



Charity Registration Number: 1144452

Annual Report and Financial Statements

31 July 2024



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**Legal and Administrative Information**
For the year ended 31 July 2024

Charity Name	Hatua.
Charity Registration No	1144452. The Charity was registered with the Charity Commission on 27 th October 2011.
Registered Office	5 Victoria Square, London, SW1W 0QY
The Governing Document	Trust Deed dated 22 July 2011.
Objectives	<p>The objectives of the Charity are to provide funding to very bright primary school children living in slums to enable them to attend the best secondary education schools and ultimately break the poverty cycle by attending university.</p> <p>In respect of Nairobi, Kenya and Kampala, Uganda, for students with education up to primary and secondary school level, employment following schooling is traditionally restricted to hawking, limited factory work, and other forms of casual labour. This means that their earning capacity is severely restricted and they are unable to move out of the slum conditions in which they live.</p> <p>Hatua aims to help students get the best possible education to improve their earning capacity and their experience of the world, equipping them with the skills to change their circumstances. Hatua encourages university candidates to spend time in primary schools they attended, mentoring primary school children, with the ultimate goal that they take on the support that Hatua began.</p>
Trustees	M Lenora S Lenora D Smith
Key Management Personnel	Those in charge of directing, controlling, running and operating the Charity on a day-to-day basis are the Trustees.
Bankers	Barclays Bank Plc Barclays Corporate 1 Churchill Place London E14 5HP
Investment Manager	LGT Vestra Ltd 14 Cornhill London EC3V 3NR
Independent Examiner	John Helm ACA Tandem Accounting Limited 17 Heathville Road London N19 3AL



The Trustees submit their annual report and the financial statements of Hatua (“the Charity”) for the year ended 31 July 2024. The financial statements have been prepared in the format prescribed by the Statement of Recommended Practice: Accounting and Reporting by Charities (SORP2019 (FRS102)) and the Financial Reporting Standard 102. The legal and administrative information set out earlier in this document forms part of this report.

I. Activities & Strategies

The Trustees confirm that they have referred to the guidance contained in the Charity Commission’s general guidance on public benefit when reviewing the Charity’s aims and objectives and in planning future activities and setting the grant making policy for the year. The Trustees believe that the Charity provides benefit to the public by supporting young children disadvantaged by poverty with limited access to education beyond primary school age by giving them the funding to achieve their potential.

The trustees seek to achieve the aims and objectives of the charity by:

- Identifying junior secondary schools that are situated in slums and attended by the local children of the slum
- Selecting the top students from those junior schools following completion of their national examination – Kenya Junior School Education Assessment (KJSEA)
- Means testing students with KJSEA scores that are suitable for entry to top senior secondary schools
- Identifying top senior secondary schools based on their success in the Kenyan Certificate of Basic Education (KCBE) and the potential for students to gain university places
- Matching top junior secondary school students with top senior secondary schools and negotiating with senior secondary schools to obtain places for students
- Funding school fees, uniforms, books and boarding fees for junior secondary school students selected and placed at top senior secondary schools
- Mentoring and supporting students through senior secondary schools and towards university placement.
- Providing a financial donation to successful KCBE students in Kenya with scores that provide a university place. The financial donation is contingent on university students providing teaching support at junior secondary schools in Hatua’s programme and mentoring junior secondary school children through their KJSEA examination.
- Providing a financial donation to successful Hatua students to sit their SAT tests (Standardised tests) for application to university abroad.

The Kenyan education system provides funding through the Higher Education Loans Board of Kenya through grants and loans to students who are eligible to attend university in Kenya. The Ugandan education system provides funding through the Higher Education Students’ Financing Board and Student Loans Financing for students who are unable to support themselves financially in Uganda. Hatua does not provide funding for university places but may assist an alumnus student to make an initial journey to a university place abroad where a foreign state and/or foreign institution has awarded the student a full scholarship.



2. Achievements and Performance

2.1 Kenya Programme

Hatua has been supporting Kenyan students since 2011. Hatua works with the following schools in Kenya:

Primary Schools	Nairobi Mukuru St Bakhita Primary School St Catherine's Primary School Mukuru Kaiyaba Primary School Mukuru Kwa N'jenga Mukuru Kwa N'jenga Primary School Mukuru Kwa Reuben Mukuru Kwa Reuben Primary School	Mathari Mathari Primary School Kiboro Primary School Korogocho Daniel Komboni Primary School Lunga Lunga Star of Hope Primary School St Elizabeth Primary School
Secondary Schools	Nairobi State House Girls School Pangani Girls School Kenya High Girls School The Nairobi School Lenana Boys High School Moi Forces Academy Starehe Boys School Upper Hill Secondary School Moi Girls School Gilgil Utumishi Boys Academy School Kawangware Precious Blood Girls School	Kiambu County Thika Maryhill Girls School Mangu Boys School Thika High School Limuru Loreto Girls School Limuru High School Kiambu town Starehe Girls School Kikuyu Alliance High School Alliance Girls School

The table below shows the number of students supported in Kenya by Hatua up to the date of this report (September 2025). The total number of students is cumulative:

Year intake	2025	2024	2024	2023	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012
1 st	-	25	33	65	45	38	56	46	39	36	19	34	21	13
2 nd	25	33	65	45	38	56	46	39	37	18	34	21	12	
3 rd	33	65	45	38	56	46	39	37	18	34	21	12		
4 th	65	45	38	55	46	39	37	18	34	21	12			
Total	468	468	443	410	346	301	263	207	161	121	86	67	33	13

In 2015, the first Hatua students in Kenya completed their secondary school education. Students are examined through the Kenyan Certificate of Secondary Education (KCSE). KCSE results determine whether a student is given automatic entry to university and is eligible for government sponsorship. The number of KCSE students, 43 out of 45, are waiting to take up a university place in September 2025. This year, Hatua students in Kenya achieved a successful pass rate of 95%.



Kenya is currently experiencing a flurry of activity as we are preparing to transition from the long-standing 8-4-4 education system to a new, progressive Competency-Based Curriculum (CBC). This reform marks a significant shift in the structure, teaching methods, and overall philosophy of education in the country.

Overview of the New Structure

The CBC introduces a 2-6-3-3-3 educational structure, which is designed to better prepare learners for the demands of the 21st century. The new structure is organized as follows:

- Pre-primary education: 2 years
- Primary education: 6 years
- Junior Secondary: 3 years
- Senior Secondary: 3 years
- Tertiary education: 3 years

This model replaces the former 8-4-4 system, which comprised 8 years of primary education, 4 years of secondary, and 4 years of university or college education.

Key Features of the Competency-Based Curriculum

Introduced by the Kenyan government in 2017, the CBC is a modern educational framework that prioritizes the development of practical skills, core competencies, and positive attitudes. It is a learner-centered approach designed to foster holistic development and lifelong learning.

Core Features Include:

- **Learner-Centered Teaching Methods:** Emphasis is placed on the individual learning needs, interests, and abilities of each student. Learners are active participants in the learning process.
- **Emphasis on Practical Skills:** The curriculum promotes critical thinking, problem-solving, collaboration, creativity, and digital literacy—skills essential for success in a dynamic global environment.
- **Continuous Assessment:** The CBC integrates ongoing assessment throughout the school year, moving away from a system heavily reliant on high-stakes national examinations.
- **Seven Core Competencies:**
 1. Communication and collaboration
 2. Creativity and imagination
 3. Critical thinking and problem solving
 4. Digital literacy
 5. Citizenship
 6. Learning to learn
 7. Self-efficacy
- **Shift in National Examinations:** The Kenya Certificate of Primary Education (KCPE), previously taken at the end of Grade 8, has been replaced by the Kenya Junior School Education Assessment (KJSEA), which is now administered at the end of Grade 9. Additionally, the Kenya Certificate of Secondary Education (KCSE) has been phased out and replaced by the Kenya Certificate of Basic Education (KCBE). Under the new system, the former four-year secondary education structure (Form 1 to Form 4) has been restructured into a three-year senior school phase, covering Grade 10 to Grade 12.
- **Integration of Technology:** The curriculum encourages digital tools in the classroom, equipping learners with essential tech skills from an early age.



Implementation Challenges

While the CBC is promising in its objectives, its rollout has not been without difficulties. The major implementation challenges include:

- **Inadequate Teacher Training:** Many educators have not received sufficient in-service training on the new curriculum, making it difficult to implement the learner-centered teaching approach effectively.
- **Overcrowded Classrooms:** Many schools continue to grapple with high student-to-teacher ratios, which hampers effective personalized instruction.
- **Limited Resources:** A significant shortage of teaching and learning materials continues to hinder the effective implementation of the Competency-Based Curriculum (CBC), particularly in our partner schools situated in under-resourced and economically disadvantaged communities.
- **Uncertainty and Limited Communication:** There is concern over the lack of clear, timely communication from government agencies, leaving schools and stakeholders unsure about various aspects of the transition.

Hatua's Response and Adaptation

At Hatua, we are closely monitoring and adapting to these changes. Understanding the evolving educational landscape is vital to ensuring we continue to support our students effectively.

In 2025, there was no Form I intake due to the national transition from the 8-4-4 system to the Competency-Based Curriculum (CBC). This pause gave schools a unique opportunity to reflect on past performance, reassess internal strategies, and prepare for the structural changes introduced by the new system. Under CBC, secondary education is now divided into junior and senior school, with senior school lasting three years instead of four. Primary education has also been extended by an additional year to incorporate junior secondary, meaning students now transition to high school a year later. As a result, no new students joined secondary school this year, marking a significant shift in Kenya's educational landscape.

The following table shows **10** years of success, with **91%** of Hatua's students going on to take up an automatic entry into university:

Year of Examination	No. of university students	No. of KCSE Candidates	% attending university from year	Cumulative total of university students	Cumulative % of students attending university
2024	43	45	95%	312	91% (100% = n.343)
2023	35	38	92%	269	90% (100% = n.298)
2022	44	54	81%	234	90% (100% = n.260)
2021	43	45	96%	190	93% (100% = n.206)
2020	36	39	92%	147	91% (100% = n.161)
2019	34	37	91%	111	91% (100% = n.122)
2018	17	18	94%	77	91% (100% = n.85)
2017	29	34	85%	60	90% (100% = n.67)
2016	20	21	95%	31	94% (100% = n.33)
2015	11	12	92%	11	92% (100% = n.12)



A Changing Path: From Secondary Education to Employment

The transition from secondary school to employment for Hatua alumni is increasingly shaped by shifting policies, economic strain, and social inequality. Frequent changes in education policy disrupt planning and career preparation, while a tough job market and saturated graduate pool, limit employment opportunities, even for qualified candidates.

Students from low-income backgrounds face additional barriers, including limited access to networks and resources. Many university programs also remain outdated, failing to equip graduates with the skills needed in fast-evolving fields like technology and green jobs. Prolonged university study, often caused by recurring lecturer strikes, further delays graduation and entry into the workforce.

Despite these challenges, our graduates are as determined as ever, and government continues to implement reforms to address areas of weakness in the system. Through expanding access to alternative pathways, such as diploma and certificate programs supported by HELB funding, more students are gaining the skills and opportunities they need. At Hatua, we remain committed to supporting every student in navigating this changing landscape and building a future full of promise.

The following table shows the number of students from each year group that sat for their KCSEs and how they are progressing in life:

Year group	Total number of KCSE candidates	Total number of university graduates	Total number in employment, internship or continuing to higher level of degree
2015	12	11	9
2016	21	15	13
2017	34	29	6
2018	18	12	4
2019	37	34	

2015 Cohort

All graduates from Hatua's first cohort are now in meaningful employment, both in Kenya and abroad.

Highlights include:

- **Employment Abroad:** One alumnus is employed at Goldman Sachs in Texas, USA. Another is pursuing a PhD while teaching at the same university in the United States.
- **Local Employment:** Graduates have secured roles in education, charity work, commercial business, chemical water analysis, and pharmaceutical technology.

2016 Cohort: Out of the 15 who have graduated, 13 have successfully entered employment or internships.

2017 Cohort: All students in this cohort have graduated, except for four who chose to pursue other interests outside of the university pathway. The majority have now well settled into the job market, with most in their second roles and establishing themselves within their respective companies.

2018 Cohort: Most students in this cohort have graduated and are in their first jobs. A few may still be in the process of securing employment, but overall, this group has transitioned out of university and into the job market.



2019 Cohort: This group experienced significant disruption due to the COVID-19 pandemic during their first year of university, resulting in delayed graduations for many. Nevertheless, about 70% have now graduated and are actively seeking employment.

The data also emphasizes the importance of Hatua's ongoing commitment to supporting alumni as they navigate these challenges. By maintaining connections with alumni and monitoring their progress, Hatua can continue to provide targeted support and adapt its programs to improve outcomes in the face of current employment obstacles.

We're pleased to share that Hatua has recently formed a strategic partnership with Mastercard, a collaboration that has already made a significant impact on our graduates' career pathways. Through this partnership, Mastercard has committed to hiring three Hatua graduate trainees annually, alongside two interns. This initiative not only provides our alumni with valuable industry experience but also sets a strong foundation for their future careers. At the date of this report, 4 Hatua alumni graduates have successfully taken up permanent employment with Mastercard and 2 are waiting to join as interns in June 2025.

In addition, Mastercard, together with other like-minded organizations, has developed networking programs specifically aimed at expanding employment opportunities for our graduates. These initiatives are designed to create meaningful connections within various industries, offering a platform for Hatua alumni to network, build relationships, and potentially secure recruitment opportunities.

This partnership is a promising step toward overcoming the employment challenges our graduates face, and we look forward to seeing the positive outcomes it will bring for our alumni community.

2.2 Uganda Programme

Hatua is currently supporting 146 students through secondary schooling in Uganda. Secondary schooling in Uganda has up to 6 years of study with students sitting O'Levels in Year 4 and then progressing to another 2 years of study sitting A'Levels in Year 6. The first Year 6 students completed their A'Levels at the end of 2024. Unfortunately, due to the impact of inflation and costs on the Uganda economy post COVID-19, Hatua has withdrawn its programme of support for new students commencing in January 2024. Hatua currently works with the following secondary schools in Uganda:

Secondary Schools **Kampala**

Nabisunsa Girls school, Kampala
Gayaza Girls High School, Kampala

Other

St Mary's College, Kisubi
St Mary's College, Namagunga
Namilyango College, Namilyango
St Henry's College Kitovu, Masaka
Trinity College, Nabingo
Kings College, Budo

The following table shows the number of students supported into Ugandan Secondary School. The total number of students is cumulative:

Year group	2025	2024 ¹	2023	2020	2019	2018	2017	2016
1 st year		18	34	28	26	25	26	13
2 nd year		34	26	24	23	21	13	
3 rd year	16	26	24	23	21	12		
4 th year	34	24	23	21	10			
5 th year	22	23	21	10				
6 th year	14	21	10					
7 th year		10						
Cumulative Total	156	156	138	106	80	58	39	13

Marks for students taking their O'Levels at the end of 4th year determine their ability to continue to 5th and 6th years to take A'Levels. The table below shows the number of Hatua students that have completed O'Levels at the end of 2024 and have continued on to study for A'Levels (May 2025):

Year of O'Level examinations	No. of students taking O'Levels	No. of successful O'level students	% continuing on to study A'Level	Cumulative total of A'Level students	Cumulative % of students studying A'Level
2021	12	10	83%	10	83% (100% = n.12)
2023	25	21	84%	31	84% (100% = n.37)
2024	23	21	91%	52	87% (100% = n.60)
2025	28	22	79%	74	84% (100% = n.88)

In 2024, the first of Hatua's 6th form students sat for their A'Level examinations.

Year of A'Level Examination	No. of university students	No. of A'Level candidates	% attending university from year	Cumulative total of university students	Cumulative % of students attending university
2024	6	10	60%	6	60%
2025	13	22	59%	19	59% (100% n.=32)

¹ 2024 reflects the catch-up of schooling years caused by COVID-19 with a year group of students overlapping.



3. What Hatua Means to Beneficiaries and the Community

3.1 Kenya

Vanja Jimaguti, Hatua Alumni, Mastercard

After finishing my primary school education in 2014 at Mukuru Primary School located in Mukuru Kayaba slum (where I was born and bred) and passing the KCPE exams and being the top pupil at the school with 386 marks, I got a secondary school education sponsorship by HATUA to join The Nairobi School (One of the best national school in Kenya) in which my parents could not afford to pay for my school fees. I am forever grateful to HATUA because that is the point where I could see the possibility of my future being bright. It is at The Nairobi School where I fully understood why they say education is a great equalizer as it provides opportunities for individuals from various backgrounds to achieve their full potential, regardless of their starting point. Sharing a classroom with students from well-off families opened my mind to see that there's another side of life other than the poverty life in the slum I grew up in. This fuelled me to think big as I worked hard in my studies as a result I passed my KCSE exams in 2018 with a B+ grade. This made me get a chance to join The University of Nairobi in January 2020 as a government-sponsored student. I pursued Bachelor of Economics and Statistics degree. I managed to survive my tertiary education through the HELB upkeep disbursements and also through doing odd jobs and doing small online businesses. Before the start of my final year, I did an non-paid optional industrial attachment at Nairobi City Water and Sewerage Company in the Planning, Monitoring and Evaluation Department. Then later in my final year in June 2024, through a partnership between HATUA and Mastercard I got a ten-week internship opportunity at Mastercard after a competitive interview process as an Associate Product Specialist intern. After impressing throughout the internship I was offered a golden chance to return to launch my career with them upon graduating. I successfully finished my bachelor's degree and graduated in September 2024 with a Second Class Upper Division Honors. I gladly accepted the life-changing Mastercard offer and I joined in March this year. It has been a great experience since then starting my career as a product specialist in the Customer Solutions Centre department. I have been able to start changing the poverty situation at home, something which was my dream, and I thank God and everyone who helped me in my journey and contributed to turning it into a reality. You can now see why I will always be indebted to HATUA!!!

Jecinta Nzembi, Intern- Mastercard

Monday 26th of May, 2025

My name is Jacinta. My journey is one marked by resilience, growth, and unwavering faith. I joined Hatua in January 2017 as a bright, determined student in need of a helping hand. Through the support of the Hatua scholarship program, I was able to attend and complete my four years of high school at Starehe Girls Centre, an opportunity that opened doors to a future I had only dreamed of. In 2021, I transitioned to Mount Kenya University, where I pursued a degree in Education with passion and dedication.

Now, as a Hatua graduate from the KCSE class of 2020, I am preparing to begin my next chapter: an internship with Mastercard. This incredible opportunity came through the Hatua-Mastercard collaboration, and I am currently in the onboarding process. Looking back, I am filled with gratitude, for the mentorship I have received, the empowerment I have experienced, and the faith that has carried me through every season. My journey is a testament to the power of community, opportunity, and belief in oneself.

Faith Y Sawani, Hatua Local Representative, Kenya

Hatua's journey since its inception has been one of **determination, hope, and resilience**. This year, we began to see the fruits of that journey—particularly through the power of partnerships. These collaborations, especially with



organizations committed to youth empowerment, have opened new doors for our university graduates by providing access to networks that lead to real employment opportunities.

One common sentiment we've heard from young people over the years is: "We don't have friends in high places." Many of them have felt held back—not due to a lack of talent or ambition—but because neither they nor their families had connections to influential people who could help them access opportunities. This challenge sparked a conversation among the Hatua team and trustees. We resolved to confront this mindset and take proactive steps to build those networks ourselves.

We started with a meaningful partnership with Mastercard —because every big journey begins with a single step. Through this collaboration, we organized a comprehensive training program for 60 of our graduates. The sessions covered practical skills such as CV writing, job interview techniques, professional communication, and personal branding. We included role-playing exercises, held interactive discussions with industry leaders, and, perhaps most importantly, fostered a space where graduates could encourage and challenge one another to aim higher.

This initiative was not only a success—it became a spark. The energy and potential we saw led us to conceptualize a larger event: a full-scale career conference that could impact even more young lives. That idea became a reality in November, when we hosted our first major Career Conference, bringing together professionals, recruiters, mentors, and students. It was a transformative experience for many, and a defining moment for Hatua.

Since then, our network of partners has continued to grow. Together, they have supported our graduates through job shadowing opportunities, internships, and employment placements. Each success story reinforces our belief that access—not just ability—is a game changer.

Today, our hope is even bigger. Our commitment to leveling the playing field for youth remains as strong as ever. We are more determined than before to keep walking this path—empowering our students not only with education but with networks, confidence, and opportunity.

3.2 Uganda

Loyce Atwine, Hatua Consultant, Uganda

This project is expected to grow and be rolled over to many students in the slums of Kampala. HATUA has supported 158 students in Uganda. This has positively impacted on homes and communities around the slums of Kampala.

HATUA is seeking funding or partnership to support bright disadvantaged children from the slums of Kampala –Uganda to attain better Education, this will help the empowerment of both young African women and Men and the eradication of feminized poverty. Given the transformation nature of this project, it is planned that the project will aim to achieve a few immediate objectives but provide grounding for long term sustainable education and economic growth benefits for children living in the slums and the communities around them.

This note has also been developed as an effort by HATUA to take the lead in inspiring and empowering the girl child through education, training and other economic arrears.

A 2017 study, in East Africa, by Uganda Women Entrepreneurs, indicated that more than 80% of informal traders and slum occupants are women. They are widows or separated from husbands, receiving no spousal support. Vulnerability, harassment and sexual abuse subject them to more homelessness and for the girls under 18 years, more early marriage and unwanted pregnancies. Women venture into small businesses like selling fresh agriculture produce such as vegetables, sweet bananas, fake cosmetics and crafts. It is very difficult for them to raise school fees for their children compared to well standing homes. Slum occupants are more likely in the informal sector and the less profitable sector of the economy. At community, country and regional level, their children graduate from Government primary schools and join their parents working in markets and selling merchandize on streets of Kampala.

**90% of the parents of Hatua beneficiaries are Hawkers**

Slum areas comprise a significant proportion of poor people in Uganda, more than 40 percent of economically active slum people work in the informal sector. Due to low levels of education and limited access to the formal job market the majority of children in those areas earn their living in the informal economy through activities such as hawking of goods on the streets.

Djombera Xynab, Form 5 Student, Gayaza High School.

I honestly never thought I could study from one of the best schools in Uganda, my dream came true when HATUA visited our primary school. They advised us to do better so that they can take us to the best schools in the Country. When PLE results were released, we went through an interview and I was told, I won a scholarship to Gayaza High school. It was one of the best moments in my life. Hatua provided me with school fees and scholastic materials, I never lacked anything. I graduated from High School with 17 points. I will be joining the university in August this year 2024.

This scholarship I received did not only change my life but also the lives of the community around me. I am able to teach Children in my community. I am a good example for the girls in my area because most girls get pregnant after failing to continue with their studies. I acquired values and skills that I will always move along with in life, courtesy of Hatua.

The day I will never forget is when the Trustees and volunteers came to visit me at school. It was in 2016. This was one of the most special days I will live to remember.

I acknowledge the love and care HATUA has given me: the gatherings, educative talks, motivations.

I would like to express my utmost gratitude towards the generous act of paying my school fees for full seven years. I may not convey how appreciative I am that you decided to invest in my education. I am TRULY indebted to you, I promise that the investment you made, will not be taken for granted.

It is worth saying that Hatua is part of my family and that it will always have a special place in my Heart.

Inzikuru Scovia, former Trinity College Student, Hatua Graduate and Alumni**THE PATH OF LOVE CREATED BY HATUA**

Unlike most people, I didn't plan for my secondary school and neither had my parents having gone to St Paul's Kyebando (The primary school) a renowned UPE school in the outskirts of Kampala which I joined in primary one in 2009. By 2015 I sat for PLE and I managed to achieve 11 aggregates score and passed in division 1. After this the next step was to be taken to the village to a school in Arua since there were no school fees. During the course of preparing to go back to Arua where I would attend Secondary school, God sent an Angel called HATUA one bright afternoon, it was like a dream when I received a call from my primary school that I was urgently needed with a parent, it was a dream meeting, Mr Lenora and Madam Loyce Conducted an interview and I was asked which school I would want to go to. Immediately Kings College rang in my Head where my rich cousins had been studying. I had admired them so much. I was overwhelmed when I met Papa Michael though there is doubt from all sides if this is real without charging my parents any amount of money. My desire to go to a Traditional school, and a good school, was answered. A few days after the interview, I received another call from Aunt Loyce. I was informed that they had gotten a place for me at Trinity College Nabbingo, I cried. I could not believe it was True. Preparations started. I was wondering how to go to such a school from the slum. How will I introduce myself. God sent HATUA and Provided me with 99% of school requirements, with school fees fully cleared. Some students would crack jokes laughing at me "But Inzikuru is there anything you really lack"

It was better because we had a good Parent / Guardian Ms Loyce, from the bottom of my Heart, I give special thanks to HATUA for having appointed her as our guardian and mentor, whenever I would return with the most discouraging report cards, she simply says "I believe in you, and I am sure you can do better".

This was the reason I got 16 points at Form 6. She restored our hopes always.



For all the 7 years in my secondary school, on a fully funded scholarship by HATUA, I had the best time, my fees were fully cleared before I returned to school every term, school requirements were available for us a week before to prepare for school. All students of HATUA reported on the 1st day at school, even when you needed to go the following day. Aunt Loyce would call the parents to be sure you have reported, unlike primary school, where we were sent home for fees weekly.

My Parents are so proud of me and my siblings, HATUA has brought change in our family. I am a woman of substance. I have acquired skills at school. I am able to express myself in different organizations to look for Jobs. I am an inspiration to many. I am assured that I will be able to support a girl child too out there when I am done with my studies: "When you Educate a girl, you have educated the whole Nation".

On behalf of my whole family, Special thanks goes to Mr. Lenora, Mrs. Susan and MS Damask for the priceless support to a Ugandan child. We shall forever be grateful.

Gale Godwin,

Mr. Michael, with immense pleasure, I'd love to appreciate your efforts in supporting the youngsters to attain quality education and experience life changing moments in their quests to pursue a purposeful and grandness character in their lives. My name is Gale Godwin, am currently a vacist. I completed senior six last years at Namilyango college where I served as the coordinator for the program under "HATUA". Your financial aid to my Education helped me to get a cognizable life amongst my peers and society. I must appreciate the fact that I was given a chance to become a leader whilst at the institution and indeed I left with a viable impact on the students as President of the French club and as the soccer school team captain. Today, am hoping to become a better future leader and version of myself to help others attain the same gift I received earlier from the program. I wish to undertake "International relations" at the university so that I can impact many other people in this diaspora.

All this couldn't have been possible without You. At the moment, I feel, like I once said during our first interview, when you asked me "are you sure you can" and I replied "Yes I can". I believe with this opportunity that I was given, I'll thrive further. Thank you so much. I'll continuously pray for all of you who assisted in providing for us all. Thank you and may the almighty lord abundantly bless your family and efforts.

4. Structure, Governance & Management**4.1 Trustees**

The Trustees meet several times a month to discuss a full range of matters relating to strategy, project work, recruitment, finance and general administration. None of the Trustees receives remuneration.

The Charity must have at least three Trustees each serving a minimum of three years. The founding Trustees remain appointed and there has been no change to Trustees since the Charity was formed on 22 July 2011.

The Trustees do not delegate their obligations; however, they are supported by one Kenyan consultant based in Nairobi and a further Ugandan consultant based in Kampala, providing administrative and organisational services to help support the Trustees in the administration of the grant making programme and managing financial accounts and reserves. From Autumn 2024, the Trustees formed an advisory board to consider pre-determined issues that the Trustees wish to explore to help inform their decision making.

The induction process for any individual newly-appointed to the board of Trustees comprises an initial meeting with at least two of the Trustees (whenever possible one of these two Trustees being the Chair) and receipt of copies of:

- the Trust Deed
- the most recent financial statements



- the Charity Commission's guidance 'The Essential Trustee'.

4.2 Risk Management

The Trustees acknowledge that they have a responsibility for the identification and proper management of risks faced by the Charity in achieving its primary aims. The Trustees have therefore assessed the major risks to which the Charity is exposed, in particular those relating to the specific operational areas of the Charity and its finances. The Trustees believe that, by monitoring reserve levels, by ensuring that controls exist over key financial systems, and by examining the operational risks faced by the Charity, they have established effective systems and procedures to mitigate those risks.

4.2.1. Strategic Priorities and Risks

In Autumn 2024, Hatua formed an Advisory board to the Trustees. inviting a group of donors, supporters, consultants, volunteers and former beneficiaries of the charity, inviting a group of donors, supporters, consultants, volunteers and Hatua Alumni to attend a quarterly advisory board to support Hatua's Trustees with their analysis of strategic priorities for Hatua. Discussion has taken place on increasing Hatua's funding and profile, broadening Hatua's board or considering replacement Trustees in the future and generally the prospect for Hatua's future.

4.2.2 Financial risk

Risk	Management
Trustee incapacity or loss of life	Trustees formed an Advisory Board with donors, former volunteers and Alumni beneficiaries to discuss this and other issues.
Potential liabilities: we potentially face an uninsured liability	Insurance cover has not been available for Hatua. Trustees arrange their own insurance cover for travel. The charity does not employ staff. Consultants working on behalf of Hatua in Kenya and Uganda provide the Trustees with immediate updates in the event of a problem with a school, student or parent to enable Hatua to instruct the consultant to take immediate steps to mitigate any risk arising at a local level.
High risk environments: political and security risks	Kenya has a border with Somalia. Uganda borders the Democratic Republic of Congo and South Sudan. These areas continue to be unstable. Both Kenya and Uganda have taken a significant number of refugees fleeing conflict. There were several terror attacks in Uganda between October and November 2024 and in Kenya in January 2024. The Trustees maintain vigilance to ensure beneficiaries, consultants or Trustees are not at increased risk.
Child protection	Trustees and consultants do not have unsupervised access to students; arranging contact with students through parents, guardians and schools. Hatua's controlled 'social network' environment to facilitate communication between sponsors and students was designed to ensure the supervision of all communications to protect children.

4.3 Serious Incidents

No Serious Incidents have occurred in 2024 or up to the date of this report.



5. Financial Review

Funding for the Charity came from regular donations from private individuals, investment income and gains on investments.

5.1 Financial Activity and Financial Position

The financial condition of the charity came under significant pressure following the Covid-19 pandemic:

1. The charity had had few sources of revenue since 2016 when Vanquis Bank decided to discontinue funding.
2. Expenses increased significantly as the impact of Covid-19 on the economies of Kenya and particularly Uganda saw rising costs of tuition and other student fees. The condensed school years to catch-up from the lost schooling through the pandemic also had a significant impact.

The combination of these factors led to a decrease in funds available to the charity and a decision to reduce the number of students supported in Kenya to 25 per year and withdraw support for new student intake in Uganda.

Despite this disappointment, good news arrived with Mastercard agreeing to make a notable donation each year and committing to provide training and mentoring programs for the charity's student base. As an added benefit, Mastercard Africa is also hiring a small number of university students as interns, as well as placing a corresponding number of university graduates into full-time roles in Nairobi. Needless to say, the Trustees are very grateful to the management of Mastercard Africa for their generous donations and contributions.

In 2024, the Kenyan Government launched a restructure of primary and secondary education moving to a Competency Based Curriculum (CBC). CBC was introduced in 2025. There was no new first year student intake to Kenyan secondary schools in 2025, as the programme to introduce the new structure was implemented and the ongoing programme of support from Hatua will require funding for 3 years of schooling instead of 4 years under the new CBC structure. This has given Hatua further reduced expenditure from 2025.

We expect that the combination of these offsetting factors will allow the charity to continue into the future, albeit at a slower pace and with smaller numbers of students. As we refine these activities, we will be searching for additional sources of revenue and, if appropriate, incremental cost-saving measures to bolster the financial security of the charity.

We expect to report on these activities annually as an important part of this summary.

The Statement of Financial Activities and Balance Sheet can be found on pages 14 and 15 respectively. The Charity's reserves decreased by £347,652 during the year (2023: decreased by £421,345). The balance sheet shows total net assets of £629,240 (2023: £976,892).

5.2 Reserves Policy

The Trustees have examined the requirements for free reserves, in other words those unrestricted funds not invested in tangible fixed assets. The Charity ensures that it holds sufficient funds to cover:

- fees, board, uniforms and book funding for existing and prospective students for their Secondary Education.
- 3 months' worth of ongoing expenditure (excluding fees etc above)



At 31 July 2024 the Charity had net free reserves of £629,240 (2023: £976,982) as follows:

	2024 £	2023 £
Total reserves & free reserves	629,240	976,982
Free reserves requirement:		
To cover fees, board, uniforms and book funding for existing students to completion of yr 4 (Kenya from 2025 yr3) or yr 6 (Uganda)	504,400	900,000
3 months' worth of ongoing expenditure	15,000	15,000
Total free reserves requirement	519,400	915,000

The Trustees have based the free reserves requirement on the number of students remaining in the programme and the number of years of study required to complete their schooling with an assumption that each beneficiary requires Hatua to pay for school fees, uniform, text books and any additional needs relating to health or personal hygiene. We have altered the provision for 3 months' worth of ongoing expenditure to cover the completion of schooling for all beneficiaries.

5.3 Fundraising Strategy

In 2024 Mastercard Africa was approached and in 2024 discussions have progressed for a bespoke Hatua programme. The Trustees were optimistic that this arrangement would provide considerable support for Hatua's beneficiaries, and in fact Mastercard now donates \$50,000 annually to the charity.

5.4 Investment Policy

Hatua's assets (excluding working capital) are invested in a diversified portfolio to achieve long term growth in both capital and income in order to fund charitable expenditure. Hatua employs LGT Vestra as investment managers. For details of investments held see note 4.

6. Plans for Future Periods

In 2024, the Kenyan Government launched a restructure of primary and secondary education moving to a Competency Based Curriculum (CBC). CBC was introduced in 2025. Hatua is monitoring the impact of this new programme to the structure of its support for students. There was no first year intake of students to secondary schools in 2025 as the programme to introduce the new structure was implemented. This has given Hatua reduced expenditure by reducing new student intake in 2025 and by reducing the number of school years in secondary schooling from 4 years to 3 years.

7. Responsibilities of Trustees for the Financial Statements

The Trustees are responsible for preparing the report and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice. Charity law in England and Wales requires the Trustees to

prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Charity and of the incoming resources and application of resources of the Charity for that period.



In preparing those financial statements, the Trustees are required to:

- select suitable accounting policies and apply them consistently;
- observe the methods and principles of the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the activities of the Charity will continue.

The Trustees are responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and enables them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the governing document. The Trustees are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Trustees are responsible for the maintenance and integrity of the Charity and financial information included in the Charity's website.

8. Approval

The report of the Trustees was approved by the Trustees on 23 September 2025 and signed on its behalf by:

M Lenora
Trustee

**Report of the Independent Examiner to the Trustees of
Hatua**

I report on the financial statements of Hatua for the year ended 31 July 2024, set out on pages 19 to 24.

This report is made solely to the Trustees in accordance with section 145 of the Charities Act 2011 ("the Act"). My independent examination has been undertaken so that I might state to the Trustees those matters I am required to state to them in an independent examiner's report and for no other purpose. To the fullest extent permitted by the law, I do not accept responsibility to anyone other than the Charity and the Trustees for my independent examination, for this report, or the opinions I have formed.

RESPECTIVE RESPONSIBILITIES OF TRUSTEES AND EXAMINER

The Trustees consider that an audit is not required for this year (under section 144(2) of the Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts (under section 145 of the Act);
- follow the procedures laid down in the General Direction given by the Charity Commission (under section 145(5)(b) of the Act); and
- state whether particular matters have come to my attention

BASIS OF INDEPENDENT EXAMINER'S STATEMENT

My examination was carried out in accordance with General Directions given by the Charity Commissioners. An examination includes a review of the accounting records kept by the Charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from the Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the accounts.

INDEPENDENT EXAMINER'S STATEMENT

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



John Helm ACA

23 September 2025

**Statement of Financial Activities
For the year ended 31 July 2024**


	Note	2024 £	2023 £
Income			
Voluntary	2	46,731	7,767
Investment		11,985	12,871
Total Income		58,716	20,638
Expenditure	3		
Costs of raising funds		(8,553)	(12,390)
Charitable activities		(437,919)	(436,410)
Total Expenditure		(446,472)	(448,800)
Net gains/(losses) on investments		40,104	6,817
Net deficit		(347,652)	(421,345)
Reconciliation of funds			
Fund balances brought forward		976,892	1,398,237
Total funds carried forward		629,240	976,892



	Note	2024 £	2023 £
Fixed Assets			
Tangible Assets		-	-
Investments	4	588,302	827,635
		588,302	827,635
Current Assets			
Debtors	5	40,429	137,873
Cash At Bank And In Hand		4,025	14,140
		44,454	152,013
Creditors - Amounts Falling Due Within One Year	6	3,516	2,756
Net Current Assets		40,938	149,257
Net Assets		629,240	976,892
Represented By:			
Unrestricted Income Funds		629,240	976,892

The financial statements were approved by the Trustees on 23 September 2025 and signed on its behalf by:

Michael Lenora
Trustee



I. Accounting Policies

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

Basis of accounting

The financial statements have been prepared in accordance with the Charities Statement of Recommended Practice (Charities SORP 2019 (FRS 102)) and Financial Reporting Standard 102 (FRS 102). The financial statements are drawn up on the historical cost basis of accounting apart from the accounting for investments which are stated at market value.

The Charity meets the definition of a public benefit entity under FRS 102.

Going Concern

There are no material uncertainties about the charity's ability to continue as a going concern and accordingly the accounts have been drawn up on a going concern basis.

Income recognition

Voluntary income and donations (including legacies) are accounted for once the Charity has entitlement to the income, it is probable the income will be received and the amount of income receivable can be reliably measured. Income from the recovery of tax on gift aided donations is accounted for in the period to which the relevant donation is received. Grant income is recognised on a receivable basis.

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Charity; this is normally upon notification of the interest paid or payable by the bank.

Expenditure recognition

Expenditure is accrued as soon as a liability is considered probable, and the amount of obligation can be measured reliably. Longer term liabilities are discounted to present value. The Charity is not registered for VAT and accordingly expenditure includes VAT where appropriate.

Expenditure included in Raising Funds includes amounts incurred in obtaining grants and other donations.

Charitable expenditure includes those costs in fulfilling the Charity's principal objects, as outlined in the Report of the Trustees. Charitable expenditure includes governance costs and an apportionment of support costs. Governance costs comprise all costs involving the public accountability of the Charity and its compliance with regulation and good practice. These costs include costs related to the independent examination and legal fees.

Provisions for grants are made when the intention to make a grant has been communicated to the recipient but there is uncertainty as to the timing of the grant or the amount of grant payable.

Investments

Listed investments are stated at market value. Realised and unrealised gains and losses on investments are reflected through the Statement of Financial Activities.

Debtors

Debtors are included at the settlement amount due. Prepayments are valued at the amount prepaid.



Cash at bank and in hand

Cash at bank and in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of opening of the deposit.

Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation arising from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are recognised at their settlement amount.

1. Accounting Policies (continued)

Foreign Currencies

Monetary assets and liabilities in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are translated into sterling at the rate of exchange ruling at the date of transaction. Exchange differences are taken into account in arriving at the net income or expenditure for the year.

2. Income

	2024	2023
	£	£
Voluntary income		
Donations & grants	46,731	7,767
Income tax reclaimed	-	-
	<hr/> 46,731	<hr/> 7,767
Investment income		
Dividends (from investments held in the UK)	11,985	12,871
	<hr/> 11,985	<hr/> 13,908
	<hr/> 58,716 <hr/>	<hr/> 20,638 <hr/>

3. Expenditure

3a. Cost of raising funds

	2024	2023
	£	£
Investment management fees	<hr/> 8,553 <hr/>	<hr/> 12,390 <hr/>


3. Expenditure (continued)
3b. Charitable activities

	2024	2023
	£	£
Student tuition & equipment	402,480	393,841
Travel, subsistence and local representation in Kenya and Uganda	19,412	28,872
Volunteer & trustee trips to Kenya and Uganda	12,327	5,164
Administration	1,444	4,439
Foreign exchange difference	576	4,094
Independent Examination	1,680	-
	437,919	436,410

4. Fixed Asset Investments

	2024	2023
	£	£
Market Value		
At 1 August	827,635	1,265,361
Additions at cost	172,518	334,268
Sale proceeds	(451,955)	(778,811)
Net gain/(loss) on revaluation	40,104	6,817
At 31 July	588,302	827,635
Market value represented by investments in:		
Bonds/Fixed interest	149,106	160,441
Diversified Collective Investments	417,196	625,818
Hedge Funds/Absolute Return	22,000	41,376
At 31 July	588,302	827,635
Cost		
Bonds/Fixed interest	157,475	190,615
Diversified Collective Investments	319,109	510,269
Hedge Funds/Absolute return	22,000	41,570
At 31 July	498,584	742,454

The investments are held in the name of Hatua Charitable Trust and are held in the UK.



5. Debtors

	2024 £	2023 £
Prepayments	35,426	108,256
Sundry debtors	1,012	-
Balance with investment manager	3,991	29,617
	40,429	29,617

6. Creditors - Amounts Falling Due Within One Year

	2024 £	2023 £
Sundry creditors	-	20
Accruals	3,516	2,736
	3,516	2,756

7. Related Party Transactions

Michael Lenora and Susan Lenora, both Trustees, undertook trips to Kenya and Uganda during the year. Total expenditure of £12,327 was incurred.

The Trustees claimed 90% of their expenditure meeting the remaining 10% from their own resources.



Charity Registration Number: 1144452

Annual Report and Financial Statements

31 July 2024



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**Legal and Administrative Information**
For the year ended 31 July 2024

Charity Name	Hatua.
Charity Registration No	1144452. The Charity was registered with the Charity Commission on 27 th October 2011.
Registered Office	5 Victoria Square, London, SW1W 0QY
The Governing Document	Trust Deed dated 22 July 2011.
Objectives	<p>The objectives of the Charity are to provide funding to very bright primary school children living in slums to enable them to attend the best secondary education schools and ultimately break the poverty cycle by attending university.</p> <p>In respect of Nairobi, Kenya and Kampala, Uganda, for students with education up to primary and secondary school level, employment following schooling is traditionally restricted to hawking, limited factory work, and other forms of casual labour. This means that their earning capacity is severely restricted and they are unable to move out of the slum conditions in which they live.</p> <p>Hatua aims to help students get the best possible education to improve their earning capacity and their experience of the world, equipping them with the skills to change their circumstances. Hatua encourages university candidates to spend time in primary schools they attended, mentoring primary school children, with the ultimate goal that they take on the support that Hatua began.</p>
Trustees	M Lenora S Lenora D Smith
Key Management Personnel	Those in charge of directing, controlling, running and operating the Charity on a day-to-day basis are the Trustees.
Bankers	Barclays Bank Plc Barclays Corporate 1 Churchill Place London E14 5HP
Investment Manager	LGT Vestra Ltd 14 Cornhill London EC3V 3NR
Independent Examiner	John Helm ACA Tandem Accounting Limited 17 Heathville Road London N19 3AL



The Trustees submit their annual report and the financial statements of Hatua (“the Charity”) for the year ended 31 July 2024. The financial statements have been prepared in the format prescribed by the Statement of Recommended Practice: Accounting and Reporting by Charities (SORP2019 (FRS102)) and the Financial Reporting Standard 102. The legal and administrative information set out earlier in this document forms part of this report.

I. Activities & Strategies

The Trustees confirm that they have referred to the guidance contained in the Charity Commission’s general guidance on public benefit when reviewing the Charity’s aims and objectives and in planning future activities and setting the grant making policy for the year. The Trustees believe that the Charity provides benefit to the public by supporting young children disadvantaged by poverty with limited access to education beyond primary school age by giving them the funding to achieve their potential.

The trustees seek to achieve the aims and objectives of the charity by:

- Identifying junior secondary schools that are situated in slums and attended by the local children of the slum
- Selecting the top students from those junior schools following completion of their national examination – Kenya Junior School Education Assessment (KJSEA)
- Means testing students with KJSEA scores that are suitable for entry to top senior secondary schools
- Identifying top senior secondary schools based on their success in the Kenyan Certificate of Basic Education (KCBE) and the potential for students to gain university places
- Matching top junior secondary school students with top senior secondary schools and negotiating with senior secondary schools to obtain places for students
- Funding school fees, uniforms, books and boarding fees for junior secondary school students selected and placed at top senior secondary schools
- Mentoring and supporting students through senior secondary schools and towards university placement.
- Providing a financial donation to successful KCBE students in Kenya with scores that provide a university place. The financial donation is contingent on university students providing teaching support at junior secondary schools in Hatua’s programme and mentoring junior secondary school children through their KJSEA examination.
- Providing a financial donation to successful Hatua students to sit their SAT tests (Standardised tests) for application to university abroad.

The Kenyan education system provides funding through the Higher Education Loans Board of Kenya through grants and loans to students who are eligible to attend university in Kenya. The Ugandan education system provides funding through the Higher Education Students’ Financing Board and Student Loans Financing for students who are unable to support themselves financially in Uganda. Hatua does not provide funding for university places but may assist an alumnus student to make an initial journey to a university place abroad where a foreign state and/or foreign institution has awarded the student a full scholarship.



2. Achievements and Performance

2.1 Kenya Programme

Hatua has been supporting Kenyan students since 2011. Hatua works with the following schools in Kenya:

Primary Schools	Nairobi Mukuru St Bakhita Primary School St Catherine's Primary School Mukuru Kaiyaba Primary School Mukuru Kwa N'jenga Mukuru Kwa N'jenga Primary School Mukuru Kwa Reuben Mukuru Kwa Reuben Primary School	Mathari Mathari Primary School Kiboro Primary School Korogocho Daniel Komboni Primary School Lunga Lunga Star of Hope Primary School St Elizabeth Primary School
Secondary Schools	Nairobi State House Girls School Pangani Girls School Kenya High Girls School The Nairobi School Lenana Boys High School Moi Forces Academy Starehe Boys School Upper Hill Secondary School Moi Girls School Gilgil Utumishi Boys Academy School Kawangware Precious Blood Girls School	Kiambu County Thika Maryhill Girls School Mangu Boys School Thika High School Limuru Loreto Girls School Limuru High School Kiambu town Starehe Girls School Kikuyu Alliance High School Alliance Girls School

The table below shows the number of students supported in Kenya by Hatua up to the date of this report (September 2025). The total number of students is cumulative:

Year intake	2025	2024	2024	2023	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012
1 st	-	25	33	65	45	38	56	46	39	36	19	34	21	13
2 nd	25	33	65	45	38	56	46	39	37	18	34	21	12	
3 rd	33	65	45	38	56	46	39	37	18	34	21	12		
4 th	65	45	38	55	46	39	37	18	34	21	12			
Total	468	468	443	410	346	301	263	207	161	121	86	67	33	13

In 2015, the first Hatua students in Kenya completed their secondary school education. Students are examined through the Kenyan Certificate of Secondary Education (KCSE). KCSE results determine whether a student is given automatic entry to university and is eligible for government sponsorship. The number of KCSE students, 43 out of 45, are waiting to take up a university place in September 2025. This year, Hatua students in Kenya achieved a successful pass rate of 95%.



Kenya is currently experiencing a flurry of activity as we are preparing to transition from the long-standing 8-4-4 education system to a new, progressive Competency-Based Curriculum (CBC). This reform marks a significant shift in the structure, teaching methods, and overall philosophy of education in the country.

Overview of the New Structure

The CBC introduces a 2-6-3-3-3 educational structure, which is designed to better prepare learners for the demands of the 21st century. The new structure is organized as follows:

- Pre-primary education: 2 years
- Primary education: 6 years
- Junior Secondary: 3 years
- Senior Secondary: 3 years
- Tertiary education: 3 years

This model replaces the former 8-4-4 system, which comprised 8 years of primary education, 4 years of secondary, and 4 years of university or college education.

Key Features of the Competency-Based Curriculum

Introduced by the Kenyan government in 2017, the CBC is a modern educational framework that prioritizes the development of practical skills, core competencies, and positive attitudes. It is a learner-centered approach designed to foster holistic development and lifelong learning.

Core Features Include:

- **Learner-Centered Teaching Methods:** Emphasis is placed on the individual learning needs, interests, and abilities of each student. Learners are active participants in the learning process.
- **Emphasis on Practical Skills:** The curriculum promotes critical thinking, problem-solving, collaboration, creativity, and digital literacy—skills essential for success in a dynamic global environment.
- **Continuous Assessment:** The CBC integrates ongoing assessment throughout the school year, moving away from a system heavily reliant on high-stakes national examinations.
- **Seven Core Competencies:**
 1. Communication and collaboration
 2. Creativity and imagination
 3. Critical thinking and problem solving
 4. Digital literacy
 5. Citizenship
 6. Learning to learn
 7. Self-efficacy
- **Shift in National Examinations:** The Kenya Certificate of Primary Education (KCPE), previously taken at the end of Grade 8, has been replaced by the Kenya Junior School Education Assessment (KJSEA), which is now administered at the end of Grade 9. Additionally, the Kenya Certificate of Secondary Education (KCSE) has been phased out and replaced by the Kenya Certificate of Basic Education (KCBE). Under the new system, the former four-year secondary education structure (Form 1 to Form 4) has been restructured into a three-year senior school phase, covering Grade 10 to Grade 12.
- **Integration of Technology:** The curriculum encourages digital tools in the classroom, equipping learners with essential tech skills from an early age.



Implementation Challenges

While the CBC is promising in its objectives, its rollout has not been without difficulties. The major implementation challenges include:

- **Inadequate Teacher Training:** Many educators have not received sufficient in-service training on the new curriculum, making it difficult to implement the learner-centered teaching approach effectively.
- **Overcrowded Classrooms:** Many schools continue to grapple with high student-to-teacher ratios, which hampers effective personalized instruction.
- **Limited Resources:** A significant shortage of teaching and learning materials continues to hinder the effective implementation of the Competency-Based Curriculum (CBC), particularly in our partner schools situated in under-resourced and economically disadvantaged communities.
- **Uncertainty and Limited Communication:** There is concern over the lack of clear, timely communication from government agencies, leaving schools and stakeholders unsure about various aspects of the transition.

Hatua's Response and Adaptation

At Hatua, we are closely monitoring and adapting to these changes. Understanding the evolving educational landscape is vital to ensuring we continue to support our students effectively.

In 2025, there was no Form I intake due to the national transition from the 8-4-4 system to the Competency-Based Curriculum (CBC). This pause gave schools a unique opportunity to reflect on past performance, reassess internal strategies, and prepare for the structural changes introduced by the new system. Under CBC, secondary education is now divided into junior and senior school, with senior school lasting three years instead of four. Primary education has also been extended by an additional year to incorporate junior secondary, meaning students now transition to high school a year later. As a result, no new students joined secondary school this year, marking a significant shift in Kenya's educational landscape.

The following table shows **10** years of success, with **91%** of Hatua's students going on to take up an automatic entry into university:

Year of Examination	No. of university students	No. of KCSE Candidates	% attending university from year	Cumulative total of university students	Cumulative % of students attending university
2024	43	45	95%	312	91% (100% = n.343)
2023	35	38	92%	269	90% (100% = n.298)
2022	44	54	81%	234	90% (100% = n.260)
2021	43	45	96%	190	93% (100% = n.206)
2020	36	39	92%	147	91% (100% = n.161)
2019	34	37	91%	111	91% (100% = n.122)
2018	17	18	94%	77	91% (100% = n.85)
2017	29	34	85%	60	90% (100% = n.67)
2016	20	21	95%	31	94% (100% = n.33)
2015	11	12	92%	11	92% (100% = n.12)



A Changing Path: From Secondary Education to Employment

The transition from secondary school to employment for Hatua alumni is increasingly shaped by shifting policies, economic strain, and social inequality. Frequent changes in education policy disrupt planning and career preparation, while a tough job market and saturated graduate pool, limit employment opportunities, even for qualified candidates.

Students from low-income backgrounds face additional barriers, including limited access to networks and resources. Many university programs also remain outdated, failing to equip graduates with the skills needed in fast-evolving fields like technology and green jobs. Prolonged university study, often caused by recurring lecturer strikes, further delays graduation and entry into the workforce.

Despite these challenges, our graduates are as determined as ever, and government continues to implement reforms to address areas of weakness in the system. Through expanding access to alternative pathways, such as diploma and certificate programs supported by HELB funding, more students are gaining the skills and opportunities they need. At Hatua, we remain committed to supporting every student in navigating this changing landscape and building a future full of promise.

The following table shows the number of students from each year group that sat for their KCSEs and how they are progressing in life:

Year group	Total number of KCSE candidates	Total number of university graduates	Total number in employment, internship or continuing to higher level of degree
2015	12	11	9
2016	21	15	13
2017	34	29	6
2018	18	12	4
2019	37	34	

2015 Cohort

All graduates from Hatua's first cohort are now in meaningful employment, both in Kenya and abroad.

Highlights include:

- **Employment Abroad:** One alumnus is employed at Goldman Sachs in Texas, USA. Another is pursuing a PhD while teaching at the same university in the United States.
- **Local Employment:** Graduates have secured roles in education, charity work, commercial business, chemical water analysis, and pharmaceutical technology.

2016 Cohort: Out of the 15 who have graduated, 13 have successfully entered employment or internships.

2017 Cohort: All students in this cohort have graduated, except for four who chose to pursue other interests outside of the university pathway. The majority have now well settled into the job market, with most in their second roles and establishing themselves within their respective companies.

2018 Cohort: Most students in this cohort have graduated and are in their first jobs. A few may still be in the process of securing employment, but overall, this group has transitioned out of university and into the job market.



2019 Cohort: This group experienced significant disruption due to the COVID-19 pandemic during their first year of university, resulting in delayed graduations for many. Nevertheless, about 70% have now graduated and are actively seeking employment.

The data also emphasizes the importance of Hatua's ongoing commitment to supporting alumni as they navigate these challenges. By maintaining connections with alumni and monitoring their progress, Hatua can continue to provide targeted support and adapt its programs to improve outcomes in the face of current employment obstacles.

We're pleased to share that Hatua has recently formed a strategic partnership with Mastercard, a collaboration that has already made a significant impact on our graduates' career pathways. Through this partnership, Mastercard has committed to hiring three Hatua graduate trainees annually, alongside two interns. This initiative not only provides our alumni with valuable industry experience but also sets a strong foundation for their future careers. At the date of this report, 4 Hatua alumni graduates have successfully taken up permanent employment with Mastercard and 2 are waiting to join as interns in June 2025.

In addition, Mastercard, together with other like-minded organizations, has developed networking programs specifically aimed at expanding employment opportunities for our graduates. These initiatives are designed to create meaningful connections within various industries, offering a platform for Hatua alumni to network, build relationships, and potentially secure recruitment opportunities.

This partnership is a promising step toward overcoming the employment challenges our graduates face, and we look forward to seeing the positive outcomes it will bring for our alumni community.

2.2 Uganda Programme

Hatua is currently supporting 146 students through secondary schooling in Uganda. Secondary schooling in Uganda has up to 6 years of study with students sitting O'Levels in Year 4 and then progressing to another 2 years of study sitting A'Levels in Year 6. The first Year 6 students completed their A'Levels at the end of 2024. Unfortunately, due to the impact of inflation and costs on the Uganda economy post COVID-19, Hatua has withdrawn its programme of support for new students commencing in January 2024. Hatua currently works with the following secondary schools in Uganda:

Secondary Schools **Kampala**

Nabisunsa Girls school, Kampala
Gayaza Girls High School, Kampala

Other

St Mary's College, Kisubi
St Mary's College, Namagunga
Namilyango College, Namilyango
St Henry's College Kitovu, Masaka
Trinity College, Nabingo
Kings College, Budo



The following table shows the number of students supported into Ugandan Secondary School. The total number of students is cumulative:

Year group	2025	2024 ¹	2023	2020	2019	2018	2017	2016
1 st year		18	34	28	26	25	26	13
2 nd year		34	26	24	23	21	13	
3 rd year	16	26	24	23	21	12		
4 th year	34	24	23	21	10			
5 th year	22	23	21	10				
6 th year	14	21	10					
7 th year		10						
Cumulative Total	156	156	138	106	80	58	39	13

Marks for students taking their O'Levels at the end of 4th year determine their ability to continue to 5th and 6th years to take A'Levels. The table below shows the number of Hatua students that have completed O'Levels at the end of 2024 and have continued on to study for A'Levels (May 2025):

Year of O'Level examinations	No. of students taking O'Levels	No. of successful O'level students	% continuing on to study A'Level	Cumulative total of A'Level students	Cumulative % of students studying A'Level
2021	12	10	83%	10	83% (100% = n.12)
2023	25	21	84%	31	84% (100% = n.37)
2024	23	21	91%	52	87% (100% = n.60)
2025	28	22	79%	74	84% (100% = n.88)

In 2024, the first of Hatua's 6th form students sat for their A'Level examinations.

Year of A'Level Examination	No. of university students	No. of A'Level candidates	% attending university from year	Cumulative total of university students	Cumulative % of students attending university
2024	6	10	60%	6	60%
2025	13	22	59%	19	59% (100% n.=32)

¹ 2024 reflects the catch-up of schooling years caused by COVID-19 with a year group of students overlapping.



3. What Hatua Means to Beneficiaries and the Community

3.1 Kenya

Vanja Jimaguti, Hatua Alumni, Mastercard

After finishing my primary school education in 2014 at Mukuru Primary School located in Mukuru Kayaba slum (where I was born and bred) and passing the KCPE exams and being the top pupil at the school with 386 marks, I got a secondary school education sponsorship by HATUA to join The Nairobi School (One of the best national school in Kenya) in which my parents could not afford to pay for my school fees. I am forever grateful to HATUA because that is the point where I could see the possibility of my future being bright. It is at The Nairobi School where I fully understood why they say education is a great equalizer as it provides opportunities for individuals from various backgrounds to achieve their full potential, regardless of their starting point. Sharing a classroom with students from well-off families opened my mind to see that there's another side of life other than the poverty life in the slum I grew up in. This fuelled me to think big as I worked hard in my studies as a result I passed my KCSE exams in 2018 with a B+ grade. This made me get a chance to join The University of Nairobi in January 2020 as a government-sponsored student. I pursued Bachelor of Economics and Statistics degree. I managed to survive my tertiary education through the HELB upkeep disbursements and also through doing odd jobs and doing small online businesses. Before the start of my final year, I did an non-paid optional industrial attachment at Nairobi City Water and Sewerage Company in the Planning, Monitoring and Evaluation Department. Then later in my final year in June 2024, through a partnership between HATUA and Mastercard I got a ten-week internship opportunity at Mastercard after a competitive interview process as an Associate Product Specialist intern. After impressing throughout the internship I was offered a golden chance to return to launch my career with them upon graduating. I successfully finished my bachelor's degree and graduated in September 2024 with a Second Class Upper Division Honors. I gladly accepted the life-changing Mastercard offer and I joined in March this year. It has been a great experience since then starting my career as a product specialist in the Customer Solutions Centre department. I have been able to start changing the poverty situation at home, something which was my dream, and I thank God and everyone who helped me in my journey and contributed to turning it into a reality. You can now see why I will always be indebted to HATUA!!!

Jecinta Nzembi, Intern- Mastercard

Monday 26th of May, 2025

My name is Jacinta. My journey is one marked by resilience, growth, and unwavering faith. I joined Hatua in January 2017 as a bright, determined student in need of a helping hand. Through the support of the Hatua scholarship program, I was able to attend and complete my four years of high school at Starehe Girls Centre, an opportunity that opened doors to a future I had only dreamed of. In 2021, I transitioned to Mount Kenya University, where I pursued a degree in Education with passion and dedication.

Now, as a Hatua graduate from the KCSE class of 2020, I am preparing to begin my next chapter: an internship with Mastercard. This incredible opportunity came through the Hatua-Mastercard collaboration, and I am currently in the onboarding process. Looking back, I am filled with gratitude, for the mentorship I have received, the empowerment I have experienced, and the faith that has carried me through every season. My journey is a testament to the power of community, opportunity, and belief in oneself.

Faith Y Sawani, Hatua Local Representative, Kenya

Hatua's journey since its inception has been one of **determination, hope, and resilience**. This year, we began to see the fruits of that journey—particularly through the power of partnerships. These collaborations, especially with



organizations committed to youth empowerment, have opened new doors for our university graduates by providing access to networks that lead to real employment opportunities.

One common sentiment we've heard from young people over the years is: "We don't have friends in high places." Many of them have felt held back—not due to a lack of talent or ambition—but because neither they nor their families had connections to influential people who could help them access opportunities. This challenge sparked a conversation among the Hatua team and trustees. We resolved to confront this mindset and take proactive steps to build those networks ourselves.

We started with a meaningful partnership with Mastercard —because every big journey begins with a single step. Through this collaboration, we organized a comprehensive training program for 60 of our graduates. The sessions covered practical skills such as CV writing, job interview techniques, professional communication, and personal branding. We included role-playing exercises, held interactive discussions with industry leaders, and, perhaps most importantly, fostered a space where graduates could encourage and challenge one another to aim higher.

This initiative was not only a success—it became a spark. The energy and potential we saw led us to conceptualize a larger event: a full-scale career conference that could impact even more young lives. That idea became a reality in November, when we hosted our first major Career Conference, bringing together professionals, recruiters, mentors, and students. It was a transformative experience for many, and a defining moment for Hatua.

Since then, our network of partners has continued to grow. Together, they have supported our graduates through job shadowing opportunities, internships, and employment placements. Each success story reinforces our belief that access—not just ability—is a game changer.

Today, our hope is even bigger. Our commitment to leveling the playing field for youth remains as strong as ever. We are more determined than before to keep walking this path—empowering our students not only with education but with networks, confidence, and opportunity.

3.2 Uganda

Loyce Atwine, Hatua Consultant, Uganda

This project is expected to grow and be rolled over to many students in the slums of Kampala. HATUA has supported 158 students in Uganda. This has positively impacted on homes and communities around the slums of Kampala.

HATUA is seeking funding or partnership to support bright disadvantaged children from the slums of Kampala –Uganda to attain better Education, this will help the empowerment of both young African women and Men and the eradication of feminized poverty. Given the transformation nature of this project, it is planned that the project will aim to achieve a few immediate objectives but provide grounding for long term sustainable education and economic growth benefits for children living in the slums and the communities around them.

This note has also been developed as an effort by HATUA to take the lead in inspiring and empowering the girl child through education, training and other economic arrears.

A 2017 study, in East Africa, by Uganda Women Entrepreneurs, indicated that more than 80% of informal traders and slum occupants are women. They are widows or separated from husbands, receiving no spousal support. Vulnerability, harassment and sexual abuse subject them to more homelessness and for the girls under 18 years, more early marriage and unwanted pregnancies. Women venture into small businesses like selling fresh agriculture produce such as vegetables, sweet bananas, fake cosmetics and crafts. It is very difficult for them to raise school fees for their children compared to well standing homes. Slum occupants are more likely in the informal sector and the less profitable sector of the economy. At community, country and regional level, their children graduate from Government primary schools and join their parents working in markets and selling merchandize on streets of Kampala.

**90% of the parents of Hatua beneficiaries are Hawkers**

Slum areas comprise a significant proportion of poor people in Uganda, more than 40 percent of economically active slum people work in the informal sector. Due to low levels of education and limited access to the formal job market the majority of children in those areas earn their living in the informal economy through activities such as hawking of goods on the streets.

Djombera Xynab, Form 5 Student, Gayaza High School.

I honestly never thought I could study from one of the best schools in Uganda, my dream came true when HATUA visited our primary school. They advised us to do better so that they can take us to the best schools in the Country. When PLE results were released, we went through an interview and I was told, I won a scholarship to Gayaza High school. It was one of the best moments in my life. Hatua provided me with school fees and scholastic materials, I never lacked anything. I graduated from High School with 17 points. I will be joining the university in August this year 2024.

This scholarship I received did not only change my life but also the lives of the community around me. I am able to teach Children in my community. I am a good example for the girls in my area because most girls get pregnant after failing to continue with their studies. I acquired values and skills that I will always move along with in life, courtesy of Hatua.

The day I will never forget is when the Trustees and volunteers came to visit me at school. It was in 2016. This was one of the most special days I will live to remember.

I acknowledge the love and care HATUA has given me: the gatherings, educative talks, motivations.

I would like to express my utmost gratitude towards the generous act of paying my school fees for full seven years. I may not convey how appreciative I am that you decided to invest in my education. I am TRULY indebted to you, I promise that the investment you made, will not be taken for granted.

It is worth saying that Hatua is part of my family and that it will always have a special place in my Heart.

Inzikuru Scovia, former Trinity College Student, Hatua Graduate and Alumni**THE PATH OF LOVE CREATED BY HATUA**

Unlike most people, I didn't plan for my secondary school and neither had my parents having gone to St Paul's Kyebando (The primary school) a renowned UPE school in the outskirts of Kampala which I joined in primary one in 2009. By 2015 I sat for PLE and I managed to achieve 11 aggregates score and passed in division 1. After this the next step was to be taken to the village to a school in Arua since there were no school fees. During the course of preparing to go back to Arua where I would attend Secondary school, God sent an Angel called HATUA one bright afternoon, it was like a dream when I received a call from my primary school that I was urgently needed with a parent, it was a dream meeting, Mr Lenora and Madam Loyce Conducted an interview and I was asked which school I would want to go to. Immediately Kings College rang in my Head where my rich cousins had been studying. I had admired them so much. I was overwhelmed when I met Papa Michael though there is doubt from all sides if this is real without charging my parents any amount of money. My desire to go to a Traditional school, and a good school, was answered. A few days after the interview, I received another call from Aunt Loyce. I was informed that they had gotten a place for me at Trinity College Nabbingo, I cried. I could not believe it was True. Preparations started. I was wondering how to go to such a school from the slum. How will I introduce myself. God sent HATUA and Provided me with 99% of school requirements, with school fees fully cleared. Some students would crack jokes laughing at me "But Inzikuru is there anything you really lack"

It was better because we had a good Parent / Guardian Ms Loyce, from the bottom of my Heart, I give special thanks to HATUA for having appointed her as our guardian and mentor, whenever I would return with the most discouraging report cards, she simply says "I believe in you, and I am sure you can do better".

This was the reason I got 16 points at Form 6. She restored our hopes always.



For all the 7 years in my secondary school, on a fully funded scholarship by HATUA, I had the best time, my fees were fully cleared before I returned to school every term, school requirements were available for us a week before to prepare for school. All students of HATUA reported on the 1st day at school, even when you needed to go the following day. Aunt Loyce would call the parents to be sure you have reported, unlike primary school, where we were sent home for fees weekly.

My Parents are so proud of me and my siblings, HATUA has brought change in our family. I am a woman of substance. I have acquired skills at school. I am able to express myself in different organizations to look for Jobs. I am an inspiration to many. I am assured that I will be able to support a girl child too out there when I am done with my studies: "When you Educate a girl, you have educated the whole Nation".

On behalf of my whole family, Special thanks goes to Mr. Lenora, Mrs. Susan and MS Damask for the priceless support to a Ugandan child. We shall forever be grateful.

Gale Godwin,

Mr. Michael, with immense pleasure, I'd love to appreciate your efforts in supporting the youngsters to attain quality education and experience life changing moments in their quests to pursue a purposeful and grandness character in their lives. My name is Gale Godwin, am currently a vacist. I completed senior six last years at Namilyango college where I served as the coordinator for the program under "HATUA". Your financial aid to my Education helped me to get a cognizable life amongst my peers and society. I must appreciate the fact that I was given a chance to become a leader whilst at the institution and indeed I left with a viable impact on the students as President of the French club and as the soccer school team captain. Today, am hoping to become a better future leader and version of myself to help others attain the same gift I received earlier from the program. I wish to undertake "International relations" at the university so that I can impact many other people in this diaspora.

All this couldn't have been possible without You. At the moment, I feel, like I once said during our first interview, when you asked me "are you sure you can" and I replied "Yes I can". I believe with this opportunity that I was given, I'll thrive further. Thank you so much. I'll continuously pray for all of you who assisted in providing for us all. Thank you and may the almighty lord abundantly bless your family and efforts.

4. Structure, Governance & Management**4.1 Trustees**

The Trustees meet several times a month to discuss a full range of matters relating to strategy, project work, recruitment, finance and general administration. None of the Trustees receives remuneration.

The Charity must have at least three Trustees each serving a minimum of three years. The founding Trustees remain appointed and there has been no change to Trustees since the Charity was formed on 22 July 2011.

The Trustees do not delegate their obligations; however, they are supported by one Kenyan consultant based in Nairobi and a further Ugandan consultant based in Kampala, providing administrative and organisational services to help support the Trustees in the administration of the grant making programme and managing financial accounts and reserves. From Autumn 2024, the Trustees formed an advisory board to consider pre-determined issues that the Trustees wish to explore to help inform their decision making.

The induction process for any individual newly-appointed to the board of Trustees comprises an initial meeting with at least two of the Trustees (whenever possible one of these two Trustees being the Chair) and receipt of copies of:

- the Trust Deed
- the most recent financial statements



- the Charity Commission's guidance 'The Essential Trustee'.

4.2 Risk Management

The Trustees acknowledge that they have a responsibility for the identification and proper management of risks faced by the Charity in achieving its primary aims. The Trustees have therefore assessed the major risks to which the Charity is exposed, in particular those relating to the specific operational areas of the Charity and its finances. The Trustees believe that, by monitoring reserve levels, by ensuring that controls exist over key financial systems, and by examining the operational risks faced by the Charity, they have established effective systems and procedures to mitigate those risks.

4.2.1. Strategic Priorities and Risks

In Autumn 2024, Hatua formed an Advisory board to the Trustees. inviting a group of donors, supporters, consultants, volunteers and former beneficiaries of the charity, inviting a group of donors, supporters, consultants, volunteers and Hatua Alumni to attend a quarterly advisory board to support Hatua's Trustees with their analysis of strategic priorities for Hatua. Discussion has taken place on increasing Hatua's funding and profile, broadening Hatua's board or considering replacement Trustees in the future and generally the prospect for Hatua's future.

4.2.2 Financial risk

Risk	Management
Trustee incapacity or loss of life	Trustees formed an Advisory Board with donors, former volunteers and Alumni beneficiaries to discuss this and other issues.
Potential liabilities: we potentially face an uninsured liability	Insurance cover has not been available for Hatua. Trustees arrange their own insurance cover for travel. The charity does not employ staff. Consultants working on behalf of Hatua in Kenya and Uganda provide the Trustees with immediate updates in the event of a problem with a school, student or parent to enable Hatua to instruct the consultant to take immediate steps to mitigate any risk arising at a local level.
High risk environments: political and security risks	Kenya has a border with Somalia. Uganda borders the Democratic Republic of Congo and South Sudan. These areas continue to be unstable. Both Kenya and Uganda have taken a significant number of refugees fleeing conflict. There were several terror attacks in Uganda between October and November 2024 and in Kenya in January 2024. The Trustees maintain vigilance to ensure beneficiaries, consultants or Trustees are not at increased risk.
Child protection	Trustees and consultants do not have unsupervised access to students; arranging contact with students through parents, guardians and schools. Hatua's controlled 'social network' environment to facilitate communication between sponsors and students was designed to ensure the supervision of all communications to protect children.

4.3 Serious Incidents

No Serious Incidents have occurred in 2024 or up to the date of this report.



5. Financial Review

Funding for the Charity came from regular donations from private individuals, investment income and gains on investments.

5.1 Financial Activity and Financial Position

The financial condition of the charity came under significant pressure following the Covid-19 pandemic:

1. The charity had had few sources of revenue since 2016 when Vanquis Bank decided to discontinue funding.
2. Expenses increased significantly as the impact of Covid-19 on the economies of Kenya and particularly Uganda saw rising costs of tuition and other student fees. The condensed school years to catch-up from the lost schooling through the pandemic also had a significant impact.

The combination of these factors led to a decrease in funds available to the charity and a decision to reduce the number of students supported in Kenya to 25 per year and withdraw support for new student intake in Uganda.

Despite this disappointment, good news arrived with Mastercard agreeing to make a notable donation each year and committing to provide training and mentoring programs for the charity's student base. As an added benefit, Mastercard Africa is also hiring a small number of university students as interns, as well as placing a corresponding number of university graduates into full-time roles in Nairobi. Needless to say, the Trustees are very grateful to the management of Mastercard Africa for their generous donations and contributions.

In 2024, the Kenyan Government launched a restructure of primary and secondary education moving to a Competency Based Curriculum (CBC). CBC was introduced in 2025. There was no new first year student intake to Kenyan secondary schools in 2025, as the programme to introduce the new structure was implemented and the ongoing programme of support from Hatua will require funding for 3 years of schooling instead of 4 years under the new CBC structure. This has given Hatua further reduced expenditure from 2025.

We expect that the combination of these offsetting factors will allow the charity to continue into the future, albeit at a slower pace and with smaller numbers of students. As we refine these activities, we will be searching for additional sources of revenue and, if appropriate, incremental cost-saving measures to bolster the financial security of the charity.

We expect to report on these activities annually as an important part of this summary.

The Statement of Financial Activities and Balance Sheet can be found on pages 14 and 15 respectively. The Charity's reserves decreased by £347,652 during the year (2023: decreased by £421,345). The balance sheet shows total net assets of £629,240 (2023: £976,892).

5.2 Reserves Policy

The Trustees have examined the requirements for free reserves, in other words those unrestricted funds not invested in tangible fixed assets. The Charity ensures that it holds sufficient funds to cover:

- fees, board, uniforms and book funding for existing and prospective students for their Secondary Education.
- 3 months' worth of ongoing expenditure (excluding fees etc above)



At 31 July 2024 the Charity had net free reserves of £629,240 (2023: £976,982) as follows:

	2024 £	2023 £
Total reserves & free reserves	629,240	976,982
Free reserves requirement:		
To cover fees, board, uniforms and book funding for existing students to completion of yr 4 (Kenya from 2025 yr3) or yr 6 (Uganda)	504,400	900,000
3 months' worth of ongoing expenditure	15,000	15,000
Total free reserves requirement	519,400	915,000

The Trustees have based the free reserves requirement on the number of students remaining in the programme and the number of years of study required to complete their schooling with an assumption that each beneficiary requires Hatua to pay for school fees, uniform, text books and any additional needs relating to health or personal hygiene. We have altered the provision for 3 months' worth of ongoing expenditure to cover the completion of schooling for all beneficiaries.

5.3 Fundraising Strategy

In 2024 Mastercard Africa was approached and in 2024 discussions have progressed for a bespoke Hatua programme. The Trustees were optimistic that this arrangement would provide considerable support for Hatua's beneficiaries, and in fact Mastercard now donates \$50,000 annually to the charity.

5.4 Investment Policy

Hatua's assets (excluding working capital) are invested in a diversified portfolio to achieve long term growth in both capital and income in order to fund charitable expenditure. Hatua employs LGT Vestra as investment managers. For details of investments held see note 4.

6. Plans for Future Periods

In 2024, the Kenyan Government launched a restructure of primary and secondary education moving to a Competency Based Curriculum (CBC). CBC was introduced in 2025. Hatua is monitoring the impact of this new programme to the structure of its support for students. There was no first year intake of students to secondary schools in 2025 as the programme to introduce the new structure was implemented. This has given Hatua reduced expenditure by reducing new student intake in 2025 and by reducing the number of school years in secondary schooling from 4 years to 3 years.

7. Responsibilities of Trustees for the Financial Statements

The Trustees are responsible for preparing the report and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice. Charity law in England and Wales requires the Trustees to

prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Charity and of the incoming resources and application of resources of the Charity for that period.



In preparing those financial statements, the Trustees are required to:

- select suitable accounting policies and apply them consistently;
- observe the methods and principles of the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the activities of the Charity will continue.

The Trustees are responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and enables them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the governing document. The Trustees are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Trustees are responsible for the maintenance and integrity of the Charity and financial information included in the Charity's website.

8. Approval

The report of the Trustees was approved by the Trustees on 23 September 2025 and signed on its behalf by:

M Lenora
Trustee

**Report of the Independent Examiner to the Trustees of
Hatua**

I report on the financial statements of Hatua for the year ended 31 July 2024, set out on pages 19 to 24.

This report is made solely to the Trustees in accordance with section 145 of the Charities Act 2011 ("the Act"). My independent examination has been undertaken so that I might state to the Trustees those matters I am required to state to them in an independent examiner's report and for no other purpose. To the fullest extent permitted by the law, I do not accept responsibility to anyone other than the Charity and the Trustees for my independent examination, for this report, or the opinions I have formed.

RESPECTIVE RESPONSIBILITIES OF TRUSTEES AND EXAMINER

The Trustees consider that an audit is not required for this year (under section 144(2) of the Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts (under section 145 of the Act);
- follow the procedures laid down in the General Direction given by the Charity Commission (under section 145(5)(b) of the Act); and
- state whether particular matters have come to my attention

BASIS OF INDEPENDENT EXAMINER'S STATEMENT

My examination was carried out in accordance with General Directions given by the Charity Commissioners. An examination includes a review of the accounting records kept by the Charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from the Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the accounts.

INDEPENDENT EXAMINER'S STATEMENT

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



John Helm ACA

23 September 2025

**Statement of Financial Activities
For the year ended 31 July 2024**


	Note	2024 £	2023 £
Income			
Voluntary	2	46,731	7,767
Investment		11,985	12,871
Total Income		58,716	20,638
Expenditure	3		
Costs of raising funds		(8,553)	(12,390)
Charitable activities		(437,919)	(436,410)
Total Expenditure		(446,472)	(448,800)
Net gains/(losses) on investments		40,104	6,817
Net deficit		(347,652)	(421,345)
Reconciliation of funds			
Fund balances brought forward		976,892	1,398,237
Total funds carried forward		629,240	976,892



	Note	2024 £	2023 £
Fixed Assets			
Tangible Assets		-	-
Investments	4	588,302	827,635
		588,302	827,635
Current Assets			
Debtors	5	40,429	137,873
Cash At Bank And In Hand		4,025	14,140
		44,454	152,013
Creditors - Amounts Falling Due Within One Year	6	3,516	2,756
Net Current Assets		40,938	149,257
Net Assets		629,240	976,892
Represented By:			
Unrestricted Income Funds		629,240	976,892

The financial statements were approved by the Trustees on 23 September 2025 and signed on its behalf by:

Michael Lenora
Trustee



I. Accounting Policies

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

Basis of accounting

The financial statements have been prepared in accordance with the Charities Statement of Recommended Practice (Charities SORP 2019 (FRS 102)) and Financial Reporting Standard 102 (FRS 102). The financial statements are drawn up on the historical cost basis of accounting apart from the accounting for investments which are stated at market value.

The Charity meets the definition of a public benefit entity under FRS 102.

Going Concern

There are no material uncertainties about the charity's ability to continue as a going concern and accordingly the accounts have been drawn up on a going concern basis.

Income recognition

Voluntary income and donations (including legacies) are accounted for once the Charity has entitlement to the income, it is probable the income will be received and the amount of income receivable can be reliably measured. Income from the recovery of tax on gift aided donations is accounted for in the period to which the relevant donation is received. Grant income is recognised on a receivable basis.

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Charity; this is normally upon notification of the interest paid or payable by the bank.

Expenditure recognition

Expenditure is accrued as soon as a liability is considered probable, and the amount of obligation can be measured reliably. Longer term liabilities are discounted to present value. The Charity is not registered for VAT and accordingly expenditure includes VAT where appropriate.

Expenditure included in Raising Funds includes amounts incurred in obtaining grants and other donations.

Charitable expenditure includes those costs in fulfilling the Charity's principal objects, as outlined in the Report of the Trustees. Charitable expenditure includes governance costs and an apportionment of support costs. Governance costs comprise all costs involving the public accountability of the Charity and its compliance with regulation and good practice. These costs include costs related to the independent examination and legal fees.

Provisions for grants are made when the intention to make a grant has been communicated to the recipient but there is uncertainty as to the timing of the grant or the amount of grant payable.

Investments

Listed investments are stated at market value. Realised and unrealised gains and losses on investments are reflected through the Statement of Financial Activities.

Debtors

Debtors are included at the settlement amount due. Prepayments are valued at the amount prepaid.



Cash at bank and in hand

Cash at bank and in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of opening of the deposit.

Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation arising from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are recognised at their settlement amount.

1. Accounting Policies (continued)

Foreign Currencies

Monetary assets and liabilities in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are translated into sterling at the rate of exchange ruling at the date of transaction. Exchange differences are taken into account in arriving at the net income or expenditure for the year.

2. Income

	2024	2023
	£	£
Voluntary income		
Donations & grants	46,731	7,767
Income tax reclaimed	-	-
	<hr/>	<hr/>
	46,731	7,767
Investment income		
Dividends (from investments held in the UK)	11,985	12,871
	<hr/>	<hr/>
	11,985	13,908
	<hr/>	<hr/>
	58,716	20,638

3. Expenditure

3a. Cost of raising funds

	2024	2023
	£	£
Investment management fees	8,553	12,390
	<hr/>	<hr/>


3. Expenditure (continued)
3b. Charitable activities

	2024	2023
	£	£
Student tuition & equipment	402,480	393,841
Travel, subsistence and local representation in Kenya and Uganda	19,412	28,872
Volunteer & trustee trips to Kenya and Uganda	12,327	5,164
Administration	1,444	4,439
Foreign exchange difference	576	4,094
Independent Examination	1,680	-
	437,919	436,410

4. Fixed Asset Investments

	2024	2023
	£	£
Market Value		
At 1 August	827,635	1,265,361
Additions at cost	172,518	334,268
Sale proceeds	(451,955)	(778,811)
Net gain/(loss) on revaluation	40,104	6,817
At 31 July	588,302	827,635
Market value represented by investments in:		
Bonds/Fixed interest	149,106	160,441
Diversified Collective Investments	417,196	625,818
Hedge Funds/Absolute Return	22,000	41,376
At 31 July	588,302	827,635
Cost		
Bonds/Fixed interest	157,475	190,615
Diversified Collective Investments	319,109	510,269
Hedge Funds/Absolute return	22,000	41,570
At 31 July	498,584	742,454

The investments are held in the name of Hatua Charitable Trust and are held in the UK.



5. Debtors

	2024 £	2023 £
Prepayments	35,426	108,256
Sundry debtors	1,012	-
Balance with investment manager	3,991	29,617
	40,429	29,617

6. Creditors - Amounts Falling Due Within One Year

	2024 £	2023 £
Sundry creditors	-	20
Accruals	3,516	2,736
	3,516	2,756

7. Related Party Transactions

Michael Lenora and Susan Lenora, both Trustees, undertook trips to Kenya and Uganda during the year. Total expenditure of £12,327 was incurred.

The Trustees claimed 90% of their expenditure meeting the remaining 10% from their own resources.



Charity Registration Number: 1144452

Annual Report and Financial Statements

31 July 2024



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**Legal and Administrative Information**
For the year ended 31 July 2024

Charity Name	Hatua.
Charity Registration No	1144452. The Charity was registered with the Charity Commission on 27 th October 2011.
Registered Office	5 Victoria Square, London, SW1W 0QY
The Governing Document	Trust Deed dated 22 July 2011.
Objectives	<p>The objectives of the Charity are to provide funding to very bright primary school children living in slums to enable them to attend the best secondary education schools and ultimately break the poverty cycle by attending university.</p> <p>In respect of Nairobi, Kenya and Kampala, Uganda, for students with education up to primary and secondary school level, employment following schooling is traditionally restricted to hawking, limited factory work, and other forms of casual labour. This means that their earning capacity is severely restricted and they are unable to move out of the slum conditions in which they live.</p> <p>Hatua aims to help students get the best possible education to improve their earning capacity and their experience of the world, equipping them with the skills to change their circumstances. Hatua encourages university candidates to spend time in primary schools they attended, mentoring primary school children, with the ultimate goal that they take on the support that Hatua began.</p>
Trustees	M Lenora S Lenora D Smith
Key Management Personnel	Those in charge of directing, controlling, running and operating the Charity on a day-to-day basis are the Trustees.
Bankers	Barclays Bank Plc Barclays Corporate 1 Churchill Place London E14 5HP
Investment Manager	LGT Vestra Ltd 14 Cornhill London EC3V 3NR
Independent Examiner	John Helm ACA Tandem Accounting Limited 17 Heathville Road London N19 3AL



The Trustees submit their annual report and the financial statements of Hatua (“the Charity”) for the year ended 31 July 2024. The financial statements have been prepared in the format prescribed by the Statement of Recommended Practice: Accounting and Reporting by Charities (SORP2019 (FRS102)) and the Financial Reporting Standard 102. The legal and administrative information set out earlier in this document forms part of this report.

I. Activities & Strategies

The Trustees confirm that they have referred to the guidance contained in the Charity Commission’s general guidance on public benefit when reviewing the Charity’s aims and objectives and in planning future activities and setting the grant making policy for the year. The Trustees believe that the Charity provides benefit to the public by supporting young children disadvantaged by poverty with limited access to education beyond primary school age by giving them the funding to achieve their potential.

The trustees seek to achieve the aims and objectives of the charity by:

- Identifying junior secondary schools that are situated in slums and attended by the local children of the slum
- Selecting the top students from those junior schools following completion of their national examination – Kenya Junior School Education Assessment (KJSEA)
- Means testing students with KJSEA scores that are suitable for entry to top senior secondary schools
- Identifying top senior secondary schools based on their success in the Kenyan Certificate of Basic Education (KCBE) and the potential for students to gain university places
- Matching top junior secondary school students with top senior secondary schools and negotiating with senior secondary schools to obtain places for students
- Funding school fees, uniforms, books and boarding fees for junior secondary school students selected and placed at top senior secondary schools
- Mentoring and supporting students through senior secondary schools and towards university placement.
- Providing a financial donation to successful KCBE students in Kenya with scores that provide a university place. The financial donation is contingent on university students providing teaching support at junior secondary schools in Hatua’s programme and mentoring junior secondary school children through their KJSEA examination.
- Providing a financial donation to successful Hatua students to sit their SAT tests (Standardised tests) for application to university abroad.

The Kenyan education system provides funding through the Higher Education Loans Board of Kenya through grants and loans to students who are eligible to attend university in Kenya. The Ugandan education system provides funding through the Higher Education Students’ Financing Board and Student Loans Financing for students who are unable to support themselves financially in Uganda. Hatua does not provide funding for university places but may assist an alumnus student to make an initial journey to a university place abroad where a foreign state and/or foreign institution has awarded the student a full scholarship.



2. Achievements and Performance

2.1 Kenya Programme

Hatua has been supporting Kenyan students since 2011. Hatua works with the following schools in Kenya:

Primary Schools	Nairobi Mukuru St Bakhita Primary School St Catherine's Primary School Mukuru Kaiyaba Primary School Mukuru Kwa N'jenga Mukuru Kwa N'jenga Primary School Mukuru Kwa Reuben Mukuru Kwa Reuben Primary School	Mathari Mathari Primary School Kiboro Primary School Korogocho Daniel Komboni Primary School Lunga Lunga Star of Hope Primary School St Elizabeth Primary School
Secondary Schools	Nairobi State House Girls School Pangani Girls School Kenya High Girls School The Nairobi School Lenana Boys High School Moi Forces Academy Starehe Boys School Upper Hill Secondary School Moi Girls School Gilgil Utumishi Boys Academy School Kawangware Precious Blood Girls School	Kiambu County Thika Maryhill Girls School Mangu Boys School Thika High School Limuru Loreto Girls School Limuru High School Kiambu town Starehe Girls School Kikuyu Alliance High School Alliance Girls School

The table below shows the number of students supported in Kenya by Hatua up to the date of this report (September 2025). The total number of students is cumulative:

Year intake	2025	2024	2024	2023	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012
1 st	-	25	33	65	45	38	56	46	39	36	19	34	21	13
2 nd	25	33	65	45	38	56	46	39	37	18	34	21	12	
3 rd	33	65	45	38	56	46	39	37	18	34	21	12		
4 th	65	45	38	55	46	39	37	18	34	21	12			
Total	468	468	443	410	346	301	263	207	161	121	86	67	33	13

In 2015, the first Hatua students in Kenya completed their secondary school education. Students are examined through the Kenyan Certificate of Secondary Education (KCSE). KCSE results determine whether a student is given automatic entry to university and is eligible for government sponsorship. The number of KCSE students, 43 out of 45, are waiting to take up a university place in September 2025. This year, Hatua students in Kenya achieved a successful pass rate of 95%.



Kenya is currently experiencing a flurry of activity as we are preparing to transition from the long-standing 8-4-4 education system to a new, progressive Competency-Based Curriculum (CBC). This reform marks a significant shift in the structure, teaching methods, and overall philosophy of education in the country.

Overview of the New Structure

The CBC introduces a 2-6-3-3-3 educational structure, which is designed to better prepare learners for the demands of the 21st century. The new structure is organized as follows:

- Pre-primary education: 2 years
- Primary education: 6 years
- Junior Secondary: 3 years
- Senior Secondary: 3 years
- Tertiary education: 3 years

This model replaces the former 8-4-4 system, which comprised 8 years of primary education, 4 years of secondary, and 4 years of university or college education.

Key Features of the Competency-Based Curriculum

Introduced by the Kenyan government in 2017, the CBC is a modern educational framework that prioritizes the development of practical skills, core competencies, and positive attitudes. It is a learner-centered approach designed to foster holistic development and lifelong learning.

Core Features Include:

- **Learner-Centered Teaching Methods:** Emphasis is placed on the individual learning needs, interests, and abilities of each student. Learners are active participants in the learning process.
- **Emphasis on Practical Skills:** The curriculum promotes critical thinking, problem-solving, collaboration, creativity, and digital literacy—skills essential for success in a dynamic global environment.
- **Continuous Assessment:** The CBC integrates ongoing assessment throughout the school year, moving away from a system heavily reliant on high-stakes national examinations.
- **Seven Core Competencies:**
 1. Communication and collaboration
 2. Creativity and imagination
 3. Critical thinking and problem solving
 4. Digital literacy
 5. Citizenship
 6. Learning to learn
 7. Self-efficacy
- **Shift in National Examinations:** The Kenya Certificate of Primary Education (KCPE), previously taken at the end of Grade 8, has been replaced by the Kenya Junior School Education Assessment (KJSEA), which is now administered at the end of Grade 9. Additionally, the Kenya Certificate of Secondary Education (KCSE) has been phased out and replaced by the Kenya Certificate of Basic Education (KCBE). Under the new system, the former four-year secondary education structure (Form 1 to Form 4) has been restructured into a three-year senior school phase, covering Grade 10 to Grade 12.
- **Integration of Technology:** The curriculum encourages digital tools in the classroom, equipping learners with essential tech skills from an early age.



Implementation Challenges

While the CBC is promising in its objectives, its rollout has not been without difficulties. The major implementation challenges include:

- **Inadequate Teacher Training:** Many educators have not received sufficient in-service training on the new curriculum, making it difficult to implement the learner-centered teaching approach effectively.
- **Overcrowded Classrooms:** Many schools continue to grapple with high student-to-teacher ratios, which hampers effective personalized instruction.
- **Limited Resources:** A significant shortage of teaching and learning materials continues to hinder the effective implementation of the Competency-Based Curriculum (CBC), particularly in our partner schools situated in under-resourced and economically disadvantaged communities.
- **Uncertainty and Limited Communication:** There is concern over the lack of clear, timely communication from government agencies, leaving schools and stakeholders unsure about various aspects of the transition.

Hatua's Response and Adaptation

At Hatua, we are closely monitoring and adapting to these changes. Understanding the evolving educational landscape is vital to ensuring we continue to support our students effectively.

In 2025, there was no Form I intake due to the national transition from the 8-4-4 system to the Competency-Based Curriculum (CBC). This pause gave schools a unique opportunity to reflect on past performance, reassess internal strategies, and prepare for the structural changes introduced by the new system. Under CBC, secondary education is now divided into junior and senior school, with senior school lasting three years instead of four. Primary education has also been extended by an additional year to incorporate junior secondary, meaning students now transition to high school a year later. As a result, no new students joined secondary school this year, marking a significant shift in Kenya's educational landscape.

The following table shows **10** years of success, with **91%** of Hatua's students going on to take up an automatic entry into university:

Year of Examination	No. of university students	No. of KCSE Candidates	% attending university from year	Cumulative total of university students	Cumulative % of students attending university
2024	43	45	95%	312	91% (100% = n.343)
2023	35	38	92%	269	90% (100% = n.298)
2022	44	54	81%	234	90% (100% = n.260)
2021	43	45	96%	190	93% (100% = n.206)
2020	36	39	92%	147	91% (100% = n.161)
2019	34	37	91%	111	91% (100% = n.122)
2018	17	18	94%	77	91% (100% = n.85)
2017	29	34	85%	60	90% (100% = n.67)
2016	20	21	95%	31	94% (100% = n.33)
2015	11	12	92%	11	92% (100% = n.12)



A Changing Path: From Secondary Education to Employment

The transition from secondary school to employment for Hatua alumni is increasingly shaped by shifting policies, economic strain, and social inequality. Frequent changes in education policy disrupt planning and career preparation, while a tough job market and saturated graduate pool, limit employment opportunities, even for qualified candidates.

Students from low-income backgrounds face additional barriers, including limited access to networks and resources. Many university programs also remain outdated, failing to equip graduates with the skills needed in fast-evolving fields like technology and green jobs. Prolonged university study, often caused by recurring lecturer strikes, further delays graduation and entry into the workforce.

Despite these challenges, our graduates are as determined as ever, and government continues to implement reforms to address areas of weakness in the system. Through expanding access to alternative pathways, such as diploma and certificate programs supported by HELB funding, more students are gaining the skills and opportunities they need. At Hatua, we remain committed to supporting every student in navigating this changing landscape and building a future full of promise.

The following table shows the number of students from each year group that sat for their KCSEs and how they are progressing in life:

Year group	Total number of KCSE candidates	Total number of university graduates	Total number in employment, internship or continuing to higher level of degree
2015	12	11	9
2016	21	15	13
2017	34	29	6
2018	18	12	4
2019	37	34	

2015 Cohort

All graduates from Hatua's first cohort are now in meaningful employment, both in Kenya and abroad.

Highlights include:

- **Employment Abroad:** One alumnus is employed at Goldman Sachs in Texas, USA. Another is pursuing a PhD while teaching at the same university in the United States.
- **Local Employment:** Graduates have secured roles in education, charity work, commercial business, chemical water analysis, and pharmaceutical technology.

2016 Cohort: Out of the 15 who have graduated, 13 have successfully entered employment or internships.

2017 Cohort: All students in this cohort have graduated, except for four who chose to pursue other interests outside of the university pathway. The majority have now well settled into the job market, with most in their second roles and establishing themselves within their respective companies.

2018 Cohort: Most students in this cohort have graduated and are in their first jobs. A few may still be in the process of securing employment, but overall, this group has transitioned out of university and into the job market.



2019 Cohort: This group experienced significant disruption due to the COVID-19 pandemic during their first year of university, resulting in delayed graduations for many. Nevertheless, about 70% have now graduated and are actively seeking employment.

The data also emphasizes the importance of Hatua's ongoing commitment to supporting alumni as they navigate these challenges. By maintaining connections with alumni and monitoring their progress, Hatua can continue to provide targeted support and adapt its programs to improve outcomes in the face of current employment obstacles.

We're pleased to share that Hatua has recently formed a strategic partnership with Mastercard, a collaboration that has already made a significant impact on our graduates' career pathways. Through this partnership, Mastercard has committed to hiring three Hatua graduate trainees annually, alongside two interns. This initiative not only provides our alumni with valuable industry experience but also sets a strong foundation for their future careers. At the date of this report, 4 Hatua alumni graduates have successfully taken up permanent employment with Mastercard and 2 are waiting to join as interns in June 2025.

In addition, Mastercard, together with other like-minded organizations, has developed networking programs specifically aimed at expanding employment opportunities for our graduates. These initiatives are designed to create meaningful connections within various industries, offering a platform for Hatua alumni to network, build relationships, and potentially secure recruitment opportunities.

This partnership is a promising step toward overcoming the employment challenges our graduates face, and we look forward to seeing the positive outcomes it will bring for our alumni community.

2.2 Uganda Programme

Hatua is currently supporting 146 students through secondary schooling in Uganda. Secondary schooling in Uganda has up to 6 years of study with students sitting O'Levels in Year 4 and then progressing to another 2 years of study sitting A'Levels in Year 6. The first Year 6 students completed their A'Levels at the end of 2024. Unfortunately, due to the impact of inflation and costs on the Uganda economy post COVID-19, Hatua has withdrawn its programme of support for new students commencing in January 2024. Hatua currently works with the following secondary schools in Uganda:

Secondary Schools **Kampala**

Nabisunsa Girls school, Kampala
Gayaza Girls High School, Kampala

Other

St Mary's College, Kisubi
St Mary's College, Namagunga
Namilyango College, Namilyango
St Henry's College Kitovu, Masaka
Trinity College, Nabingo
Kings College, Budo



The following table shows the number of students supported into Ugandan Secondary School. The total number of students is cumulative:

Year group	2025	2024 ¹	2023	2020	2019	2018	2017	2016
1 st year		18	34	28	26	25	26	13
2 nd year		34	26	24	23	21	13	
3 rd year	16	26	24	23	21	12		
4 th year	34	24	23	21	10			
5 th year	22	23	21	10				
6 th year	14	21	10					
7 th year		10						
Cumulative Total	156	156	138	106	80	58	39	13

Marks for students taking their O'Levels at the end of 4th year determine their ability to continue to 5th and 6th years to take A'Levels. The table below shows the number of Hatua students that have completed O'Levels at the end of 2024 and have continued on to study for A'Levels (May 2025):

Year of O'Level examinations	No. of students taking O'Levels	No. of successful O'level students	% continuing on to study A'Level	Cumulative total of A'Level students	Cumulative % of students studying A'Level
2021	12	10	83%	10	83% (100% = n.12)
2023	25	21	84%	31	84% (100% = n.37)
2024	23	21	91%	52	87% (100% = n.60)
2025	28	22	79%	74	84% (100% = n.88)

In 2024, the first of Hatua's 6th form students sat for their A'Level examinations.

Year of A'Level Examination	No. of university students	No. of A'Level candidates	% attending university from year	Cumulative total of university students	Cumulative % of students attending university
2024	6	10	60%	6	60%
2025	13	22	59%	19	59% (100% n.=32)

¹ 2024 reflects the catch-up of schooling years caused by COVID-19 with a year group of students overlapping.



3. What Hatua Means to Beneficiaries and the Community

3.1 Kenya

Vanja Jimaguti, Hatua Alumni, Mastercard

After finishing my primary school education in 2014 at Mukuru Primary School located in Mukuru Kayaba slum (where I was born and bred) and passing the KCPE exams and being the top pupil at the school with 386 marks, I got a secondary school education sponsorship by HATUA to join The Nairobi School (One of the best national school in Kenya) in which my parents could not afford to pay for my school fees. I am forever grateful to HATUA because that is the point where I could see the possibility of my future being bright. It is at The Nairobi School where I fully understood why they say education is a great equalizer as it provides opportunities for individuals from various backgrounds to achieve their full potential, regardless of their starting point. Sharing a classroom with students from well-off families opened my mind to see that there's another side of life other than the poverty life in the slum I grew up in. This fuelled me to think big as I worked hard in my studies as a result I passed my KCSE exams in 2018 with a B+ grade. This made me get a chance to join The University of Nairobi in January 2020 as a government-sponsored student. I pursued Bachelor of Economics and Statistics degree. I managed to survive my tertiary education through the HELB upkeep disbursements and also through doing odd jobs and doing small online businesses. Before the start of my final year, I did an non-paid optional industrial attachment at Nairobi City Water and Sewerage Company in the Planning, Monitoring and Evaluation Department. Then later in my final year in June 2024, through a partnership between HATUA and Mastercard I got a ten-week internship opportunity at Mastercard after a competitive interview process as an Associate Product Specialist intern. After impressing throughout the internship I was offered a golden chance to return to launch my career with them upon graduating. I successfully finished my bachelor's degree and graduated in September 2024 with a Second Class Upper Division Honors. I gladly accepted the life-changing Mastercard offer and I joined in March this year. It has been a great experience since then starting my career as a product specialist in the Customer Solutions Centre department. I have been able to start changing the poverty situation at home, something which was my dream, and I thank God and everyone who helped me in my journey and contributed to turning it into a reality. You can now see why I will always be indebted to HATUA!!!

Jecinta Nzembi, Intern- Mastercard

Monday 26th of May, 2025

My name is Jacinta. My journey is one marked by resilience, growth, and unwavering faith. I joined Hatua in January 2017 as a bright, determined student in need of a helping hand. Through the support of the Hatua scholarship program, I was able to attend and complete my four years of high school at Starehe Girls Centre, an opportunity that opened doors to a future I had only dreamed of. In 2021, I transitioned to Mount Kenya University, where I pursued a degree in Education with passion and dedication.

Now, as a Hatua graduate from the KCSE class of 2020, I am preparing to begin my next chapter: an internship with Mastercard. This incredible opportunity came through the Hatua-Mastercard collaboration, and I am currently in the onboarding process. Looking back, I am filled with gratitude, for the mentorship I have received, the empowerment I have experienced, and the faith that has carried me through every season. My journey is a testament to the power of community, opportunity, and belief in oneself.

Faith Y Sawani, Hatua Local Representative, Kenya

Hatua's journey since its inception has been one of **determination, hope, and resilience**. This year, we began to see the fruits of that journey—particularly through the power of partnerships. These collaborations, especially with



organizations committed to youth empowerment, have opened new doors for our university graduates by providing access to networks that lead to real employment opportunities.

One common sentiment we've heard from young people over the years is: "We don't have friends in high places." Many of them have felt held back—not due to a lack of talent or ambition—but because neither they nor their families had connections to influential people who could help them access opportunities. This challenge sparked a conversation among the Hatua team and trustees. We resolved to confront this mindset and take proactive steps to build those networks ourselves.

We started with a meaningful partnership with Mastercard —because every big journey begins with a single step. Through this collaboration, we organized a comprehensive training program for 60 of our graduates. The sessions covered practical skills such as CV writing, job interview techniques, professional communication, and personal branding. We included role-playing exercises, held interactive discussions with industry leaders, and, perhaps most importantly, fostered a space where graduates could encourage and challenge one another to aim higher.

This initiative was not only a success—it became a spark. The energy and potential we saw led us to conceptualize a larger event: a full-scale career conference that could impact even more young lives. That idea became a reality in November, when we hosted our first major Career Conference, bringing together professionals, recruiters, mentors, and students. It was a transformative experience for many, and a defining moment for Hatua.

Since then, our network of partners has continued to grow. Together, they have supported our graduates through job shadowing opportunities, internships, and employment placements. Each success story reinforces our belief that access—not just ability—is a game changer.

Today, our hope is even bigger. Our commitment to leveling the playing field for youth remains as strong as ever. We are more determined than before to keep walking this path—empowering our students not only with education but with networks, confidence, and opportunity.

3.2 Uganda

Loyce Atwine, Hatua Consultant, Uganda

This project is expected to grow and be rolled over to many students in the slums of Kampala. HATUA has supported 158 students in Uganda. This has positively impacted on homes and communities around the slums of Kampala.

HATUA is seeking funding or partnership to support bright disadvantaged children from the slums of Kampala –Uganda to attain better Education, this will help the empowerment of both young African women and Men and the eradication of feminized poverty. Given the transformation nature of this project, it is planned that the project will aim to achieve a few immediate objectives but provide grounding for long term sustainable education and economic growth benefits for children living in the slums and the communities around them.

This note has also been developed as an effort by HATUA to take the lead in inspiring and empowering the girl child through education, training and other economic arrears.

A 2017 study, in East Africa, by Uganda Women Entrepreneurs, indicated that more than 80% of informal traders and slum occupants are women. They are widows or separated from husbands, receiving no spousal support. Vulnerability, harassment and sexual abuse subject them to more homelessness and for the girls under 18 years, more early marriage and unwanted pregnancies. Women venture into small businesses like selling fresh agriculture produce such as vegetables, sweet bananas, fake cosmetics and crafts. It is very difficult for them to raise school fees for their children compared to well standing homes. Slum occupants are more likely in the informal sector and the less profitable sector of the economy. At community, country and regional level, their children graduate from Government primary schools and join their parents working in markets and selling merchandize on streets of Kampala.

**90% of the parents of Hatua beneficiaries are Hawkers**

Slum areas comprise a significant proportion of poor people in Uganda, more than 40 percent of economically active slum people work in the informal sector. Due to low levels of education and limited access to the formal job market the majority of children in those areas earn their living in the informal economy through activities such as hawking of goods on the streets.

Djombera Xynab, Form 5 Student, Gayaza High School.

I honestly never thought I could study from one of the best schools in Uganda, my dream came true when HATUA visited our primary school. They advised us to do better so that they can take us to the best schools in the Country. When PLE results were released, we went through an interview and I was told, I won a scholarship to Gayaza High school. It was one of the best moments in my life. Hatua provided me with school fees and scholastic materials, I never lacked anything. I graduated from High School with 17 points. I will be joining the university in August this year 2024.

This scholarship I received did not only change my life but also the lives of the community around me. I am able to teach Children in my community. I am a good example for the girls in my area because most girls get pregnant after failing to continue with their studies. I acquired values and skills that I will always move along with in life, courtesy of Hatua.

The day I will never forget is when the Trustees and volunteers came to visit me at school. It was in 2016. This was one of the most special days I will live to remember.

I acknowledge the love and care HATUA has given me: the gatherings, educative talks, motivations.

I would like to express my utmost gratitude towards the generous act of paying my school fees for full seven years. I may not convey how appreciative I am that you decided to invest in my education. I am TRULY indebted to you, I promise that the investment you made, will not be taken for granted.

It is worth saying that Hatua is part of my family and that it will always have a special place in my Heart.

Inzikuru Scovia, former Trinity College Student, Hatua Graduate and Alumni**THE PATH OF LOVE CREATED BY HATUA**

Unlike most people, I didn't plan for my secondary school and neither had my parents having gone to St Paul's Kyebando (The primary school) a renowned UPE school in the outskirts of Kampala which I joined in primary one in 2009. By 2015 I sat for PLE and I managed to achieve 11 aggregates score and passed in division 1. After this the next step was to be taken to the village to a school in Arua since there were no school fees. During the course of preparing to go back to Arua where I would attend Secondary school, God sent an Angel called HATUA one bright afternoon, it was like a dream when I received a call from my primary school that I was urgently needed with a parent, it was a dream meeting, Mr Lenora and Madam Loyce Conducted an interview and I was asked which school I would want to go to. Immediately Kings College rang in my Head where my rich cousins had been studying. I had admired them so much. I was overwhelmed when I met Papa Michael though there is doubt from all sides if this is real without charging my parents any amount of money. My desire to go to a Traditional school, and a good school, was answered. A few days after the interview, I received another call from Aunt Loyce. I was informed that they had gotten a place for me at Trinity College Nabbingo, I cried. I could not believe it was True. Preparations started. I was wondering how to go to such a school from the slum. How will I introduce myself. God sent HATUA and Provided me with 99% of school requirements, with school fees fully cleared. Some students would crack jokes laughing at me "But Inzikuru is there anything you really lack"

It was better because we had a good Parent / Guardian Ms Loyce, from the bottom of my Heart, I give special thanks to HATUA for having appointed her as our guardian and mentor, whenever I would return with the most discouraging report cards, she simply says "I believe in you, and I am sure you can do better".

This was the reason I got 16 points at Form 6. She restored our hopes always.



For all the 7 years in my secondary school, on a fully funded scholarship by HATUA, I had the best time, my fees were fully cleared before I returned to school every term, school requirements were available for us a week before to prepare for school. All students of HATUA reported on the 1st day at school, even when you needed to go the following day. Aunt Loyce would call the parents to be sure you have reported, unlike primary school, where we were sent home for fees weekly.

My Parents are so proud of me and my siblings, HATUA has brought change in our family. I am a woman of substance. I have acquired skills at school. I am able to express myself in different organizations to look for Jobs. I am an inspiration to many. I am assured that I will be able to support a girl child too out there when I am done with my studies: "When you Educate a girl, you have educated the whole Nation".

On behalf of my whole family, Special thanks goes to Mr. Lenora, Mrs. Susan and MS Damask for the priceless support to a Ugandan child. We shall forever be grateful.

Gale Godwin,

Mr. Michael, with immense pleasure, I'd love to appreciate your efforts in supporting the youngsters to attain quality education and experience life changing moments in their quests to pursue a purposeful and grandness character in their lives. My name is Gale Godwin, am currently a vacist. I completed senior six last years at Namilyango college where I served as the coordinator for the program under "HATUA". Your financial aid to my Education helped me to get a cognizable life amongst my peers and society. I must appreciate the fact that I was given a chance to become a leader whilst at the institution and indeed I left with a viable impact on the students as President of the French club and as the soccer school team captain. Today, am hoping to become a better future leader and version of myself to help others attain the same gift I received earlier from the program. I wish to undertake "International relations" at the university so that I can impact many other people in this diaspora.

All this couldn't have been possible without You. At the moment, I feel, like I once said during our first interview, when you asked me "are you sure you can" and I replied "Yes I can". I believe with this opportunity that I was given, I'll thrive further. Thank you so much. I'll continuously pray for all of you who assisted in providing for us all. Thank you and may the almighty lord abundantly bless your family and efforts.

4. Structure, Governance & Management**4.1 Trustees**

The Trustees meet several times a month to discuss a full range of matters relating to strategy, project work, recruitment, finance and general administration. None of the Trustees receives remuneration.

The Charity must have at least three Trustees each serving a minimum of three years. The founding Trustees remain appointed and there has been no change to Trustees since the Charity was formed on 22 July 2011.

The Trustees do not delegate their obligations; however, they are supported by one Kenyan consultant based in Nairobi and a further Ugandan consultant based in Kampala, providing administrative and organisational services to help support the Trustees in the administration of the grant making programme and managing financial accounts and reserves. From Autumn 2024, the Trustees formed an advisory board to consider pre-determined issues that the Trustees wish to explore to help inform their decision making.

The induction process for any individual newly-appointed to the board of Trustees comprises an initial meeting with at least two of the Trustees (whenever possible one of these two Trustees being the Chair) and receipt of copies of:

- the Trust Deed
- the most recent financial statements



- the Charity Commission's guidance 'The Essential Trustee'.

4.2 Risk Management

The Trustees acknowledge that they have a responsibility for the identification and proper management of risks faced by the Charity in achieving its primary aims. The Trustees have therefore assessed the major risks to which the Charity is exposed, in particular those relating to the specific operational areas of the Charity and its finances. The Trustees believe that, by monitoring reserve levels, by ensuring that controls exist over key financial systems, and by examining the operational risks faced by the Charity, they have established effective systems and procedures to mitigate those risks.

4.2.1. Strategic Priorities and Risks

In Autumn 2024, Hatua formed an Advisory board to the Trustees. inviting a group of donors, supporters, consultants, volunteers and former beneficiaries of the charity, inviting a group of donors, supporters, consultants, volunteers and Hatua Alumni to attend a quarterly advisory board to support Hatua's Trustees with their analysis of strategic priorities for Hatua. Discussion has taken place on increasing Hatua's funding and profile, broadening Hatua's board or considering replacement Trustees in the future and generally the prospect for Hatua's future.

4.2.2 Financial risk

Risk	Management
Trustee incapacity or loss of life	Trustees formed an Advisory Board with donors, former volunteers and Alumni beneficiaries to discuss this and other issues.
Potential liabilities: we potentially face an uninsured liability	Insurance cover has not been available for Hatua. Trustees arrange their own insurance cover for travel. The charity does not employ staff. Consultants working on behalf of Hatua in Kenya and Uganda provide the Trustees with immediate updates in the event of a problem with a school, student or parent to enable Hatua to instruct the consultant to take immediate steps to mitigate any risk arising at a local level.
High risk environments: political and security risks	Kenya has a border with Somalia. Uganda borders the Democratic Republic of Congo and South Sudan. These areas continue to be unstable. Both Kenya and Uganda have taken a significant number of refugees fleeing conflict. There were several terror attacks in Uganda between October and November 2024 and in Kenya in January 2024. The Trustees maintain vigilance to ensure beneficiaries, consultants or Trustees are not at increased risk.
Child protection	Trustees and consultants do not have unsupervised access to students; arranging contact with students through parents, guardians and schools. Hatua's controlled 'social network' environment to facilitate communication between sponsors and students was designed to ensure the supervision of all communications to protect children.

4.3 Serious Incidents

No Serious Incidents have occurred in 2024 or up to the date of this report.



5. Financial Review

Funding for the Charity came from regular donations from private individuals, investment income and gains on investments.

5.1 Financial Activity and Financial Position

The financial condition of the charity came under significant pressure following the Covid-19 pandemic:

1. The charity had had few sources of revenue since 2016 when Vanquis Bank decided to discontinue funding.
2. Expenses increased significantly as the impact of Covid-19 on the economies of Kenya and particularly Uganda saw rising costs of tuition and other student fees. The condensed school years to catch-up from the lost schooling through the pandemic also had a significant impact.

The combination of these factors led to a decrease in funds available to the charity and a decision to reduce the number of students supported in Kenya to 25 per year and withdraw support for new student intake in Uganda.

Despite this disappointment, good news arrived with Mastercard agreeing to make a notable donation each year and committing to provide training and mentoring programs for the charity's student base. As an added benefit, Mastercard Africa is also hiring a small number of university students as interns, as well as placing a corresponding number of university graduates into full-time roles in Nairobi. Needless to say, the Trustees are very grateful to the management of Mastercard Africa for their generous donations and contributions.

In 2024, the Kenyan Government launched a restructure of primary and secondary education moving to a Competency Based Curriculum (CBC). CBC was introduced in 2025. There was no new first year student intake to Kenyan secondary schools in 2025, as the programme to introduce the new structure was implemented and the ongoing programme of support from Hatua will require funding for 3 years of schooling instead of 4 years under the new CBC structure. This has given Hatua further reduced expenditure from 2025.

We expect that the combination of these offsetting factors will allow the charity to continue into the future, albeit at a slower pace and with smaller numbers of students. As we refine these activities, we will be searching for additional sources of revenue and, if appropriate, incremental cost-saving measures to bolster the financial security of the charity.

We expect to report on these activities annually as an important part of this summary.

The Statement of Financial Activities and Balance Sheet can be found on pages 14 and 15 respectively. The Charity's reserves decreased by £347,652 during the year (2023: decreased by £421,345). The balance sheet shows total net assets of £629,240 (2023: £976,892).

5.2 Reserves Policy

The Trustees have examined the requirements for free reserves, in other words those unrestricted funds not invested in tangible fixed assets. The Charity ensures that it holds sufficient funds to cover:

- fees, board, uniforms and book funding for existing and prospective students for their Secondary Education.
- 3 months' worth of ongoing expenditure (excluding fees etc above)



At 31 July 2024 the Charity had net free reserves of £629,240 (2023: £976,982) as follows:

	2024 £	2023 £
Total reserves & free reserves	629,240	976,982
Free reserves requirement:		
To cover fees, board, uniforms and book funding for existing students to completion of yr 4 (Kenya from 2025 yr3) or yr 6 (Uganda)	504,400	900,000
3 months' worth of ongoing expenditure	15,000	15,000
Total free reserves requirement	519,400	915,000

The Trustees have based the free reserves requirement on the number of students remaining in the programme and the number of years of study required to complete their schooling with an assumption that each beneficiary requires Hatua to pay for school fees, uniform, text books and any additional needs relating to health or personal hygiene. We have altered the provision for 3 months' worth of ongoing expenditure to cover the completion of schooling for all beneficiaries.

5.3 Fundraising Strategy

In 2024 Mastercard Africa was approached and in 2024 discussions have progressed for a bespoke Hatua programme. The Trustees were optimistic that this arrangement would provide considerable support for Hatua's beneficiaries, and in fact Mastercard now donates \$50,000 annually to the charity.

5.4 Investment Policy

Hatua's assets (excluding working capital) are invested in a diversified portfolio to achieve long term growth in both capital and income in order to fund charitable expenditure. Hatua employs LGT Vestra as investment managers. For details of investments held see note 4.

6. Plans for Future Periods

In 2024, the Kenyan Government launched a restructure of primary and secondary education moving to a Competency Based Curriculum (CBC). CBC was introduced in 2025. Hatua is monitoring the impact of this new programme to the structure of its support for students. There was no first year intake of students to secondary schools in 2025 as the programme to introduce the new structure was implemented. This has given Hatua reduced expenditure by reducing new student intake in 2025 and by reducing the number of school years in secondary schooling from 4 years to 3 years.

7. Responsibilities of Trustees for the Financial Statements

The Trustees are responsible for preparing the report and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice. Charity law in England and Wales requires the Trustees to

prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Charity and of the incoming resources and application of resources of the Charity for that period.



In preparing those financial statements, the Trustees are required to:

- select suitable accounting policies and apply them consistently;
- observe the methods and principles of the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the activities of the Charity will continue.

The Trustees are responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and enables them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the governing document. The Trustees are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Trustees are responsible for the maintenance and integrity of the Charity and financial information included in the Charity's website.

8. Approval

The report of the Trustees was approved by the Trustees on 23 September 2025 and signed on its behalf by:

M Lenora
Trustee

**Report of the Independent Examiner to the Trustees of
Hatua**

I report on the financial statements of Hatua for the year ended 31 July 2024, set out on pages 19 to 24.

This report is made solely to the Trustees in accordance with section 145 of the Charities Act 2011 ("the Act"). My independent examination has been undertaken so that I might state to the Trustees those matters I am required to state to them in an independent examiner's report and for no other purpose. To the fullest extent permitted by the law, I do not accept responsibility to anyone other than the Charity and the Trustees for my independent examination, for this report, or the opinions I have formed.

RESPECTIVE RESPONSIBILITIES OF TRUSTEES AND EXAMINER

The Trustees consider that an audit is not required for this year (under section 144(2) of the Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts (under section 145 of the Act);
- follow the procedures laid down in the General Direction given by the Charity Commission (under section 145(5)(b) of the Act); and
- state whether particular matters have come to my attention

BASIS OF INDEPENDENT EXAMINER'S STATEMENT

My examination was carried out in accordance with General Directions given by the Charity Commissioners. An examination includes a review of the accounting records kept by the Charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from the Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the accounts.

INDEPENDENT EXAMINER'S STATEMENT

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



John Helm ACA

23 September 2025

**Statement of Financial Activities
For the year ended 31 July 2024**


	Note	2024 £	2023 £
Income			
Voluntary	2	46,731	7,767
Investment		11,985	12,871
Total Income		58,716	20,638
Expenditure	3		
Costs of raising funds		(8,553)	(12,390)
Charitable activities		(437,919)	(436,410)
Total Expenditure		(446,472)	(448,800)
Net gains/(losses) on investments		40,104	6,817
Net deficit		(347,652)	(421,345)
Reconciliation of funds			
Fund balances brought forward		976,892	1,398,237
Total funds carried forward		629,240	976,892



	Note	2024 £	2023 £
Fixed Assets			
Tangible Assets		-	-
Investments	4	588,302	827,635
		588,302	827,635
Current Assets			
Debtors	5	40,429	137,873
Cash At Bank And In Hand		4,025	14,140
		44,454	152,013
Creditors - Amounts Falling Due Within One Year	6	3,516	2,756
Net Current Assets		40,938	149,257
Net Assets		629,240	976,892
Represented By:			
Unrestricted Income Funds		629,240	976,892

The financial statements were approved by the Trustees on 23 September 2025 and signed on its behalf by:

Michael Lenora
Trustee



I. Accounting Policies

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

Basis of accounting

The financial statements have been prepared in accordance with the Charities Statement of Recommended Practice (Charities SORP 2019 (FRS 102)) and Financial Reporting Standard 102 (FRS 102). The financial statements are drawn up on the historical cost basis of accounting apart from the accounting for investments which are stated at market value.

The Charity meets the definition of a public benefit entity under FRS 102.

Going Concern

There are no material uncertainties about the charity's ability to continue as a going concern and accordingly the accounts have been drawn up on a going concern basis.

Income recognition

Voluntary income and donations (including legacies) are accounted for once the Charity has entitlement to the income, it is probable the income will be received and the amount of income receivable can be reliably measured. Income from the recovery of tax on gift aided donations is accounted for in the period to which the relevant donation is received. Grant income is recognised on a receivable basis.

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Charity; this is normally upon notification of the interest paid or payable by the bank.

Expenditure recognition

Expenditure is accrued as soon as a liability is considered probable, and the amount of obligation can be measured reliably. Longer term liabilities are discounted to present value. The Charity is not registered for VAT and accordingly expenditure includes VAT where appropriate.

Expenditure included in Raising Funds includes amounts incurred in obtaining grants and other donations.

Charitable expenditure includes those costs in fulfilling the Charity's principal objects, as outlined in the Report of the Trustees. Charitable expenditure includes governance costs and an apportionment of support costs. Governance costs comprise all costs involving the public accountability of the Charity and its compliance with regulation and good practice. These costs include costs related to the independent examination and legal fees.

Provisions for grants are made when the intention to make a grant has been communicated to the recipient but there is uncertainty as to the timing of the grant or the amount of grant payable.

Investments

Listed investments are stated at market value. Realised and unrealised gains and losses on investments are reflected through the Statement of Financial Activities.

Debtors

Debtors are included at the settlement amount due. Prepayments are valued at the amount prepaid.



Cash at bank and in hand

Cash at bank and in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of opening of the deposit.

Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation arising from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are recognised at their settlement amount.

1. Accounting Policies (continued)

Foreign Currencies

Monetary assets and liabilities in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are translated into sterling at the rate of exchange ruling at the date of transaction. Exchange differences are taken into account in arriving at the net income or expenditure for the year.

2. Income

	2024	2023
	£	£
Voluntary income		
Donations & grants	46,731	7,767
Income tax reclaimed	-	-
	<hr/>	<hr/>
	46,731	7,767
Investment income		
Dividends (from investments held in the UK)	11,985	12,871
	<hr/>	<hr/>
	11,985	13,908
	<hr/>	<hr/>
	58,716	20,638

3. Expenditure

3a. Cost of raising funds

	2024	2023
	£	£
Investment management fees	8,553	12,390
	<hr/>	<hr/>


3. Expenditure (continued)
3b. Charitable activities

	2024	2023
	£	£
Student tuition & equipment	402,480	393,841
Travel, subsistence and local representation in Kenya and Uganda	19,412	28,872
Volunteer & trustee trips to Kenya and Uganda	12,327	5,164
Administration	1,444	4,439
Foreign exchange difference	576	4,094
Independent Examination	1,680	-
	437,919	436,410

4. Fixed Asset Investments

	2024	2023
	£	£
Market Value		
At 1 August	827,635	1,265,361
Additions at cost	172,518	334,268
Sale proceeds	(451,955)	(778,811)
Net gain/(loss) on revaluation	40,104	6,817
At 31 July	588,302	827,635
Market value represented by investments in:		
Bonds/Fixed interest	149,106	160,441
Diversified Collective Investments	417,196	625,818
Hedge Funds/Absolute Return	22,000	41,376
At 31 July	588,302	827,635
Cost		
Bonds/Fixed interest	157,475	190,615
Diversified Collective Investments	319,109	510,269
Hedge Funds/Absolute return	22,000	41,570
At 31 July	498,584	742,454

The investments are held in the name of Hatua Charitable Trust and are held in the UK.



5. Debtors

	2024 £	2023 £
Prepayments	35,426	108,256
Sundry debtors	1,012	-
Balance with investment manager	3,991	29,617
	40,429	29,617

6. Creditors - Amounts Falling Due Within One Year

	2024 £	2023 £
Sundry creditors	-	20
Accruals	3,516	2,736
	3,516	2,756

7. Related Party Transactions

Michael Lenora and Susan Lenora, both Trustees, undertook trips to Kenya and Uganda during the year. Total expenditure of £12,327 was incurred.

The Trustees claimed 90% of their expenditure meeting the remaining 10% from their own resources.