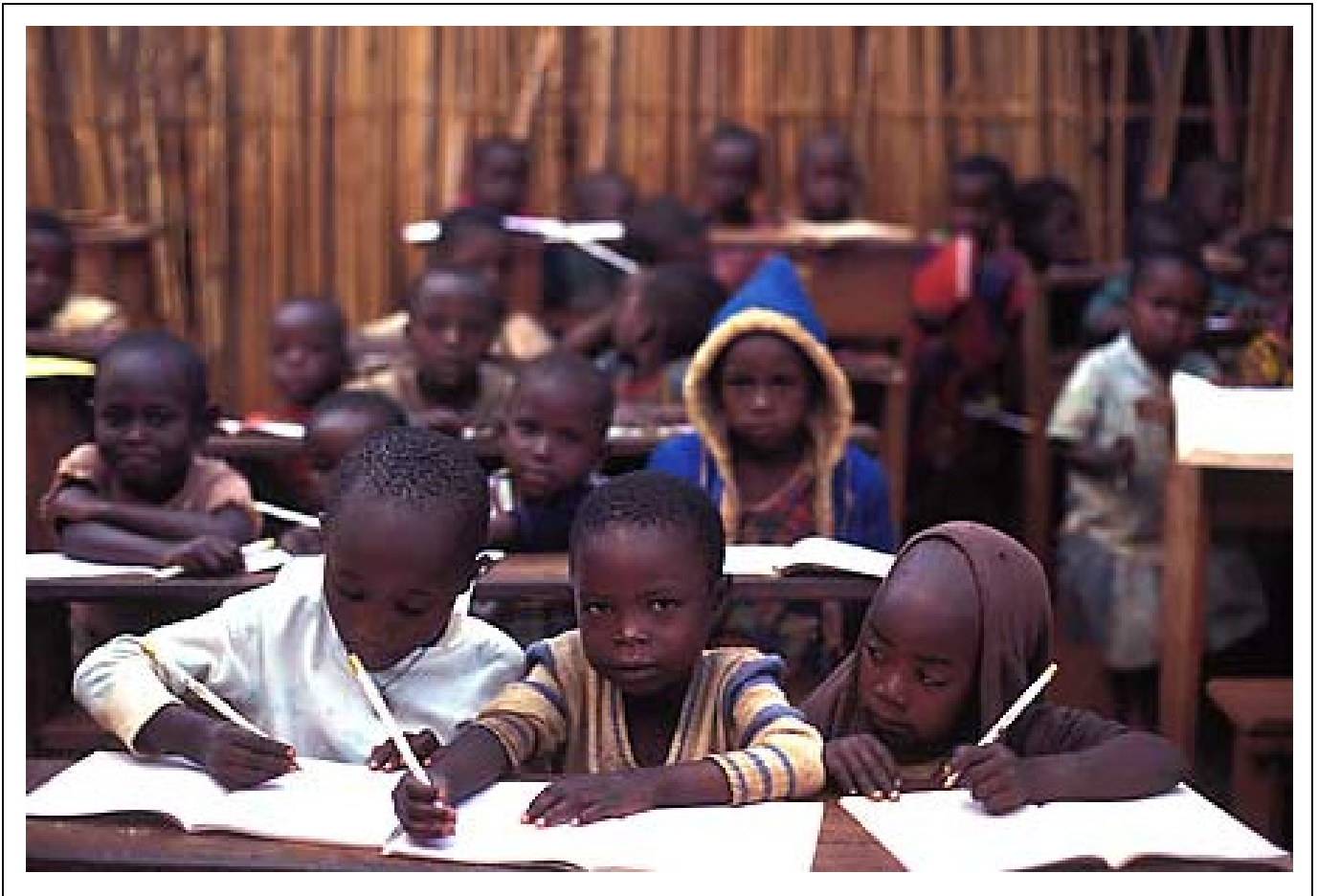


*Helping 2,000 Students in Kenya Pursue Their Dreams*



## I. PROJECT BACKGROUND

The Rift Valley has long been the majestic heartland of all that Africa means to the world: a sense of new beginnings, a symbol of the struggles and ingenuity of mankind, and a powerful source of inspiration for our never ending quest for newer and better opportunities to improve our individual and collective destinies.

Born in the very heart of the Rift Valley, Robert Keter is one of the many so inspired. After spending several years abroad completing his higher education, Robert returned to his homeland in 2000 and co-founded one of Kenya's most successful private telecommunications companies, CDR International. Not being one to rest on his laurels, Robert soon set his sights on a far loftier goal, one that he has harbored for many years: to build an educational foundation to inspire, encourage and enable others like him to pursue their own dreams, and use their individual achievements to contribute to Kenya's long-term economic growth and development, as he has done.



Figure 1: Learning the ABC's

Robert was born in 1965 in a small village called Kebirir in the Konoin region of Kenya. His parents, Ruth and Erastus Langat, had very modest means, even by African standards. Like many parents the world over they viewed education as the best way to improve the lives of their six children and enhance the social and economic prospects of their close-knit community. Robert's education began at the Ngererit Primary School.

There, Robert harnessed both his innate running ability and his strong academic accomplishments to win a UNESCO scholarship to pursue a Bachelor's Degree in Economics at the University of National and World Economics in Bulgaria. From Bulgaria he moved to the US where he earned a Bachelor's Degree in Business Administration from the Point Loma Nazarene College in San Diego and a Masters Degree in Business Administration with a specialization in International Business from the National University in La Jolla, California.

He acquired his initial professional experience at Adesemi, a US-based telecommunications company founded by two graduates of the Harvard Business School, where he honed both his business and his entrepreneurial skills. In 2000 he returned to Kenya to

run the local operations of CDR International, a US-based telecommunications company that he had co-founded with his partners, Côme Laguë and Douglas Fox, earlier that year.

In less than three years, CDR International became one of the largest private telecommunications companies in Kenya, directing telecommunications traffic between Kenya and the rest of the world. Like his parents did before him, Robert strongly believes that his education was a key contributor to his success. It is therefore not surprising that his next, and by far his most important initiative to date, is the Ngererit Primary & Secondary School Project in Konoin, where Robert got his own educational start. He and his CDR partners are determined to rebuild the School and restore its ability to fulfill its core mission of helping young girls and boys reach their full potential in life.

## II. THE NGERERIT ELEMENTARY AND SECONDARY SCHOOL PROJECT

The Konoin region lies at the heart of Kenya's tea growing district. It is located in the Rift Valley area, approximately 240 kilometers northwest of the capital city of Nairobi. First transplanted by the British from India to Africa in the early 20<sup>th</sup> century, the tea plant flourishes in the rich soils of the highlands of Kenya, making Kenya the world's fourth largest tea producer today, with over 225,000 metric tons of tea produced annually.

Tea is the primary source of capital for national and local services such as health and education in the Konoin region. While the commodity was once a bonanza for the community, the steady erosion of world tea prices, due to increased competition, and severe draught conditions in the region have negatively impacted the local economy. Health and educational services, which rely heavily on tax receipts on local tea sales, have been especially hard hit.



Figure 2: Workers on a tea plantation in Kenya

The Ngererit school (Figure 3) was founded in 1961 by Amos Kitur. Kitur was a village elder during the British colonial era. He successfully lobbied the British colonial administration to establish the first primary school in the area, the Boita Primary School, which was completed in 1927. Throughout the remainder of his life he continued to campaign for popular access to basic education and health care. He led the effort to establish the first hospital in the region and in 1961 he founded the Ngererit primary school, to serve the children who otherwise had to walk up to 14 miles each day to attend the nearest primary school, Boita. The initial enrollment at Ngererit was 261 students. The original infrastructure consisted of 3 classrooms and one administrative office, all of which remain functional today. Enrollment has nearly tripled over the past decades. With the introduction of the right to universally free primary and secondary education by the Kenyan government in 2002, enrollment has peaked. Unfortunately, the corresponding budget available to the school has not kept pace with the heavy influx of students and increased demand. As a result, facilities have deteriorated, faculty is overstretched, and the students have suffered as academic quality has plummeted.



Figure 3: The Ngererit School as it is today.

Today there are only twelve classrooms for over 700 students. As a result, teachers are forced to conduct two class sessions simultaneously per room, and often additional classes are held out of doors as well.

The classrooms consist of leaky roofs, bad insulation, weak infrastructure, and extremely



Figure 5: Desks are packed together very tightly and most classrooms teach two classes simultaneously.

such poor condition that it is almost impossible for faculty to teach during the rainy season, which lasts for six months of the year, because the classrooms get too dark and the heavy pounding of the downpours on the old iron sheet roofing is so loud that it inhibits any effective communication between teachers and students.



Figure 6: Classrooms are furnished sparsely with badly decayed blackboards (often only black paint on wood) and rough wooden benches.

poor sanitation, including no toilets; some of the floors are poured concrete while others remain dirt. There is no electricity, the chalkboards are broken and the students share desks in extremely cramped quarters. The classrooms are in

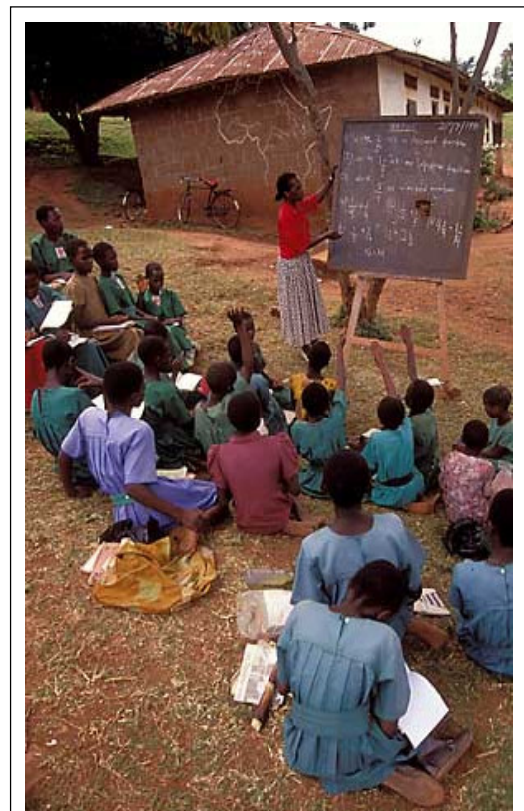


Figure 4: Due to the lack of space, some classes are held outdoors.

These conditions are distracting and counterproductive to the teaching and learning processes. Further complicating matters is the fact that the school has no administrative office, library, faculty room, or dining facility, all of which are conducive to the type of learning

environment that would enable the Ngererit School to fulfill its original mission and promise.

The Ngererit project aims to build a brand new primary and secondary school facility to accommodate 1,000 students. The new campus should eliminate each of the aforementioned problems and radically transform the learning environment. The goal is to enable the school to return to its original core mission: to help young girls and boys in the community achieve their personal, social, and intellectual potential so that they can go on to lead responsible, productive, and fulfilling lives, unimpeded by the wild and unpredictable fluctuations of world commodity prices.

The success of the Ngererit school initiative will dramatically improve the educational experience and life-time prospects for children in the Konoin region. It will also serve as a prominent, innovative, and practical example of good corporate citizenship that other private firms in Kenya are likely to emulate. This type of public and

private sector cooperation ought to be encouraged as it is desperately needed to complement government and other institutional initiatives in the important areas of health and education, and other social services.



Figure 7: Education, a window to the future.

### III. THE PROJECT DEVELOPMENT SCHEDULE AND MANAGEMENT

The existing 10- acre plot of land used by the original Ngererit School will accommodate the new facilities and provide adequate space for recreation and athletic activities. Appendix 1 shows the complete architectural drawings for the project. The project will be conducted in three phases.

**Phase One:** *Construction of the primary school.* The primary school will consist of two double storied "tuition blocks" with each block having approximately 8,500 sq ft of space and eight classrooms, for a total of 16 classrooms. There will be a 1,800 sq. ft. administrative block. The primary school will accommodate 600 students in levels 1 through 8. It is estimated to cost \$120,000 and the project will begin when the first \$50,000 has been raised to fund the construction of the first tuition block.

**Phase Two:** *Construction of the secondary school.* The project may be expanded in scope for Phase Two when additional funds are secured, estimated to cost \$400,000. The secondary school will consist of a two story building with approximately 23,000 sq. ft.; this will house 8 classrooms, 4 laboratories (for physics, chemistry, biology, and domestic science), a library, and staff and administrative offices. There will also be 2 two-story 20,000 sq. ft. dormitories, one for boys and one for girls, capable of housing up to 300 students from the greater Konoin region. A 6,600 sq. ft. multi-purpose hall will be part of the structure and will serve as a cafeteria and a general assembly hall. The secondary school will have a 300 student capacity. Because of the important global role that Kenya has traditionally played in the world of international athletics, the project sponsors will also seek separate sponsorship to provide basic athletic facilities for the school during this phase.

**Phase Three:** *Establishment of the Ngererit Foundation.* To provide adequate and ongoing educational support to the school the sponsors will establish the Ngererit Foundation. The Foundation will undertake separate but simultaneous campaign drives to secure additional capital to cover the school's ongoing operating expenses, to award potential fellowships, to raise donations in kind in the form of books and other school supplies, and even explore potential student exchange relationships with secondary schools in the US.

The build-out period for phases one and two of the project is expected to take one year from ground breaking, provisionally scheduled to occur in January of 2006.

Pro bono project management will be provided by the principals of the lead corporate sponsor of the Ngererit School initiative, CDR International (refer to Appendix 2 for individual biographies). Mr. Keter will oversee the project directly in Kenya. Furthermore a local Oversight Committee has been established. The Committee is chaired by Mr. Robert Keter, several members of the Konoin community, the Area Education Officer and the District Education Officer.

A detailed project budget is provided in Appendix 3.

APPENDIX 1: ARCHITECTURAL RENDERINGS



## APPENDIX 2: LEAD PROJECT SPONSOR AND MANAGERS

### *About CDR International*

The main sponsors of the project are the founders of CDR International, including Robert Keter, who is based in Kenya, and Côme Laguë and Douglas Fox, who are both based in the US.

The sponsors are committed to the success of the Ngererit School project and to making an immediate and transformational contribution to the town of Konoin and its 270,000 inhabitants. The three individuals and other CDR members are contributing US \$20,000 to Phase One of the project. The project will be managed directly by Mr. Keter. Financial and technical oversight will be provided by Mr. Laguë and Mr. Fox, respectively. A brief biography of each of the project managers follows.

Robert Keter: Mr. Keter is a Kenyan national and is CDR's Executive Vice President of Business Development. He is responsible for all aspects of the business development activities and in country operations within Kenya. Prior to CDR, he served as International Sales Manager at Adesemi Communications International, a company that launched wireless telecommunications networks in markets in Africa. He earned a Bachelor's Degree in Economics from the University of National Economics and World Economics in Bulgaria, a Bachelor's Degree in Business Administration from the Point Loma Nazarene College in San Diego and a Masters Degree in Business Administration with a specialization in International Business from the National University in La Jolla, California.

Côme Laguë: Mr. Laguë is CDR's Chief Executive Officer. Prior to CDR, he co-founded Adesemi Communications International and served as its Chief Operating Officer and Chief Financial Officer. He secured licenses and launched operations in Tanzania (prepaid wireless payphones and virtual telephony) and Ghana (second national carrier). In addition, Mr. Laguë led business development activities for licenses in Côte d'Ivoire, Kenya, South Africa, Uganda, Zambia and Zimbabwe. Prior to Adesemi, he worked at the Monitor Company, an international strategy consulting firm, where he worked on the development and implementation of business strategies for clients in various sectors. He has also consulted on strategic and operational issues for organizations in other industries, including computer software and hardware, and serves as an advisor to several new high technology startups in the US. He earned a Bachelor of Engineering degree in electrical/computer engineering from McGill University and a MBA from the Harvard Business School.

Douglas Fox: Douglas Fox is CDR's Chief Technology Officer responsible for all technical and technology aspects of CDR's telecommunications operations. Prior to CDR, he was the Manager of Information Technology at Adesemi Communications International. He was responsible for maintaining Adesemi's information technologies and oversaw the development and implementation of Adesemi's global information systems. Prior to Adesemi, Mr. Fox worked for Harvard University developing information technology assets for the University's Divinity School and for the Kennedy School of Government. Mr. Fox has also consulted on data

management issues for Boston-based arts and civic organizations. He holds a Bachelor of Arts degree in Public Policy from Duke University.

**APPENDIX 3: PROJECT BUDGET**

Phase One of the project is budgeted to cost \$120,000. The project will commence when the first \$50,000 is raised to build one Tuition Block consisting of 8 classrooms for the primary school. The members of CDR have committed to fund \$20,000 towards Phase One. The sponsors are seeking to raise the balance from other private, public, and non-profit sources.

The sponsors estimate that the facilities will have a life expectancy of at least 25 years and during this period, at least 2,000 students will graduate from the school, most of who will hopefully be inspired to emulate the community and philanthropic ideals of the original founders. The initial \$120,000 capital investment cost would represent \$60/student, a very small investment with a potentially tremendous impact on the lives of those students and society.

**Phase 1 – Ngererit Elementary School**

Tuition Blocks (2)	\$100,000
Administration Block	<u>\$20,000</u>
Total	\$120,000

**Phase 2- Ngererit Secondary School**

Tuition/Administration Block	\$140,000
Dormitory Blocks (2)	\$120,000
Multi-Purpose Hall	\$60,000
Furniture & Fixtures	\$50,000
Contingencies	<u>\$30,000</u>
Total	\$400,000

**Investment Vehicle**

A US 501(c) non-profit vehicle, the *Q-Fund*, will serve as the funding vehicle for the Ngererit Project. The *Q-Fund* charter is to eradicate poverty in Africa through educational initiatives that include the building of schools. A separate project account has been established for donations to the Ngererit Project. Project disbursements and budgets will be managed internationally by Mr. Laguë and locally by Mr. Keter with oversight and audit from the Director of the Kenya Commercial Bank Mr. Stanley Towett, a member of the Ngererit School Project Committee.

**APPENDIX 4: WAYS OF GIVING**

**1. Corporate and Individual Gift Recognition Opportunities**

Tuition Block: **\$50,000** (x2)

Each Tuition Block will contain 8 classrooms. The facilities will be basic but will create a more comfortable and constructive learning environment.

Administration Block: **\$20,000**

This building will include a faculty commons, where teachers can come together to share pedagogical ideas and classroom experiences. It will also house the school's administrative offices where important school records, and other vital information and statistics can be kept and where staff can more effectively handle the day to day management of the school, including administering basic First-Aid dispensary services.

**2. Other Ways of Giving**

For cash and in kind contributions such as supplies, equipment, furniture, books, etc., please contact the following:

Côme Laguë  
Q-Fund Ngererit School  
1541 La Mesa Drive  
Burlingame, CA 94010  
Tel 1-650-342-8096  
Fax 1-650-342-8097

Or send your contribution to:

First Republic Bank  
ABA: 321081669  
101 Pine Street, San Francisco, CA 94111  
Account Name: Q Fund Ngererit School  
Account #: 99500827797