



MILLENNIUM WATER ALLIANCE

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November 28, 2008

Mr. Harrigan Mukhongo
Business & Org. Development Advisor
P. O. Box 629 Village Market
00621 Nairobi, Kenya

Subject: Millennium Water Program Final Technical Report
USAID Cooperative Agreement # 623-A-00-05-00025-00

Dear Mr. Mukhongo:

For the Millennium Water Program from March 2005 to September 2008, please find enclosed a copy of the following documents:

1. Consolidated final narrative report
2. SF269 financial report

We appreciate the opportunity to partner with USAID to bring water and sanitation to needy people. If you have any questions please do not hesitate to contact me.

Sincerely,

11/28/2008

Rafael J. Callejas
President MWA

RC:alt

The Millennium Water Alliance (MWA) is a cooperating group of organizations with commitment to and expertise in integrated solutions to the freshwater crisis. The MWA has been established to assist 500 million poor people through direct support and advocacy, to gain access to clean drinking water and safe sanitation, and to improve hygiene by 2015. Members of the MWA include Africare, CARE, Catholic Relief Services, Emmanuel International Mission, Food for the Hungry, Global Water, Lifewater International, Living Water International, Water Missions International, WaterPartners International, Water for People, and World Vision USA. UNICEF is an advisor to the MWA.



Millennium Water Alliance

Millennium Water Program in Kenya

Cooperative Agreement No. 623-A-00-05-00-025-00

**Program Period
March 1, 2005 – September 30, 2008**

**Final Technical Report
(March 1, 2005 – September 30, 2008)**

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**Eng. Onywoki Mokenye
November 24, 2008**

A handwritten signature in black ink, appearing to read "Henrietta Bullinger", written over a light blue rectangular background.

**Henrietta Bullinger
November 28, 2008**

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ABBREVIATIONS

AIDS	-	Acquired Immunodeficiency Syndrome
ADP	-	Area Development Program
APHIA	-	AIDS Population and Health Integrated Approach
CDF	-	Constituency Development Fund
CRS	-	Catholic Relief Services
CTO	-	Cognizant Technical Officer
EMACK	-	Education for the Marginalized Children in Kenya
FH	-	Food for the Hungry International
GOK	-	Government of Kenya
GWAKO	-	Groups of Women in Agriculture – K’Ochieng
IDS	-	Institutional Development Support
LI	-	Lifewater International
LWI	-	Living Water International
MWA	-	Millennium Water Alliance
MWP	-	Millennium Water Program
NGO	-	Non-Government Organization
OVC	-	Orphans and Vulnerable Children
PMG	-	Program Management Group
PO	-	Partner Organization
SANA	-	Sustainable Aid in Africa International
SWASH +	-	Sustaining and Scaling School Water, Sanitation, and Hygiene Plus Community Program
SWS	-	Safe Water Systems
TOT	-	Training of Trainers
USAID	-	United States Agency for International Development
VCT	-	Voluntary Counseling and Testing for HIV/AIDS
VIP	-	Ventilated Improved Pit Latrines
WASH	-	Water, Sanitation and Hygiene

1 EXECUTIVE SUMMARY

This is the final report for Phases I and II of the Kenya Millennium Water Program (MWP) implemented by Millennium Water Alliance (MWA) partners. Since the inception in 2005, 95,000 (56,000 in Phase I and 39,000 in Phase II) people have gained access to improved water sources, 43,000 (18,000 in Phase I and 25,000 in Phase II) people have access to safe sanitation. The program has been financed by USAID in the amount of USD 2.5 million and an additional USD 783,711 (661,749 cash plus 121,962 in kind) have been leveraged from the partners and communities as matching grants to aid WASH activities in Kenya. The combined total cost for the program was USD 3.257 million. The program has been successfully completed.

In Phase I of the program, projects were implemented in Kisumu, Nyando and Bondo districts of Nyanza province. The implementing partners were CARE, Lifewater, Living Water, Water Partners and World Vision. In Phase II, two partners (Lifewater and Living Water) implemented the WASH interventions in Nyanza Province and three others (World Vision, FH and CRS) implemented WASH interventions in the ASAL areas of Kibwezi, Marsabit and Kilifi Districts. The program has been successfully completed and this is the final report. Due the nature of the Credit for Water Pilot Project in Nyanza Province, WaterPartners International continues as originally proposed with activities related to loan repayments. The final evaluation report for Phase II was completed in mid November 2008 and final copies of the report are available.

2 PROGRAM GOALS AND OBJECTIVES

MWP Kenya Goal: Improved health and well being of households and communities in the drought-prone ASAL areas of Kenya and in the Nyanza Province of Kenya. The implementing partners plan to accomplish these objectives through an effective partnership where participatory methodologies will be used to develop capacity of both organizations in a replicable model.

MWP Kenya Objectives:

- Increasing the level of access to sustainable, safe water and sanitation services among poor and vulnerable populations in rural and peri-urban areas;
- Decreasing the prevalence of water and sanitation-related diseases;
- Promoting integrated water (resources) management at the local level with a focus on maintaining the quantity and quality of drinking water;
- Developing an efficient, effective and replicable partnership model for service delivery and advocacy.

3 PROGRESS REPORT

Nyanza Province Schools Initiative and Credit for Water:

- *Kano Plains:* In 2005, Phase I funding from USAID provided an opportunity for MWA partners to undertake WASH interventions in the Kano Plains. Field activities included drilling of shallow boreholes, hand pump maintenance and repair, sanitation promotion

training, latrine construction, and biosand filter construction. Realizing the great need that still exists in the communities of the Kano Plains, an extension proposal to the Millennium Water Program was submitted to USAID by MWA. The extension activities were designed to address advanced training in water well drilling and hand pump installation, hygiene and sanitation using a training-of-trainers approach, latrine design and construction, sanitation promotion through school health clubs, and one-day promotional events to raise awareness about sanitation in schools and the surrounding communities. These programs were implemented in the field following participatory trainings by Lifewater volunteers and staff members. The successively implemented projects and activities for Phase I of the funding are included in Annex B of this report.

All the activities for the Phase II funding were completed on time. Water and sanitation coverage within Nyando and Kisumu districts which was about 30% at the start of the extension project is now approximately 40% following the implementation of 10 new boreholes, 2 Health and Hygiene training, several refresher trainings and the sanitation promotion conducted in August 2007. Behavioral changes such as, hand washing before eating and after using the latrine, have been noted in schools and the surrounding communities. This has been linked to increased access to safe water and availability of clean latrines which offer adequate privacy and wash stations in form of tippy taps. Project activities were designed to assist poor schools to rebuild their water supply system and sanitation facilities. The goal of these activities was to reduce the occurrence of water borne diseases, to reduce girl child dropout rates, and to prevent absenteeism due to lack of adequate sanitation and safe water at schools. Providing sustainable access to adequate water supply and appropriate sanitary facilities are of great importance to a healthy livelihood for any community or school. Furthermore, many of the benefits from the school intervention have extended, either directly or indirectly to surrounding communities, thus affecting women and children not directly linked to the school system. This program supported the MWP program objectives by: developing primary school hygiene and sanitation curriculum; conducting workshops for field trainers through a Training of Trainers (TOT) strategy; and constructing 10 water points and 180 VIP latrine doors at selected schools.

- ***Schools Water Program in Winam Division, Kisumu:*** World Vision implemented activities within Winam Division, Kisumu District. It later shifted to Mtito Andei Division, Kibwezi District. The successively implemented projects and activities for Phase I of the funding are included in Annex B of this report.
- ***Schools Water Program in Kisumu:*** All the activities, both for Phase I and Phase II funding for this program, were completed. This involved providing an integrated water program for six schools. All six schools are located near Kisumu, Kenya. The program included providing a water supply for each school, with a water storage tank, latrines and urinals. In addition, hygiene training and HIV/AIDS awareness training were conducted under the coordination of MWA, its partners, as well as the community. In some situations, permits and government approvals were required and these were duly obtained. Approximately 4,300 school children and over 14,000 community members directly benefited by this program. An additional 18,000 community members received indirect benefits of better health and welfare of their community. Therefore, over 36,000 people received benefit from this program.

Branding and dedication activities were completed. In addition all basic and refresher hygiene training was completed. The Final Financial and Technical Reports were prepared and filed. The successively implemented projects and activities for Phase I and II of the funding are included in Annex B of this report.

- ***Credit for Water Program in Kisumu:*** This program established a micro-credit loan fund with two non-governmental organizations (NGOs) in Kisumu, Kenya. The fund provided KES 17,070,000 (US\$ 254,776) for community-based and household water and sanitation projects. The loans were disbursed to individuals, women's self-help groups, and organized community groups that used the funds to repair, improve, and create safe water and sanitation facilities. A loan application was filled out at each site and approved by the partner organization. During the grant period, 16 sites were provided loans for the projects. As a result, each site has made improvements to household and community water sources. The loans were disbursed to Sustainable Aid in Africa International (SANA) and Group of Women in Agriculture Kochieng (GWAKO) in November 2005. The program grant period was completed in December 2006. SANA and GWAKO started to repay the loans in September 2006 and July 2006 respectively. The loans have a three-year repayment period with a five percent interest rate.

Some loan repayments have been made although there are significant amounts in arrears. As WaterPartners receives payments from its Kenya partner organizations, the loan repayments are kept in a Kenyan bank account dedicated exclusively to this purpose and controlled exclusively by WaterPartners. WaterPartners will re-loan those funds for additional water and sanitation facilities when a sufficient amount of repayment has been collected. As the first of its kind in Kenya, this program serves as a crucial learning opportunity. WaterPartners continues to engage with its local partner organizations to identify and address impediments borrowers encounter in covering the loan repayments and challenges faced from the end-borrowers. WaterPartners and Lifewater International have collaborated to engage an international public accounting firm, Deloitte, to audit the program.

WaterPartners intends to continue to make progress on collecting loan repayments under the program. The final audit report on the GWAKO program will be reviewed as soon as it is available. WaterPartner's staff will collaborate with Lifewater, the Millennium Water Alliance, and other stakeholders to develop a strategy for addressing the issues that are identified by the audit. WaterPartners and these groups will require GWAKO to forward outstanding loan repayments which they have collected to us if the organization can do so. Joint legal action will be considered if necessary, to force GWAKO to abide by the terms of our contract and/or bring in a third-party collection agent to manage the communities' repayments in cases where the communities have demonstrated that they have begun repaying their loans. WaterPartners is also negotiating with SANA to extend the loan repayment schedule; as SANA has made some repayments and continues to express a willingness to continue its credit program. However, WaterPartners also reserves the right to pursue any legal remedies if the parties are unable to reach an agreement on the loan extension or if the loan repayments are extended and SANA subsequently does not perform.

The credit programs funded by USAID have provided invaluable lessons in administering successful WaterCredit programs in Africa. WaterPartners continues to believe that WaterCredit can be a successful, scalable solution to improving water and sanitation access in the region. However, WaterPartners is moving away from acting as a direct loan service provider. The current program has raised the awareness of African MFIs with respect to lending into water and sanitation initiatives. The intent is to work with these organizations in a variety of fashions. In addition, WaterPartners will continue to work with indigenous NGOs to build capacity within communities so that they are positioned to take loans from an MFI. Moreover, they have developed new criteria to evaluate partner organizations and proposals that seek to provide WaterCredit-related programs. These steps and others will help WaterPartners continue to effectively offer WaterCredit alternatives to other organizations in Kenya and elsewhere in Africa.

- ***Safe Water Systems (SWS) in Kisumu:*** The MWP targeted communities in the informal settlements of Kisumu city. The main goal was to “achieve sustainable improvements in the health status of vulnerable households”. At the close out period in August 31, 2006, CARE had unspent balance of USD 25,358. However, at the same time, CARE and another MWP partner, the Water Partners International (WPI) had been awarded additional funding by Melinda and Bill Gates Foundation through the Global Water Challenge (GWC). The new funds were designated to support CARE to expand the SWS project to 1,500 schools in Nyanza starting in September 2006 (FY07). CARE compiled a final report comprising the technical narrative (TR) and financial report (FR) and was submitted to the Millennium Water Alliance and USAID in November 2006.
- In April 08, the MWA advised CARE Kenya to submit a No Cost Extension (NCE) concept proposal request together with a revised budget plan to access the unspent balance of USD 25,358 to facilitate expansion of the MWP and enhance sustainability. The concept proposal and a revised budget plan were accordingly submitted and a NCE was awarded for two months i.e. May/June 2008. CARE has since utilized the NCE funds to expand the SWS and hygiene targeting 15 schools, 7 health clinics and CBO/Pottery groups in Kisumu West sites hence expanding the project in one of the Kisumu city environs. The Kisumu West environs normally experiences sporadic upsurge of waterborne diarrheal diseases due to poor water sources. The successively implemented projects and activities for Phase I of the funding are included in Annex B of this report.
- **SWASH+:** Sustaining and Scaling School Water, Sanitation, and Hygiene Plus Community Program SWASH+ program was being implemented alongside the USAID Kenya Cost Extension. The program is funded by the Melinda and Bill Gates Foundation. The partners in this program are CARE, Emory University, and WaterPartners with SANA as its sub grantee. The Quarterly Review Meeting for the program was held in March 2008. The program will focus on attaining the critical milestones for year 3. The following are selected achievements to date since inception of the SWASH+ Program started in September 2006:

- Successful official launch of SWASH+ program in Kisumu on 8th to 9th November 2007. The launch was attended by all members of the MWA as well as local and national Government representatives from the Ministries of Health, Water, Education, National Planning and Development. Donor representatives from the Bill and Melinda Gates Foundation, Coca Cola Company–USA and Coca Cola Africa Foundation-Kenya office, also attended. The launch created high level awareness and helped to develop goodwill and support necessary amongst the stakeholders
- SWASH+ received letters of approval and support from the National Offices of the three line Ministries: Health, Water & Irrigation and Education.
- Development of a draft strategy paper for engagement of Government. This describes and provides a road map for putting structures and systems in place for a national scaling up of the program.
- Formation of a SWASH+ steering committee at the provincial level to coordinate and guide the program towards effective engagement and scaling up of school water hygiene and sanitation.
- Dissemination of the rapid assessment results and the baseline survey results to SWASH+ partners and other relevant stakeholders including government departments.
- Development of a strategy for year 3 activities.
- Ongoing Government engagement.

ASAL WatSan Program:

- ***The Kilifi Water, Sanitation and Hygiene Project:*** All the activities were completed on time. These included capacity building, hygiene promotion, water supply and sanitation. The final evaluation was conducted and the final report released. The Final Financial and Technical Reports were prepared and filed.
- In ***Marsabit District*** of Eastern Province, all the activities were during the Phase II funding and were completed on time. The final evaluation was conducted and the final report released. The Final Financial and Technical Reports were prepared and filed. The program was successful in that it had accomplished all the hardware activities: 14 water tanks were constructed in the 7 targeted schools and 33 pit latrines were constructed in the 8 targeted primary schools. This increased the available water for schools with all the 8 schools achieving the program target of 3 litres per child per day. The program target ratio of 1:30 latrines to girls and 1:60 for latrines to boys was also met at most of the schools in spite of the increased enrolment rate in all the 8 schools. Provision of hand washing facilities in all the schools to encourage hand washing was achieved. Each of the 8 schools received at least one hand washing facility and these were placed strategically within the school compounds. Hygiene education was also carried out in all the 8 schools, targeting pupils from upper class. Health education curriculum was used contextualizing the training sessions to the local context.

- In *Mtito Andei Division* of Kibwezi District: World Vision shifted its operations from Winam Division in Kisumu and implemented WASH activities in Mtito Andei Division, Kibwezi District. A one month USAID No Cost Extension for was awarded to continue programming through September 30, 2008. All the activities were implemented to completion. The project is currently benefiting over 12,000 people and 700 children in two schools. This has drastically reduced walking distance to water sources and back from 8 km to 1 km. Provision of water in schools has also improved the wellbeing of children and general hygiene practices. There are also reduced cases of water related ailments among school going children. The final evaluation was conducted and the final report released. The Final Financial and Technical Reports were prepared and filed. The report found that the MWA approach to supply water from the four water projects to beneficiaries within the project area has helped unleash resident potential of the project area. The consultant recommends that this approach be replicated in the neighboring areas. The approach is more wholistic in addressing the community and school needs, and participation of the community members appears to be quite high. Sustainability of these projects is likely to be quite high.

PMG Meetings

The Program Management Group (PMG) meetings are a means of bringing the partners together to share experiences, lessons learned and best practices and explore how synergy may be enhanced. During the period of the Phase I and II funding, these meetings were held at average of one meeting after 6 months. Agenda items usually included: field visits, feedback on field visits, program coordination, and updates on latest developments in Water, Sanitation and Hygiene (WASH), policy and advocacy, reflection.

M & E, Final Evaluation:

There was no baseline survey for the Phase I funding, however there one was conducted for Phase II. The Final Program Evaluation for all partners was conducted and final report is out and has been shared. These are some of the impacts of the program as documented from the key findings:

1. The program achieved its objectives of providing safe water to schools and communities
2. The presence of water within the school compounds has eased pressure on pupils of having to take time to go and fetch water for schools activities. This has helped bring peace between the pupils and the teachers as fetching water by pupils for school activities used to cause significant stress.
3. Access to safe water has also had direct impact on the health of both the pupils and community members. For instance, at the coast, while at baseline 43% of the pupils interviewed had suffered from water related diseases after taking water at school, at the time the final evaluation was conducted, the cases reported had come down to 30% which translates to a decrease of 13%. This could also be related to the fact that hand washing has been adopted 100% by the pupils in the targeted schools.
4. Hand washing practice has had a high adoption rate. For instance, in the case of Marsabit, 75% pupils practice hand washing while in school. This is commendable.

5. The provision of clean and safe water has improved hygiene and reduced incidences of water related disease in the schools and the general population
6. Community members are now able to concentrate more on economic activities as no time is very little time is spent search of water
7. Improved sanitary facilities in schools have also had a strong positive impact on the girl child as they now feel they have the privacy they require, especially at the time they experience menstrual periods. This has helped reduce the days that the girls kept away from schools in order to deal with their situations in the privacy of their homes, or simply shied away from the boys who may have peeped at them while using the poor latrines in the schools. Girls now feel better regarded and again, are now able to compete favorably with the boys at school (Please see Annex C: Success Story 1)
8. The knowledge on Hygiene and Sanitation Education acquired by both the school children and the community members have helped improved hygiene and sanitation conditions in several homes in the program areas. The demand, for instance, of constructing improved latrines has emanated in some instances from discussions between parents and pupils. The same applies to the situation in schools as the pupils discuss between themselves and change their behavior in regard to hygiene and sanitation matters.

4 KEY LESSONS LEARNED

1. Adequate water supply and sanitation facilities in schools result in increased enrollment and attendance, resulting in improved performance and reduced absenteeism especially among the female students.
2. A refresher workshop for community trainers, known as TOT's, encourages trainers to share their challenges and observations. Discussions encourage creativity among the participants, helping them find ways to overcome challenges they face in the field by learning from fellow participants.
3. The use of community networks as well as the involvement of local and religious leaders plays a great role in mobilization and sensitization. It also promotes community ownership of development interventions.
4. It is important to continue involving all stakeholders in project activities in the community. This is especially true for the Provincial Administration. The project staff involved local elders and community based organizations in community mobilization and motivation efforts for the project.
5. The potential for community managed projects as demonstrated by the Water Management Committees (WMCs) is great. The WMCs were able to plan, mobilize the community and implement most of the project activities. The Program staff provided technical support. The strategy for the MWP should be to aim to advance the WMCs funds to fully manage the projects with a view to enhancing their capacity and ownership
6. It is important to link water provision with good management. In schools where management is run 'professionally', the water facilities have been maintained and the schools

benefit from water for up to four months into the dry season. However, in schools where management is 'lax' and not well regulated, the tanks are emptied quickly or are not repaired and can therefore not store the collected water.

7. Establishing knowledge, attitudinal and practice levels in different communities before going in with interventions is another important factor. Often training packages employ a "one size fit all" attitude, yet communities typically have differing level of capacity. Management of water infrastructure is affected by this and a KAP study would greatly assist in determining community levels so as to ensure a holistic package.
8. Projected increases in student enrollment need to be factored in when computing the water and sanitation gaps.
9. Community participation in development projects and teamwork among community members results in rapid development and promote unity in society. This further fosters ownership and sustainability of project activities.
10. Water can empower a community financially because it opens many avenues of income generation e.g. fruit farming and vegetable production. Apart from promotion of income generation (IG), the consumption of the fresh fruits and vegetables contributes to improved health and general wellbeing of the household members and the community at large. Coupled with reduced distances to water points as a result of increased water points in the area, community members are able to focus their time and energy on other economic activities
11. The successes of the WASH programs have helped community members to realize that for any of their development agenda to be successful, there is need to involve all the stakeholders at all the stages of a community undertaking.
12. Transparency, accountability, and planning are paramount in a project for the set goals to be achieved and to gain the confidence of all stakeholders. These should involve good management and book keeping practice to track expenses incurred and showing balances at any given time. To achieve these, leaders of water user groups or any other community development group will need to be trained in both financial and personnel management.
13. To gain and achieve success in any given project, it is important to create awareness regarding the project among the project stakeholders with a view of enlightening them about the project and to establish a baseline about the project before implementation commences.
14. Community development need to be separated from political activities and individual interests as the two latter aspects are divisive and carry with them elements of destruction
15. Latrines are important in ensuring improvement in hygiene and sanitation standards which in turn promotes education and moulds responsible citizens.

16. Availability of latrines in schools helps the community to appreciate the need of having and using latrines. This has helped parents to see the need of having latrines at their homes
17. Clean and safe drinking water helps in reducing incidences of water borne diseases
18. Communities have learnt the advantage of VIP latrines over single pit latrines and learnt how they are constructed.
19. Providing water to schools helps in reducing the time pupils use in fetching water and in turn the pupils perform better. This is sustained by the fact that the schools that received water came out as the best schools in the primary school national examination in the division
20. There is important to plan the implementation of activities so that they do not clash with important community activities i.e. land preparation, planting etc. This will avoid competition for needed labor force and enable both the community and the project to achieve their set objectives.

5 CHALLENGES ENCOUNTERED

- The political instability in the country early in the year led to an increased inflation rate which in turn led to a price escalation for all hardware materials. This affected the budget of the planned project activities. Due to lack of essential items like fuel, prices of building materials, food and transport fares increased dramatically. It became increasingly difficult to obtain construction materials such as cement, bricks. This made planning very difficult and sometimes resulted in late deliveries of materials. The effect of this was to slow down the construction of latrines and to negatively impact running of hygiene and sanitation workshops.
- The increase in global oil prices led to an increase in price of materials and services.

6 RECOMMENDATION FOR FUTURE FOLLOW UP ACTIVITIES

- In order to capture the full impact of the deep and shallow boreholes provided in the schools there needs to be a follow-up evaluation at a later stage. Some of the water sources had only been operational for a very short time period when the final evaluation was conducted, consequently the anticipated impact had not yet occurred and could not be measured.

- A number of schools targeted by this program have latrine-pupil ratios (on gender basis) that go far beyond the recommended ratios. A new Government Ministry dealing solely with Public Health and Sanitation has been recently formed to provide more improved latrines to needy schools. The Ministry assists the school administration and PTA in developing proposals for additional funding from the Kenyan Government for latrines and public health trainings. In order for all the pupils to have access to improved sanitation facilities, the schools, PTAs and other stakeholders in the district must take advantage of this new Government Ministry.
- Due to the continued threat of conflict in some areas of operation, it is important to look at ways of addressing conflict within the context of Millennium Water Programs.

7 FINANCIAL SUMMARY

Financially the program expended \$299,954 more than budget. The grant budget has a budget balance (i.e., under budget) of \$26,315, while the cost share match was \$357,443 over budget. The grant budget balance variance is the sum of direct costs \$11,371 and indirect cost of \$14,944. These budget balances were not used to offset the overages in cost share direct costs categories because the MWA neither requested permission from the Mission to redirect the \$11,371 direct cost share balance between its sub grantees nor to redirect the indirect budget balance of \$14,944 to direct cost categories.

The total program expenditures were \$3,257,038, consisting of \$2,473,327 USAID grant and \$783,711 cost share match. The cost share match represents 31.7% of the USAID grant, 14.6% more than originally budgeted.

The travel category is the only one with a budget balance for both grant share and cost share. Within each sub grantee's respective budget this positive budget balance was used to offset expenditures in other direct cost categories. The other direct categories, combined grant share and cost share) experienced costs in excess of budget do to a variety of reasons, including additional labor, increased labor costs, changes inherent in implementing the program from the initial budgetary stage expectations, and cost increases beyond expectations.

The grant budget balance for indirect cost results from final indirect rates being less than originally budgeted.

There budget re-allocations between sub grantees as the MWA understood agreement to be structured so as to require specific USAID Kenya Mission agreement for such changes.

The following table reports the consolidated, grant funding, and cost share match by category.

FINANCIAL REPORT - MWP KENYA - CA 623-A-00-05-00025-00

Final Report November 28, 2008

Program Period March 1, 2005 to September 30, 2008

CONSOLIDATED REPORT

S No	Function / Activity	Total Budget Amount	Previous Expenditure	Current Expenditure	Total Expenditures P-T-D	Budget Balance
1	Salary	569,457.00	637,477.29	10,796.01	648,273.30	(78,816.30)
2	Fringe Benefits	113,901.00	145,458.69	9,683.35	155,142.04	(41,241.04)
3	Travel	272,141.00	180,133.54	1,955.04	182,088.58	90,052.42
4	Equipment	35,400.00	42,955.92	-	42,955.92	(7,555.92)
5	Supplies	285,334.00	299,121.69	42.00	299,163.69	(13,829.69)
6	Contractual	372,615.00	358,659.81	14,049.00	372,708.81	(93.81)
7	Other Direct Cost	846,804.00	1,080,928.56	(423.67)	1,080,504.89	(233,700.89)
8	Total Direct Cost	2,495,652.00	2,744,735.50	36,101.73	2,780,837.23	(285,185.23)
9	Indirect Cost	296,188.00	278,942.62	32,014.45	310,957.07	(14,769.07)
9a	MWA NICRA	165,244.00	162,306.14	2,937.86	165,244.00	-
10	Total Cost	2,957,084.00	3,185,984.26	71,054.04	3,257,038.30	(299,954.30)

USAID GRANT REPORT

S No	Function / Activity	Total Budget Amount	Previous Expenditure	Current Expenditure	Total Expenditures P-T-D	Budget Balance
1	Salary	521,126.00	514,137.71	7,660.00	521,797.71	(671.71)
2	Fringe Benefits	104,660.00	97,905.00	3,783.07	101,688.07	2,971.93
3	Travel	202,400.00	142,123.30	4,941.78	147,065.08	55,334.92
4	Equipment	21,800.00	19,229.74	-	19,229.74	2,570.26
5	Supplies	238,637.00	227,227.07	4,091.92	231,318.99	7,318.01
6	Contractual	272,615.00	239,860.89	14,049.00	253,909.89	18,705.11
7	OTHER Direct Cost	715,592.00	789,469.87	979.60	790,449.47	(74,857.47)
8	Total Direct Cost	2,076,830.00	2,029,953.58	35,505.37	2,065,458.95	11,371.05
9	Indirect Cost	257,720.00	229,226.46	13,549.42	242,775.88	14,944.12
9a	MWA NICRA	165,092.00	162,154.14	2,937.86	165,092.00	0.00
10	Total Cost	2,499,642.00	2,421,334.18	51,992.65	2,473,326.83	26,315.17

COST SHARE REPORT

S No	Function / Activity	Total Budget Amount	Previous Expenditure	Current Expenditure	Total Expenditures P-T-D	Budget Balance
1	Salary	33,711.00	123,339.58	3,136.01	126,475.59	(92,764.59)
2	Fringe Benefits	8,129.00	47,553.69	5,900.28	53,453.97	(45,324.97)
3	Travel	64,928.00	38,010.24	(2,986.74)	35,023.50	29,904.50
4	Equipment	13,600.00	23,726.18	-	23,726.18	(10,126.18)
5	Supplies	46,697.00	71,894.62	(4,049.92)	67,844.70	(21,147.70)
6	Contractual	100,000.00	118,798.92	-	118,798.92	(18,798.92)
7	Other Direct Cost	127,093.00	291,458.69	(1,403.27)	290,055.42	(162,962.42)
8	Total Direct Cost	394,158.00	714,781.92	596.36	715,378.28	(321,220.28)
9	Indirect Cost	31,958.00	49,716.16	18,465.03	68,181.19	(36,223.19)
9a	MWA NICRA	152.00	152.00	-	152.00	-
10	Total Cost	426,268.00	764,650.08	19,061.39	783,711.47	(357,443.47)

8 PLAN FOR UNUSED FUNDS

The MWA proposes that the budget balance of \$26,315.17 be carried as additional funding for the new proposal assuming that the current CA will be the vehicle for funding additional programming in Kenya. This will facilitate continuity of staffing and/or enhancement of future programming. Alternatively, we propose, with the permission of the Mission, sharing the budget balance with the MWA sub grantees to reimburse them for their increased cost share match.

9 ANNEXES

ANNEX A - CONSOLIDATED SUMMARY OF ACTIVITIES SUCCESSFULLY COMPLETED (PHASE II)

Intervention / Activity	No. Planned in KE CE	No. Completed PTD	No. of Direct Beneficiaries PTD	Estimated No. of Indirect Beneficiaries PTD	Location / Remarks
Shallow borehole construction	10	10	4,280	2,000	Boreholes have been drilled in Bungukoraga / Rweya, Okana, Nyakakana, Pawtenge, Mitando, Kagimba, Kogwedhi, Nduru, Marega and Odienea primary schools located in Kadibo and Nyando divisions of Kisumu district.
Hygiene and sanitation promotion training workshops and follow-ups	31	31	15,046	9,000	Kano Plains in Nyanza; 8 schools in Marsabit;
Construction of Latrines	167	366	17,000	3,200	Constructed in 8 schools in Marsabit; Nduru and Kagimba Primary school in Kano Plains Nyanza; Good sanitation will compliment the water and hygiene program.
Sanitation Training and promotion	7	7	5,300	8,500	Sanitation training is an integral part of the hygiene training class. Sanitation training is reinforced at community and school meetings.
Installation of plastic Water tanks in schools	8	8	2,888	3,500	Installed at the Coast;
Construction of the 46,000 litre tanks	14	14	3,760	1,900	The 8 selected Schools in Marsabit
Advanced drill and Hand Pump Repairs Training	1	1	8		Advanced training was tailored to meet the needs of GWAKO's experienced drillers, including training in water quality, geo-physical surveys, diesel mechanics, well siting and use of geological and topographic maps.
Health and Hygiene ToT refresher Training	6	6	84	2,520	Lifewater volunteers trained two classes of primary school teachers and community representatives in basic hygiene and sanitation.

Intervention / Activity	No. Planned in KE CE	No. Completed PTD	No. of Direct Beneficiaries PTD	Estimated No. of Indirect Beneficiaries PTD	Location / Remarks
Water and sanitation community users training	5	5	80	2,500	Operations and maintenance training
Deep Boreholes	5	5	5,000	13,500	Water from the boreholes will provide income to pay for maintenance of the pump and school.
Construction of Water Tanks	5	6	3,500	13,500	Water tanks were placed on top of the kiosks to store water for the school and the community.
Health and Hygiene ToT Training	2	2	3	3,500	Two teachers from each school were trained in the hygiene. These teachers have been teaching other teachers at the school(s).
HIV-AIDS Awareness Training	2	2	3,500		Two teachers from each school were trained in the HIV-AIDS awareness training. These teachers have been training other teachers at the school(s).
School Health and Hygiene Curriculum testing	1	1	13	605	Curriculum testing was conducted by Lifewater consultant and LI/GWAKO trainers with the help of 13 school teachers who tried out the curriculum at their schools while the consultant and LI/GWAKO trainers observed at six different schools.

ANNEX B - CONSOLIDATED SUMMARY OF ACTIVITIES SUCCESSFULLY COMPLETED (PHASE I & II)**November 2008**

Intervention / Activity	No. Completed	No. of Direct Beneficiaries	No. of Indirect Beneficiaries	Location / Remarks
Deep Boreholes	11	10,550	17,800	Water from the boreholes will provide income to pay for maintenance of the pump and school. Each of the 2 boreholes done by WV has a yield of more than 20 m ³ /hr and can be expanded to serve larger populations.
Shallow Boreholes (Machine drilled)	35	21,880	9,700	Kisumu, Nyando and Bondo Districts
Credit for Water Shallow boreholes	14	17,300	3,856	Kadibo, Kisumu
Improved Hand dug wells	5	2,800	525	Kadibo, Kisumu
Shallow Wells Rehabilitated	3	2,000	4,500	The wells are Kondu, Kanyamony and Kanyamedha in Kogony Sub Location in East Kisumu Location. The works involved deepening, culvert construction and installation of Afridev hand Pump.
Protection of Springs (without distribution)	4	2,700	4,000	The springs are Kotina, Kolando, Kajar Koru and Auch Adongo in Kogony Sub Location in East Kisumu Location.
Spring protection and distribution system (Water for Credit)	2	1,650	750	

Intervention / Activity	No. Completed	No. of Direct Beneficiaries	No. of Indirect Beneficiaries	Location / Remarks
Hand Pump Repairs Training	10	4,500	1,200	
Construction of Water Tanks for Primary Schools	10	6,200	17,50	Water tanks were placed on top of the kiosks to store water for the school and the community. The tanks were built at Renja, Kunya, Kudho and Obinju schools in Winam, Kisumu. These tanks were 50 m ³ capacity masonry
Installation of plastic Water tanks in schools	8	2,888	3,500	Installed at Kilifi District, Coast Province
Construction of the 46,000 litre tanks	14	3,760	1,900	The 8 selected Schools in Marsabit
Advanced drill and Hand Pump Repairs Training	1	8		Advanced training was tailored to meet the needs of GWAKO's experienced drillers, including training in water quality, geo-physical surveys, diesel mechanics, well siting and use of geological and topographic maps.
Household Water Filtration (Biosand)	68	2,160	617	Kadibo, Kisumu
Construction of VIP Latrines in Primary Schools	408	35,040	28,600	The facilities are mainly in the schools with a few within the communities.
Chlorination of Shallow Wells	105	12,700	20,000	Initially public wells in Kisumu were targeted, but consideration was also given to private owned wells who provide water to the public in Winam Division
Health and Hygiene ToT Training	59	2,800	4,400	Kadibo, Kisumu, Marsabit, Kilifi, Mtito Andei

Intervention / Activity	No. Completed	No. of Direct Beneficiaries	No. of Indirect Beneficiaries	Location / Remarks
Sanitation Training and promotion	7	5,300	8,500	Sanitation training is an integral part of the hygiene training class. Sanitation training is reinforced at community and school meetings.
Training on management and economic development systems	5	144	430	This was under the Credit for Water program
HIV /AIDS awareness training through VCT	6	3,500	400	Two teachers from each school were given the opportunity to go through the training. In turn, the teachers trained other teachers in their home school.
School Health and Hygiene Curriculum testing	1	13	605	Curriculum testing was conducted by Lifewater consultant and LI/GWAKO trainers with the help of 13 school teachers who tried out the curriculum at their schools while the consultant and LI/GWAKO trainers observed at six different schools.
Training of SWAK & TICH committees on Safe Water Systems (SWS)	20	26	12,000 people reached through SWAK.	Training involved 18 support groups that Society for Women and Aids in Kenya (SWAK) had organized. Most of these groups are implementing interventions for HIV/AIDS, Orphans and vulnerable children programs.
Training of SWAK & TICH Groups Hygiene Promoters	1	37		A total of 37 GHPs were trained. They were drawn from SWAP sub partner who replaced SWAK. The training package included; safe water system concept, water management, diarrhea facts, hand washing components and water treatment procedures.
Formation of SWS clubs in project schools	10	468		A total of 468 members joined the SWS clubs in the 10 schools

Intervention / Activity	No. Completed	No. of Direct Beneficiaries	No. of Indirect Beneficiaries	Location / Remarks
Trainings of teachers of the project schools on SWS as Patrons	10	20		Training for SWS school Patrons was conducted from the 10 schools identified each represented by 2 Patrons. The patron played an integral part for the implementation of SWS through clubs in learning institutions. It is anticipated that the club members will be able to share knowledge on SWS at home, with peers and friends out of school compound.
Orientation of Health Facilities Management teams	1	24		An orientation meeting for Health Managers drawn from Provincial General Hospital, District hospital and Municipal Health Department. The workshop whose objectives were: 1) integrate the SWS and Hand Hygiene through the health facilities, 2) Solicit for support from the health managers by outlining their roles and responsibilities, 3) Identify SWS corners within the health facilities and health workers to be trained as direct implementers.
Training of Health workers from targeted health facilities on SWS	1	35		Training for health workers was conducted. Health facilities represented in the workshop included: Provincial general hospital, District hospital, Town Hall clinic, Lumumba Health centre, Airport Dispensary and Nyalenda Health centre. A total of 35 Health workers were trained including, Public Health staff, Nursing Officers, Clinical Officer, Nutritionist, Pharmacist, Laboratory technologist and Records officers. The carders will be responsible for the implementation of SWS in various health facilities/ departments.
Purchase & supply of SWS inputs including waterguard, hand washing tanks, modified vessels, metal stands for		12,000 Mothers attending MCH clinic and 14,000 Pupils in 10 schools.	7,000 households were reached through the influence of school pupils and mothers. This represented a	The following items were procured for supply to the target population with about 15,000 people: <ul style="list-style-type: none"> • Ten (10) Hand washing tanks each 250 litres capacity for the 10 schools. • 100 Modified pots for schools, 50 for health facilities

Intervention / Activity	No. Completed	No. of Direct Beneficiaries	No. of Indirect Beneficiaries	Location / Remarks
pots.			total population of 28,000 people.	and the 300 for target households <ul style="list-style-type: none"> • 1,632 bottles of Waterguard for water treatment in institutions i.e. schools and health facilities • 150 Metal stands for modified clay pots. • 20 plastic modified vessels each 60 litres capacity.
Development of IEC, training & promotional materials		12,000 Mothers attending MCH clinic and 14,000 Pupils in 10 schools.		The following items were developed and promoted among the target groups <ul style="list-style-type: none"> • 50 SWS branded caps • 110 SWS branded T-shirts • 10 SWS schools activity log books.
Identification and training of Pottery Group:		16		One pottery group was identified and trained to manufacture modified pots with narrow mouth, lid and tap. The group produced pots supplied to institutions i.e. schools, health facilities and the target community.

NOTE:

SWAK - Society for Women and Aids in Kenya

TICH - Tropical Institute of Community Health & Development

ANNEX C – MILLENNIUM WATER PROGRAM SELECTED SUCCESS STORIES

Success Story 1

Impact of Improved Sanitary Facilities in Schools

I am Mary Achieng, a student at Odiinya primary school in class 6 Green and would like to share with you my real life experience. I used to fetch water from the Lake Victoria which is 6 km away from our school. It really interfered with my class work. Our teacher on duty used to send us to get water from the lake, and on the way to the lake, we really faced harassment from boys, “boda boda” (men transporting others on bicycles) men and fishermen.

Sometimes when I got back from fetching water, and I felt like using a latrine, I was unable to use it because the latrine walls were made of iron sheets which had holes and the boys come peeping since we used the same latrines and when they could find someone inside, they urinated on the latrine walls. One day when I had gone to the latrine, as I was trying to aim at the hole, I felt some water splashing on me, only to realize that a boy was passing urine on the rusted iron sheets walls of the latrine that **had many holes**.



Achieng Mary sadly narrates how she almost dropped out of school



Odiinya students using safe water from a drilled borehole

I rushed out of the toilet without finishing what I intended to do looking for water for cleaning myself but I did not get. I decided to go home. I stayed at home for over one week without telling my mother what happened and my family members thought that I was sick. When I talked to them, I begged my mother to take me to another school that had water and good latrines.

One day, during the time I was at home, as I was taking vegetables to my mother at the market, I met Beryl my classmate who told me that people from GWAKO/Lifewater came to drill water and build latrines in the school. I was so happy and I went back home and told my mother not to take me to another school since I wanted to go back to my former school.

When I reached the school, I found a drilled borehole and latrines were being built. At least there was water in the school and I am now able to wash my hands after visiting the latrines using 5 litre containers and I have been told they are called tippy taps. Now I have extra time for my studies and I can now carry drinking water back home from school. There is no more abuse from

fishermen and “boda boda” people. I also know how to take care of myself during my monthly periods and I no longer use rags but sanitary towels provided to the health club members supported by GWAKO. I lack words to express my joy to GWAKO and her donors. Long live GWAKO/Lifewater/MWA/USAID. Thanks and be blessed!

Success Story 2

Impact of Sanitation Education on Girl Child’s Education

I am Maurine Apiyo Asuri; I am in standard 6 at Kagimba Primary school.

My monthly periods had been a major problem to me more so when it came during the weekdays when I had to go to school or started when I was in school. At least 3 days of every month I had to miss going to school because of this.

One day as we were in school during break time, I started attending my menses and I wasn’t prepared at all. I didn’t have any protection (sanitary towels) to use and I was so scared to go to class because I would mess my dress. As I was holding so that I could go home; we were called by our health club matron; I being the chairlady of the club, I had to be in class with the agony that had befallen me though I didn’t even inform our health club patron.

We received visitors from GWAKO who supplied us with sanitary towels for the health club and other pupils who might have been victims of circumstances like me. You can’t imagine the joy I had; I took mine and dashed to the latrine to protect myself against the embarrassment which could have befallen on me. It was like God heard my prayers and I didn’t have to go home again. I went back to class and continued with my lessons which I would have missed if I went home. I thank God, GWAKO and her partners who made my day. May God richly bless you!

Success Story 3

Transformation Story for Parkishon Primary School

By Richard Njagi, FH Staff

As water pours out of the white water tank into the 20 litre Jerrican, I am struck by its cleanliness. In addition, the water is not a trickle, indicating that there must still be a lot of water left in the tank. Given that it is the dry season, this by Parkishon standards, is a miracle of sorts.

A miracle you ask? That should be the norm, not the exception, right? Except that Parkishon, a community of 200 households, is located on the dry side of Mt. Marsabit, and is known to be a place without water.

As Nameiricho bends to pick up the Jerrican and heads back to the kitchen to clean the dishes the pupils used for their lunch, I can't help marveling at how far the school has come in terms of meeting their need for sustainable water.



Nameiricho collects water in a 20 litre Jerrican for use in the school kitchen

Sitting in the head teacher's office, Mr. Jack Omino, the deputy head teacher, narrates what water provision meant in the past. "At around midday, the students would idle at the roadside, waiting for their parents to come from the water point with water. The school didn't have an alternative since we needed the water to prepare lunch for them."

What he doesn't reveal is that the water point is located some eight kilometers from Parkishon, in a forest occupied by wildlife, including elephants. The women often risked their lives going into the forest, yet they didn't have an alternative water source. So each morning, two or three police reservists would accompany the women as they trudged into the forest to collect water for their children.

Pausing as if to consider his words, Jack adds, "The water collected, would more often than not be brown in color, and yet this is what we would use for drinking and cooking. After cooking, there would be little left for anything else."

I shudder thinking that after walking eight kilometers, the least one would expect would be clean water.

So how does the school still have water four months after the last rains and long after the tanks in other institutions have dried up?

Apparently, the school harvested all the rain that fell on its classrooms during the last rainy season of April - May. A tour of the school reveals gutters that stretch right around every centimeter of roof top, and all the water collected drains into two 46,000 litre white tanks behind the classes. On each tank is a plaque which indicates that their construction was a collaborative effort between USAID and FH/K, otherwise referred to as the Millennium Water Program.



Two water tanks in the background that collect water from classroom guttering

The deputy explains that they manage the water prudently and that though the remaining water may not last until the next rains (expected in mid October); the water has come a long way.

The tour of the school takes us into one of the classes where we meet pupils just back from the lunch break waiting for their teacher. Their faces show it all; children, who have fed well, played to their hearts delight, and are now ready to face the last session of the day.



Class 4 Pupils in Parkishon Primary School

In the past, food would be late and poorly cooked. The water from the water point would come late, wouldn't be sufficient, and by any definition was not clean. In the last few months all that has changed.

It doesn't escape the eye that the pupils also look clean. Knowing their past troubles with water provision, this is a major milestone.

Mr. Omino, expressing his gratitude for one more thing, saying, "You know earlier in the year we were invited to Hula Hula Primary School¹ with the School Management Committee for a four day training? We were taught about hygiene and sanitation issues, and it was very helpful/informative."

So we ask what they have been able to implement from this training.

Pointing at a distance we are shown a fence to keep out livestock and hence keep the compound clean. He also shows us some hand washing facilities adjacent to the latrines.

Now this is a school that has done something, and we can't help nodding in approval. As we walk to the vehicle, encouraged by what we have seen, Mr. Omino says with much conviction, "Hii project ya maji imetusaidia sana na kama iko usaidizi zaidi, tunaomba ukuje kwetu tena." (This water projects has assisted us greatly and if there is more on the program in the future, please remember us!)

¹ Hulahula Primary School is one of the schools that benefited from the Millennium Water Project. The School Management Committees from both schools were brought together for a Hygiene and Sanitation Training.

Success Story 4

Sanitation structures in Nzovuni primary school

Before Photo



Plate 1: Existing structures in Nzovuni primary school which serves as latrine for girls (CRS K 2008)

In the past, Pupils in Nzovuni Primary school have experienced difficulties due to lack of adequate sanitation facilities in the institution. The parents and teachers had put up structures as shown in plate 1 to ease the pressure of having girls, especially adolescent ones in the upper primary, who use the bush to relieve themselves. However, these facilities which are constructed using old iron sheets are not excavated to any depth and therefore are a health hazard. They also provide partial shelter (notice lack of doors hence provide no privacy to the users. The smell of exposed urine also alerts you to unsanitary conditions.

However, this condition is now history for pupils at Nzovuni primary school, courtesy of grant aid from MWA/USAID for undertaking water and sanitation interventions in the Division.

After Photo



Plate 2: A block of 5 pit latrines for girls in Nzovuni Primary School which were constructed using funds from the MWA/USAID grant (CRS K 2008)

This school has benefited with 2 blocks of pit latrines one for girls and the other for boys. This sanitation intervention will go along way in relieving pressure on existing infrastructure and improving the overall sanitation needs of pupils in the school. In addition, target schools in the area have benefited with interventions in water and hygiene promotion.

Success Story 5

Miss Amina and Mr. Matano's stories



Plate 3: Amina a pupil at Chapungu primary school and a member of hygiene club (CRS 2008)

Amina could not hide her joy after reciting a poem to parents and fellow pupils who had gathered in a meeting convened in the school as a forum for community and school hygiene education session. The project Social Worker and the District Public Health Officer have been holding similar meeting in the 7 target schools in the project area. Amina expressed her appreciation to us later using these words “Msaada wenu umetusaidia sana. Siku hizi siogopi kwenda haja nikiwa shuleni. Mungu awabariki” Swahili for “Your assistance has helped us a lot. Am no longer afraid when I feel like relieving myself while at school. “May God bless you!”



Plate 4: Mr. Kenga, the Head Teacher at Chapungu primary school reviews progress in the construction and drainage of this block of 4 latrines for boys in the school (CRS 2008)

Commenting on the same issue, Mr. Kenga, the head teacher at Chapungu primary school shared this with CRS Watsan Project Officer “Your assistance has come handy to this institution. Recently the roof of a block of 4 was blown off resulting in inadequate facilities for use by pupils. The wall of this other block, as you can see has caved in and therefore is currently not in use. Were it not for the assistance from the MWA/USAID through CRS/CAM partnership, the situation could be deplorable now, even necessitating closure of the school”.

Success Story 6

Pupils in Ivoleni Primary school can afford to smile

The pupils of Ivoleni Primary school used to carry Jeri cans of water to school every morning. They would occasionally get to school late due to the heavy load. But now this has changed since the school begun getting water supply from Nthunguni-Ivoleni water project.

Eunice M. Kimilu, a standard eight pupil in the school tells the story.

“We had the burden of carrying water all the way from home to school. We could get to school late. The water that the pupils carried was not safe for drinking.” She explains how the pupils would get to school late carrying Jeri cans of water to school before the piping of water into the school water tank, also bought through the water project.

“We have stopped the burden of carrying water every morning. This has saved us from lateness. We have more time to study our notes because we are getting to school as early as we can”, she explains how the pupils are now relieved and are now benefiting from the availability of water in school.

She adds, “The un-cemented classes had a lot of dust. There were fleas and jiggers in the classes. The toilets were never cleaned. We had a tree nursery but later it dried up due to lack of enough water for watering the seedlings”.

She goes on to enumerate more positive changes as a result of water in the school, “The dusty classes are now sprinkled with water to avoid dust. The toilets are cleaned regularly. We have planted Kikuyu grass and bougainvillea in front of our classrooms and soon we are going to revive the tree nursery”

“We thank USAID through MWA/World Vision for bringing clean and safe water to our school. It has helped us so much”, she concludes.



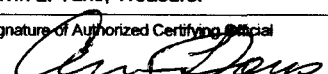
The pupils of Ivoleni primary carry water before the MWP provided their school with potable water.

ANNEX D – SF 269

FINANCIAL STATUS REPORT

(Long Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted USAID Mission to Kenya		2. Federal Grant or Other Identifying Number Assigned By Federal Agency 623-A-00-05-00025-00		OMB Approval No. 0348-0039	Page of 1 of 1 pages
3. Recipient Organization (Name and complete address, including ZIP code) Millennium Water Alliance, 1980 Post Oak Blvd., Suite 800, Houston, TX 77056 USA					
4. Employer Identification Number 75-3098460		5. Recipient Account Number or Identifying Number A0173		6. Final Report <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7. Basis <input checked="" type="checkbox"/> Cash <input type="checkbox"/> Accrual					
8. Funding/Grant Period (See instructions) From: (Month, Day, Year) 3/1/2005		To: (Month, Day, Year) 9/30/2008		9. Period Covered by this Report From: (Month, Day, Year) 10/1/2008	
				To: (Month, Day, Year) 9/30/2008	
10. Transactions:					
		I	I	III	
		Previously Reported	This Period	Cumulative	
a. Total outlays		3,185,984.26	71,054.04	3,257,038.30	
b. Refunds, rebates, etc.				0.00	
c. Program income used in accordance with the deduction alternative				0.00	
d. Net outlays (Line a, less the sum of lines b and c)		3,185,984.26	71,054.04	3,257,038.30	
Recipient's share of net outlays, consisting of:					
e. Third party (in-kind) contributions		65,322.70	56,640.00	121,962.70	
f. Other Federal awards authorized to be used to match this award				0.00	
g. Program income used in accordance with the matching or cost sharing alternative				0.00	
h. All other recipient outlays not shown on lines e, f or g		699,327.38	-37,578.61	661,748.77	
i. Total recipient share of net outlays (Sum of lines e, f, g and h)		764,650.08	19,061.39	783,711.47	
j. Federal share of net outlays (line d less line i)		2,421,334.18	51,992.65	2,473,326.83	
k. Total unliquidated obligations					
l. Recipient's share of unliquidated obligations					
m. Federal share of unliquidated obligations					
n. Total Federal share (sum of lines j and m)				2,473,326.83	
o. Total Federal funds authorized for this funding period				2,499,642.00	
p. Unobligated balance of Federal funds (Line o minus line n)				26,315.17	
Program income, consisting of:					
q. Disbursed program income shown on lines c and/or g above					
r. Disbursed program income using the addition alternative					
s. Undisbursed program income					
t. Total program income realized (Sum of lines q, r and s)				0.00	
11. Indirect Expense					
a. Type of Rate (Place "X" in appropriate box)					
<input checked="" type="checkbox"/> Provisional <input type="checkbox"/> Predetermined <input type="checkbox"/> Final <input type="checkbox"/> Fixed					
b. Rate 6.00% & 7.91%		c. Base 2,308,234.83		d. Total Amount 165,092.00	
				e. Federal Share 165,092.00	
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation. Calculated using the approved budgeted provisional NICRA rates for FYE 2005 - 6% and 2006 - 7.91%, which rates are lower than the final NICRA rates for FYE 2005 - 9.92% & 2006 - 7.92% and the provisional rate for FYE 2008 - 10.15%.					
13. Certification: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.					
Typed or Printed Name and Title Alvin L. Tans, Treasurer				Telephone (Area code, number and extension) 803-547-6541	
Signature of Authorized Certifying Official 				Date Report Submitted November 28, 2008	