



KENYA PROJECT PARTNERSHIP

## Annual Report 2006



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COMPANIES HOUSE 09/11/2006

*On behalf of the board of trustees:*

*Jon Foster*

TRUSTEE  
8/11/06.

Company Number: 0497 0135

Charity Number: 1104888

# KPP Annual Report

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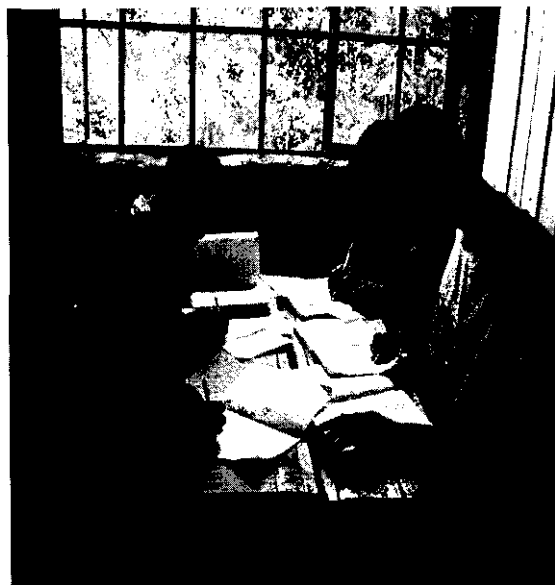
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OB 8/11/06.

# Overview & Foreword

On behalf of the Trustees:  
Jon Foster TRUSTEE 8/11/06



## A Note from Peter Nyamoko Chairman of the Head Teachers' Committee

On the behalf of the Head Teachers Committee in Kenya, I salute the entire Kenya Project Partnership Committee in the UK, the previous and future Project Workers, and the UK donors for all the work the Project has done for the children in our schools in Kenya. Your aim and mission statement have proven ideal to the situation and your participation in schools. The schools are now fairly equipped with a solid resource base, and benefit from the wider programmes such as Health Education and Sports.

I welcome you to the year 2006. KCSE results and enrolment in our schools are expected to rise again this year, but the year is also expected to come with its challenges. My appeal to both the UK and Kenyan Committee to respond by doubling our efforts – so that the KPP mission, aim and vision are achieved. I am proud that all the funds received from donors in the UK are diligently transparently and economically utilized here in Kenya to the benefits of the children in our remote schools.

Finally, I want you to come at KPP once more with renewed energy, focus and expectations as evidenced in the activities of our Chris Trimble.

Tigara buya.  
Mbuya mono,

Nyamoko, M. Peter



## A Note from Chris Trimble Chairman of the Kenya Project Partnership UK

It's with great pleasure we launch our 2006 Annual Report. It's been another action packed, exciting and challenging year for the Project. Through this report, we hope we can tell you a little bit about who we are and what we've been doing.

As the KPP, our role is to link talented and passionate students from Cambridge and Oxford Universities to rural secondary schools in Kenya. We hope by working in partnership with schools we can make a lasting difference to the access to and quality of education in rural Kenya. We also hope to inspire our volunteers into a career in development. And in a small way, we hope

we can contribute to the huge global effort required to Make Poverty History.

What makes our project special is our 'secret ingredient' we call KP Love: many of us are captured by the unique experience of working and living in rural Kenya, and the friendships we build with local Kenyans and with other volunteers. The KP family has grown to a network of over 70 volunteers – a unique blend of students and young professionals, spanning six countries and three continents!

KP Love was so high in 2004 that we were able to send a team of over 40 volunteers – the largest team we have ever sent. This gave us the ability to achieve exciting results. Alongside delivering over £15,000 of resources, running a second Project-wide sports day and second mathematics competition in all 17 schools, we used this capacity to build our research.

Most notably, we've kick-started a culture of monitoring and evaluation within the Project – helping us better assess our own performance and enable informed decisions. We made significant progress developing our new workstreams, including our post education opportunities initiative, gaining an accurate picture of the wide ranging opportunities available for students when they leave school.

In opening this report, I want to thank and acknowledge again the fantastic commitment demonstrated by our team of volunteers – the Project Workers, the Undergraduate Committees, the Graduate Workstream leads and the Steering Committee. I also want to pay special thanks to the ongoing support and generosity of our donors, without whom none of these achievements would be possible.

May 2006 be as blessed as 2005!

Chris Trimble

JB 8/11/06

## Mission Statement

The Kenya Project Partnership is committed to improving the education of secondary students in rural Kenya. Working in close partnership with schools, we help build capacity to provide quality education, primarily through investment in essential resources. By providing a unique opportunity to experience life in a very different culture, we hope we can inspire passionate and talented UK students to commit to making poverty history.

## KPP in a Nutshell

The KPP works with schools in Kisii, in south-west Kenya. We recruit twenty students every summer from UK universities, and send them to Kenyan secondary schools to purchase resources. These resources are installed in schools to improve the standard of education received by the 2000+ Kenyan students that we work with. This year, we are also working on a pilot teacher training programme, which will improve the quality of education delivered to our students, developing their opportunities and enhancing their quality of life.

### Our Aims in Kenya

Work in direct partnership with schools to help increase the opportunities for young people to access good quality secondary education.

Invest in each partner school, to build its capacity for delivering quality education and achieving sustainable self-led growth, primarily through a programme of tailored resource investment and training.

Identify and select schools with greatest potential to benefit from our programme, typically in areas with low access to education and high potential for growth.

Connect schools and students with exciting opportunities, for example by catalyzing partnerships between schools and:

- (1) existing service providers for specific education issues
- (2) the Ministry of Education
- (3) local businesses.

### Our Aims in UK

Offer a unique opportunity to talented UK students to live and work in a developing country.

Promote young people's understanding of the realities of the challenges facing developing countries.

Deliver a high-class training programme that enables volunteers to maximize their beneficial impact in Kenyan schools, in tandem with their opportunities for personal development.

Mobilize the skills and enthusiasm of students and young professionals, and give young people the opportunity to be involved in all aspects of the running of a charity.

# 2005 Overview

On behalf of the trustees:

Jon Barker

8/11/06

2005 has seen an even greater focus on delivering value in Kenya

## Progress in Schools

The Kenya Project Partnership successfully completed work with 5 schools in 2005, and we look forward to taking on 5 more in 2006! Also in 2005, 20 student volunteers from the UK visited 10 KPP schools, each volunteer meeting their fundraising targets, investing their funds in the schools' resources. Thanks to the work of a strong research team in Kenya this summer, we have also streamlined data collection process in order that we can more closely monitor our impact in schools.

## Improvements to Volunteer Management

Our very strong volunteer base has again enabled us to keep costs to a bare minimum in 2005/6, ensuring we maximise the money we can pass to Kenyan schools. However this comes with challenges – coordinating the efforts of over 60 volunteers is especially difficult when everybody has full time commitments elsewhere. The introduction of our Online Document Management system, donated by Scottish IT firm, Vizibility, has supported our drive to work effectively and is greatly improving our remote working. This year we will consolidate these improvements.

## Health & HIV training

In 2005 each KPP school received peer and teacher training on HIV AIDS and health issues. A residential programme in Kisii gave essential health education training, materials and support to schools in order for them to set up health clubs within schools. This programme is currently undergoing monitoring and evaluation. In 2006, this work on Health Training will be continued by Project Workers as part of the holistic school support programme.

## Development of a holistic school support programme

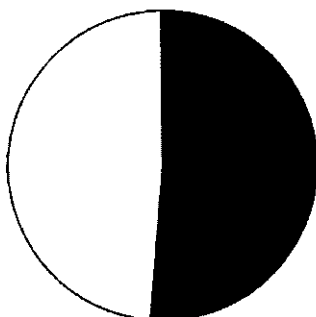
We have restructured our Project Worker delivery programme, to allow volunteers to help schools implement programmes of health education, post education opportunities, girls' education, school management support and sports. Each school will choose which programmes to focus on. Project Workers who have been trained in each specific area will then help the schools establish these programmes. The joint Project-Worker- and Head-Teacher-led programmes ensure that the schools receive targeted and consistent help in areas which will broaden their capabilities and capacity for delivering a rounded education.

## Resource Highlights

In 2005, 20 Project Workers raised over £40,000, alongside over £6,000 raised centrally. With this money the Project Workers travelled to Kenya and worked with their partner schools to source textbooks and core equipment for their science laboratories.

### Over £7,300 on textbooks:

Textbooks are an essential resource for the students, who would otherwise have to share one book between many. The shortage makes studying and revising for exams really difficult, and catching up with missed lessons almost impossible. The KPP places great importance on Books and they are a priority resource in our buying strategy.



### Over £4,900 on science equipment:

Like books, science equipment is a scarce resource, yet students are expected to conduct experiments during their exams. Many students have not ever practiced an experiment for themselves before they reach the exam room, so laboratory equipment is also an essential resource.

### Over £2,800 on other equipment:

including sports equipment, desks, chairs and water systems. Water systems and other permanent furniture such as desks ensure that the classroom and the school is more than just a room or a building; it becomes a practical centre for learning.

AB 8/11/06

On behalf of the trustees:

## KPP in Kenya

*Jon Barker*

8/11/06

### Why Kisii, Why Kenya?

Kenya is one of the poorest countries in the world, ranked by the United Nation's Human Development report in 2005 as 154<sup>th</sup> out of 177. The country infrastructure is underdeveloped, with 70% of the population living without electricity in a climate of extreme economic inequality. Over half of Kenya's population (58.3%) lives on less than \$2 per person per day. These aspects of poverty are nowhere more apparent than in the rural areas.

This poverty is also reflected in measures of health, and healthcare in rural areas is particularly poor. Child mortality is high: of every 1,000 children born in Kenya, 123 do not live to see their fifth birthday. 43.1% of Kenya's population is less than fifteen years old. With such a large proportion of young people, education offers a great opportunity: Kenya's young people are potentially a 'leading edge' for the country's development. To invest in education is to invest in the future of the children of Kenya.

We work in a rural region of Kenya – Kisii. Kisii is located in the highlands of South West Kenya, close to Lake Victoria. The region is densely populated and intensively farmed. Like other rural areas in Kenya, the Kisii region faces some major challenges, including a lack of infrastructure and economic development. However, whilst Kisii is poor and under-resourced, there are factors which make it an excellent area for us to work. Kisii is in a safe and stable region of Kenya, providing peaceful and steady conditions. Furthermore, unlike some regions in Kenya, Kisii is not facing a food security crisis: Kisii is an area of highly fertile land, which provides its population with a good supply of food. This absence of emergency conditions makes for a strong platform for investment in secondary education.

### Why Secondary Schools?

While significant challenges remain, progress has been made in primary education in recent years, both worldwide and in Kenya specifically. The Millennium Development Goals set the target of Universal Primary Education by 2015, and a free primary education policy was introduced in Kenya in 2003. Yet a huge gap remains so far as secondary is concerned. Whilst secondary education is universally recognised as a crucial component of development for individuals, and for communities, in Kenya only 24% of girls and 25% of boys of secondary school age are actually in secondary school.

Many of the problems we observe are symptomatic of there having been no concerted, coordinated effort to improve secondary education. Most rural schools are not government-established, but were set up by the local communities (Harambee Schools) and have later registered with the government. They consequently receive insufficient support and funding: often only a few trained teachers and limited scholarship money. Funds for teachers' salaries are therefore supplemented by secondary school fees, paid by the students.

Due to a plethora of small, under-funded schools manned by mostly unqualified teachers, there is a real lack of *quality* education in most rural areas. The schools we work with in Kisii are no exception.



*JB 8/11/06*

## The Typical Disadvantaged Rural School in Kisii

Though there is usually an infrastructure of classrooms and teachers, teachers and students are expected to teach and pass a curriculum with utterly inadequate resources and training. This creates huge challenges:

**Limited Books:** through all four years of secondary school, students rarely have access to textbooks. Generally there is one core text book per subject, used only by the teacher.

**Limited Science Equipment:** science practicals are a mandatory component of the national examinations, yet many students will only have had the opportunity to watch experiments prior to their exams, and will never have conducted them.

**Delayed Progression:** to progress to the next year in a Kenyan school, students must first pass exams from their current year. However, exams happen at harvest time, with many students being taken out of school to help. If there is a long walk between school and home, a child will often not return to school after lunch, which frequently leaves schools half-empty after 1pm. This contributes to considerable repetition of school grades by many students; in some of the schools we work with, there are students as old as 25.

**Gender Inequalities:** in most rural families, there remains a clear preference towards educating boys, while the largely patriarchal society often leads to girls being overlooked in class. Teenage pregnancy is also common in rural Kisii, and can lead to girls being forced to leave education prematurely.

**Unqualified Teachers:** many teachers employed by the school's Board of Governors are unqualified and untrained.

**Lack of Management Expertise:** many Head Teachers have not had the opportunity to develop the basic skills required to successfully manage a school. Many Boards of Governors provide little active leadership to their schools.

*Secondary education is important for economic growth and plays a crucial role in the socialisation of young people and in targeting youth at risk, as well as yielding considerable private returns. It provides young people with the opportunity to acquire attitudes, skills and competencies that are needed in the labour market and which promote greater civil participation and support further self-development. In order to realise these benefits, boys and girls should share equally in opportunities to participate in secondary education.*

UNESCO Global Education Digest  
2005, pp.7-8

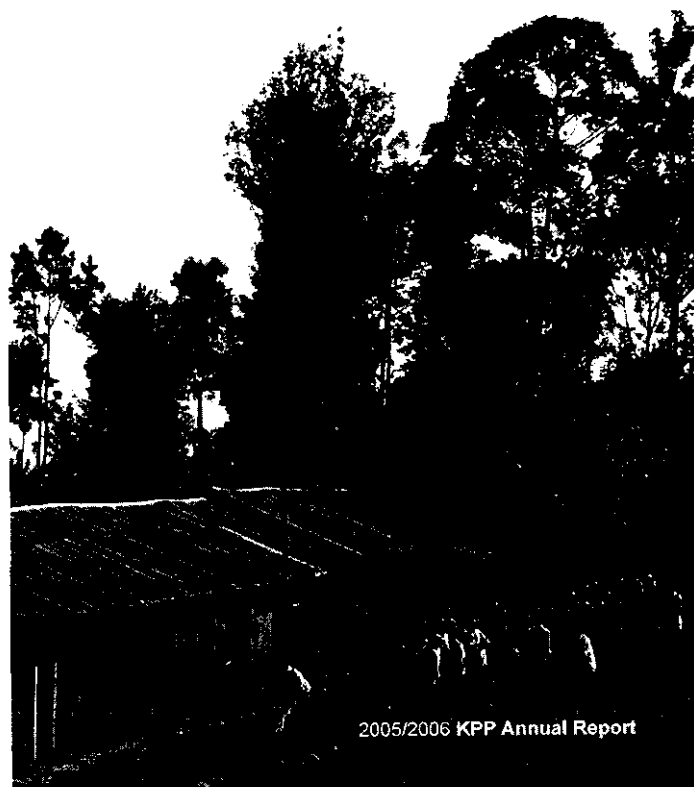
## Choosing which schools to work with: school selection

School selection is one of the most important functions within the Project and is managed by experienced volunteers. We have developed a rigorous selection process to identify new schools onto the Project, including applications, school visits over two years, local references and target setting.

We assess schools according to two criteria:

- (1) **Area currently has limited access to quality education:** we look for schools in communities where there are no existing strong schools, and where the schools lack the resources needed to provide a quality education.
- (2) **School's ability to achieve results:** KPP investment is most valuable when we are working with a driven and committed leadership. This means not only a strong Head Teacher, but a much deeper leadership including the Deputy Head, the Board of Governors, and the parent-teachers associations.

We passionately believe in extending the accessibility of high quality, affordable secondary education in the areas of rural Kenya in which we work. Our programme of development is wholly focussed towards achieving this aim.



On behalf of the trustees:

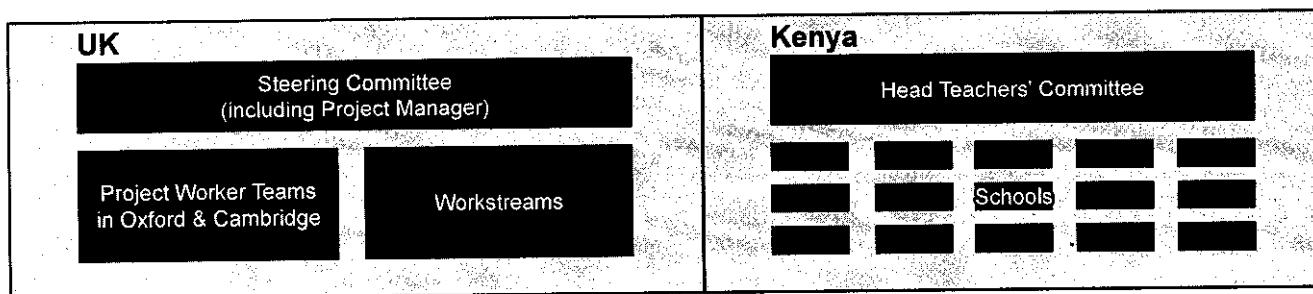
# KPP Network

*Jon Foster*

8/11/06

## Steering Committee

Our Steering Committee coordinates all the work of the Project and sets the vision and direction for our future growth. It consists of four volunteers and the presidents of our two university societies. In 2005, we were pleased to announce the new position of Project Manager, who performs a coordination and communications role for all work in the UK. In November 2005, we were delighted to welcome Stefan Chojnicki as the first Project Manager, and he is already providing excellent support by bringing the Project together around key issues. Over 2005 and 2006, we are bringing new volunteers onto the committee to provide a broader base of management resource and to introduce fresh thinking to the Project.



## Workstreams

Our workstreams are critical to the year-to-year running of the charity. We have nine streams in total: Operations, Marketing, Finance, Fundraising, IT & Logistics, Communications (between UK and Kenya), Training, Legal & Ethical issues, and Research & Theory. We are lucky to have experienced professionals managing these streams: a qualified auditor manages our finances and a development economist runs Research & Theory.

## The Head Teachers' Committee

Set up in 2003, the Head Teachers' Committee (HTC) consists of representatives of all partner schools. It coordinates activities between schools, runs training for its members and manages communication with the UK. The HTC has a growing role in shaping KPP policy and direction, and runs its own initiatives like the Project-wide Maths Competition.

## The Trustees



### Don Baxter

Don joined KPP in Cambridge in 1998, and set up the Oxford KP society in 2003 with Anthony. He is a strategy consultant with Capgemini, and works with various central government departments.

**Best Project moment:** seeing the investments we made in Mokomoni Secondary school in 1999 still delivering value to students in 2005.



### Rachel Paterson

Having graduated from Cambridge in English in 2002, Rachel is now Director of White PR, a London based PR Marketing consultancy. Rachel joined the project in 1999, when she was twinned with Chris at Nyakorere.

**Best Project moment:** the first Head Teachers' Conference in 2002, listening to the determination of the head teachers on how to improve the opportunities for their students in Kisii.

### Chris Trimble

Chris is currently working with the World Economic Forum's Global Health Initiative, managing HIV/AIDS projects in the private sector. He is on secondment from Accenture, where he has consulted in the strategy practice for two years. Chris graduated in Economics from Cambridge in 2002, and first got involved in the Project in 1999 working at Nyakorere Secondary School where the Project started.

**Best Project moment:** finding new schools for the project to work with in its expansion in 2002, by visiting over 30 schools and seeing the spectrum of rural education standards and understanding the KPP's potential.



### Anthony Wilson

Anthony Wilson is a graduate medical student in his final year at St Georges Hospital Medical School. Anthony graduated from Cambridge University in 2001 and joined the Kenya Project as a volunteer in 1998.

**Best Project moment:** meeting the Head Teachers of the schools which have completed the Project, thereby seeing the results of our work first-hand.



*JS 8/11/06*



## Project Worker Teams

We annually recruit 20 volunteers, who spend eight weeks working in pairs in remote KPP schools over their Summer vacation. They work with staff and students, and are responsible for investing in the resources that will contribute to the schools' long term growth.

The teams of new recruits are selected, trained and managed by committees of experienced volunteers in Oxford and Cambridge. Our teams are trained and supported in Kenya by Project Coordinators, who also organise the annual Head Teachers' Conference, identify schools to join the Project and maintain our links with the Kenyan local government.

**Why just Oxford and Cambridge?** In 1995, the Project was established as a university society in Cambridge. This was part of an educational initiative pioneered by two undergraduates, and was funded by the donations of grants and trusts in Cambridge. In 2002, the ex-KPP Project Workers living in Oxford established a sister team in Oxford. As a result, we recruit from Oxford and Cambridge more by historical accident than deliberate preference for students at these universities.

### Our spirit: KP Love

*Strong bonds develop between teams that take on great challenges. Volunteering for KPP is an emotional experience and the term "KP Love" has come to stand for the spirit of how we work: with a passion to make a difference, and a deep sense of our responsibilities when working with communities.*

## Training

East Africa is not a place to send travel novices without a thorough grounding in what to expect. We take great care in assessing the risks our volunteers encounter, and ensure that all Project Workers have received comprehensive training and preparation for their time in Kenya.

We aim to give Project Workers a well rounded experience and make sure they are as safe as possible. The Kenya Project Partnership is not a holiday – it's hard work creating genuine changes. Our students learn an enormous amount, build lasting friendships among themselves and with Kenyans, and have a great deal of fun in the process. We believe that this is the key reason why so many of our students remain committed to the project for years after their first trip to Kenya.

The KPP offers an opportunity for Project Workers to learn a lot: not just about a new culture and country, but also about themselves as people. In 2006, we will help each Project Worker to set their own Personal Development Goals for the summer in Kenya. These will feed directly into the training that each Project Worker receives and the work that they will do on the ground in Kenya, but will focus on their own ambitions for the Summer. These goals could be as simple as a wish to climb Mount Kenya or to get by in speaking the Gusii language, or as complex as a desire to pursue a future career in international development.



2005/6 KPP Annual Report

*JB 8/11/06*

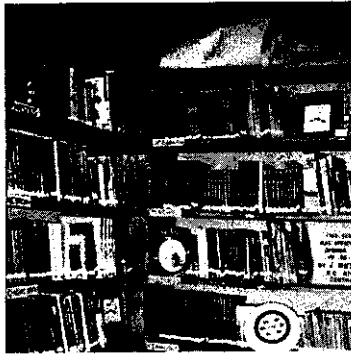
On behalf of the trustees:

Jon Fawcett

8/11/06

## The KPP Model

The KPP's activities grew out of the belief that improving resources in poor schools offered a means of improving education. That passionate belief in the importance of education remains, and is now backed up by our rigorous research. A strong evidence-base is used as the platform on which our interventions are designed, implemented, monitored and evaluated. At the heart of our understanding is a focus on quality education. Good, affordable schools will attract and retain more students – and more students will mean greater fee income.



### Investment in Resources...

We don't believe a good education is possible without blackboards in classrooms, books to read, or equipment for the laboratory. Therefore we focus on providing essential resources for a basic secondary education.

Leading policy research, though limited in quantity, supports our focus on basic resources. For example, in a study in Ghana, World Bank education experts Paul Glewwe and Hanan Jacoby found notable increases in reading and maths test scores when blackboards and libraries were added to schools.

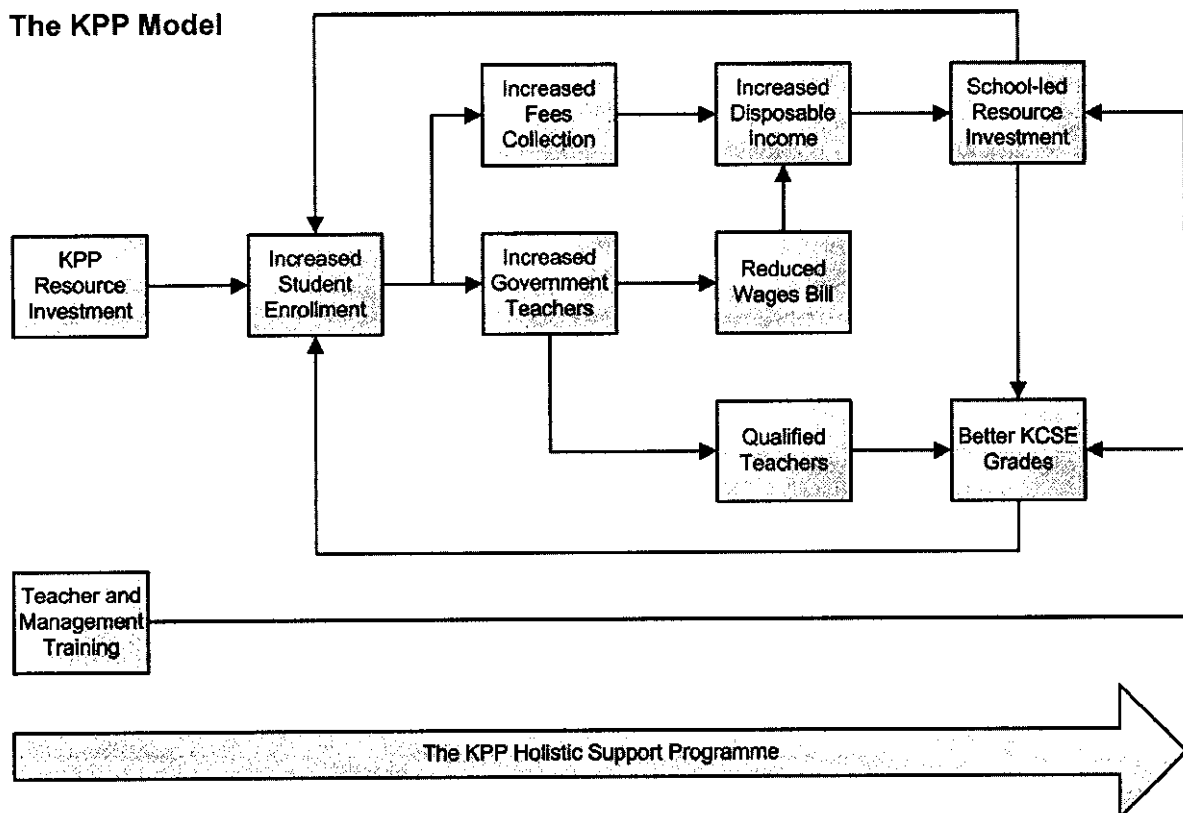
### ...but Resources alone are not enough

Our experience is that the value of resources is really unlocked when teachers have the skills to make the best use of them. Equally important are the abilities of Head Teachers and governors to manage a school.

Bringing together resource-investment and capacity-building in this way helps schools to achieve and deliver quality education.



### The KPP Model



JB 8/11/06

## Sustainable Growth in Partnership

The establishment of a solid base of educational resources helps to increase the amount of money available to the school, allowing it to invest money in its own future and manage its own development without further capital investment from us. The path to financial independence from the Project is twofold:

The revenue from school fees increases as student numbers increase, as improved resources attract students to school.

Increased student numbers makes it much more likely that the government will provide more teachers and more money for scholarships and equipment, significantly reducing the school's costs.

At the heart of this model of sustainable growth is the notion that a quality, affordable school will both attract students and keep them in education.

*"When I was given homework, I used to borrow textbooks from the students who were in different schools. And this was because my parents were not able to buy me all text books; but since the Kenya Project workers entered into my school, I'm lucky that I have enough books and a fair library with a lot of books.*

*On behalf of my parents, brothers and sisters, I thank you with all my heart and let God bless you all."*

Victor Maoto, Form 1 Student

## The Components of a Quality School

A solid base of core books and equipment is fundamental to the success of a school, but there is more to the vibrant life of a good school than just this. We have worked especially hard with the Head Teachers to identify a number of key areas on which we focus our work.

- a strong, highly utilised **resource base**
- teacher and management **skills**
- focus on **girls' education**
- sports**
- post-education opportunities**
- health education**, especially HIV/AIDS, TB and malaria

Each of these areas of work offers positive outcomes in their own right. Together they constitute important components of a high quality, successful school, and it is around these areas that our Points of Delivery (see pp.18-21) are focussed.



*JS 8/11/06*

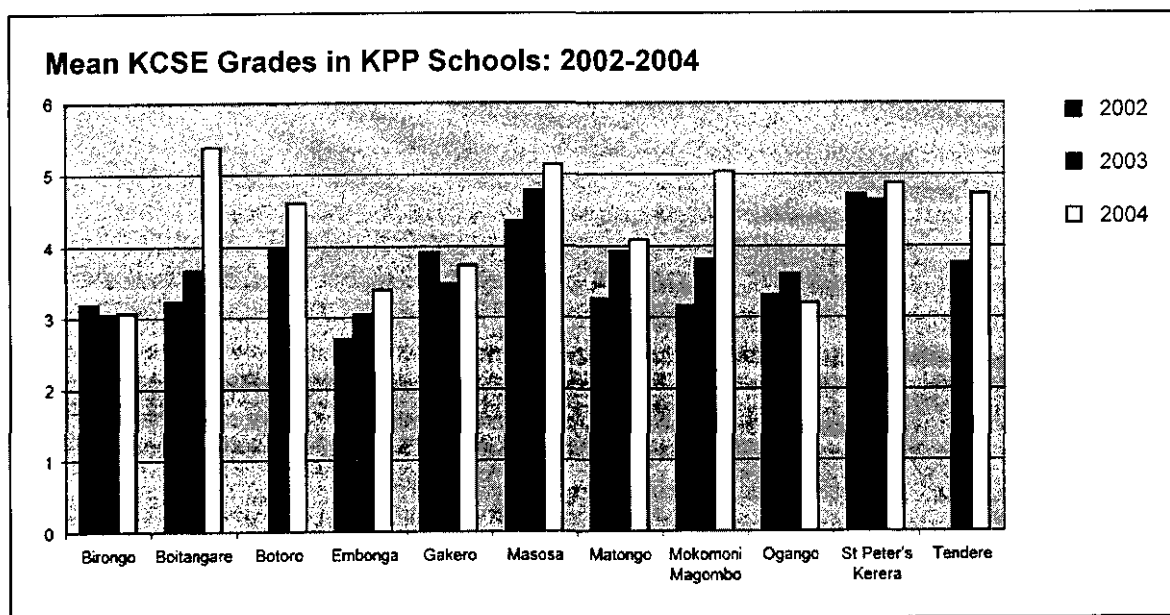
An behalf of the trustees:

Jon Foster

8/11/06

## Research

Developing and building a strong evidence-base for our work has become a priority for the Project. Great advances were made during 2005: we implemented systems to collect basic data from our schools (e.g. enrolment and attendance data, and exam results between 2002 and 2004). As we develop the tools to evaluate our work, we are encouraged by the successes we are observing in many of our schools:



## Monitoring & Evaluation

The success stories are highly encouraging, but we have also learned that a simple model does not always work: resource investment alone is not enough. Our research has shown us the importance of carefully selecting schools with good potential for success, and has revealed the need to focus on capacity-building and the development of the skills that will help enable sustainable growth.

This focus on quality research extends throughout our operations: we are striving to ensure that all of our interventions are based on the best evidence possible. This has seen us work in partnership with Merlin (a major international health NGO) to develop the basis for HIV/AIDS and health education in schools, and in Summer 2005 we also conducted detailed research into Post Education Opportunities and gender issues in the schools in which we work. We are committed to evidence-based decision-making.

*"The Kenya Project has changed my life personally because they have bought many books which I have gone through, and I have accumulated knowledge of understanding my life and about HIV/AIDS. Secondly they have brought laboratory equipment which enables the students to do well in practical sciences. And lastly they have shown to me the subjects which I can do in my future expectations."*

Dominic Mireri, Form 2 Student

*"Gakero has achieved in one year what could take Gakero ten years to achieve. Kenya Project Workers have a place in the minds of Gakero community. Long live the KPP. God bless you."*

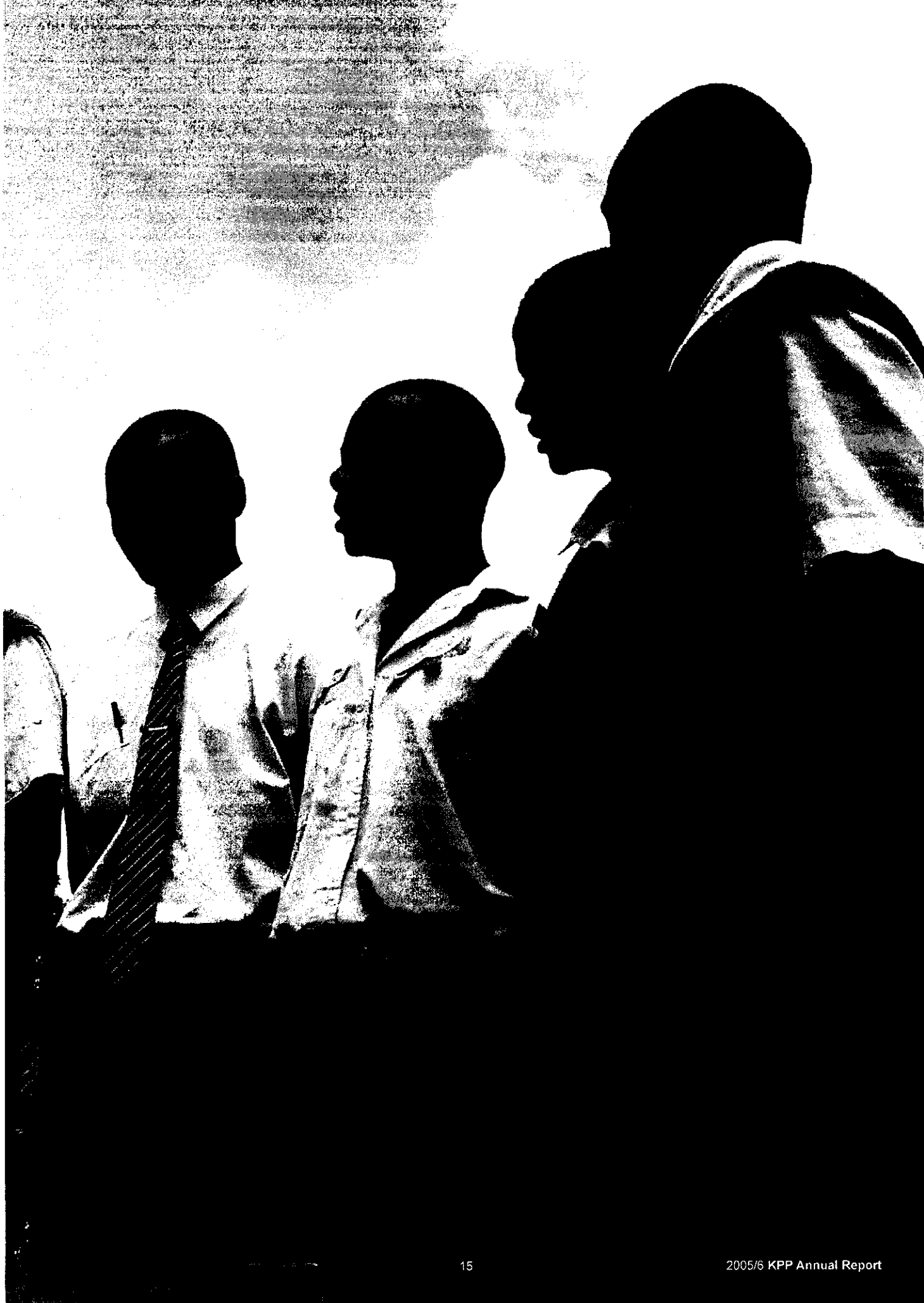
Ondabu, Teacher at Gakero

## Research Expertise

An exciting side-effect of the Project's development is that our volunteers are able to offer an ever-increasing wealth of professional experience to guide and shape our work. Our research team includes young professionals focusing on Africa and specialising in economics, health and education policy, gender, HIV/AIDS and social anthropology – meaning that we have the skills and expertise to back up our commitment to education in Kenya.

These skills, coupled with the evidence-base we are developing (and a willingness to embrace change where necessary), enable us to shape the future of the Project. It is also helping our student Project Workers to be increasingly effective; we have developed 'toolkits' that ensure that each volunteer is equipped with the Project's cumulative knowledge.

JB 8/11/06



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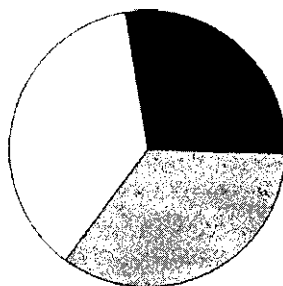
# Masosa

Year School Started Programme: 2003

**Profile:** Masosa School was founded in 1996 as a community school, using buildings from the adjacent primary school. The current Head Teacher, Mr Ongera Ocharo, came to the school in 1998. The school moved to its current location in 2001, and the science laboratory was added in 2002. Until 2003 the school was funded by a combination of regular harambees (community fundraising events) and the PTA fund. However, since harambees are being phased out (under the enforcement of the current government) the school has become increasingly dependent on school fees and the PTA as a source of income. The school currently has 13 teachers: 6 TSC government teachers, and 7 teachers paid by the school. It has 249 students.

## Resources invested: 2005

£1560 was invested in Masosa Secondary School by Kay and Sahil on behalf of the KPP. As well as buying the essential education resources of books and science equipment, Kay and Sahil equipped the classrooms of Forms 3 and 4 with solar powered lighting. This enabled students, especially boarders, to work at school early in the mornings and in the evenings. This initiative will also help the school financially in coming years, as money will no longer be spent on paraffin to light classrooms.



- Science Equipment (£400)
- Textbooks (£540)
- Solar powered lighting system (£580)
- Sports equipment (£40)



## The picture after three years

After three years of investment, the school now has:

- A well-stocked laboratory and library
- A full-time lab technician and librarian
- A gas and water supply in the laboratory
- A water tank providing clean drinking water

There has been a notable academic improvement, with the mean KCSE grade increasing from 4.34 in 2002 to 5.14 in 2004.

There has also been a significant expansion of the student population. The school has double-streamed two year groups to accommodate this increased enrolment, and the same is forecast for the two other forms in 2006. The school also now accommodates boarders.

## Future objectives

Kay and Sahil agreed a number of aims with the school for the following years:

Invest the paraffin money saved by the solar powered lighting system in a complete set of new syllabus Form 4 textbooks (available from 2006).

Work on expanding the school infrastructure to accommodate the growing student population.

Continue to improve KCSE results.

Continue to improve their already-strong sports programme, in order that the school team can get further in district and national competitions.

JB 8/11/06

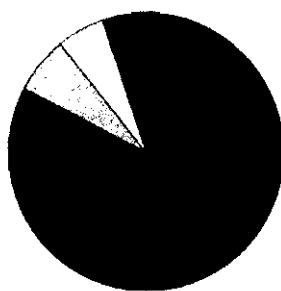
# St. Joseph's Kemasare

Year School Started Programme: 2005

**Profile:** St. Joseph's Kemasare was started as a community project in 1996 supported financially by the Catholic Church. In 1997 the first Form 1 classroom foundation was laid, which was followed by four more between 1997 & 2000. The school was headed by the primary school Head Teacher until 1998, and the first TSC teacher joined the school in September 2000. The current headteacher is Mr James Mong'are, and Kemasare now has 11 teachers in total: 7 TSC government teachers and 4 teachers paid by the school. There are approximately 150 students.

## Resources invested: 2005

£1511 was invested in St Joseph's Kemasare by Khrish and Becs on behalf of the KPP. The school had an empty laboratory and no library. They therefore aimed at increasing the stock of essential education resources (textbooks for key subjects, especially for the new syllabus, and science equipment). They also reinforced the laboratory infrastructure, installed a gas supply, and provided basic essentials such as clocks and calculators to facilitate the job of the teachers.



- Textbooks (£652)
- Science Equipment (£498)
- Lab Infrastructure (£100)
- Gas Installation (£100)
- Sports equipment (£84)
- Miscellaneous (£77)

*"One of the problems with Kemasare is that most of the people in the area seem to view it as somewhere to send your child if you can't afford to send them to the provincial schools in the area, or if you want to avoid paying fees. In this way KPP can really help to raise the profile of the school, which will help it to receive more help from the parents and local community."*

Khrish & Becs, KPP workers 2005

## Future objectives

Khrish and Becs worked with the school to agree a number of aims for the following years:

- Build a library using funds awarded to the school by the government.
- Put aside funds to equip this library with textbooks.
- Continue developing the established laboratory.
- Encourage private study among the students by providing supporting resources such as a quiet study space and audio material (such as a radio).
- Expose students to life outside of their local areas through more educational trips.
- Set up a guidance and counselling office.
- Improve basic sport facilities to improve the school's performance in inter-school competitions.



DB 8/11/02

# Points of Delivery

Our work follows six Points of Delivery (PoDs), which represent areas where we can make a meaningful impact. These PoDs are identified in partnership with our network of schools, and they help to structure our work and ensure that our interventions are focused on important issues. The specific form each PoD takes is tailored on a school by school basis.



*"I could not believe that our school would come up and shine like other good schools. KPP has done much for us. For me personally, I would like to tell KPP to continue with the same spirit!"*

Elialum, Gakero SDA

*"My parents could not afford to buy all the textbooks I need for my studies. I am personally touched by the project for helping my fellow students and me access these books. I can now read them when I need them, and complete my assignments on time."*

Lydia Ondabu, Gakero SDA

## Resource Investment

Resource Investment has always been at the heart of what KPP does, and this year will be no exception. During the time spent at their school, Project Workers will continue to spend more time on this work than any other. The research we have done over the past years and the feedback we continue to receive from our schools confirm that the greatest impact our money can have in our partner schools is through well-directed resource investment. This investment in educational resources, an area neglected by the Kenyan Ministry of Education despite its increasing importance in the eyes of those who work in educational development, means that our schools can improve the quality of education they offer their pupils, and therefore improve their eventual exam grades.

### Plans for 2006

Our work in this area remains focused upon purchasing books and science equipment, and ensuring that these are suitably stored in order to prolong their useful life. In 2006 we will also produce a resource pack containing case studies and successful actions from previous years, which Project Workers will be able to use to maximise the value of their resource investment. In past years volunteers have also purchased sports equipment, water tanks, agricultural implements and clocks amongst many other items which have all helped schools to reach their development targets. Additionally there are many other actions which can increase the effectiveness of the Project Worker investment, such as parent open days, fundraising events, demonstrating the use of science equipment to students and training a lab technician or student librarian on the maintenance of resources. The work that can be done in this area is limited only by the needs of the school and the imagination of the volunteers in question.

KPP's resource investment programme has stood the test of time, and we remain proud to place it at the heart of our work.

## Girls' Education

The position of women in Kenyan society is often undervalued and educating girls is often not considered a priority. Given such cultural attitudes, girls often underachieve in their studies and are more likely to drop out of school altogether. Research conducted by Project Workers in previous years has enabled KPP to gain a broad understanding of some of the key cultural attitudes that hinder access to education for female students. This year, we:

- (1) **Achieved success at the Head Teachers' Conferences**, with all HTs unanimously agreeing on the issue of sex education as an area requiring attention;
- (2) **Established relationships** with third party Girls' Education organisations in Kenya;
- (3) **Performed detailed research** on the implementation of a sex education programme in KPP schools.
- (4) **Explicitly integrated girls' education initiatives** into the KPP delivery programme for the first time.

### Plans for 2006

Our priorities are to establish the feasibility of introducing a sex education programme, and to catalyse partnerships between schools and local community-based organisations. We will also continually assess and update our training with the understanding that we must be gender-sensitive in all areas of work. With robust and integrated training content, informed Project Workers, Head Teachers who are committed to the cause of changing attitudes and experienced gender professionals with a wealth of cultural knowledge, KPP looks forward to a culturally-sensitive delivery programme.



## Post Education Opportunities

In Kenya, as anywhere, students go to school and participate in their education in order to achieve a better life, supporting the development of themselves, their family and the overall community.

Research suggests that education – the simple process of learning through a curriculum – improves an individual's standard of living, and that of their children, by a significant margin. As an individual educates themselves they also increase their potential. The KPP Post Education Opportunities programme has been devised to help unlock our pupils' investment in secondary education.

We want to ensure that after completing secondary school, our students will be helped to make the most of what they learnt, enabling them to seize all available opportunities.

For some students, this will allow them to take advantage of the best tertiary education opportunities in Kenya. For others, we will help their teachers connect them to the best professional and trade opportunities already available after secondary education, and for some it will ensure that students have the help and advice they need in order to manage and develop their family's existing resources.

Our objectives for 2005 were ambitious, but met with such enthusiasm from teachers and students, that they were easily achieved:

**We got PEO off the ground**, establishing career teachers in each of the KP schools and organising career days, raising awareness of Post Education Opportunities, developing a detailed guide to tertiary education that is already a benchmark in the Kisii district.

**We established a PEO network** for supporting future PEO developments, meeting all the key PEO stakeholders – from the local business community to representatives of all tertiary education opportunities – to understand their objectives and explore ways to partner with them.

**We developed a clearer understanding** of what KPP can realistically achieve in the middle to long term for PEO, understanding students' needs and ambitions and searching for best practices. This has led us to realise that PEO is almost uncharted territory, with great potential to make a sustainable impact.

### Plans for 2006

**Getting the basics right:** improving the coaching processes established in 2005, motivating students and teachers to invest time and effort into developing Post Education Opportunities, providing up-to-date and accessible information on what opportunities are available and how to make the most of them;

**Further Research:** ensuring that we focus PEO efforts on what can make the biggest impact on the largest number of students; maximising the return on our investment in education, helping our students fulfil their potential.



### The Merchant of Kisii and the careers at St Peters

KPP volunteers, the Head Teacher, the careers teacher and the English teacher collaborated to organise St Peter's Kerera's first careers day. This was combined with the school's first play performed in English and an opportunity for parents to see the investments at Kerera.

Whilst a lot of fun, the day was designed with four aims in mind:

- (1) Help Emanuel kickstart his role as careers teacher, and raise his profile in the school;
- (2) Start students thinking about their future in an interesting, engaging and realistic way;
- (3) Increase wider community involvement and interest in the school and KPP's work;
- (4) Help students build their confidence by doing something challenging that they could look back on with pride.

**Careers:** Kerera students heard a wide range of real life example careers: from a carpenter to a university student, from a construction contractor, to Jeff the car mechanic/entrepreneur extraordinaire. A debate was also included in the rotation: the house's assertion that 'It is better to be rich and uneducated than poor and educated' produced some fiery and enthusiastic debate on both sides! The careers morning proved that, with a little organisation and a willingness to provide a bit of extra ugali at lunch, Kerera could facilitate a productive and exciting careers event.

**Parents** also had the opportunity to view the fruits of this year's KPP-Kerera partnership, to see with their own eyes what resources had been purchased and what difference this made for students.

**Drama:** The play stole the show. Students put on an adaptation of the Shakespeare's play, called 'The Merchant of Kisii'. After two weeks in which 16 students learnt their lines, got over their stage fright, made costumes for themselves and grappled with the intricacies of making a 16th century English play entertaining to 300 Kenyan students, they performed marvellously, with real acting verve and wonderful humour. They thoroughly deserved their backstage party afterwards!

AS 8/11/06

## Sports Day

Building on the success of 2004, all 17 of our Project schools travelled to Kisii Stadium on 5 August 2005 to participate not only in athletics, football and volleyball, but also in plays and poetry on the theme of HIV/AIDS.

### Number Crunching

17 schools  
612 student participants  
18 volleyball matches  
18 football matches  
8 athletics races  
1 article in national newspaper, the  
*Daily Nation* (9th August 2005)

## Moriti fastest at Cambridge run

**Charles Moriti of Tendere Secondary School clocked 4 min 9 seconds to win the 1,500m race during the annual Cambridge University Kenya project partnership sports day at Gusii stadium. Moriti a younger brother to Mexico based Phylis Moriti led from start to finish. Paul Onkoba of Mokomoni Ngenche was second in 4:17.00 while Hezron Agwata of St Paul's Omonayo came third in 4:20.90.**

### Athletics

We expanded the athletics events this year to include an exciting 4x400m relay as well as a 1500m race. The relay finals were a closely contested climax to an exhilarating day, with the loyalties of students, project workers and coordinators showing through as they lined the track to cheer on their teams! Tendere wiped the board in all four races – both boys' and girls' – with a particularly stunning performance in the 1500m by Charles Moriti who stormed home in 4 mins 9s. Charles is the brother of Kenyan national athlete Phylis Moriti, who is currently training in Mexico.

### Football

As in 2004, the football tournament was a gripping event, with many closely fought matches that were only decided on a penalty shoot out. Boitangare's win in the first round inspired an energetic celebration, including a dance display which even had a contribution from former Project Worker Ali Stark! Newcomers Matongo won the tournament in a tight final with Gekonge that went to extra time.

### Volleyball

The volleyball tournament saw two post-Programme schools in the final, with Tendere finally pulling through over Mokomoni Magombo. The standard across all teams was markedly improved compared to 2004, with many tough rallies and some impressive displays. It was also great to see so much choral support from the sidelines.

### Drama

This year, students were given the opportunity to share plays and poetry on HIV/AIDS. Project Workers also contributed with a drama set in a Voluntary Counselling and Testing centre. There were some engaging performances: Gakero's was both informative and very funny, and they were asked to perform an encore. It was great to see that some of the health clubs set up in 2004 had inspired such debate and discussion of this crucial issue amongst their students.

### Plans for 2006

Whilst the Sports Day is a great KPP event, not only encouraging sporting achievement but also a sense of community between project schools, one central event will become unfeasible as new schools continue to join the Project. From 2006, new, smaller scale sports days will be run by the schools and their Project Workers. Three to four neighbouring schools will battle across a programme of similar events, with additional opportunities for drama and music displays during the day. This new initiative will allow for longer matches, increased student participation and greater ownership of the event by the schools themselves. We hope these sports days will also foster close relations between local schools, encouraging the sharing of ideas and resources and thereby reinforcing the concept of partnership within the KPP network.



AS 8/11/06

## Health

The spectre of HIV/AIDS arises again and again during our work in Kenya. It is a regular topic of discussion at our Head Teachers' Conference, and arises repeatedly during our work in schools, both through direct requests for information, and through the sad, often unspoken, consequences of the disease that emerge in the communities in which we work.

We began our work to combat HIV/AIDS in Summer 2003 with training for our 10 active schools run by a local NGO called 'JAM' at Oyugis, a centre close to Kisii town.

In Summer 2004, we built on these foundations by commissioning a structured training programme. This was undertaken on our behalf by the international health NGO Merlin, a charity which has built a strong presence in and around Kisii. The training programme took place over the year that followed and was structured around three components: initial training, school-based evaluation, and refresher courses. Our work additionally widened its focus to concentrate on TB, which is the largest killer of those with AIDS in Sub-Saharan Africa, and Malaria, which is an enormous cause of mortality within the Kisii highlands. All of our partner schools took part in the training. It was the first work that KPP has undertaken which was delivered by a specialist external provider, and this partnership helped to spread the impact of our efforts throughout the year.

### Plans for 2006

Having kick-started this initiative with Merlin's assistance, we are now looking to introduce new expertise into our health programme, and to adapt it to our renewed focus on Project Worker delivery. With David Omari, a Nyamira-based health expert, now onboard we look forward to health continuing to lead from the front in building external expertise into our delivery programmes.

*"The Kenya Project does enthusiastic work on HIV/AIDS awareness, organising seminars and workshops with the headteachers, teachers and selected peer counsellors from among the student body for all schools. This has really motivated the school communities in tackling the scourge with the seriousness it deserves."*

Mr Joshua Onuonga, Head Teacher  
and HTC Chairman 2003-2005

*"Your representatives not only supported learning programmes, they also gave us good advice on how to keep from getting HIV and AIDS. With this knowledge we are safer. We will never forget to pass on to others the message that they left with us."*

Miongia Thomas, Student

*"HIV/AIDS had taken the lives of many people in my village. I had very little information about it. But the Kenya Project had opened my understanding on the control measures."*

Sarah Kiyondi, Form 2 Student

## Teacher and Management training

The level of management training within our schools has long been of concern to the KPP, particularly regarding strategic planning and specialist skills such as bookkeeping.

In addition, many of our teachers have expressed a concern about the lack of teacher training. Many of the schools' teachers are not qualified, but are high performing alumni students paid by the Board of Governors to teach the lower forms. Even the government teachers receive no supplementary training to refresh their skills or to keep them up to date with new developments in the curriculum and teaching methods.

### Plans for 2006

During Summer 2005 an in-depth proposal was produced by our Research and Theory workstream, which outlined the options available to us as we begin our work in school training. As a result, KPP has joined with two leading NGOs who have strong experience in this area.

**Adventist Development Relief Agency** will undertake our schools management training, focusing on the skills of our headteachers and other key management personnel. Their training will be based on a programme developed by ADRA between 1999 and 2004 during work on a similar scheme across six rural secondary schools.

**Strengthening Mathematics and Science in Secondary Education.** This highly respected Kenyan NGO will undertake our teacher training.

The training is scheduled to commence at the start of the 2007 school year. It is certain to be an important addition to the programme of capacity building we can bring to our schools.

*AS 8/11/02*

*In behalf of the trustees:*

## Closing Remarks

*Jon Baxter*

*8/11/06*

### In Anticipation of 2006...

We're looking forward to another exciting year in the Project; we know it will be as packed full of challenges as the last, but also as fun-filled and inspiring. Using the research from Summer 2005 as a foundation, we have undertaken a strategic review, leading us to define our long term vision for the Project: *Vision 2010*.

We're keen to make the Project bigger and better. We want to take the Project to more schools in Kenya and to more universities in the UK. But we want to take our time doing it: we first want to get even better at what we do. So we've set ourselves some important conditions for growth, to make sure we are undertaking responsible development, make sure we are bringing as much value as we can to Kenya, and make sure we're ready internally for taking such an ambitious step.

What does this mean? This means having a rigorous monitoring and evaluation framework in place. It means having a structured and efficient package of resources and services developed. It means having rigorous training frameworks in place to prepare our volunteers. It means getting better at working with local and national governments to coordinate with existing national education priorities.

These are all things will take us a few years, maybe more, to get right, but we're commencing now. Some of the changes for 2006 will include:

**Improving how we select schools**, moving to a rigorous selection procedure to identify and select the schools with a driven and committed leadership who have a vision to expand their school.

**Improving our model of investment for schools**, to provide more tailored package for each school. The new model will guarantee two years of investment plus a likely two additional years depending on the school's progress.

**Improving our services to schools** including providing teacher training and school management training to optimise our schools' financial management and decision making, and ensure better use of the resources we purchase.

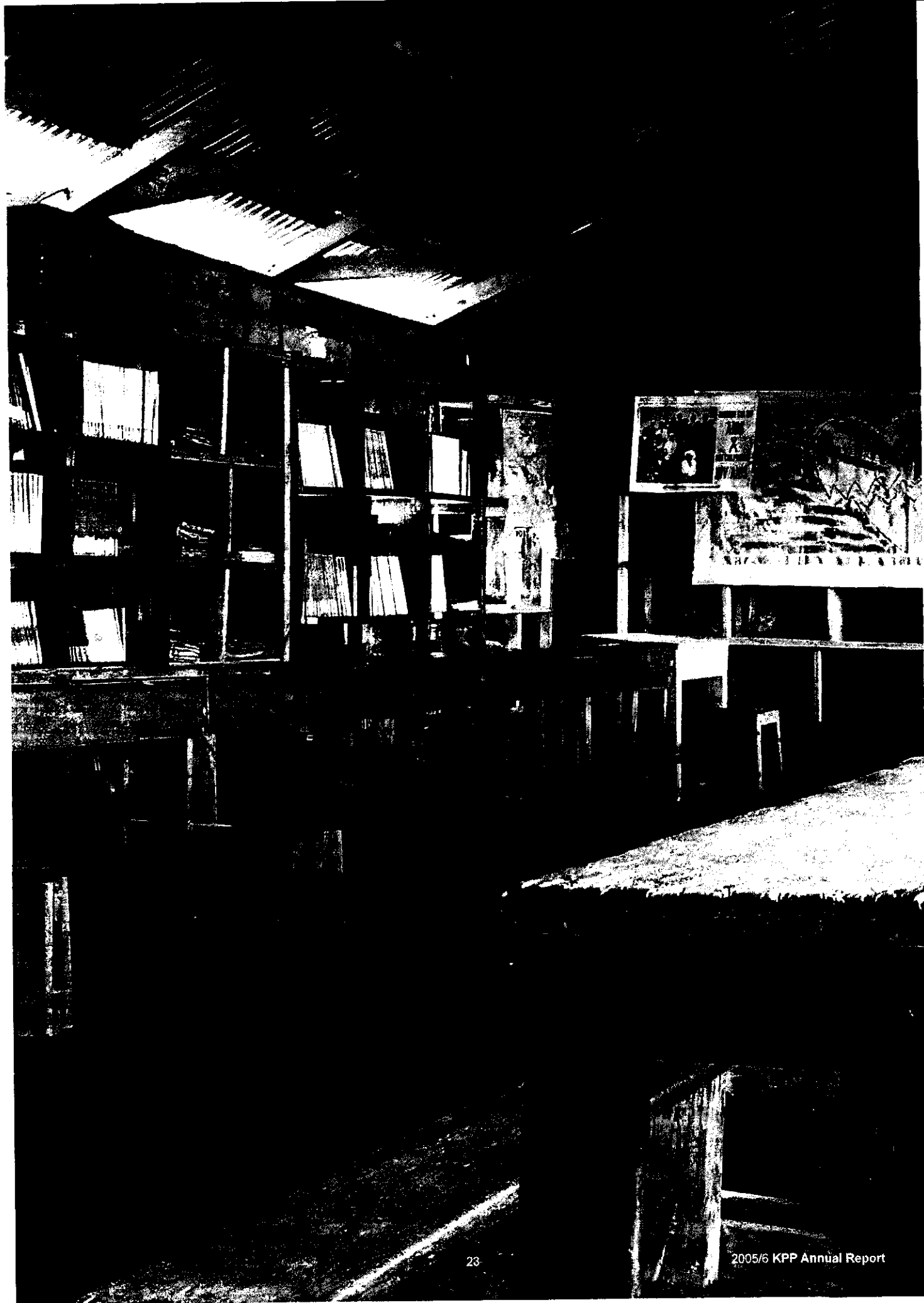
**Crossing some important milestones**, including bringing on new schools to the Project to mean we are now working with more than 20 schools across Kisii.

It's going to be great! We look forward to your ongoing support, and telling you more about it this time next year.

Mbuya Mono Sana!

The KPP Steering Committee

*JB 8/11/06*



06 8/11/08

# Our Schools

St Joseph's Kemasare Matongo	Started in 2005 Started in 2005	Nyamira Kisii Central
Gekonge Botoro	Started in 2004 Started in 2004	Nyamira Kisii Central
Elimu Centre Masosa Ogango Birongo Boitangare Gakero St Peters Kerera	Started in 2003 Started in 2003 Started in 2003 Started in 2003 Started in 2003 Started in 2003 Started in 2003	Nyamira Nyamira Nyamira Kisii Central Kisii Central Gucha Gucha
Omonayo	Completed in 2004	Nyamira
Embonga Mokomoni Magombo	Completed in 2003 Completed in 2003	Nyamira Nyamira
Mokomoni Magenche Nyakorere	Completed in 2000 Completed in 2000	Gucha Gucha
Tendere	Completed in 1998	Gucha

We will also be welcoming five new schools to the KPP Programme in Summer 2006.



DS 8/11/06

**The Kenya Project Partnership** (a company limited by guarantee)  
**Report and Financial Statements 1 December 2004 to 30 November 2005**  
**Company number: 04970135    Charity number: 1104888**

**Report of the trustees for the year ended 30 November 2005**

The trustees present their annual report and the audited financial statements for the year ended 30 November 2005. The preceding part of this report gives a detailed review of activities during the year and future developments, which are expected to be continuing for the foreseeable future. Net income resources within the charity for the year were £3,382.

Income and expenditure has increased in the year primarily due to £16,270 of money raised by project workers of the Oxford University Kenya Project and the Cambridge University Kenya Project towards school resource investment on behalf of the charity. In the prior year all money raised by project workers was through the Oxford University Kenya Project and the Cambridge University Kenya Project and not through the charity, hence such monies do not appear in the Statement of Financial Activities. Some money is still raised in this way and hence this does not appear in the Statement of Financial Activities of the charity, but has been referred to in the preceding pages when detailing school resource investment.

**Trustees**

The trustees who served throughout the period are as follows:  
C Trimble      R Paterson      D Baxter      A Wilson

**Secretary**

R Paterson

**Registered office**

The African Studies Centre, Free School Lane, Cambridge, Cambridgeshire, CB2 3RQ.

**Bankers**

National Westminster Bank PLC, 166 Camden High Street, NW1 0NW.

**Auditors**

Given that gross income is less than £90,000 per annum, The Kenya Project Partnership does not require an independent audit. The Kenya Project Partnership strives to achieve high levels of internal control.

**Statement of trustees' responsibilities**

United Kingdom company law requires the trustees' to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its surplus or deficit for that period. In doing so the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the company and to enable them to ensure that the financial statements comply with the Companies Act 1985. They are also responsible for the system of internal control, safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

*On behalf of the trustees*

*Jon Baxter*

TRUSTEE 8/11/06

# Statement of Financial Responsibilities for Year End 30 November 2005

				19 November 2003 to 30 November 2004 £
	Note	Unrestricted Funds £	Restricted Funds £	2005 Total £
<b>Incoming resources</b>				
Donations and grants				
- General		6,451	-	6,451
- Raised by CUKP and OUKP project workers for resource investment	7	-	16,270	16,270
Activities for generating funds:				
- Kenya Project Partnership ball		15,122	-	15,122
Activities in furtherance of the charity's objectives generating funds:				
- Gifts in kind	3	-	-	-
				60
Total incoming resources		21,573	16,270	37,843
				11,210
<b>Resources expended</b>				
Costs of generating funds:				
- Kenya Project Partnership ball		11,847	-	11,847
- Annual report		600	-	600
Costs of activities in furtherance of the charity's objects:				
- Grants to CUKP and OUKP for resource investment	7	-	16,270	16,270
				1,520
- Sports day		1,201	885	2,086
- HIV/AIDS educational programme		-	1,074	1,074
- Support costs for Kenya based Programmes		2,583	-	2,583
				307
- Gifts in kind	3	-	-	-
				60
Total resources expended		16,231	18,229	34,461
				8,822
<b>Net incoming resources</b>		<b>5,341</b>	<b>(1,959)</b>	<b>3,382</b>
				<b>2,388</b>
Total funds brought forward		337	2,051	2,388
				-
<b>Total funds carried forward</b>	5, 6	<b>5,678</b>	<b>92</b>	<b>5,770</b>
				<b>2,388</b>

All of the above results from continuing activities.

There are no recognised gains or losses for the current year other than as stated above.

The surplus for the year for Companies Act purposes comprises the net incoming resources for the year and was £3,382.

OB 8/11/06



## Balance Sheet 30 November 2005

	Note	30 November 2005 £	30 November 2004 £
<b>Current assets</b>			
Cash at bank and in hand		5,960	2,388
Other debtors		2,647	-
<b>Net current assets</b>		8,607	2,388
<b>Creditors: amounts fall due within one year</b>		2,837	-
<b>Total assets less current liabilities</b>		5,770	2,388
<b>Net assets</b>		5,770	2,388
<b>Unrestricted funds</b>			338
<b>Restricted funds</b>		-	2,051
<b>Total funds</b>		5,770	2,388

For the year ended 30.11.05 the company was entitled to exemption under section 249A(1) of the Companies Act 1985. Members have not required the company to obtain an audit in accordance with section 249B(2) of the Companies Act 1985.

The trustees acknowledge their responsibility for:

i. ensuring the company keeps accounting records which comply with section 221; and

ii. preparing accounts which give a true and fair view of the state of affairs of the company as at the end of the financial year, and of its profit or loss for the financial year, in accordance with the requirements of section 226, and which otherwise comply with the requirements of the Companies Act relating to accounts, so far as applicable to the company;

The accounts have been prepared in accordance with the special provisions in Part VII of the Companies Act 1985 relating to small companies.

These financial statements were approved by the Trustees on

8/11/06

2005.

Signed on behalf of the Trustees

Don Baxter  
Trustee



The accompanying notes are an integral part of this balance sheet.

## Notes to the accounts year ended 30 November 2005

### 1. Accounting policies

The financial statements are prepared under the historical cost convention and in accordance with the Statement of Recommended Practice, Accounting and Reporting by Charities (SORP 2000) issued in October 2000, applicable United Kingdom accounting standards and the Companies Act. The principal accounting policies adopted in the preparation of the financial statements are described below.

#### Donations and grants

Income from donations and grants, including capital grants, is included when these are receivable, except as follows:

- When donors specify that donations and grants given to the charity must be used in future accounting periods, the income is deferred until those periods.
- When donors impose conditions which have to be fulfilled before the charity becomes entitled to use such income, the income is deferred in incoming resources until the pre-conditions for use have been met.

When donors specify that donations and grants, including capital grants, are for particular restricted purposes, which do not amount to pre-conditions of entitlement, this income is included in incoming resources of restricted funds when receivable.

#### **Activities for generating funds – Kenya Project Partnership Ball**

Income and expenditure related to the event are recognised in the period in which it occurs.

#### **Gifts in Kind**

Gifts in kind donated for distribution are included at valuation and recognised as income when they are distributed to the projects.

#### **Resources expended**

Resources expended are included in the Statement of Financial Activities on an accruals basis, inclusive of any VAT which cannot be recovered.

#### **Tangible fixed assets**

Individual fixed assets costing £1,000 or more are capitalised at cost. No such assets are held.

#### **Fund accounting**

Funds held by the charity are either:

- *Unrestricted general funds* – these are funds which can be used in accordance with the charitable objects at the discretion of the trustees.
- *Designated funds* – these are funds set aside by the trustees out of unrestricted general funds for specific future purposes or projects in accordance with the charitable objects.
- *Restricted funds* – these are funds that can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for specific particular restricted purposes.

#### **2. Legal status of the charity**

The charity is a company limited by guarantee and has no share capital.

#### **3. Gifts in kind**

Gifts in kind in the prior year represents sports t-shirts that was received and passed on as part of the sports day event. The value in the accounts represents 60 t-shirts at a £1 valuation each.

#### **4. Staff costs and trustees' remuneration**

There are no employed members of staff in the period and no payments were made to any and the trustees did not receive any remuneration.

#### **5. Unrestricted funds of the charity**

	30 November 2005 £	30 November 2004 £
General reserve	5,678	338

#### **6. Restricted funds**

	30 November 2005 £	30 November 2004 £
HIV Aids Program	-	1,166
Sports Day	92	885
	92	2,051

#### **7. Related parties**

The charity has a very close relationship with the Oxford University Kenya Project (OUKP) and the Cambridge University Kenya Project (CUKP). These are university societies to which the charity provides support. During the period the charity paid grants of £16,270 to University societies for school resource investment in Kenya. This represents money raised on behalf of the charity for this restricted purpose by project workers of the Oxford University Kenya Project and the Cambridge University Kenya Project.

06 8/11/07