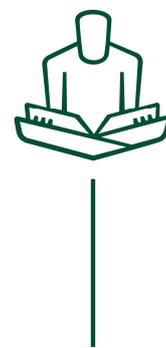


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THE KINGS' ACADEMY

THE KINGS' ACADEMY in Kenya (Loitokitok) is Peterson Nyaga's vision of a school, which will offer orphans and children from poor families a positive future.

Education is the path to prosperity, knowledge and wisdom.

In Kenya, primary education is compulsory and begins at the age of five or six with a year of kindergarten commonly known as Nursery School or pre-unit. The first class or year of primary school is known as Standard 1, the final year as Standard 8. Most primary schools are day schools with pupils living at home. All public primary school pupils sit for the Kenya Certificate of Primary Education examination at the end of the school year in Standard 8.

However, many parents can only afford to send their children to public schools, which are virtually free of charge but hopelessly overcrowded. On average across all primary schools in Kenya, there are approximately 40 students per teacher, which means average class sizes amount to around 60 to 70 students. This means that teachers are forced to use teaching methods that cannot take into account individual students' needs. Students' strengths and weaknesses cannot be addressed adequately and individual talents can never be revealed.

VISION

The project aims to establish a new primary school. The school will begin by accepting the first students to the Nursery School in January 2013 and then continuously grow as an additional class is accepted into the school every year. In order to allow for smaller class sizes with 20 to 30 students, the school will have to be privately funded through school fees and donations. Every third student is intended to receive a scholarship, allowing him or her to attend the school free of charge. This will enable students from varied social backgrounds to attend the school and for them to receive more individual support than in public schools.

Furthermore, the project intends to introduce new teaching methodologies better equipped to promote creativity and individual talents and arm students with a basic understanding of how to learn. In East Africa normal means of teaching tend to concentrate on lecturestyle teaching, primarily encouraging a mentality of learning by heart and neglecting the importance of self-reliant learning. This teaching style bears major drawbacks in later life as it often robs students of the basic skills to progress in their education. Based on the Kenyan curriculum and in cooperating with several foreign universities the project plans to establish an open source project to develop learning materials providing teachers of the school with the necessary teaching aides to achieve a change in attitude. Additionally, the project intends to find schooled volunteers (preferably students planning to become teachers themselves) willing to further promote this shift by providing supplementary methodological training and support to the staff.

Finally, without any exceptions, it is Peterson's firm belief to establish a learning environment completely free of violence and fear. Unfortunately, beating is still the most common mean of disciplining students. Teachers will have to be educated in other means of attaining respect and

quiet in their classrooms. Rest assured: violence will not be tolerated in any situation at THE KINGS' ACADEMY.

SUSTAINABILITY

Sustainability is a very important aspect at THE KINGS' ACADEMY. Most importantly, Peterson considers the school to be a long-term commitment for him and his family. It has always been his dream to bring this project to life. In addition, the other teachers that will be hired for the school are meant to stay for the long term. Teachers frequently stay at one school for only one or two years at a time, because their contracts are set up for short periods of time. At THE KINGS' ACADEMY, good teachers should be offered long-term contracts that provide them and the school with a long-term perspective. In addition, continuous education and training for the teachers will provide for qualified teachers and foster a climate of mutual understanding that the contractual relationship is designed for the long term.

At the same time, the school will likely not be able to cover its running costs through the school fees. Because an integral part of the school's concept is to provide every third student with the opportunity to take part in classes at no or very low cost, the sum of the fees cannot cover the costs of attendance for all students. The land around the school can be used for agriculture, which could defray the school's costs for food and even become a source of additional income. Nonetheless, it is likely that the school will have to rely on sponsors in order to cover costs in the long run.

