

Gatoto Community Primary School – Nairobi, Kenya

Final rating: AA-
(Small-Medium, Primary School)

Field Visit on Sept 17, 2003
Annual 2003 Budget: US \$81,000
Expires December 2004

Exceptional social value per unit of funding. Together with the AAA group, they constitute what are generally known as high-grade entities. They are rated lower than AAA-rated entities because long-term risks—financial and organizational—appear somewhat larger.

Highlights	Risk Factors
<p><i>High social impact per dollar donated</i> <i>Highly participatory approach</i> <i>Highly focused mission and target group</i> <i>Financial reports audited annually</i></p>	<p><i>Executive-Director Dominated: No Board of Directors</i> <i>Financial Sustainability Questionable</i> <i>Should reduce truancy rate and increase graduation rate</i> <i>Ties to community must be strengthened</i></p>

Contact Information

GATOTO COMMUNITY PRIMARY SCHOOL
P.O.BOX 78066- 00507 NAIROBI Kenya
Tel: 254 (0) 722 801552
Website: www.gatoto.org
Email: gatotoschool@yahoo.com; bnyagoha@yahoo.com

ForeignAid Ratings
32 Sunset Road Suite 600
Demarest, NJ 07627 USA
Tel: +1-201-993-8727; Fax: +1-201-750-9114
ratings@foreignaid.com; <http://www.foreignaid.com>

Fact Sheet**Year, Country Established:**

1994, Kenya

Year, Country Incorporated: 1997, Kenya

Registration Number: DSS / NP/ 5 /4/ VOL.VI / 97/ (196)

Annual Budget 2003 (in US Dollars): \$81,000
as of Sept 2003

Paid Fulltime Staff: 31

Executive Director: Ms. Betty Nyagoha, Head Teacher

Chairman of the Board: No B.O.D.

Affiliates: Main school office in Nairobi.

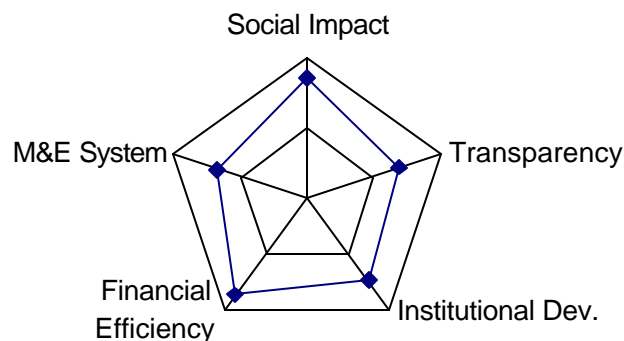
Stated Purpose: “Gatoto Primary School provides high quality education at low cost to 900 children in the Mukuru kwa Reuben slum in Nairobi, Kenya. It aims to break the cycle of poverty in which the children live, raise economic prospects in the area and reduce the incidence of HIV/AIDS infection among the young. The staff and a parents' committee, which is elected annually, manage the school.”

Rating Conclusions

The Gatoto Community Primary School is awarded a ForeignAid Rating of AA- for small-medium organizations.

Rating Component Summary

Social Impact	AA+	8.5
Transparency & Accountability	A	6.9
Institutional Development	A+	7.3
Financial Efficiency & Growth	AAA-	8.6
Monitoring & Evaluation System	A-	6.7
Overall	AA-	7.6

The NGO Star: Gatoto Community School

Certification Conclusions

The Gatoto Community Primary School meets the criteria of the ForeignAid Certification for charitable solicitations.

FOREIGNAID CERTIFIED

Education Program Details:

Target Group: The poorest children of the Mukuru kwa Reuben slum and surrounding areas.

Geographical Scope: Mukuru kwa Reuben slum

Thematic Scope: Formal Education and Youth Development

Type of Students Served: Children

Subject Areas: Kenyan Syllabus (maths, english, Swahili, Science, Geography, history, etc.)

of Students Enrolled in any given year: 900

Certificate/Degree Offered: Kenya Primary Certificate at the completion of class 8

Class location: Class rooms which are semi-permanent

New students per year: 100 in two streams

Average Student-to-Teacher Ratio: 40:1

Number of Teachers employed: 22

School Fees Charged to a Student: Kshs. 200 per term; Kshs. 600 per year = \$8 per year

Cost of Educating a Student: Kshs. 8000 per year = \$106 per year

Some of the organization's recent activities include:

Project/Activity	Dates
Building of Admin block/building	2003
Construction of school hall, 20 toilets, and six class rooms	1999-2001
Drainage system	2003
Book Storage	2001

Recent Project the NGO is most proud of:

“The acquisition of a Land Allotment letter and the funding of Electricity installation. The two will help the school develop further because the land ownership will assist the school get funding for capital costs from different NGO's and the electricity is essential in the running of a Vocational training and the IT center that the school wishes to build.”

Exciting future plans of the organization:

- 1 Construction of a Library Block
- 2 Setting up a Secondary School
- 3 Setting up a Vocational Training School
- 4 Setting up an IT centre
Eventually construction of permanent school structures
- 5

Governance

Chief Executive Officer: Betty Nyagoha

Compensation*: USD \$3,200

Chairperson of the Board: No B.O.D.

Chair's Profession / Business Affiliation:

Board Size: n/a **Fulltime Paid Staff Size:** 31

* 2003 compensation includes annual salary and, if applicable, benefit plans, expense accounts, and other allowances.

Finances*

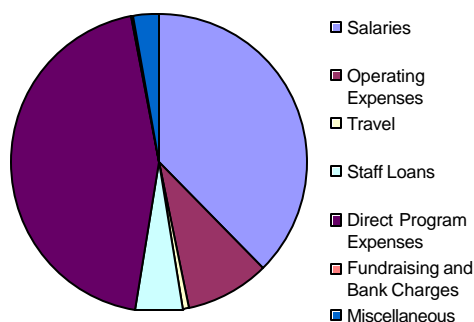
Annual Budget 2003 (USD):** \$81,000

Annual Budget 2002 (USD): \$58,828

Financial Efficiency and Growth

Primary Revenue Growth	37.7%
Fundraising Expenses	0.2%
Overhead	22%
Direct Program Expenses	44.3%
Salaries	37.5%
Total Program Expenses***	78%

2002 Expense Breakdown



* Based on un-audited figures. **As of August.
***Since the majority of Gatoto's employees are teachers, and the majority of their time is spent educating and caring for children, 90% of salaries are considered "Program Expenses."

Fund Raising

Method(s) Used: Grant writing.

International Donors during the past two years:

- O'Brien Foundation
- World Mercy (in kind)
- Save the Children UK (in kind)
- World Vision (in kind)
- SUAS Educational Development

Program Relevance, Outputs, and Outcomes

Relevance: The beneficiary / target group needs and NGO's relevance to them:

"Children from MuKuru Kwa Reuben Village where the School is located has a proximately over 30,000 residents with only two Formal schools. The two formal schools are not even enough to charter for the ever increasing number of school age going children. Gatoto school being one of the two schools in the vicinity provides Education to 900 children who would have otherwise missed the opportunity of getting Education in life."

Relevance to local/national/intl policy and development plans:

Gatoto supports Children's Right to Education, providing an opportunity for the child to be

educated. Gatoto helps in the development of national human resource through education, keeping children off the streets. It also supports the Millennium Development Goals.

Activities relevance to the economic and social environment:

"The school aims at developing an all round person by giving these children a chance to exploit their talents in different fields which include Curricular & Extra-curricular activities which help in the reduction of illiteracy in the country, reduction of dependants, and poverty eradication

Target community's most critical needs :

Being a slum community, residents face needs in all areas: health, sanitation, education, nutrition, employment opportunities, housing and access to government and protection of rights in particular for women and children.

How the NGO addresses these needs :

Gatoto provides a fortified meal for children each day. Health education is provided as part of the curriculum and is supplemented by other NGOs in the area of HIV/AIDS. The school provides high quality education and has a strong co-curricular program. This builds confidence in students with the aim of helping children to make a difference in their communities. This approach is designed to maximize the school's impact in achieving long term benefits in the target community.

Negative Outcomes:

Drop-outs due to pregnancy or truancy. Loss of interest from the community which may lead to less support.

Impact: Outputs and Outcomes:

Overall Indicator & Target	Change	Findings/ Specifics
Increase in school mean scores	over 14%	225.06 to 257.37
Increase in student population	over 149%	370 to 924

Self Assessment (10 = perfect):

Program Relevance	9
Efficiency	6
Effectiveness	7
Impact	8
Program Sustainability	5

Unforeseen Outputs and Outcomes:

Positive Outputs:

Gatoto expected to start with about 150 children but 370 were enrolled during the first year. There was no any other school that could have accommodated the children, other schools were far from the community and they were charging higher fees.

Positive Outcomes:

Secondary Scholarships for those excelling in their primary exam. Improved health of the children the school serves. The H.I.V./Aids Education to the children and their parents may lead to reduction of the spread of the disease or behavioral change of the people of Mukuru Kwa Reuben. A better chance of job opportunities and hence improved living condition.

Cross Cutting Themes: Gender

The school also has a gender equal policy in enrollment and subjects. As the school is run by a woman and 50% of students are girls, this implicitly changes opinions on education of the girl-child and the potential of women in leadership positions. Gatoto has an equal opportunities employment policy.

Tax Status

This organization is not-for-profit under the Internal Revenue Code of Kenya.

Executive Summary

The Gatoto Community Primary School was founded in 1994 and registered as a not-for-profit in 1997 with the expressed mission of educating the poor children of the Mukuru kwa Reuben slum and surrounding areas. Gatoto, which provides education according to the Kenyan Ministry of Education curriculum, has been assigned a global rating of AA-.

Institutional Development receives a score of A+.

Legality and Institutionalization:

- Registered as contributor to the tax authority and declares income statements annually.
- Does not collaborate with many other NGOs or networks.
- Has more than 10 permanent full-time employees.
- Average income over last two years is less than USD \$100,000.

Institutional Leadership:

- Board of Directors (Parent Teacher Association) is a multidisciplinary group with technical expertise.
- There are Formal meetings; and oversight and working committees; and formal recording of minutes of the sessions.
- The institution introduces changes and innovations to their policies and executes them.
- The institution did not start new initiatives without external support.

Operative Management System:

- The mission is well-known by all of the personnel and beneficiaries. Mission: offering quality education to the child. School Motto : Strive to shine
- There is no organizational chart, but the decision making hierarchy and whom to report to is clear to all staff.
- Staff play an important role in decision-making in the organization.
- The internal procedures is complemented by manual of procedures and norms and is up-to-date: School committee hand book that describe the rules and regulations to the committee on the day-to-day running of the school

Financial Management

- Basic accounting systems in place. Appropriate controls and procedures for purchasing. Statements reviewed by Executive Director. Meets donor requirements. Monthly banking conciliation.
- No registered full-time accountant on staff; and quarterly accounts statements by project prepared.
- There are external audits on a regular basis as part of the policy of the institution (or its principal donor - i.e. branches of Intl. NGOs) The BOD approves the operational budget and makes periodic reviews.

Human Resources Management

- All staff understand and apply their job descriptions accordingly. Supervisory structure is clear.
- Stable, competent personnel with wage competitive.
- Teachers evaluation is conducted by the ministry of education during school inspection routine.
- Job qualifications are based on functional criteria established by the organization

Financial Efficiency and Growth receives a score of AAA-.

- Average primary revenue growth over the last three years exceeds 10%.
- Program Expenses (grants and training for grantees) account for more than 70% of the budget.
- Overhead and Administrative Costs account for 22% of the budget.
- Fundraising Expenses appear to be low.
- Financial sustainability is low: The school is highly dependant on donor funding for the building of infrastructure and school maintenance.

Social Impact receives a score of A+.

Participation of the Community of Beneficiaries:

- There are fee-for-service mechanisms or quota fees paid by the community or members.
- Partial voluntary support for certain activities (includes cash, labor or materials).

- There are pro-active mechanisms for obtaining feedback (evaluation or monitoring) and planning (incorporated in some way in the operational and/or strategic planning process).
- The projects and programs address the target community's top three needs.
- The organization has served more than 1000 people directly and indirectly.
- Follow-through: Education offered is currently pre-and primary education; the school offers some scholarships to secondary school. Planning to start a secondary, vocational training and computer center.
- Focus: The organization serves only one target group—children in the Mukuru kwa Reuben slum and surrounding areas.

Transparency receives a score of A.

- Organizational capacity to use Internet: Novice
- Internet access in office: No
- Website updated a few times a year
- Communication with community: regularly through face-to-face meetings
- External financial audit conducted by Nyenge & Company (certified Public Accountants(K))
- Disclosure: The organization provided most of the required documentation that was possible.

Design, Monitoring, and Evaluation System receives a score of A-.

- The DME is not an independent department.
- The DME is integrated as a strategy of work of the institution and is used for monitoring and evaluation of programs and projects. It is used for strategic planning. It provides feedback to donors.
- M&E reports mostly qualitative; slowly becoming more quantitative.
- The social worker and head teacher on staff commit some of their time towards M&E.

Top 3 Strengths:	Top 3 Weaknesses:
1. Financial transparency	1. Executive Director Dominated organization: No formal Board of Directors exists.
2. Provides high quality education to poor children	1. Truancy rate can be lower and the graduation rate should be higher.
2. Very focused mission and target group	2. Evaluation processes need work
3. Ethos of social responsibilities and leadership	2. Lack of long term planning (5 – 10 years)
	3. Lack of secure funding

Recommendations

The Gatoto Community Primary School should:

- Set up a senior management team and process for succession of power from the Founder, Betty Nyagoha, to ensure the long term sustainability of the Gatoto School as an “institution.”
- Establish a small endowment or a matching grant source that helps funded operational expenses on a yearly basis.
- Expand to provide more secondary school scholarships to continue the educational development of its graduates.

- Re-affirm its connections to the local community and increase the amount of contribution of the local community through various community events and programs.
- Partner with other institutions and NGOs in Kenya and East Africa.
- Partner with local companies like Uchumi Supermarket or Kenya United Steel Company Ltd.

Future Plans of the Organization

Exciting future plans of the organization:

- 1 Construction of a Library Block
- 2 Setting up a Secondary School
- 3 Setting up a Vocational Training School
- 4 Setting up an IT centre
Eventually construction of permanent school
- 5 structures

Civil Society Context

Nairobi, a city in the heart of the Kenya, has historically served as the economic hub for public, private and non-governmental organizations in Kenya and East Africa. The inability of the government to adequately provide for the political and socio-economic needs of the citizens has resulted in a mushrooming of Non Governmental Organizations established ostensibly to supplement and compliment governmental efforts. The Civil Society in Kenya is so large and powerful that it has the capacity to compete with the government in attracting donor resources. The unbridled growth of NGO's coupled with a lack of proper transparency and accountability has led to misuse of resources and the emergence of briefcase NGO's who exist for the sole purpose of attracting donor funds for selfish and personal reasons. This growing occurrence has led to a crisis of confidence in civil society organizations. This has been compounded by the lack of social impact in the activities of civil society despite the considerable high amounts of resources invested in them.

The perception of NGO's in Kenya is negative. They are viewed as vehicles for exploiting the ignorance of donor agencies. Most people perceive NGO's as easy get quick schemes where the founders and managers can earn high salaries, steal money without the fear if prosecution. All this without the need of adhering to strict performance measures.

Despite this, there are genuine NGO's who strive to exceed expectations of all the stakeholders involved and have indeed achieved stellar returns. Unfortunately, there is no independent source of distinction between the two types of NGO's in Kenya.

As the above analysis has indicates, the Gatoto Community Primary School represents one of the "genuine" NGOs of Kenya.

Annex 1: Rating Score Components

NOTE: Scores from 1 to 10 where 10 is the maximum, best score possible.

A. Institutional Development

Legality, Institutionalization, Size, Age	5.2
Institutional leadership	7.1
Operative management system	8.3
Financial management	7.3
Financial sustainability	7.0
Management of the human resources	8.6
References	

Overall	7.3	A+
---------	-----	-----------

B. Financial Efficiency and Growth

Program Expenses (% of budget)	78.0%	10
Fundraising Expenses (% of budget)	0.2%	10
Primary Revenue Growth	37.7%	10
Admin Costs (% of budget)	22.0%	6
References		7

	8.6
Overall	AAA-

C. Transparency

Internet Skills & Access in Office	2.0
Level of Education of Staff	4.0
Website Quality	9.0
Website: Frequency of Updates	5.0
Newspaper	1.0
Financial Reports: Availability	10.0
Financial Reports: Quality	10.0
External Audit	10.0
Disclosure	8.0
References	10.0

Overall	6.9	A
---------	-----	----------

D. Social Impact

Participation	7.3
Relevance	8.0
Beneficiaries	7.0
Follow Through	8.0
Focus: Program	10.0
Focus: Target Pop	10.0
Outputs	10.0
Outcomes	
Innovation	8.0

Referrals	8.0	
Overall	8.5	AA+

E. Design, Monitoring, and Evaluation

DME department established (or donor driven)	6.0	
M&E used in planning (or only for donors)	10.0	
Fulltime Staff Committed to DME	4.0	
M&E used in program design	8.0	
Type of M&E Reports (Quotes; Qual., Quant.)	6.0	
References	6.0	
Overall	6.7	A-

F. Overall

Social Impact	AA+	8.5
Transparency & Accountability	A	6.9
Institutional Development	A+	7.3
Financial Efficiency & Growth	AAA-	8.6
Monitoring & Evaluation System	A-	6.7
Overall	AA-	7.6

NOTE: An even more detailed score component breakdown for this organization is available from ForeignAid Ratings.

Annex 2: Personnel, Awards, and References**1. Number of NGO Staff and Volunteers:**

Position	No. of Males	No. of Females	Total
Board Members			
General Assembly Members			
Full Time Employees (Paid)	13	18	31
Part Time Employees (Paid)			
Volunteers		1	1

2. NGO Full-time Staff (List of Positions):

No.	Position	# Male	# Female	Total
1	HEAD TEACHER		1	1
2	DEPUTY HEAD TEACHER	1		1
3	SENIOR TEACHER	1		1
4	SOCIAL WORKER		1	1
5	COOKS		2	2
6	GUARDS	1		1
7	GROUND MAN	3	1	4
8	ASSISTANT TEACHERS	7	13	20
9	TOTAL	13	18	31

3. Specialized Committees within the NGO :

- * Executive committee
- * Counseling committee
- * Co-curricula committee
- * Discipline committee

4. International Funding Sources during the past two years:

No.	Source	Amount	Purpose	Contact Person
1	Denis O'Brien foundation	60,000	school development	Denis O'Brien
2	World Mercy	in-kind	admin block construction	fr. Patrick
3	Save the Children UK	in-kind	TEXT BOOKS	Caroline Ndolo
4	World Vision	in-kind	TEXT BOOKS	Lindia
5	SUAS	25,000	school development	Micheal King

5. The school has made significant advances the retention of students. Here are the dropout rates since 1994.

1994	1995	1996	1997	1998	1999	2000	2001
26.2%	20.1%	14.4%	10.3%	8.9%	6.9%	5.1%	4.2%

6. References Provided:

Name	Email	Tel. Number	Mailing Addr.	Position	Organization	Relationship to NGO
COLMAN FARRELL Diana	colman_farrell@yahoo.com				SUAS	funder
Musenya	student				school	student
VANESSA LISTON Collins	listonv@tcd.ie				SUAS	funder
Ouma	student				school	student
PAUL SUGUT CHIEF	paulks_2000@yahoo.com				feed the children	funder
MUTAI					government	

7. Contact Persons:

Primary Contact Person	Betty Nyagoha
Primary Contact E-mail Address	bnvagoha@yahoo.com
Position of Contact Person in the NGO	Head Teacher / CEO
Secondary Contact Person	Paul Sigut
Secondary Contact E-mail Address	paulks_2000@yahoo.com
Position of Contact Person in the NGO	

Annex 3: List of Documentation

The Gatoto Community Primary School provided ForeignAid Ratings with the following documentation:

- Photos with captions
- Quarterly Term Reports and Financial Reports from 2001-2002
- Contact person list
- Website: www.gatato.org
- ForeignAid Ratings solicited a Letter of Reference regarding Gatoto from: Ms. Vanessa Liston, SUAS Educational Development, Dublin
- Third party evaluation report
- Please see the student- and parent- interview notes in Annex 5 and 6.

Annex 4: Photos



No. 1. In the Mukuru slum in Nairobi, the urban poor face a number of challenges, including lack of sanitation, living space, education, and job opportunities.



No. 2. Three boys line up to receive porridge. According to teachers, students have been much more focused at school since the program began.



No. 3. Gatoto follows the government curriculum of AIDS education as well as holding seminars about the disease.



No. 4. Girls playing soccer at recess. The school house built by Gatoto is in the background.

Annex 5: Student Interviews

Student Names: *Collins Ouma and Diana Musenga*

Questions Asked

Answers

What class level are you?

Collins: std 8 candidate

Diana: std 8 candidate

When did you join the school?

Collins: joined in 2001 at level 6

Diana joined in 1997 at level 2

Where were you previously?

Collins: studying in kano plains western part of Kenya

Diana: studying in Mukueni eastern part of the Kenya

Why did you decide to join Gatoto school?

Collins: the school that I was studying previously does offer quality education and need to be with my other family

Diana: I was living with my grandmother and I missed the rest of the family so I decided to come to live with them.

How do you compare the standard of education of where you were and Gatoto?

Collins: there are more resources and good teachers in here that where I was previously. They are more organized and participates in other activities beside class work.

Diana: I prefer Gatoto am able to concentrate and do better in my class work.

What would like to be in future?

Collins: a lawyer or a doctor.

Diana: Accountant.

Do you see Gatoto preparing you for the future?

Collins: sure am working hard and I know I will pass to proceed to secondary then to university.

Diana: yes am good at mathematics and accounting involve a lot of calculations.

What would make you not proceed to secondary schools?

Collins: lack of school fees.

Diana: Lack of school fees, but the school has a scholarship program that help those who do well in final exam.

What was the score of the highest student in mocks exams? And who was s/he?

Collins: 363 out of 500 marks. Diana was leading.

Diana: the aim is to get over 400 marks.

How many students are there in school?

Diana: over 900 both nursery and primary school.

How many students are in your class?

Diana: 41 in std 8 which is only one stream. The rest of classes have two streams each

What resources are provided by school?

Diana: books, lunch.

Your school is made of ironsheets, are you happy with it?

Collins: they are good as we are able to study well, there are desks, and we do not complain. I think we do understand as it's the same like most of our houses.

Diana: the problem comes when its raining heavily as you cannot hear what the teacher is saying.

Where do you live?

Collins: in this community with my parents. Now that I am big, my father has rented a small room for me.

Diana: in the same community with my parents, a two room house.

What do you parents do?

Diana: father is a carpenter and mum sell vegetables

Collins: my father is casual worker and mum stays in the house

How many siblings are you in your family?

Diana: we are 4 kids

Collins: we are 6

What would you like the school to have that it does not have?

Collins: a library

Diana: school bus

Do you pay any school fees?

Diana: yes

Collins: kshs 200 per term (term is 3 months session, hence having 3 terms per year)

How do you relate with teachers?

Diana: they are good they teach well and help when one is in problems. Though some are harsh esp. when your are done something wrong.

What do you think would happen if someone comes and demolish the school and close it down?

Collins: the whole community will riot and march to state house.

Diana: no one can close this school as he will see fire works.

Interview Comments:

The students are very bright and confident. They are aware of what is happening is school.

Annex 6: Parent Interviews

Do you have children in the school?

Yes,

Are you able to meet all the fees required?

Yes we pay Ksh. 200 per term. This is a bit affordable [but] there are some parents who cannot afford.

What do you do for a living?

I sell vegetable to the community.

How are you involved in the school?

As a parent, we have meeting with teachers and we have one general meeting at the end of the year.

What happens during the end year meeting?

The chairman of the school with the head teacher report to the members what has happened during the year. Financial reports are read to members, the plan for the next year is presented with a budget. The meeting approves the plan and the budget. Elections for the PTA office bearers is done.

What do parents contribute to the school?

School fees and uniforms for the child. And when we are called for harambee, we contribute little funds that we have.

What do the community think of the school?

This school is very much respected as it helps our children get education like any other child of the rich people. They offer even lunch to children to ensure that the kid concentrate in class. This is one of the best think that we have as a community.

What happen if a parent is not able to pay school fees?

The school social worker visit the home of the kid and talk to the parents. If she establish that the parents are genuine, the child is around to continue with class work.

Annex 7: Rating Scale

These rating gradations provide donors with a simple system to measure an organization's social impact, financial efficiency and growth, institutional development, transparency and design, monitoring and evaluation system.

The rating definitions are below, with an "n" modifier signifying the size of the organization, for example, AAA.sma for a small organization with an annual budget less than USD\$100,000; AAA.med for a medium organization with an annual budget of USD\$100,000 up to USD\$500,000; and AAA.lar for a large organization with an annual budget greater than or equal to USD\$500,000.

Not Comparable Across Size Categories

ForeignAid Ratings are not designed for fine comparisons of organizations across different size categories; rather, they address relative social value within a given size class. Comparing a large organization with a small one would skew the weighted average of social value, financial health, and organizational integrity in favor of the larger organization even in the case that the smaller organization is delivering much higher social value per unit of funding than its larger counterpart. Thus, ForeignAid Ratings should be used to compare small organizations with other small organizations, and so on. Crude comparisons across size categories can, of course, still be made.

AAA.n	<u>Exceptional</u> social value per unit of funding. While the financial health and organizational integrity of these entities is likely to change, such changes as can be visualized are most unlikely to impair their fundamentally strong social value position.
AA.n	<u>Exceptional</u> social value per unit of funding. Together with the AAA group, they constitute what are generally known as high-grade entities. They are rated lower than AAA-rated entities because long-term risks—financial and organizational—appear somewhat larger.
A.n	<u>Excellent</u> social value per unit of funding. However financial and organizational elements may be present which suggest a susceptibility to impairment sometime in the future.
BBB.n	<u>Very good</u> social value per unit of funding. However, certain protective financial and organizational elements may be lacking or may be unreliable over any great period of time.
BB.n	<u>Good</u> social value per unit of funding. Often the ability of these entities to meet their social objectives may be moderate and not well safeguarded in the future.
B.n	<u>Fair</u> social value per unit of funding. Assurance of organizational or financial sustainability over any long period of time is small.
CCC.n	<u>Questionable</u> social value per unit of funding. They may be in financial distress, or there may be present elements of danger with respect to it organizational integrity.
CC.n	<u>Poor</u> social value per unit of funding. Such entities are often in financial or organizational distress or have other marked shortcomings.
C.n	<u>Very poor</u> social value per unit of funding. Such entities are often in financial or organizational distress or have other marked shortcomings.
D.n	<u>Extremely poor</u> social value per unit of funding. Such organizations are usually delivering no social value and are experiencing financial and organizational turmoil, and potential recovery values are low.

Note: ForeignAid Ratings applies modifiers + and – to each generic rating category from AAA to C. The modifier + indicates that the issuer is in the higher end of its letter rating category; no modifier indicates a mid-range ranking; the modifier - indicates that the issuer is in the lower end of the letter ranking category.

Note: Organizations that receive a rating grade of BB or above are considered “ForeignAid Certified.”

Disclaimer

Detailed information is on file with ForeignAid Ratings. An organization may change its practices at any time without notice. Donors must decide for themselves the significance of any variation from the ForeignAid standards, taking into account the relative importance of the practice in question in the context of the organization's total performance.

This report reflects the results of an evaluation of informational materials provided voluntarily by the organization. A copy of this report has been shared with the organization prior to publication. It is not intended to recommend or deprecate, and is furnished solely to assist you in exercising your own judgment.

For more information regarding this organization, its rating grade, or ForeignAid Ratings, please contact:

ForeignAid Ratings
32 Sunset Road Suite 600
Demarest, NJ 07627 USA
Tel: +1-201-993-8727; Fax: +1-201-750-9114
ratings@foreignaid.com
<http://www.foreignaid.com>

Copyright © 2003 ForeignAid Ratings
All Rights Reserved