



Strategic Plan 2014 - 2018

Kesho Organisation
PO Box 997
80108 Kilifi
Kenya

E: info@keshokenya.org

T: +254 (0) 728 413 227

W: <http://keshokenya.org>

B: <http://keshokenya.blogspot.com>

The strategic plan was facilitated by Mrs. Sarah Forde Owuor from December, 2014 to March 2014.

Table of Contents

History of Kesho	3
Strategic Focus	3
External Context.....	5
The Strategic Process and Internal Context	6
Kesho’s Vision	6
Kesho’s Mission.....	6
Kesho’s Core Values	7
Theory of Change	7
Who We Work With.....	8
Strategic Goals.....	9
Strategic Area 1 - Access to Education.....	9
Strategic Area 2 - Enrichment, Training and Give Back.....	10
Strategic Area 3 - Academic Support and Literacy.....	10
Strategic Area 4 - Child Protection & Family Support	11
Strategic Area 5 - Advocacy and Partnerships	11
Strategic Area 6 - Institutional Strengthening and Sustainability	12
Kesho Flow Chart of Support	13
Kesho Organogram 2014	14
Participants in the Strategic Planning Process.....	15

History of Kesho

Kesho was founded in 2004 by a small group of 5 women and 1 man, living in Kilifi who shared concerns over the lack of educational opportunities for children from disadvantaged families. At that time Kesho provided financial support for 3 students who were attending secondary school.

Kesho saw a very real need for educational support: Kilifi county is one of the poorest in Kenya. Ganze constituency (where Kesho focuses much of its support) is recognized as the poorest constituency in the country. With competing demands on very limited family resources and high illiteracy rates amongst the adult population many young people in the county were not getting an education.

Whilst primary school in Kenya is 'free' families still have to provide uniforms and undertake other costs to ensure their children are in school. Currently all secondary school children have to pay fees, which prohibits thousands of young Kenyans from accessing an education. Kilifi's literacy levels are amongst the lowest in the country (www.uwezo.com) and classrooms with up to 100 children are not uncommon.

In 2008 Kesho was invited to become a Cooperating Institution of Rotary International. Funds were pledged for 50 secondary students; doubling the organisation's sponsorships. In response to this growth an administrator was employed, Kesho became a registered Community Based Organisation (CBO) and moved into an office within a local orphanage. The following year Kesho moved to new offices in Kilifi Town. By listening to students Kesho began to understand the extent of their challenges and realised that providing financial support was not enough. Alongside school fees, children in Kilifi needed uniform, books, encouragement, literacy support, peer support, careers advice, time to play and many other support services to give them the potential to become independent and educated young people. Three new programme officers were employed in 2010-2011 to extend services, which allowed the organisation to implement new programmes on primary enrichment and literacy, secondary enrichment and training and family support. In 2012 a Child Protection Officer was appointed and the Kesho Alumni launched. Kesho expanded its office space to open two student resource centres, equipped with books, study space and IT facilities.

Strategic Focus

Kesho promotes **access to education** for children living in the coast of Kenya, providing financial support to needy children to enable them to go to school or college/university. Without this help they would not enroll or drop out due to poverty. Kesho supports children in primary, secondary and tertiary education. Once in school Kesho offers students the additional support and encouragement they need to realize their potential; nurturing a desire in them to give back to other vulnerable children. This is what sets Kesho apart from other educational support programmes.

This additional support – known in Kesho as **enrichment, training and give back** - started in 2010 as a way of responding to the various needs of Kesho students.

Many Kesho secondary school students had performed very well in their end of primary school exams and had successfully been selected for national and provincial schools, which were often far from their homes and families. These students were sent out into a very new world yet they had had very little or no exposure at all while in primary schools. Most, if not all, of them found themselves very much alone and far from home, friends and the people they knew. For most of them it was difficult to adapt to the environments and compete equally with students from all over the country.

The enrichment programme exposes children to a range of activities to broaden their understanding and appreciation of the world. Various activities and events are held every school holiday and include visits to institutions of higher education, such as Pwani University, to challenge and motivate the students to want to go to university. Kesho's Careers day, where students get to interact and learn from various people in different professional fields, is the only event of its kind locally and therefore the only opportunity students are getting to seek advice, inspiration and direction as they think about their future employment. The Kesho resource centre provides a safe and supervised environment where students can meet and study among friends, share their individual experiences, as well as meet with the Kesho alumni for peer support. For younger children, Kesho's enrichment is more playful and creative and includes Craft Days, Family Fun Days; opportunities for children to have fun and family time, away from the competing demands at home.

The training element of this programme includes Leadership, IT and First Aid. It aims to provide secondary students with life-skills to prepare them for future employment and to be able to compete effectively with students from other parts of the country.

When children leave school, they are encouraged and are given opportunities to Give Back through the Kesho Alumni as peer educators and role models. Some are also given positions in the office for a year while they are waiting to take up a course of further study. The contribution of the Alumni to the future sustainability of Kesho is highly recognised and valued.

Academic support and literacy is a key strategic area for Kesho. For the young children in primary and nursery school the literacy support aims to nurture a culture and passion for reading. It promotes reading for meaning and enhances literacy skills with the aim of improving academic performance and retention rates. Children receive individual reading practice as well as supporting activities in the resource centre after school and in the holidays. The programme also reaches out to the peers of Kesho children to support their literacy development by having book clubs and reading sessions in the classroom and engaging teachers.

Child protection and Family Support at Kesho started when one of the children being supported, who was nine years old, was defiled by an uncle. The matter was reported to Kesho, and, despite not having the expertise within Kesho to deal with the case, Kesho decided to take it on by approaching a young lawyer locally. The matter was taken to court and concluded in 2013, and the 'young lawyer' became the Child Protection and Family Support Programme Officer at Kesho. The child protection programme works towards educating children, their

parents and key community stakeholders on child rights and responsibilities. It also responds to the needs of young people who have been violated, referring matters to the relevant agencies and following up cases. Kesho contributes to legislative changes and policies regarding child protection and is an active partner in networks set up to create a more supportive legal climate for child protection in the county.

Advocacy and partnerships are key components in the campaign against violence against children, promoting education and literacy. Kesho has committed to developing partnerships in the belief that it can contribute more effectively to policy change through collaboration with other organisations and agencies to amplify their voices calling for change.

External Context

The World Bank states that the unemployment rate in Kenya is 40%, but no official figures are available. Figures from the Kenya Bureau of Statistics for 2008 show that the Kenya Revenue Authority (KRA) had tax receipts from only 1,943,500 people, 13.5% of the adult population. The electoral register in 2009 records 14,296,180 people over the age of 18 and assumed eligible for work. That means 12,352,500 people are not registered as employed. The official annual increase in salaried jobs is 2% per year. It is estimated that half of the remaining 86.5%, some six million people, work in the informal economy working in the *jua kali* (literally meaning in the hot sun) sector, as carpenters, welders and market stall holders, or as casual labourers etc. The other half, or six million Kenyan adults, are assumed to not be involved in any economic activities.

Similar to many other African countries, Kenya has a very young population. In 2009 63.45% of the population were under 25 years of age. Average life expectancy is 54 years of age. Kenya's GDP per capita is US\$ 1,240. It is ranked 148 out of 177 countries and is classified as a "medium human development" country (World Bank report, 2007 World Bank)

Kilifi county is found in the Coast region and has an official poverty percentage of between 54- 64%; in Ganze constituency it is 74% (Kenya Bureau of Statistics, World Bank report). Free primary school education was introduced in 2002. The educational system is based on 8 years at primary, 4 years at Secondary and 4 years at university. In primary school the average class size is about 70 and can be as large as 100. There are no rules in Kenya about what age people can start school. The eldest person to enrol was 83 years: he made the national news. It is a common sight to see students in their teens and twenties in primary school and into secondary school. At Kilifi Primary School, one student in his late teens worked as a night watch man and came to school by day.

Secondary education is only partially funded in Kenya, with schools divided into three categories: National, Provincial and County. Students sit the KCPE (Kenya Certificate of Primary Education) at the end of their eight years at primary school and depending on the result; students are offered a place at one of the above school categories. However, there is positive discrimination on a national basis for girls and students from poor areas. Kilifi benefits from this strategy. At present 41% of students going to provincial or national schools from Kilifi are girls. Education is

seen as the route out of poverty and parents will go to extraordinary lengths to get and keep their children in school. The priority is primary education and although this is now free the direct cost to parents is considerable – books, uniform and exam fees.

The new constitution in Kenya, and the devolved system of government, is likely to provide opportunities for Kesho at the county level to get involved in policy formation on education and child protection. There are still very many young people in Kilifi who are not accessing educational opportunities which means that Kesho will remain relevant over the next five years. Kenya needs an educated work force if it is to achieve the goals set out in its Vision 2030.

The Strategic Process and Internal Context

The following table outlines the timeline of key events during the strategic review process.

November – December 2013	Developing the scope of the strategic review process, including document review.
December 8th 2013	Initial brainstorm meeting with Board and Staff (3 Programme officers, Accountant and ED) Including: Kesho's programmatic Success, The changing environment (accelerators and inhibitors), Internal Strengths, Internal areas for improvement, Where Kesho could have been but wasn't, Draft theory of change, Kesho going forward – 8 themes for discussion.
January – February 2014	Stakeholder interviews, further document review. Report on Internal Strategic Review.
February 7th-8th 2014	Two day strategic planning meeting with Board and Staff to discuss the Interim Internal review report and to develop the strategic framework for 2014-2018

A full report from the internal process and context is documented in a separate report entitled "Kesho Internal Strategic Review 2014".

Kesho's Vision

A coast of Kenya where all young people are educated, fulfill their potential and broaden their experience of the world, irrespective of poverty, ethnicity, gender, religion or special needs.

Kesho's Mission

To advance access to education and employment for vulnerable young people living in Kilifi and Ganze, on the coast of Kenya, through a long-term holistic approach which includes financial support for education, academic and literacy support, enrichment and training, child protection and family support.

Kesho's Core Values

A belief in education

A child's journey with Kesho starts with the opportunity to go to school, but that's not where it ends. Kesho values listening and responding, offering a holistic service to open up children's worlds, enrich their lives and encourage them to make their own choices and, in so doing, become independent young adults, prepared for meaningful employment. Whatever course their journey takes, the door is open for as long as the young person needs Kesho.

Putting children first

Children are at the centre of everything Kesho does. We provide a child friendly environment at Kesho and strive to ensure that at home and at school children are safe, happy, healthy, with time to study, time to play and time to grow and move, one step at a time, towards their dreams.

Integrity and transparency

We ensure value for money and look after each and every shilling, prioritizing spending on the children and the community we serve. We pride ourselves on our reputation for accurate and transparent accounts with robust procedures and controls.

Inclusive

Our services are open to all children in financial need from Kilifi and Ganze – irrespective of their ethnicity, gender, religion or special needs.

Relevant and rooted in the community

To remain relevant, we know that we need to be out there, in the field, operating at the grass roots level; listening, understanding and responding to the needs of the children and their families.

What we stand for

We stand for equal opportunities and upholding children's rights to an education and a safe and enriching world and we do so at an individual, organizational and community level.

Strong Governance

We believe in the importance of having a strong board with diverse skills and a governance structure that ensures we deliver a sustainable and high quality service. Our board members are committed to service and giving back to the community.

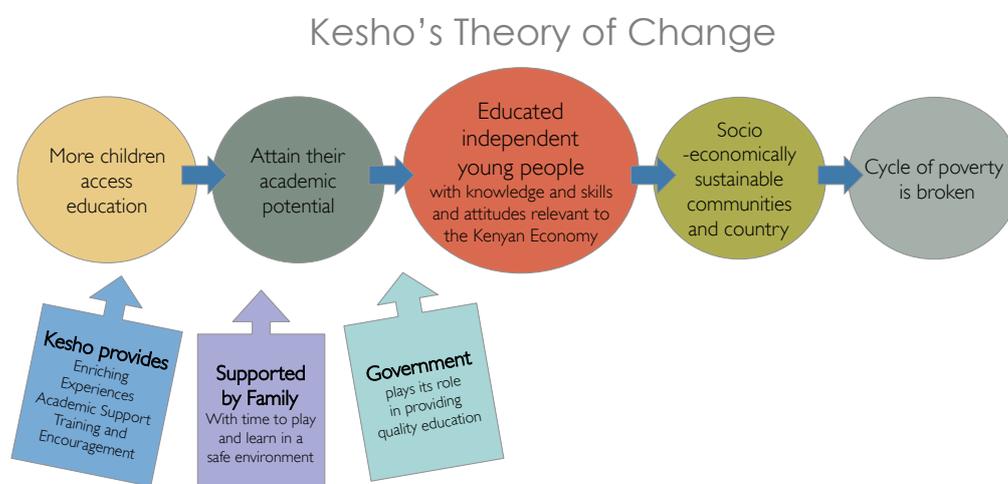
A team with passion and professionalism

We are passionate about everything we do, and respond to opportunities positively, creatively and enthusiastically. We value teamwork, professionalism and commitment.

Theory of Change

If more children access school and complete their highest possible educational level, have been exposed to enriching experiences, training and academic

support and encouragement, are supported by their families, have time to play and learn in a safe environment, and the government plays its role in providing quality education then they will become well educated independent young people with knowledge, skills and attitudes that are relevant for the Kenyan economy. Ultimately we shall have communities and, by extension, a country that is socio-economically sustainable and we will have broken the cycle of poverty.



Assumptions in our Theory of Change

- Kesho will have greater impact when it works in partnership with others
- The information Kesho gives to the parents will be interpreted in a way that is beneficial to the welfare of their children
- Quality education and a variety of experience leads to communities that are socio-economically sustainable with good leaders, prosperity and development
- The government makes education a priority and uses the resources it has to do what it is supposed to do
- The economy in Kenya will provide opportunities for young people

Who We Work With

Kesho is rooted in the community in which it works and develops very strong relationships with the families of Kesho students. It works closely with teachers, law enforcers, the Ministry of Education, the county administration and other NGOs and CBOs in the county. Kesho has alliances and partners with whom it collaborates around shared goals and values. These could include child protection organisations, research organisations, education bodies, UN agencies and corporates with education sponsorship programmes.

Strategic Goals

Kesho's main AIM is to develop **independent young people; young people with choices and a commitment to service**; young people who have the relevant education, skills and attitudes to be competitive in the Kenyan employment market; who are prepared for taking up meaningful employment and business opportunities, who are able to adapt to different situations and identify, explore and take up opportunities.

The way Kesho does this is captured in its mission statement and reads as follows: To advance access to education and employment for vulnerable young people living in Kilifi, on the coast of Kenya, through a long-term holistic approach which includes financial support for education, academic and literacy support, enrichment and training, child protection and family support.

The following six STRATEGIC AREAS AND GOALS, in combination, will help Kesho to realise this aim.

Strategic Area 1 - Access to Education

Strategic Goal 1

To increase access to education for vulnerable young people in Kilifi and Ganze, irrespective of ethnicity, gender, religion or special needs, who would otherwise not be in school or at risk of dropping out.

Outcomes

- 1.1 A greater proportion of vulnerable children accessing education at all levels of the educational system
- 1.2 Greater gender equality among Kesho children accessing education at all levels.
- 1.3 Higher primary, secondary and tertiary retention, transition and completion rates among Kesho children and when compared to County and National averages.
- 1.4 Increased number of vulnerable young people accessing primary and secondary education support from organisations other than Kesho
- 1.5 Kesho children taking up national and international scholarships and internships

Strategic Area 2 - Enrichment, Training and Give Back

Strategic Goal 2

To enable Kesho children to become independent young people with choices, who are committed to service, and prepared for taking up meaningful employment and business opportunities.

Outcomes

- 2.1 A higher proportion of Kesho school leavers and university/college graduates in meaningful employment or running their own business within 3 years of leaving education compared to County and National averages
- 2.2 An active enrichment and training programme providing Kesho children with relevant skills and a preparedness to take up opportunities.
- 2.3 Increased number of Kesho Alumni meeting regularly, committed to service and contributing to Kesho's growth and development
- 2.4 Kesho's profile in the coastal corporate community enhanced as an organisation that develops independent, employable young people.

Strategic Area 3 - Academic Support and Literacy

Strategic Goal 3

To support all Kesho children to realise their academic potential and to extend this support to their peers in primary school.

Outcomes

- 3.1 Kesho students out perform their peers academically at secondary school.
- 3.2 Improved wellbeing and retention of Kesho students at school through their mentorship and peer support.
- 3.3 Improved literacy, school performance and attendance of Kesho nursery and primary children engaged with the literacy support programme.
- 3.4 A culture and passion for reading is generated among Kesho Nursery and Primary children and extends to their peers and teachers.

Strategic Area 4 - Child Protection & Family Support

Strategic Goal 4

To contribute to the improvement in child protection awareness and case management practices in Kesho and in Kilifi County

Outcomes

- 4.1 Timely and professional case management among Kesho children and families and reduction of known risks at home.
- 4.2 Kesho CP policy integrated into all our programmes
- 4.3 Increase in knowledge and awareness of child protection among Kesho children, parents, key stakeholders and duty bearers.
- 4.4 Increase in CP policies in use in schools and other organisations locally working with children.
- 4.5 Increased awareness among Kesho children of their rights and responsibilities and being able to act on rights issues affecting them and others.
- 4.6 Improvement in case management and reporting procedures among Kesho children, parents, schools, organisations and other duty bearers.

Strategic Area 5 - Advocacy and Partnerships

Strategic Goal 5

To engage with community stakeholders and networks to amplify Kesho's voice and develop messages to influence policy and practice in education, literacy, youth development and child protection at County level.

Outcomes

- 5.1 Clear messages developed through a situational survey locally and nationally, that will be used to direct Kesho activities and influence policies in Kilifi County
- 5.2 Strategic partnerships help advance policies and practices
- 5.3 Kesho recognised as a critical voice in Kilifi.
- 5.4 Changes implemented in legislation, policy and practice in education and child protection in Kilifi County

Strategic Area 6 - Institutional Strengthening and Sustainability

Strategic Goal 6

To create a institutionally and financially stable organisation operating within our Core Values and with input from the Kesho Alumni.

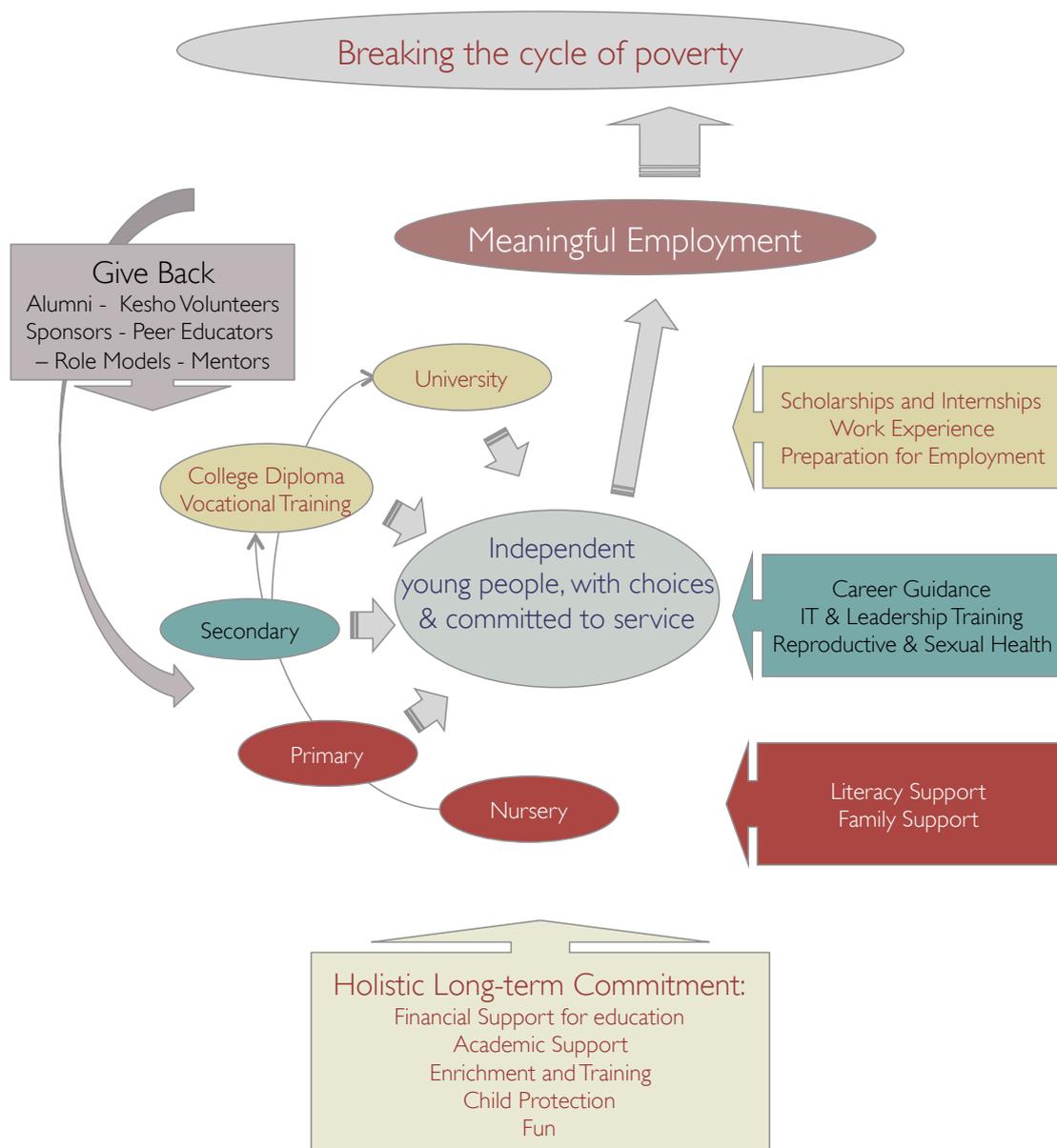
Outcomes

- 6.1 Improved financial **Stability** sustainability of Kesho
- 6.2 An effective and transparent governance structure in place and in operation.
- 6.3 A comprehensive staff performance management and staff development programme in place and in operation
- 6.4 A culture of operating within Kesho's Core Values
- 6.5 Kesho owns its headquarters in Kilifi and has a physical presence in Ganze

Kesho Flow Chart of Support

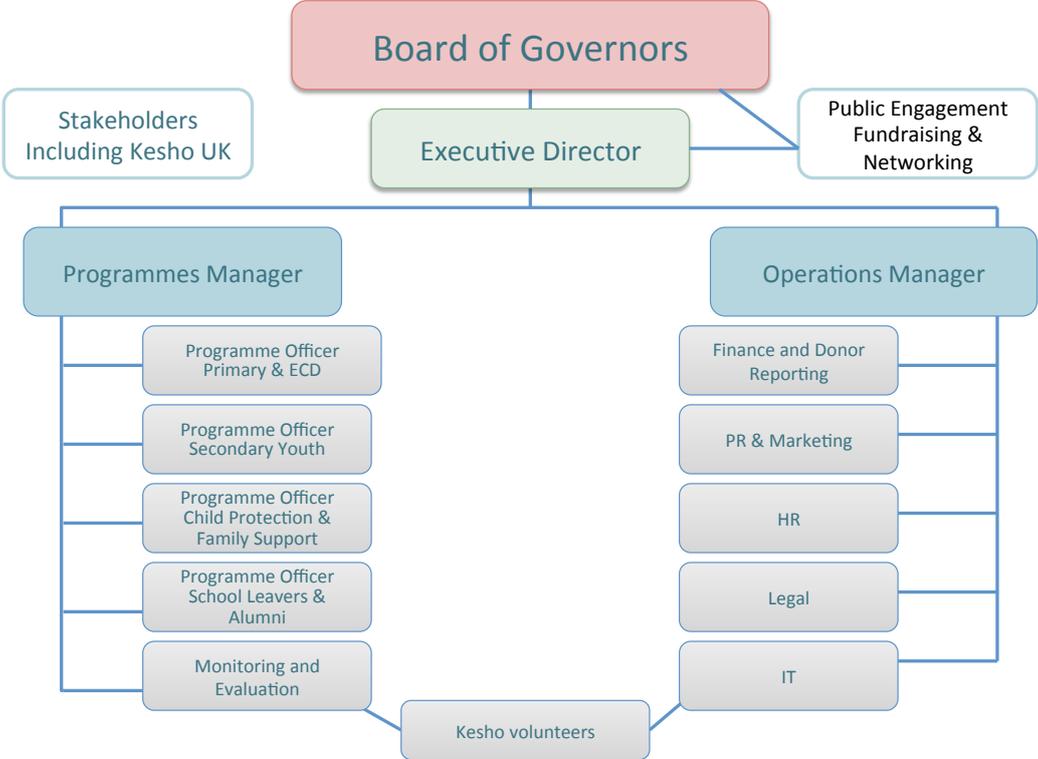
Through Kesho, vulnerable children from Kilifi and Ganze are becoming empowered and educated, realising their dreams and beginning to break the cycle of poverty.

Children embark on an educational and enriching journey from childhood to young adulthood –
 We are there for as long as we are needed.
 Our investment is inclusive, long-term and holistic – we listen and respond to need.
 There are no shortcuts.



Kesho Organogram 2014

Kesho Kenya Organisational Structure – 2014



Note: Networking at Programme Level falls under Programme Officers.

Participants in the Strategic Planning Process

Staff

Sandra Liani – Primary Programme Officer

Beatrice Njeri – Secondary Programme Officer

Isabel Mwangi – Child Protection and Family Support Programme Officer

Edward Todd – Accountant

Kate Nokes – Executive Director and Co-Founder (voluntary)

Board

Zena Salim – Chair and Co-Founder

Kate Nokes – Treasurer

Tahreni Bwanaali - Member

Saida Famau – Member

Stakeholder Interviews

Kate Nokes, Kesho ED

Tabitha Mwangi, former board member

Sam Kinyanjui, long time support of Kesho

Margaret Kahiga, Area Manager, Kilifi, Plan International

Jay Berkley, donor, Alistair Berkley Trust

Mr Masha, Headteacher, Vitengeni Baptist Secondary School

Sally Bagenal, Kesho Board

(Education office – were unavailable in the time frame for interviews)

Strategic Goals

Time limited. Quantify them.

1. Financial Perspective

To achieve our goals, how should we appear to our funders?

- A trustworthy and accountable organisation
 - Operating within it's core values
 - Rigorous policies and structures in place – instigate new discipline for effective book keeping.
 - Accuracy and prompt financial reporting
 - Checks and Balances and Structures in place
 - Value for money
- Financially strategic
 - Financial policies and strategies in place and in operation.
 - Diverse range of donors – no donor contributing more than 25% to total funds.
- Financially stable
 - A reserve fund that covers at least 6 months of programming.
 - Increase Unrestricted funding to 20% of total funding
 - Explore opportunity for an endowment fund
 - Fully funded programmes with cost of overheads included
 - 30% of funding for education paid by standing orders.

2. Beneficiaries / Clients / Partner Perspective

To achieve our vision, how should we appear to our partners?

- Develop 3 clear messages:
 - For Beneficiaries
 - Our services
 - For Donors
 - Our impacts
 - For Partners
 - Our areas of practice / programmes
 - For Stakeholders
 - Advocacy Messages – What we stand for
- Operating by our Core Values

3. Learning and Growth Perspective

To achieve our vision how will we sustain our ability of change and improve?

4. Operational Process Perspective

To satisfy our partners and stakeholders, what operational processes must we excel at?

What do we do to provide the service we offer – institutional

Governance

Marketing – profile

Effectiveness and efficiency of the organisation

- Develop programmes to ensure needs of the children and their families are met.
 - Support 500 children to access education
 - Support children to become independent young people with choices who are committed to service through enrichment and training.
 - Support all children to realize their academic potential and to extend this support to their peers through academic and literacy support.
 - Ensure all Kesho children are aware of their rights and taking action to protect themselves and others.
- To integrate child protection into all our activities.

Engage partners and stakeholders and networks to amplify Kesho's voice and develop clear messages for advocacy purposes.