering Montessori pedagogy to serve both nomadic and centralized communities; Providing additional adult skills and literacy courses

2. **Water**: Creating safe, clean water sources using latest clean-tech innovations

3. **Energy**: Building new systems in renewable energy through micro-grid solar power technologies

4. **Communications**: Building capability for remote, satellite-powered reliable and affordable internet connectivity; curating online learning content tailored to learning goals identified by the community

5. **Health**: Providing affordable healthcare and clinics through NGO partnerships; Leveraging new technologies in sustainable food production through containerized vertical farms
MONTESSORI FOR KENYA
Scope of Montessori work in Kenya is increasing

More interest in support for Training, teachers, quality environments

Need to consolidate all Montessori work under one body - One stop centre for Montessori needs

Voice for lobbying to the Government

MFK to act as Regional Body
“All humanity that works for the common good, even though it may be unaware of it, is creating the new world that must be the world of peace.”

- Maria Montessori, *Education and Peace*
Thank You and God Bless You:
Your questions and comments.............