OPPORTUNITY EDUFINANCE

Education Quality Program

Case Study:

Brightburn School, Kenya

Ms. Florence Oyoo, school leader, established the **Brightburn School in Kabiria, Kenya,** in 2009. She began with two teachers, who taught four siblings. However, the school's growth was beyond expectations. By the end of the first term, the enrollment had risen to 40, and by the end of the first year, there were 80 enrolled learners from nursery to class 3.

Before starting the school, Ms. Oyoo had a strong reputation as a teacher with excellent relationships with parents in the community. **She secured a school development loan of KHS.500,000 from Musoni Microfinance, which she used to build additional classrooms as the learner population grew. Later, she obtained loans from EdPartners and Equity Bank, totaling KES.2 million, which went towards leasing the current school premises and enhancing the school's infrastructure.**

Ms. Oyoo was introduced to the EduQuality program by Musoni Microfinance. The EduQuality program provided **School Leadership Professional Development (SLPD**) training, which Ms. Oyoo attended. **This training aimed to nurture and strengthen school management and leadership skills**. During the training, she participated in Parent and Community Engagement sessions, where she learned various strategies for school fee collection and payment. The Overcoming Barriers to Parent Engagement session shared practical examples, leading to positive changes in staff interaction with parents and improved overall engagement of the learners.

School Leader
Ms. Florence Oyoo

Financial Institution
Musoni Microfinance, EdPartners & Equity Bank

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Some teachers at Brightburn School also underwent **Teacher Mentor Professional Development (TMPD)** training for three years. **This training followed a training-of-trainers model and emphasized the importance of professional development for teachers.** As a result, the school observed a significant shift in teachers' mindsets, with more friendly attitudes motivating the students to attend school.

To introduce the list of priorities, Ms. Oyoo consulted with a committee comprising teachers and the chair of the PTA. **Timely fee collection, parent and community engagement, and staff engagement and retention were recognized as the top priorities.** To boost teacher retention, she restructured the organization and promoted some teachers to leadership roles while ensuring fair salary scales for all teachers.

For increased parent participation, Ms. Oyoo encouraged meetings with parents and shared the school's agenda to enhance engagement**. As a result of her efforts, the school achieved 100% fee collection every term.** Moreover, the school promoted female attendance by constructing sufficient bathroom facilities for girls and providing them with sanitary products at school.

Through the EduQuality program, SLPD and TMPD training improved staff-parent interactions and teacher engagement. Prioritizing fee collection and parent engagement ensured financial stability and strong support. Ms. Oyoo's initiatives for female attendance promoted inclusivity and gender equality, making Brightburn School an exemplary educational institution in the community.

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