Meeting minutes

Board meeting of Community Classrooms Collaborative
Meeting called to order at 4:46 PM AEST, 14 January 2015

Present
Samantha Willcocks, *Director (Chair of meeting)*
Suz Drovandi, *Treasurer*
Pascale Richy, *Assistant Treasurer*
Rachele Wilson, *Secretary*

Apologies
Sam Ayton, *In-country Coordinator* (Kenya)

Agenda
1. Confirm the chair of the meeting
2. Apologies
3. Minutes of the previous executive meeting
3.1 Matters arising
4. General business
4.1 Proposed project to consider for approval, "Community Table"
4.2 Consideration of recommendations in Rafiki Penpals Program Field Visit report
4.3 Status update on annual report completion
4.4 Marketing and online communications

5. Finance
5.1 Receipts and reimbursement for Director's activities
6. Any other business
7. Next meeting

3. Approval of minutes
Motion: To approve the minutes for the meeting of 23 September 2014
Vote: Motion carried
Resolved: Minutes from the meeting on 23 September 2014 approved without modification.

3.1 Matters arising
Discussion: Documents for new member packs have been completed. The board needs to read and consider these documents before approval, preferably by or at the next committee meeting.

4. General business

4.1 Proposed project to consider for approval, "Community Table"
Discussion: Proposal for the project "Community Table" by In-country Coordinator (Kenya), Samantha Ayton, was reviewed. It was suggested that an e-book version be made available for download as well at a cheaper price than paperback versions and made available as a campaign "perk" if crowdfunding is to be used to fund the project. All board members agreed to approve the

project proposal on the condition that printing costs be reduced, if possible, without compromising CCC values of sustainable and ethical business practices.

Motion: To approve the proposal for the project "Community Table".

Vote: 4 for, 0 opposed

Resolved: Carried

4.2 Consideration of recommendations in Rafiki Penpals Program Field Visit report

Discussion: The board read and accepted the Rafiki Penpals Program Field Visit report by In-country Coordinator (Kenya), Samantha Ayton. On consideration of the report and recommendations therein, the board has agreed to adopt all recommendations without modification.

Motion: To adopt all recommendations in the Rafiki Penpals Program Field Visit report and give permission for the In-country Coordinator (Kenya) to implement recommendations as outlined in the report.

Vote: 4 for, 0 opposed

Resolved: Carried

4.3 Status update on annual report completion

Discussion: The annual report is overdue for completion yet is essential to incorporation, DGR, and not-for-profit registration processes for CCC. It is imperative that the financial reports be completed and inserted into the annual report for completion by the next board meeting. Refer to previous minutes for information about what is required.

4.4 Marketing and online communications

Discussion: The website needs updating to reflect current CCC news and events such as the $4000 raised recently through the Christmas campaign "Give a Gift that Keeps on Giving" and email updates from the In-country Coordinator for Kenya. Such items need to be sent by email directly to the Secretary in future for inclusion on the website.

5. Finance

5.1 Receipts and reimbursement for Director's activities

Discussion: The Director requires reimbursement for costs incurred through carrying out CCC activities such as printing and delivery of cards for the Christmas fundraiser and travel for pickup and delivery of Penpal letters.

Motion: To reimburse the Director for expenses to the value of $529.10.

Vote: 4 for, 0 opposed

Resolved: Carried

6. Any other business

Discussion: A policy needs to be developed for children and families wishing to donate items to their Kenyan Penpals. Donations could be taken over on an annual basis and spare gifts obtained for Penpals who have not received anything from their Australian Penpals.

7. Next committee meeting

To be advised.

Meeting adjourned at 5:50 PM AEST, 14 January 2015

Project Implementation Proposal
"Community Table"
Nyangidi Village, Kenya

Samantha Ayton

Overview

Fundraising is a vital part of the organisation to ensure that any monies raised go back to the stakeholders and that the organisation continues to operate as intended.

As many donators to the organisation have expressed interest in what foods are consumed within Nyangidi village and Kenya as a whole, it has been identified that producing a recipe book of the local foods consumed is a viable way to raise funding. To ensure maximum impact of the recipe books, stories of local women of varied ages surrounding the village will be included within the book.

SWOT & PESTS Analysis

N/A for this request.

Strategic Goals & Objectives

This community recipe book will provide funding opportunities for the organisation by sharing not only recipes but the stories of the people that are most important to the organisation- the women stakeholders.

Expected Outcomes

It is anticipated that this project will enable fundraising within the organisation. These funds will then go back to the community of Nyangidi through one of the organisation's projects within the area.

Time line & Logistics

Recipes will be cooked at least twice to ensure accuracy of ingredient measurements and quality of photos. With a total of 15 recipes, it is anticipated that completion will be within 7.5 weeks with a total of 4 recipes being prepared a week. Nyakwala, a village sister will be the main facilitator to complete all the recipes due to her English skills and cooking ability. A couple of other village sisters will be asked to assist for larger sized recipes. Monies will not be provided for this work as the cooked food will be the source of compensation. It is suggested that a finished printed book be provided to each that assisted through the process as a gratuity. All recipes will be cooked within the main compound to ensure ease of logistics. Photos will be taken throughout the entire process and appropriate images included within the book.

Many women within the immediate area will be approached to tell their stories to also go into the book. For each recipe provided, a story will be told. Women of all ages will be approached to ensure

varied perceptions and wider audience engagement. Photos will be taken of the women and their families if suitable and appropriate images included within the book.

Due to the minimal costs involved with and the nature of this project, no external funders will be sought. Rather, the Board are being asked to provide 100% of funding for this project.

Costs anticipated with this project are projected at $1490. This pricing is dependent on how many books are printed of demand at any one time and also the sizing of the book, which is to be decided at time of printing requested. Based on this projection, per unit price is $9.93. It is suggested that the books be marketed at $20 per unit, providing a $10.06 profit to be provided to *Community Classrooms Collaborative* projects. Please refer to the Projected Schedule provided with this Implementation Proposal.

Marketing of the end product should be conducted by all members and volunteers of *Community Classrooms Collaborative* via Facebook and relevant social media sites. With the sale of the book, it is also requested that purchasers are provided with an option to endow an extra donation to go to *Community Classrooms Collaborative* projects.

Monitoring and Evaluation

Monitoring and Evaluation will be conducted on a monthly basis to determine whether the project is running on schedule and within the projected budget.

Printing of books via Print on Demand will be at the discretion of the *Community Classrooms Collaborative* Board members and/or President.

Community Classrooms Collaborative - Kenya Program
Community & Recipe Book

Mission statement:	To cultivate empowerment in action and engage experiential learning to co-create healthy and sustainable communities
Location:	Nyangidi village implementation, worldwide distribution via website
Target population:	Donators & sponsors of no target range
Purpose & how fits into CCC values:	A fundraising tool to assist CCC with projects
Implementation:	via Kenya Co-ordinator and CCC President
Key personnel:	Kenya Co-ordinator, Nyangidi village sisters
Monitoring & evaluation of objectives:	monitoring on monthly basis at end of month

Task	Status	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov
Recipes														
Compile recipes														
Estimated Expense:	$0													
Dependencies on:	Kenya Co-Ordinator to compile with village sisters													
Funded by:	CCC Board													
General comments:														
Establish cooking team														
Estimated Expense:	$0													
Dependencies on:	Kenya Co-Ordinator													
Funded by:	CCC Board													
General comments:														
Procure ingredients														
Estimated Expense:	$290													
Dependencies on:	Kenya Co-Ordinator to work with cooking team													
Funded by:	CCC Board													
General comments:	It is proposed that each recipe is conducted twice to ensure accuracy of measurements as well as quality of photos													
Transfer to book template														
Estimated Expense:	$0													
Dependencies on:	Kenya Co-Ordinator to compile & forward to CCC President on completion													
Funded by:	CCC Board													
General comments:														
Community Stories														
Identify women														
Estimated Expense:	$0													
Dependencies on:	Kenya Co-Ordinator													
Funded by:	CCC Board													
General comments:														
Compile stories and photos														
Estimated Expense:	$0													

Dependencies on:	Kenya Co-Ordinator to compile & forward to CCC President on completion															
Funded by:	CCC Board															
General comments:	An interpreter will read the stories to the women to ensure they are happy with what has been written prior to compilation into template															
Transfer to book template																
Estimated Expense:	**$0**															
Dependencies on:	Kenya Co-Ordinator to compile & forward to CCC President on completion															
Funded by:	CCC Board															
General comments:																
Distribution of books																
Print on demand																
Estimated Expense:	**$1,200**															
Dependencies on:	Nominated Australian representative to organise within Australia															
Funded by:	CCC Board															
General comments:	Please note that price per unit is dependant on how many books are printed at a time- the higher the volume, the lower the per unit price. Pricing is also set at A4 sized books, if a smaller book size is decided, pricing per unit will reduce															
Advertising & Marketing																
Estimated Expense:	**$0**															
Dependencies on:	All CCC volunteers and Board members															
Funded by:	CCC Board															
General comments:																
Sales																
Estimated Expense:	**$0**															
Dependencies on:	All CCC volunteers and Board members															
Funded by:	CCC Board															
General comments:																

Financials		
Item	**Anticipated supplier**	**Amount**
Compile recipes		
Establish cooking team		
Procure ingredients		
15 recipes x 2	Local market stall holders	$290.00
Transfer to book template		
Identify women		

Compile stories and photos		
Transfer to book template		
Print on demand		
Print on demand price per unit, approx. $8ea- 150 books quoted	Lightning Source (reference only- cheaper alternatives may be sought)	$1,200.00
Advertising & Marketing		
Sales		

Field Visit Report: Nyangidi Village, Kenya

Rafiki PenPals Program

20th October 2014 – 30th November 2014
Samantha Ayton

Executive Summary

During the initial phase of my stay within Nyangidi Village located in northwest Kenya, I assessed the currently established *Rafiki PenPals* program and how it is operated within the village by the locals. My evaluation during this period required that the program be conducted as it had in the past to enable an accurate assessment and to assist as requested by the local coordinators of the program.

Summary of Recommendations

- Establishment of a *Community Classrooms Collaborative* Kenyan Committee with full resources to assist with operation.
- Engaging an Australian coordinator and Kenyan coordinator to better facilitate the *Rafiki PenPals* program.
- Establish clear guidelines with an initial induction of the running of the program followed by continual intermittent training of local coordinators.
- Further develop operational tools such as educational tools, database utilised and central building to conduct workshops.
- Incorporate yearly biographies written on Kenyan children to be sent to Australian penpals.

Field Visit Objectives

- Strengthen the relationship and *Rafiki PenPals* program related communication between *Community Classrooms Collaborative* and one of its global key stakeholders.
- Assess and propose a potential development plan for the program.

Objective 1: Strengthen the relationship and *Rafiki PenPals* program related communication between *Community Classrooms Collaborative* and one of its global key stakeholders.

Overview

During the evaluation phase of the *Rafiki PenPals* program I conducted questionnaires on the operation of the program with the focus on communication and strengthening the relationship between Kenya and Australia. The relationship *Community Classrooms Collaborative* has with their

Kenyan stakeholders and the knowledge gained throughout this process is integral in the future development of the program.

Outcomes

From assessing the Kenyan operation of the *Rafiki PenPals* program, it is evident the current Kenyan Co-ordinator desires to and has the capabilities and drive to be able to lead the program once initial education has been provided to assist understanding of importance of the program and it's operation.

Monitoring and Evaluation

Monitoring was conducted on the running of the system with an indirect approach to allow an accurate review of the current operating system within the country. Further to this monitoring, questionnaires were conducted with the current Kenyan coordinator as well as the founder of the program.

Lessons Learned

Communication appeared to be the overall theme throughout the process with a cultural difference observed as to the importance of communication between the two countries. With the presence of an Australian *Community Classrooms Collaborative* representative within the village for an extended period of time, this can assist the Kenyan coordinator to better understand the importance of communication between the two countries.

Recommendations

The following recommendations are provided as an approach of strengthening the communication between the two countries-

- Establishment of a *Community Classrooms Collaborative* Kenyan Committee with full resources to assist with operation. Specific resources currently recognised include:
  - An email address to be accessed by the Chairperson of the Kenyan Committee.
  - A small stipend for town visits and Internet use for quarterly communication in line with postage. Any monies paid should be clearly defined what they are to be spent on to prevent being utilised elsewhere.
- Assistance to the Kenyan coordinator of the program to educate the importance of the running of the program to ensure it is effective and efficient.
- Engaging an Australian coordinator as the key contact with Kenya in regards to the *Rafiki PenPals* program. This Australian coordinator will also serve as the key contact to Australia parents. A clear role description should be established prior to engagement.

Objective 2: Assess and propose a potential development plan for the program.

Overview

The Kenyan operation of the *Rafiki PenPals* program was evaluated by conducting questionnaires on the operation of the program as well as observing the current operation of the program. It is anticipated that this process with assist with the development of the program.

Outcomes

The running of the program is split out over a number of weeks with about 20 children attending each week, which is unquestionably more manageable than all children on the one day. The issues that became evident with this was that a number of children that came in the first week proceeded to visit the following weeks, which caused a misunderstanding as the coordinator did not have a "tick sheet" of which children were still requiring letters to be written. Further to this, the letters were handed out previously to the children, who were told to return when the coordinator received money and the resources (book, pencil) to hand out, this not being communicated to the Australian team.

Although it is acknowledged that the Kenyan coordinator is more than equipped to run the program, engaging an assistant to share the responsibilities would be appropriate. This assistant will work with the children to ensure that the written letters are legible and that they learn of their mistakes throughout the process. This assistant can also serve as a back-up in case the current Kenyan coordinator is travelling or unable to attend on an assigned day. Assistance with the finding of children that do not attend one of the assigned letter writing days was identified as a weakness of the program. Further to this, the Kenyan coordinator should be further trained to assist with the operation of the program.

Monitoring and Evaluation

Monitoring was conducted on the running of the system with an indirect approach to allow an accurate review of the current operating system within the country. Further to this monitoring, questionnaires were conducted with 15 Kenyan children, the current Kenyan coordinator and the founder of the program. Questionnaires were conducted to determine what the children and the coordinator would find educational and entertaining to incorporate with letter writing gatherings.

Lessons Learned

It was unanimous that the running of the program quarterly is not only effective but the most efficient means of the program operation. Coordinating letter writing with the children on the Kenyan front was quite difficult with many children not being able to be located, which caused a significant delay in finalising all letters. Further to this, it became apparent that the Kenyan coordinator needs to be educated on the organisation of the program and how it is fundamental to the program. The overall effectiveness of the program is there, though there can be factors that could better assist with the process as outlined in the recommendations below.

It was once again unanimous that both teams within Australia and Kenya would like to develop *Rafiki PenPals* into an awareness program with a shared teaching and as a learning experience not only between the two countries but also with other issues, e.g. environmental education.

Upon speaking with the Kenyan children, it was clear they were eager to include a cultural dance and/or song aspect within the letter writing days.

Recommendations

The following recommendations are provided as an approach of strengthening the operation of the program-

- Establishment of a *Community Classrooms Collaborative* Kenyan Committee with full resources to assist with operation. Further to resources included in Objective One Recommendations:
    - A camera with computer connectivity for photographing children.
- Engagement of Australian coordinator and Kenyan assistant. The Kenyan assistant preferably a teenage girl to break the age gap between the coordinator and the children. A clear role description should be established prior to engagement.
- Establish clear guidelines with an initial induction of the running of the program followed by continual intermittent training of local coordinators. Guidelines should include:
    - Letter writing content.
    - The letter writing day rundown program.
    - General Q & As
    - Contact information for Australia
- Mailing of letters to be conducted via a binder folder rather than loose sleeves. These binder folders should contain a sleeve for each child, preferably with a photo of each child on each sleeve for recognition purposes.
- Initially develop the current spreadsheet utilised for the program with further progression into establishing a full database. This spreadsheet should be printed out and sent with the letters from Australia to enable the Kenyan team to better facilitate who requires letters to be written. *Microsoft Access* is the current recommendation for this database with *Microsoft* having a Non-Profit license available.
- Source funds for a learning centre to be built within the Kenyan village. This centre will house all educational tools within the one location and serve as a central point for educational activities. This further can be used for other *Community Classrooms Collaborative* programs.

The following recommendations are provided as an approach to develop the *Rafiki PenPals* program-

- Have resources on hand to utilise with letter writing days, e.g.
    - Pencil sharpeners and erasers.
    - Colouring pencils
    - Stickers
    - Stencils
    - Reading/learning books
- Lengthen the Kenyan program to a half day activity with provision of lunch to children.
- Incorporate an age appropriate educational aspect within each session to enable the children to learn in an entertaining non-school based environment as well as communicate with their penpal. This is further recommended into:
    - A group activity that allows all children to work on something specific to their country with this being sent to the other operating country and vice versa.
    - A group activity that allows the children to take home the educational tools utilised.

An example would be explaining the seasons, animals, rivers, culture, food, etc. specific to the country. The theme of the quarterly mailing should be established upon discussion between the two countries.

- Incorporate a cultural element within each letter writing day, e.g. Drumming and dancing in Kenya, singing and dancing in Australia.
- Incorporate yearly biographies written on Kenyan children to be sent to Australian penpals. Biographies should include changes that have occurred within the family, e.g. the birth of a sibling and how they are progressing with their education. This should be written by the Kenyan coordinator with the assistance of each family. This will give the Australian families a clearer vision of how their funding is assisting the Kenyan family as this would not be apparent in the letters written by the children.
- All funding provided by Australian penpals to be utilised for the operation of the *Rafiki PenPals* program rather than *Community Classrooms Collaborative* projects as a whole.

The possibility of additional fundraisers to be conducted should be taken into consideration upon further review of the program within Australia. Funds sought from such events can be used for one-off purchases that support the community as a whole, e.g. Sports or art equipment, educational road trip outside village area.

It is further recommended in the long term to engage other countries within the program once this system is efficiently running.

Annex 1: List of Travelling Personnel

Name	Position	Dates Travelled
Samantha Ayton	Kenya In-Country Coordinator	20th October 2014 - TBA

Annex 2: Questionnaire for Kenyan children participants

1. Do you enjoy receiving and reading mail from your friend in Australia?
2. Do you like receiving a notebook and pencil each time you come to write a letter?
3. If you could receive another small gift, what would you like it to be?
4. Would you like to visit for a whole/half day and do some activities when it comes to writing a response to your Australian friend?
5. If yes, what sort of thing would you like to do on this day?

Annex 3: Questionnaire for Kenyan adult coordinator

1. Do you have the time and energy to give the program 100% when in operation?
2. Do you think the responsibility should be shared between different parents and compounds?
3. Do you think that running the program based on seasons (4 times a year) sufficient and effective?
4. Do you think the communication between Kenya and Australia is sufficient?
5. Do you feel that you are equipped to handle the program? If not, what would you like to happen to assist you?
6. Have you recognised any issues with the program so far? Do you have any suggestions on how to correct/improve?
7. What changes would you like to see to develop the program?

Annex 4: Questionnaire for *Community Classrooms Collaborative* President

1. Is there someone in Australia that has the time and energy to give the penpal program what it needs to improve/run effectively?

2. Do you think that running the program seasonally is sufficient and effective?

3. Do you think the communication between Kenya and Australia is sufficient?

4. Do you feel that those running the program in Kenya are sufficiently able to run the program and are well equipped? If not, how do you feel they can become to a standard that you find suitable?

5. Have you recognized any issues with the program so far? Suggestions to improve?

6. What changes would you like to see happen to develop the program further?

7. What are your plans for the future of this program as a whole?

8. Are all funds that come from Australian penpals distributed directly to the penpal program or to *Community Classrooms Collaborative* as a whole?

Annex 5: Questionnaire for Australian adult of *Rafiki PenPals*

1. Does your child enjoy receiving and reading mail from their friend in Kenya? What is it that you feel your child gets from this? What do you want/hope your child will get from this program?
2. Do you think that running the program based on seasons (4 times a year) sufficient and effective?
3. Are you happy with the management of the program?
4. Do you think the communication from *Community Classrooms Collaborative* is sufficient? If not, what are your expectations?
5. Do you think the suggested donation is acceptable and reasonable? If not, what do you suggest is a good amount?
6. Do you know specifically where your funds go? If not, is this something you would prefer is communicated?
7. Are you willing to raise more funds as a once-off program? E.g., Christmas drive. If yes, would you prefer this money went directly to your child's Kenyan penpal, the penpal program as a whole or to *Community Classrooms Collaborative's* projects based in Kenya?
8. What would you like to see incorporated in the program? E.g. Educational activity, workshop, parent group, etc.
9. Is there any other feedback that you would like to provide to assist this review?

N.B. This questionnaire was not issued at time of reporting due to time factors in relation to the establishment of the system. As a result of this, this questionnaire was not deliberated within the reported findings above.