

**BUSINESS PLAN**  
**WARIDI TRAINING CENTER**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE GRADUATE SCHOOL  
STAMFORD INTERNATIONAL UNIVERSITY  
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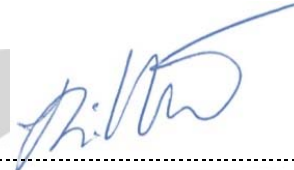
**The Business Plan has been approved by  
Stamford International University  
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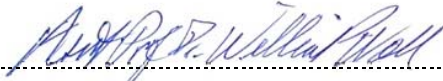
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## **DECLARATION**

I Nancy Akoth Obonyo hereby declare this Independent Study submitted to Stamford International University is my own work and that external sources used have been properly referenced.



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First and foremost I would like to thank the Almighty Father for granting me this opportunity and good health I needed to finish this paper.

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## **CHAPTER 1**

### **EXECUTIVE SUMMARY**

Waridi Training Center is an initiative that seeks to empower girls between the ages of 15 and 20 years socially and economically. The center is set to provide the girls with vocational skills in pottery, weaving, catering tailoring and semi-formal education focusing on conversational English n Kiswahili and Financial studies.

Research says that 13000 girls in Homa Bay County drop out of school yearly. A study one by the Population council of Kenya, who survey 700 girl-school-drop outs reports that 70% of the girls drop out of school due to unwanted pregnancy. Another report says that 33% of young women aged between 15 and 20 years in Homa Bay County have had at least 1 child. This number is quite high compared to the nation's average which stands at 18%. Little seems to have been done to address this issue as the percentages remain high.

The organization's mission is to socially and economically empowering girls through a market driven vocational training and semi-formal education while its vison is to improve the quality of lives of young women and girls in order become self-reliant. Its short-term objective is to reduce the venerability of women in terms of financial and occupational security by 1% in the first year of operations. Its long term objective is to reduce the number of girl-school drop outs and hence poverty and domestics violence amongst young women and girls by half by 2030 through training in pottery, tailoring, weaving and catering and semi-formal education.

The company is set to start operations in Homa Bay County in 2020. It will initially serve 3 sub-counties namely; Kochia, Wahambla and Got Kokech Other services to be offered at the center include; mentoring, training on gender rights and awareness and reproductive health.

Resources needed include; human resources: 5 board of directors, 3 teachers, 4 technical instructors, 5 staff members and 7 subordinate staff. The founders of the organization are Nancy Obonyo and Ms. Cynthia Oguna. Financial resources needed include; planning, instructional services, administrative support, facilities, library programs, and transport and food services. The physical resources needed include; 2

classrooms, 4 workshops, an administration block, counselling block, a clinic, a cafeteria, furniture, equipment and machinery. The total amount of money needed for the start-up will be estimated to be \$ 304,510.00 while the amount of funding estimated is \$ 310,000.00. The total fixed expense was estimated to be \$ 226,525.35 for the first year with funding amount of \$ 230,000.00.



## **CHAPTER 2**

### **VISION/MISSION STATEMENT AND GOALS**

#### **A. Vision Statement**

To improve the quality of lives of young women and girls in order become self-reliant.

#### **B. Mission**

Waridi Training center is dedicated to socially and economically empowering girls through a market driven vocational training and semi-formal education.

#### **C. Core Values**

- Integrity, transparency and honesty
- Respect, humility and compassion
- Commitment beyond the law
- Commitment to the public good.

#### **D. Goals and Objectives**

##### **Short-term objective**

To reduce vulnerability of young girls in Homa Bay County in terms of financial and occupational security by 1% within the 1<sup>st</sup> year of operation through a semi- formal education (English, Kiswahili and Financial studies) and a market driven vocational training in catering, weaving, pottery an tailoring. 1% of girl-school dropout is equal to 130 girls as it said that 1300 girls in Homa Bay County drop out of school yearly (Omolo, 2013).

The organization is set to commence its operations in 2020. The training program will be offered twice a year each half running for a period of 6 months. The trainees will attend the program for 8 hours a day, 5 days a week. The curriculum will be created to provide 50% theoretical learning and 50% practical learning. In the course of the 6 months, the trainees will tested using a continuous assessment both written and practicals which will be done monthly. They will be assigned final projects. They will have to write a final exam at the end of the training period. The organization aims to

attain a pass rate of 75% which means that out of the 130 girls enrolled in the first year of operations, 98 girls will successfully complete the program.

For the effective knowledge and skills acquisition the following resources will be needed; *human resources*: 5 board of directors, 3 teachers, 4 technical instructors, 5 staff members and 7 subordinate staff; *financial support (presented in Chapter 7)* from identified donors (the government, foundations, corporations and individual donations), that will be used to cover expenses in planning, instructional services, administrative support facilities and transport and food services (*please see Physical resources for full details-Chapter 6*).The training is to be followed up by a 2 month internship and job placement with the assistance of the organization.

Therefore organization's ultimate goal is to reduce occupational and financial vulnerability of young women in Homa Bay County by at least 0.75% by the end of 2020. It intends to see 98 girls trained in ether tailoring, catering, and pottery and weaving employed or taking up self-employment.

#### **Long-term goal**

The organization's long-term goal is see every girl attain the highest level of education they can achieve. It aims to eventually reduce the 13000 girls by half by 2030. This will not only be done through training but through partnering with the primary schools in the 3 sub counties like Got Kokech Primary School, Wahambla Primary school and Kochia primary school, creating awareness and profiling success cases to motivate girls to stay in school and finish their education.

The organization believes that if indeed 98 girls out of the 1300 girls who drop out of school yearly are successfully trained and employed by the end of their training, then child marriage will have been reduced by 0.75% by the end of year 2020. This not only mean that the number of women participating in the labor market will have been increased but the number of domestic violence as well as poverty amongst young women will have been reduced by 0.75%. The 98 girls will act as an example to other girls motivating them to work hard and finish their education.

## **D. Keys to success**

### **Environment**

An emotionally and physically safe place. The meeting location will be free from any form of physical or emotional harm. A central place, where all the targeted trainees can reach without having to walk long distances or take dangerous routes. In any case, the center will allow girls to go home early to avoid going home late. The center will be a place where these girls can find friends, sisters and even mother figures whom they can trust and share their problems, thoughts, experiences with and ask questions without the feeling of being prejudiced or looked down upon. This then begs for laying down a code of conduct, values and a strong culture that the organization is to be run by.

### **Mentorship**

Two kinds of mentors will be made available both of whom will be from the same community or similar community as trainees to void any cultural clashes. A younger woman, a little older than trainees; 18 – 30 years of age. It would be even better if the younger mentor had undergone the same circumstances these girls experienced in her childhood. Having a younger mentor is quite essential since the girls can identify with and relate to her. The older mentor; 40 years and above will serve as an advocate and even a mother figure for the girls who lack mother figures (deceased or absentee moms) while growing up. They can always confide in the older mentor and trust her to give valuable advice and even help with of any problems they might be facing.

### **Post training follow up**

For the program to be truly successful, it must provide lasting benefits for the girls. Providing these girls with basic, English, Kiswahili, and financial education as well as vocational skills will equip them with the necessary tools required in the labor market. The post training follow-up will be in form of a 2 month internship arranged by the organization, a job placement and access to microcredit which will enable some of the trainees to start their own enterprises. The program will even absorb some of the girls into the organization to work in the garment production unit that will be making all the uniforms and personal protective clothing required at the center.

### **Community acceptance and support:**

The local community in this case includes the general public, the local leaders and the girl's parents and legal guardians. The program will need the approval of the whole community at large. The parents and the legal guardians will be the ones to give the girls permission to attend or be the barrier to the girls attending the program. Their level of involvement and support will be an important factor to the success or the failure of the program (Austrian & Ghati, 2010). An important factor to be considered is the manner of approaching these adults. Having an attitude towards them as being the reasons as to why these girls are in that particular situation may not be taken well. As a result, they may act as barriers and deny these girls the chance to attend the program. Approaching them as important assets of the program will make them feel part of the movement and will likely win over their approval with time (Austrian & Ghati, 2010).

Before setting the program, a contract should be drawn with the local leaders to provide the organization with the opportunity to establish and build strong relationships with the community to work with the trainees. The contract will be in form of a document in which the community commits to supporting the girl's education and on a logistical level (providing a girl-only space at a local school, village or community hall especially during orientation). The agreement will clearly define the community's boundaries and will be updated and amended later on as the program evolves.

### **Partnerships and Strategic Alliance**

***Institutions like schools, churches:*** These are the places where the organization can get most girls at once. The church leaders and school teachers can give recommendation of the girls that would benefit from the program. Orientation could take place at a local school (during school holidays or during the weekends) or church and therefore partnering with a school or church will make this process much more convenient.

***Partnering with existing non-profit organizations:*** Formal and informal partnerships with non-profit organizations whose mission complement the goals of Waridi Training Center. Those that have been operating for a long time will help with connections to the external donors and recommend individuals that could help financially. They will not only provide knowledge, experience and other resources but could aid in training staff.

***A strong Volunteer base:*** Recruiting volunteers and training them can be very invaluable. Having a diverse volunteer base; young college and university students (with different skill set), young successful women, retired community members who have the talent and time to share their wisdom and experiences with these girls. It may seem insignificant but valuing the volunteers will in turn inspire the volunteers to value the work that they do and the organization that they serve (Moyer, 2015). The board of directors, technical instructors and teachers will be volunteers.

***Financial support:*** The program being nonprofit will strongly depend external funding from other non-profit organizations like Equity Development Fund, Global Fund for Women, the local county government funding and individual well-wishers. The organization is set to make networks with local and international NGOs aimed at not only gaining resources but to acquire knowledge. This is an effective way for advancement since these networks catalyze innovation, improve communications, and reduce duplication of past mistakes and spread good ideas faster and more effectively (National Council For Non-Profits, 2017). Investor's networks can open a pool of contacts who will provide assistance and support.

### **Good governance**

Non-profits depend on these key resources to fulfill their mission; qualified, skilled and passionate board of directors, staff and volunteers. Ensuring that every individual involved in the daily running of the non-profit is passionate about the cause of the program will guarantee group of inspired, engaged and devoted individuals. The board of directors will be responsible for driving the organization towards a sustained future by adopting sound, ethical and legal governance (National Council For Non-Profits, 2017). The board will be diverse, rich in talent and engaged. When the organization lacks the resources and the know-how to recruit and train effective board members, their governance, oversight and leadership will suffer (Howlett, 2007).

### **Transparency/Accountability**

Yearly audits conducted and made available. Financial statement are made quarterly following the General Accepted Accounting Principles for non-profits.

### **Developing a source of income**

The center will run a garment production unit where the uniform, aprons, overall and other personal protective clothing used in the center will be produced. Some of the

weaving and pottery products made by the trainees will be sold/auctioned during special events. Income from the unit and the special events will be used for the daily operations of the center.



## **CHAPTER 3**

### **ORGANIZATION SUMMARY**

#### **A. Organization Background**

Waridi Training Center is a non-profit organization set to operate in Homa Bay County that aims to empower young girls between the ages of 15 and 20, who have dropped out of school because of either early pregnancy or child marriage to become active and industrious members of the society. The main goal of the center is to reduce vulnerability of these young women in terms of financial and occupational security enhancing their quality of life through skills and knowledge acquisition. Working with the local community leaders, the local county government, the donors and other financiers, the center hopes to intervene and promote the trainees not only economically but socially.

The organization will initially service 3 sub counties; East Kanyada, Kochia and Wahambila and eventually expand its operations throughout the county. It will provide the trainees with semi- formal education and vocational skills for a period of 6 months. The semi-formal education will include learning conversational English and Kiswahili and basic financial education. The vocational skills will include; pottery, weaving, tailoring and catering which will be combined with job placement assistance.

The trainees will be grouped into two streams; the 15 to 17 year olds will study together while the 18 to 20 year olds will form the other stream. This is because generally girls are freer with girls in their own age groups. In this way they will be encouraged to talk and share freely without the fear of being prejudiced.

The program will infuse counselling services to the very vulnerable cases. They will learn about gender rights and awareness as well as reproductive health. The trainees will be assigned mentors who will be responsible for providing necessary advice and guidance.

On completion of the training, the trainees will be awarded certificates that will allow them secure employment in later dates. It will be followed by a 2 month internship offered by the organization's partners. As mentioned above trainees will be assisted with job placement as well as access to microcredit for those who want to start their own enterprises.

## B. Founders



importantly the girl child empowerment.

Ms. Nancy A. Obonyo is a chemical engineering graduate from Stellenbosch University, South Africa currently doing an MBA in International Business Management from Stamford University in Thailand. From a tender age, Nancy has always been passionate helping, contributing to society and most



Ms. Cynthia Oguna is a BBIT graduate from Strathmore University in Kenya currently doing her masters in Information Technology at Leeds University in the UK. Nancy and Cynthia have been best of friends from a young age and together they always wanted to uplift the vulnerable girls in the society. Cynthia is strong believer in gender equality.

## Major Milestones

**Partnerships and collaborations:** Linkages for training and financial support from existing vocational centers and other NGOs. This will involve identifying successful non-profit organizations and establishing a baseline for the best practices. A few organizations will be contacted for a possible in-training of the instructors.

**Recruitment/marketing strategy:** Determining the right strategy to attract the targeted girls. Special attention will be given to materials and dissemination methods that will capture the trainees. For example using posters with explicit language of

gender equality and images of women actively taking part in the labor market. Some of the girl may require direct recruiting especially when dealing with those isolated.

**Instructor training:** Technical instructors will be trained and equipped to transfer knowledge and skills to the trainees. The trained instructors will in turn take charge in training new volunteers/instructors to the organization.

**Curriculum and Review:** The training curriculum to be developed will be purely market driven and industry approved to enable effective acquisition of skills needed in the labor market.

**Orientation:** A critical factor to the success outcomes of the training center. It has a positive influence to the decisions of the targeted trainees. The orientation will involve; the targeted girls and their parents/legal guardians, the instructors, the legal board of directors.

**Impact Assessment:** Used to evaluate how well the program is doing. This entails collecting data on the employment status and earnings of the alumni and other specific outcomes like domestic violence, expenditure patterns and decision making power in their homes.

**Table 3.1: Organization permits**

| No. | Procedure   | Time to complete | Associated cost |
|-----|---|------------------|-----------------|
| 1.  | <b>Name Reservation</b><br><i>Agency:</i> Homa Bay Huduma Center  | 1 day on average | \$10            |
|     | The procedure begins by applying for name reservation by filling Form 2. On approval of the name it is reserved for a period of 60 days.            |                  |                 |
|     | Name reservation can be done through text messaging (through safari.com) or online through ecitizen portal (www.ecitizen.go.ke). However applicants |                  |                 |

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have to visit Huduma center to receive final name approval.

**2. Registration**

Up to 90 days

*Agency:* Homa Bay Huduma Center

Begins by filling 2 form 3 forms, providing contact information of the proposed organization, details of the top 3 officials and a list of board members. Dully filled form one stating the contact person.

\$4

Other requirements for the registration include; 2 colored passports on a white background of the proposed 3 officials and 2 other board members, copy of ID/Passport and KRA PIN certificates for the 5 proposed officials.

\$160

Constitution of the proposed organization must be signed by the 5 officials and submitted (2 copies).

A proposed one year budget, a forwarding letter

**3. Tax Exemption**

1 day

No charge

*Agency:* Homa Bay Huduma Center

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Starts upon obtaining a referral letter from the NGO board on: registration certificate, constitution, pin certificate.

Inspection by the KRA field office

- 5. Register with National Hospital Insurance Fund(NHIF)**                      1 day                      No charge

*Agency:* National Hospital Insurance Fund, Homa Bay

The employee contributes a fixed amount to the National Hospital Fund, which is deducted by the employer from his/her salary (The World Bank, 2017).

As of 2015 the rates ranged from a minimum of \$1.5 for employees earning \$59.99 to \$17.00 for those earning more than \$1000.00 per month.

- 6. Register with National Social Security Fund**                      1 day                      No Charge

*Agency:* National Social security Fund, Homa Bay

The National Social Security Fund provides employees with a lump sum retirement benefit. The employer pays a standard contribution of 1% of salary subject to a maximum of \$4.00. Half of the contribution is deductible from the employees' salary. The exact amount of

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contribution is determined by reference to salary bands (The World Bank, 2017).

As of June 2014, the pension contribution was 12% with the employer contributing 6% subject to an upper limit of \$21.60 and 6% from the employee (The World Bank, 2017).

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(NGOs Co-ordination Board, 2017)

### **E. Internal Analysis.**

**Table 3.2: SWOT analysis of Waridi Training center**

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| <b><u>SWOT Analysis</u></b>  |   |
|--|---|
| <b><u>Strengths</u></b>  | <b><u>Weaknesses</u></b>  |
| <ul style="list-style-type: none"> <li>• Connections with other non-profits.</li> <li>• Friends and family who will be willing to help.</li> <li>• Cheap, readily available recourses. The papyrus reed to be used for weaving grows at the shores of Lake Victoria and along river banks that drain into the lake which is a 10 minute walk from the proposed location.</li> <li>• Staff that are not only passionate about the cause but have</li> </ul> | <ul style="list-style-type: none"> <li>• Sole dependence on external funding.</li> <li>• Some of the targeted girls may be forced to take care of their children up to a certain age for them to be able to attend the program.</li> <li>• Staff turnover du to generally lower pay than their counterparts in the for-profit world.</li> <li>• Few people may be willing to dedicate their time to volunteer at the organization.</li> </ul> |

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sufficient experience in their respective fields.

- Having a member of the Homa Bay County Government as part of the Board of directors will ensure that the organization gets funding allocated to it by the Government.
- Respected and admired staff within their respective communities.
- Linking the theory learned in class with workshops, company visits.
- A two month internship program post training.
- Certification upon graduation. Post training follow up in the form of job placement and access to funds for trainees who wish to start their own enterprises.
- Well known and connected board of governors.
- Additional support to young mothers in the form of onsite daycare for children under the age of 5 years.

- Risk of budget deficit.
- Attitudinal problems from the community.
- Trainees may turn out in large numbers, which the program may not be able to contain.

#### **Opportunities**

- About 13,000 girls drop out of school yearly of which 70% due

#### **Threats**

- Sponsors may bail out at some point during the life of the project.
-

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to early pregnancy in Homa Bay County (Chakamba, 2017).

- There has been so much emphasis on girls from poor backgrounds that those who have dropped out of school due early pregnancy and child marriage have completely been overlooked.
  - Vocational training in Homa Bay County are for profit and require the prospective trainees to have attended and completed primary education.
  - Most child marriage victims come back home to their parents with the hope get help financial help normally to start their own businesses.
  - The rate of unemployment amongst the youth is rather high due to their unskilled nature
  - There is a large number of nonprofit organizations which share the same vision as Waridi training center that it could partner with and share resources, knowledge as well as contacts/networks.
- Economic crisis. First cash outflows that consumers cut back on when money is tight (Greechie, n.d.).
  - Lack of access to target groups and locations.
  - Political unpredictability.
  - Corrupt government officials may not issue funds meant for the organization in time if at all.
  - The Islamist extremist group called Al-Shabaab has targeted learning institutions and murdered students. The worst case was when the group attacked Garissa University killed 147 students leaving scores injured (BBC News, 2015)
-

- 
- Grants from private and public foundations as well as governmental support.
  - Tax exemption
- 



## CHAPTER 4

### SERVICES

Waridi Training center aims to equip the trainees with tools and knowledge that will enhance their labor market participation. The center believes that relevant skill acquisition and networks with local employers is enough to get some of the young school drop outs into the work force. The organization aims to provide the following services;

- Vocational training.
- Basic English, Kiswahili and Financial education.
- Counselling and training on gender rights awareness and reproductive health.
- Mentoring.
- A 2 month apprenticeship programs.
- Job readiness skills which include; effective professional communication and interpersonal skills like active listening, negotiation, getting along with colleagues, assertiveness, managing stress and childcare issues.
- Post training follow-up; *job placements* and *financial support*. A post-training follow-up will ensure that the trainees actually get jobs after the training. Some of the girls will be hired by the garment production unit post training. This will be beneficial especially those with weak social capital or no prior work experience. Those who wish to start their own businesses guided and offered financial access to get their businesses off the ground (this will only be done upon validating that the trainee to be funded is old enough and is full aware of what it takes to run a business).

#### A. Education

**English** and **Kiswahili** are the Kenyan official and the national languages respectively. There are a total of 43 Indigenous languages thus the only way people from the different ethnic groups can communicate is through the aforementioned languages. It is for that reason that the organization will offer English and Kiswahili lessons as it will not only be the medium of instruction at the organization but also in the labor market. Having English and Kiswahili lessons will also enable the trainees to

not only communicate with people from other countries in any official environment. The lessons will be offered in the form of interactive lectures and workshops.

**Financial education** focuses on the concept of money and how to manage it. It emphasizes on knowledge and basic skills that people need to;

- Adopt good money management practices,
- Make sound decision about saving, spending and borrowing money and the usefulness of financial services.
- Set financial goals, budget, track expenses and save for the future.
- Run and manage start-ups, innovative ventures and new jobs (*Supporting entrepreneurship in the vocational training system in Tunisia, 1-138*). They can be able to decide what business would do well, how to price and market their products.

Financial education will make the trainees financially literate giving them the ability to effectively participate in economic transactions. This form of education will go a long way in creating awareness of personal financial issues and choices enabling them to set goals and foster a culture of saving.

It has been shown that many of life skills developed through health education like; decision making, goal setting and negotiation are taught through financial education (*Austrian & Ghati, 2010*). Most of adolescent girls' decisions are influenced by the power and financial dynamics in relationships, this therefore will become a vital part of the program. Some of the units that will be offered under financial education include;

- i. Savings,
- ii. Budgeting
- iii. Entrepreneurial skills

## **B. Gender Rights Awareness and Reproductive Health**

One approach that has been used largely to enhance women's economic opportunities has been attributed to population and reproductive health field (*Katz, 2008*). It is reported that several programs in Africa and South Asia have successfully combined vocational training with reproductive health. One such programme is the Tap and Reposition Youth, which is a Kenyan savings and microcredit project which

targeted at urban out-of-school adolescent girls and young women aged 16 to 22 years old (Katz, 2008).

Due to the fact that young mothers are already isolated from the community and stigmatized. The organization intends to an environment in which the trainees can make friends, build relationships and share their experiences. These social networks are very important since they make the girls stronger and become less likely to become victims of sexual harassment and violence (Austrian & Ghati, 2010). This part of the program will prepare the girls into transitioning from childhood to adulthood.

### **C. Vocational Training**

The vocational training aims to develop skills within and individual which will enhance their employability through a market driven curriculum set to meet the needs of skilled labour requirements. The training will include catering, tailoring, pottery and weaving. The ratio of teacher to students will initially be between 1:25 and 1:30 for both theory and practicals. The training will entail both classroom and on the job experiences, matched with local market needs (Katz, 2008). A graduation certificate will be issued upon completion recognition successful completion of the training program. The trainings to be offered at the organization will be as followed:

- i. Catering
- ii. Pottery
- iii. Weaving
- iv. Tailoring

With the help of the organization, the trainees will undergo a 2 month internship programme after which they will be able to take up employments or start their personal businesses. Some of the girls will be able to secure employment at the center with garment production unit; making uniforms, and some of the personal protective clothing used at the center.

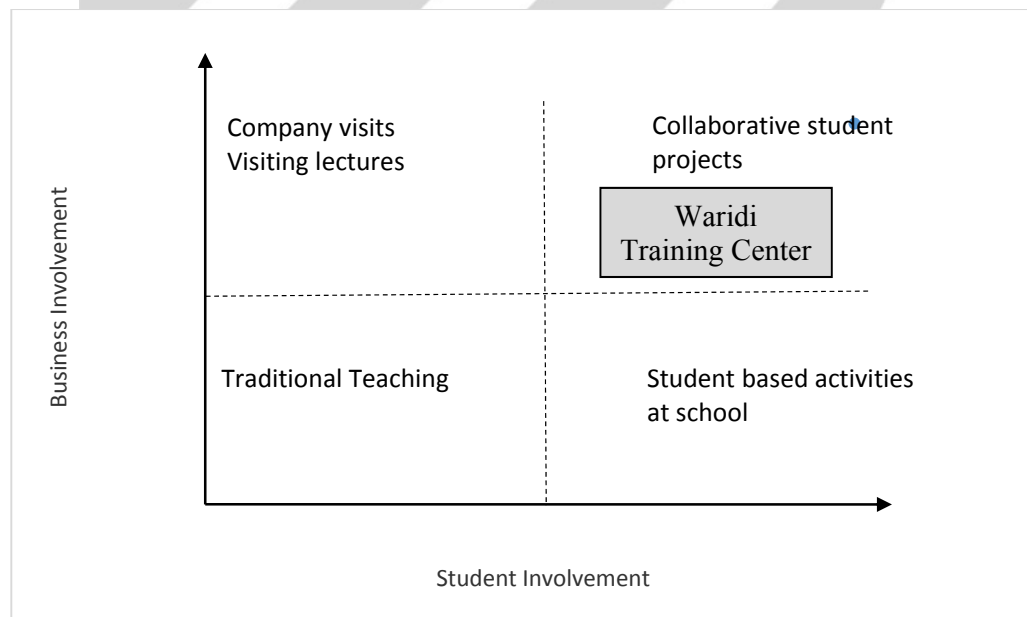
### **D. Mentoring**

The trainees will be appointed mentors who will be responsible for guiding, counselling and monitoring them throughout the program. There will be two kinds of mentors; one that is a little older than the girls, someone they can look up to. The other

mentor should be older who can act like a mother figure for those girls who never had that growing up.

The main difference between Waridi training center and other vocational training centers in Homa Bay County lies within the program itself; *it is non-profit, provides market driven vocational training( that is unsaturated), provide additional support for young mothers in the form of onsite childcare and an after training follow-up.* All of the vocational training centers in Homa Bay County and neighboring counties are for profit that require standard 8 school certificate with a certain level of qualification. Therefore all these centers are looking out for primary students with qualifications that do not suffice them to join higher education institutions. Waridi Training center aims absorb in school drop outs with no prior qualifications.

The diagram in Figure 4.1 below shows teaching strategies that will be practiced at the training center.



**Figure 4:1: Teaching Strategies adapted from  
(Supporting entrepreneurship in the vocational training system in Tunisia, 1-138)**

## **CHAPTER 5**

### **ENVIRONMENT ASSESSMENT**

#### **A. Examining the environment**

Girls more than women and boys lack access to financial capital and have limited opportunities to gain education, knowledge, and skills that can lead to economic liberation. With lack of access to the right information most girls from underprivileged backgrounds make poor choices which lead to unwanted pregnancies and sexually transmitted diseases (The guardian, 2013). Most of these girls end up getting married early and relying entirely on their male counterparts for fear of being seen as failures.

There has been little research done to address the reasons as to why young girls drop out of school in Kenya. However available research shows that most girls in Kenya drop out of school due to; early pregnancies, financial issues, family obligations and lack of interest. School girls who become pregnant have fewer opportunities to complete their education after child birth for socioeconomic development (Osula, 2007).

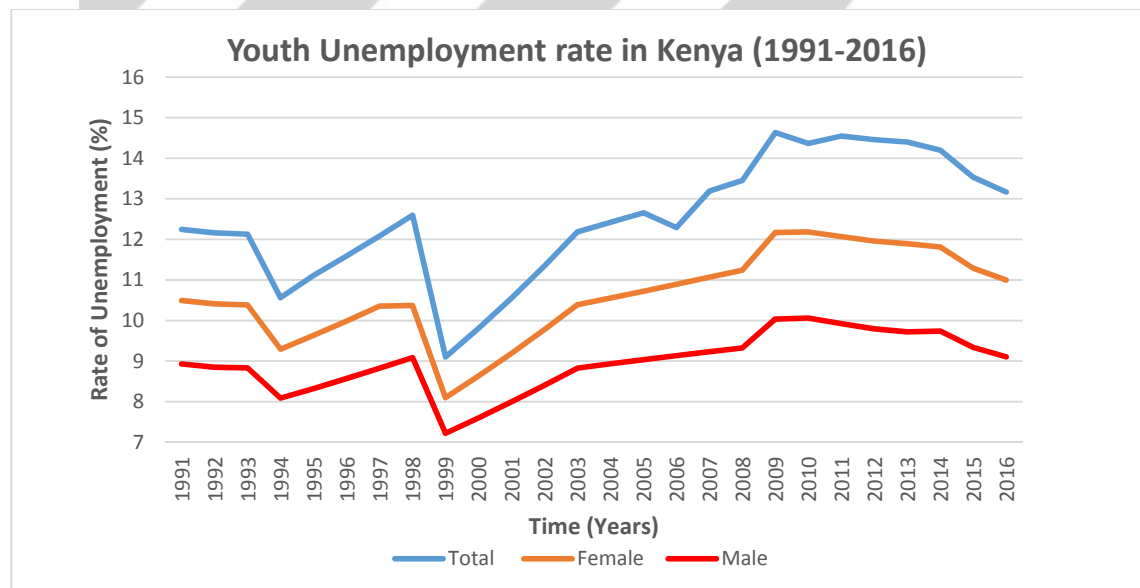
According to Emily Wanga, a senior children's officer in Homa Bay County, early pregnancy and child marriages are as a result of poverty in the county. It is reported that 48% of deliveries at Nyatike District Hospital in Homa Bay County are by girls younger than 18 years old (Omolo, 2013). A government official in the county added that up 13,000 girls drop out of school yearly because of early pregnancies (Omolo, 2013).

Additionally, the 2014 Kenya Demographic and Health Survey reports that 15% of women aged between 15-19 years in Kenya have had at least one birth. The percentage of women who have begun child bearing increases rapidly with age from about 3% among women age 15 to 40% among women age 19 years (Alex, 2016). The study also shows that slightly more than 30% of girls aged 15-19 with no education begun bearing children compared to only 12% among those who have secondary or higher level of education. Furthermore teenage girls from poor backgrounds stand higher chances of getting pregnant, 26%, compared to their counterparts from wealthier families, 10% (Kenya National Bureau Of Statistics, 2015).

Even though the Kenyan constitution encourages girls to go back to school after delivery, many feel stigmatized, some have no help looking after their children and hence opt to get married instead. The policy on re-admission has been implemented however to a very low extent. It is reported that a lot of gaps existed in record keeping as to the number of girls who drop out of school and what becomes of them when they drop out (Osula, 2007).

As a result, there has been an increase in the rate of unemployment amongst young women not only in the county but whole country in general. The world bank reported in 2016 that youth under the age of 25 years form the largest number of the unemployed and those least educated have poor employment prospects and a higher incidence of low-productivity hence low-paying jobs (World Bank, 2016).

The graph in Figure 3 below shows the trend of unemployment amongst the youth; both male and female in Kenya.



**Figure 5:1: Rate of youth unemployment in Kenya from 1999 to 2016 (World Bank, 2017)**

From the graph in Figure 3 above the total unemployment rate has been inconsistent reaching a low of 9.10% in 1999. It thereafter started rising to a high of 14.63% in 2009. At the end of 2016, the rate was reported to be 13.17% which is a

slight drop from that in 2009. This could mean that the measures put up to curb this problem are not effective amongst other factors.

From the graph it is also shown that during the period from 1991 to 2016, the rate of unemployment amongst the females has always been higher than those of their male counterparts. Some of the reasons as to why this could be are as follows;

- Limited access to information and credit markets leading to premature school exit and propagating skill mismatches.
- Social institutions and norms including cultural and religious beliefs and limitations on mobility which hinder the girls from full participation in skill acquisition/education and work.
- Young girls are responsible for disproportionate share of unpaid domestic labor either in their parents' home or their own home which may include childcare (either their own children or their siblings).
- Lack of productive and life skills and social networks to help them gain access to information that could eventually aid with job search. A study done in Thailand and Sri Lanka suggest that young women and young men have different social networks for information regarding job opportunities. It is reported from the study that girls normally consult their parents as sources of information regarding work while young men cite their colleagues (Katz, 2008).
- Early school exit due to unintended pregnancies. Only a fraction of these girls manage to go back to school and continue with their education. Research shows that it is most likely for girls from wealthier backgrounds to go back to school after child birth that it is for those from poor backgrounds (Osula, 2007). This is because the young mother are expected to take care of their children and provide for them, limiting them from going back to school.

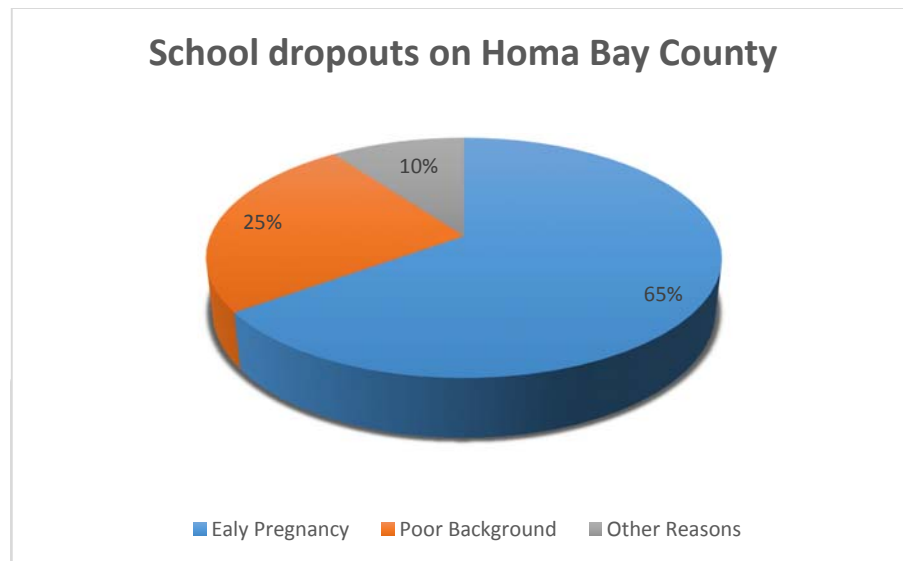
The Kenyan education system has improved over the years, however the system mostly favors the rich over those living in poverty, a county where 47% of the population lives under the poverty line (World Bank, 2015). Income disparity persist in the country with 4 out of 10 people leaving in poverty and the richest 10% of the population receive the nation's 40% of nation's income (World Bank, 2014).

Even though as of 2002 general elections primary education was made free for all, there are still other barriers that prevent students from getting quality education. For one parents are still expected to pay fees that are used for the daily operations of the school since the government cannot cater for costs such as safety and security, maintenance and general administrative expenses. Moreover, they are expected to buy uniform and books for their children. Therefore parents who cannot afford are forced to stay home with their children for lack of basic school requirements (Westfall, 2014).

The Population Council of Kenya did a research in Homa Bay County. They interviewed a group of 700 girls who had dropped out of school. They reported that 70% of out-of-school girls in Homa Bay County cite pregnancy as the main reason they drop out of school (Chakamba, 2017). The same report adds that 33% of girls in this county aged 15-19 years have had at least one child which is above the national average which stands at 18% (Migiro, 2014). Additionally a third of the girls they interviewed were already married out of which 92% got married simply because they have unintentionally got married (Chakamba, 2017). The council also reported that 80% of these pregnancies occur in primary school.

Hence out of 10 girls aged 15 to 19 years, 4 have had children and are unlikely to go back to school. Out of the 7 that have no kids, only 37%, approximately 4 girls, will successfully complete their secondary education. So in essence only 4 girls out of 10 in Homa Bay County will successfully go through with their education till secondary level. This number is alarmingly low especially in an environment where girls are being encouraged to take ownership of their lives and be self-reliant. It can therefore be concluded that measures that have been used this far to keep the girl child in school has not been effective. Yes, the constitution allow girls go back to school after delivery but little is being done to make sure that they actually go back to school. There is no kind of follow-up that is made to determine what becomes of these girls once they drip out.

The Pie chart in Figure 4 below shows the percentage and reasons for school drop outs amongst young girls in Homa Bay County.



**Figure 5:2: School Dropout in Homa Bay County amongst young girls**

From the pie chart, it is shown that 65% of the school dropouts are due to early pregnancies, while 25% are due to not being able to fund their education due to their poor backgrounds while 10% are due to other reasons like cultural or religious barriers. This is a matter of great concern that 7 out of 10 girls who drop out of school are due to early pregnancies. In the first place, these girls are underage and although there exist a law against this, this percentage remains high. Little seems to be done as these girls are seen as disgrace to their families. Other families go as far as disowning these girls while others marry them off. Therefore right from the start, some of these girls do not have the opportunity at empowering themselves and that why unemployment rates amongst young women remains higher than that of their male counterparts.

## B. Industry Analysis

### PESTEL Analysis

Table 5.1: Political Environment in Kenya

| <b>Political</b>  |   |  |
|---|---|--|
| <b><u>Political</u></b>   | <b><u>Impact</u></b>  | <b><u>Mitigation</u></b>   |
| <ul style="list-style-type: none"> <li>• Democratic republic; multi-party system.</li> <li>• Politically unstable since the post-election violence of 2007 general elections.</li> <li>• Terrorist attacks from extremist groups like al-Shabab and Mungiki.</li> <li>• Civil unrests</li> <li>• Corruption amongst government officials; the most corrupt country in East Africa.</li> </ul> | <ul style="list-style-type: none"> <li>• Closure of the center during unrests.</li> <li>• There might be injuries or even death during terrorist attacks.</li> <li>• Funding dissipated to such centers might not get to the designated receivers (non-profit organizations) due to the corrupt leaders.</li> </ul> | <ul style="list-style-type: none"> <li>• The center will have strong relations with the community such that should there be rumors on any terrorist attacks, the center is informed in due time.</li> <li>• The trainees will be trained of evacuation procedures as part of their induction in case of such attacks.</li> </ul> |

**Table 5.2: Economic environment in Kenya.**

| <b>Economic</b>   |   |  |
|---|---|--|
| <b><u>Economic</u></b>  | <b><u>Impact</u></b>  | <b><u>Mitigation</u></b>   |
| <ul style="list-style-type: none"> <li>• GDP per capita 175, 681.00(2016).</li> <li>• GDP growth rate 5.8 %( 2015) to 6.1% (2016).</li> <li>• Net lending -6.8 %.( 2016).</li> <li>• Inconsistent GDP growth.</li> <li>• Inflation rate of 6.6 (2015) and 6.3 (2016)</li> <li>• A tax rate of</li> <li>• Interest rate of</li> <li>• Market based economic system.</li> <li>• National debt about to hit 3.8 trillion according to the World Bank (Ngugi, 2017).</li> <li>• Tax system based on pay as you earn.</li> <li>• High value added tax high: 16% with exception on unprocessed agricultural goods and processed foodstuff.</li> <li>• Economy highly dependent on agriculture and industrial sector.</li> <li>• Regional hub for East African trade.</li> </ul> | <ul style="list-style-type: none"> <li>• The first place people cut funding to during any economic crisis is to the non-profits. This could adversely affect the center since it will heavily depend on external sources.</li> <li>• High rate of inflation may increase prices of commodities, which will affect the program negatively due to limited sources.</li> <li>• A high tax rate may discourage the already low-paid staff.</li> </ul> | <ul style="list-style-type: none"> <li>• The center will come up with strategies to generate income, the will be a garment production unit that will be responsible for main all the uniforms and personal protective clothing used at the center as well as servicing the community at a fee.</li> <li>• Once the center has acquired enough funds, the catering department will run a bakery together with the cafeteria.</li> <li>• All the income generated will be sued for the daily operations of the center.</li> <li>• The program will also encourage in-kind contributions in the form of physical assets and services as way to cut cost.</li> </ul> |

(Kenya National Bureau of Statistics, 2017)

**Table 5.3: Social Environment in Kenya**

| <b>Social</b>   |  |   |
|---|--|---|
| <b><u>Social</u></b>  | <b><u>Impact</u></b>   | <b><u>Mitigation</u></b>  |
| <ul style="list-style-type: none"> <li>• Population of 48.7 million(June 2017)</li> <li>• Literacy rate of (78%): male (81.1%), female (74.9%)</li> <li>• School life expectancy: 11 years(2016)</li> <li>• Education expenditure: 5.3% of the GDP.</li> <li>• Primary school enrolment 10,090,000 (2015) to 10, 269,400 (2016).</li> <li>• Secondary school enrolment 2,556,000 (2015) to 2,720,600 (2016).</li> <li>• Post-secondary education enrolment 253,300 (2015) to 202,600 (2016).</li> <li>• 43.3% of the population living under the poverty line (2016).</li> <li>• Highly divided along ethnic lines- a total of 42 ethnic groups.</li> <li>• Languages: <ul style="list-style-type: none"> <li>-Kiswahili(National)</li> <li>-English(Official)</li> <li>-43 Indigenous languages</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Low literacy rates means low skilled workforce hence the center might need to expand its segmentation to offer services to other school drop outs.</li> <li>• A low school life expectancy means that there are quite a number of young people in need of such training. The center may get a larger number than anticipated. This could imply that they some of them will need extra classes.</li> <li>• The number of students enrolled in secondary education is 75% less than those enrolled for primary education. It is highly likely that a greater portion of these number drop out of school. Therefore there could be more youth seeking the services of the organization.</li> </ul> | <ul style="list-style-type: none"> <li>• There will be a contingency in place in case of larger numbers than anticipated.</li> <li>• In case of unexpected larger numbers of trainees, the center will liaison with other organizations to take in the excess trainees. Admission will be done on a first come first serve basis.</li> <li>• Prospective trainees will not be sent away rather kept on waiting list or enrolled at other organizations Waridi partners with like Maklweta.</li> <li>• There code of conduct that will be created following the WANGO Compliance manual will protect every individual in the organization from any form of prejudice.</li> </ul> |

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- Kenya being divided along ethnic groups may lead to marginalization of girls from certain ethnic groups.
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**Table 5.4: Technological Environment in Kenya**

| <b>Technological</b>   |  |  |
|--|--|--|
| <b><u>Technological</u></b>  | <b><u>Impact</u></b>   | <b><u>Mitigation</u></b>   |
| <ul style="list-style-type: none"> <li>• Both soft and hard infrastructure remains a challenge in Kenya.</li> <li>• Mobile usage</li> <li>• Increased usage of computer in learning institutions.</li> </ul> | <ul style="list-style-type: none"> <li>• This may increase logistical costs.</li> <li>• The organization intends to use texting as a way of expanding membership, there increased mobile usage will ensure this method's effectiveness.</li> </ul> | <ul style="list-style-type: none"> <li>• The organization will try to be as lean as possible in its operations.</li> </ul> |

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**Table 5.5: Environmental environment in Kenya**

| <b>Environment</b>   |  |  |
|--|--|--|
| <b><u>Environment</u></b>  | <b><u>Impact</u></b>   | <b><u>Mitigation</u></b>   |
| <ul style="list-style-type: none"> <li>• Environmental practices are weak.</li> <li>• Has experience both droughts and floods</li> </ul> | <ul style="list-style-type: none"> <li>• During such calamities, the cost of living goes up and hence the organization may experience financial shortages</li> </ul> | <ul style="list-style-type: none"> <li>• The organization will be as lean in its spending as possible doing such occurrences by cutting down on some areas.</li> </ul> |

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**Table 5.6: Legal environment in Kenya**

| <b>Legal</b>  |  |   |
|---|--|---|
| <b><u>Legal</u></b>   | <b><u>Impact</u></b>   | <b><u>Mitigation</u></b>  |
| <ul style="list-style-type: none"> <li>• Common law, sharia law and tribal law.</li> <li>• 47 Counties, each with its county assembly.</li> </ul> | <ul style="list-style-type: none"> <li>• Change in reforms/laws regarding such organizations could affect the organization.</li> </ul> | <ul style="list-style-type: none"> <li>• Having a member of Homa Bay County Assembly as one of the board of governors will keep the organization informed of any changes or reforms.</li> </ul> |

### **C. Collaborators**

Since the organization's sole purpose is to have an impact in the society. It will not view other organizations taking the same initiatives as competitors but collaborators who it can benefit from through in-kind contributions. The following are some of the identified collaborators.

**K-rep Development Agency (KDA):** the oldest and the largest microfinance institution in Kenya. The Agency decided in 1998 to collaborate with the population Council to expand its services to adolescent girls and young women (Erulkar, et al., 2006). Its mission is to empower low income individuals serving as a catalyst for them to increase their participation in the development process enhancing their quality of life (K-Rep, 2017). They mainly target groups that have been ignored by formal financial institutions. By partnering with Waridi K-rep will be able to access a group of girls some of who will need funding to be able to start their own enterprises.

**Baobab Trust in Kenya:** Targets low income rural young women, provides free business skill training and small grants for business start-ups for some of those who are trained in secondary schools and vocational training centers (Katz, 2008). From Waridi Baobab can be able to reach a large group of girls at the same time. Waridi will in turn rely on this organization to provide training as well as access to small grants for the trainees looking to start their own enterprises.

**Maklweta:** A charitable educational trust registered in Kenya and Germany. The trust aims to enable vulnerable girls in rural communities to stay in school

(Maklweta, 2017). The Waridi can get technical assistance as well as general operational assistance since the organization has been operating in the county.

**AHI (An Honest Intention):** Aims to build capability of learning institutions in slums and other marginalized areas by establishing viable commercial enterprises within the identified institutions. AHI will help the Waridi set up the cafeteria within the organization.

**Maisha Development trust:** Identifies young girls from different disadvantaged settlements within Homa Bay County to be enrolled at different learning institutions in the county for Artisan courses to enhance their employability (Maisha Development Trust, 2013). This organization will help Waridi in the recruitment process as they have been operating in the counter for more than 3 years. They will be contacted for a possible in-training.

**Equity Group Foundation:** The investment is about social transformation and creation of economic opportunities for people living in poverty (Equity Bank, 2017). Their mission is to transform lives and livelihoods through the development and implementation of innovative programmes. Through this foundation, Waridi will further ensure that the trainees get access to microcredit to finance their enterprises.

**Technoserve Kenya's Young Women in Enterprise:** The program helps more than 3000 adolescent girls and young women aged between 15 and 22 years from low income areas of urban Kenya enabling them to avoid problems like HIV/AIDS while creating employment, women owned-businesses that support Kenyan communities.

Component of the program include; training using tools to plan, implement and manage small enterprise; links to financing with emphasis on the importance of savings, mentorship guided by leading women enterprises; mini business plan competitions which identifies the most promising plans and enable them advance in their enterprises.

**Primary school in the 3 sub-counties:** Got Kokech Primary, Kochia Primary School, Ngegu Primary school. The organization does not aim to forever be taking in school dropouts but to collaborate with schools to make the girl stay in school and attain education. Therefore the organization will be profiling and success cases to positively influence other school girls.

**USAID; Kenya Youth Employment and Skills program:** A vocational training program that aims to give youth skills and support they need to compete and succeed in the workplace (USAID, 2016). Its overarching goal is to foster a partnership between young people and the private sector to design and develop vocational training for increased economic competitiveness and better jobs. This program is a direct replica of what Waridi aims to do and therefore the organization could gain a lot from it. They will be contacted for operational assistance including training, curriculum development and general administrative activities.

Between 2011 and 2015, the program has supported 151 basic education programs in 45 countries directly benefiting 41.6 million children and youth. Out of the 41.6 million, females make up 50% of the beneficiaries.

## CHAPTER 6

### STRATEGIC IMPLEMENTATION

#### **A. Resource Needs**

The following are the human, financial and human physical resources that will be required for effective running of the center.

#### **Human Resources**

##### **Board of Directors**

Waridi's initial board of directors will be formed to provide a 5 member seat. Two of the members will be designated as permanent members and will be occupied by the founders Ms. Obonyo and Ms. Oguna. The two will continuously serve until they voluntarily resign or removed for reason as defined by the organization's by-laws. The rest of the board members will serve no more 3 consecutive 2 year terms. All board members will participate in the quarterly board meetings and donate to the center financially annually.

The head of human resources will be responsible for ensuring that the board and the staff at large is comprised of members with the right mix of qualifications, knowledge, skills and abilities. Due to limited funds in the organization, each staff will wear more than one hat as will be described shortly.

The following are the initial board members:

**Nancy Obonyo (founder):** BEng Chemical Engineering (South Africa), MBA (Thailand)

**Cynthia Oguna (co-founder):** BBIT (Kenya), Masters in IT (United Kingdom), Member of Board of Directors Oguta Mbare Secondary School.

**Yolanda Katsha:** BEng Chemical Engineering (South Africa), Masters in Chemical engineering (South Africa)

**Mbali Mthethwa:** BSc in Geology (South Africa), Masters in Geology (South Africa), Mentor at Hope Girls Center in South Africa.

**Edith Obonyo:** Former Teacher (10 years teaching experience), Member of County Government Assembly, Homa Bay County. Member of Board of Director at Dr. Mbai Secondary School and HON. Kaluma Primary school.

### **Responsibilities**

- Hire, support and terminate the Program Coordinator.
- Review and approve the annual budget.
- Review and approve major organizational decisions, commitments and plans including expenditure, loans and leases.
- Evaluate progress towards program and financial goals.
- Ensure the continuity of the organization through development and recruitment of executive staff.
- Conduct affairs of the board including board development, transition and effectiveness
- In conjunction with the executive staff, provide leadership on organizational transition, structure and planning (Hurwit and Associates, 2015).

**Program Coordinator:** Nancy Obonyo (Bachelor of Chemical Engineering, University of Stellenbosch-South Africa, MBA, Stamford International University-Thailand)

### **Responsibilities**

- Provides advice on practicality of the board's vision based on their knowledge of the organizations budget, resources and staff expertise.
- Liaison between the board of directors and other managers/department heads.
- Be involved in the creation of the annual budget and reviews each of the organization's financial report to be presented to the board.
- Has direct responsibility for all human resource duties.

- Ensure the image the board wants is communicated to the public via the marketing and PR department.
- Oversee the day to day operations of the organization once the board approves the annual plans, budget and other macro strategies (Ashe-Edmunds, 2017).

**Assistant Program Coordinator:** Tasha Achieng (Accounting and Finance BSc, Leeds University, United Kingdom). 2 years' work experience.

#### **Responsibilities**

- Oversee finance, budgeting, cash flow and accounting.
- Over sees operations and administrative functions.

**Head of Community Affairs:** Linet Auma Fidah (Bachelor in Public Relations, Kampala International University, Uganda)

#### **Responsibilities**

- Expanding the organizations networks/contacts.
- Increase funding. Make the organization stand out and assure donors that their gifts are indeed for a good cause.
- Create a community around the cause for example on social media (Facebook, twitter, Instagram and YouTube).
- Promote partnerships with existing non-profit organizations, foundations and other organizations.
- Raising awareness of the organization's cause/mission.
- Promoting the program, services and events.

**Head of Human Resources:** Valarie Awuor (Bachelor in Human Recourses, United States International University, Kenya)

#### **Responsibilities**

- Keeping the mission alive within the employees.

- Staffing of the center. Assess the staff qualifications against the needs of the organization as well as providing training whenever needed.
- Managing the volunteering program: training and managing volunteers.
- Deciding on compensation issues (Nonprofit Organizations, and Human Resources Management, 2017).

All department heads report to the program coordinator. Figure 3.1 below shows the line of management at Waridi Training Center

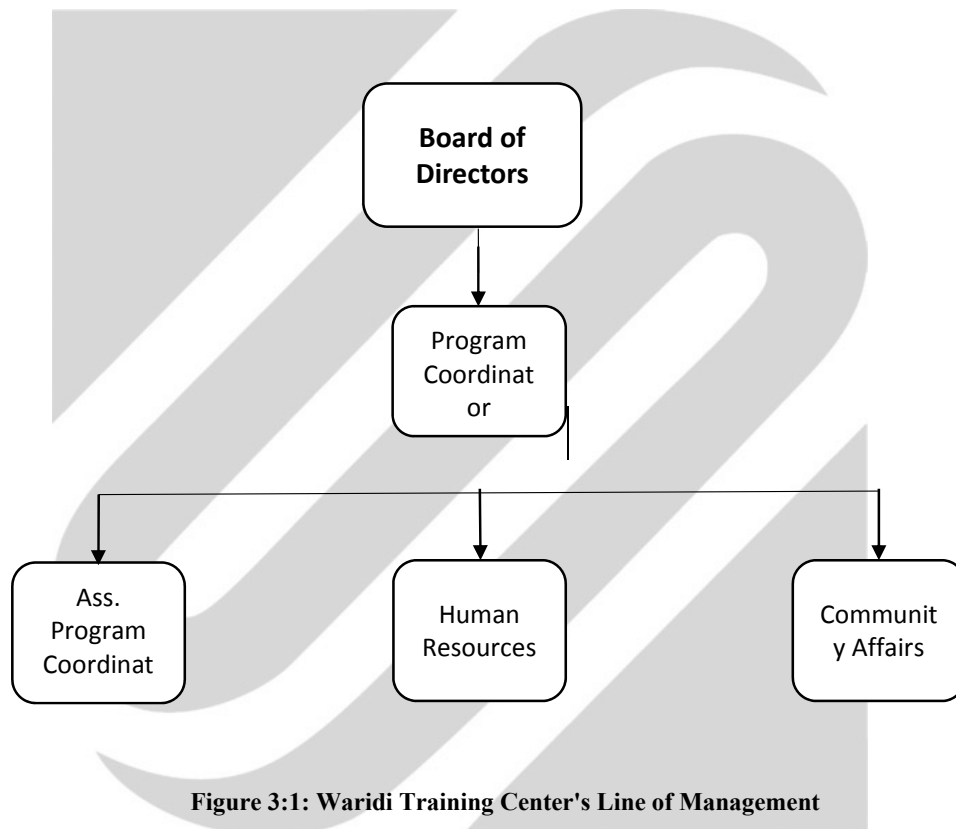


Figure 3.1: Waridi Training Center's Line of Management

## Stakeholders

Table 3.1: Stakeholders and their roles

| Stakeholders              | Role   |
|---------------------------|--|
| <b>Board of Directors</b> | <ul style="list-style-type: none"> <li>• Appoint, support and terminate the program coordinator.</li> <li>• Review and approve major organizational decisions/plans/events.</li> </ul> |

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|  |  |
|--|--|
| <b>Trainees</b>                                  | <ul style="list-style-type: none"> <li>• Attend the training</li> <li>• Give feedback to the staff and instructors.</li> </ul>   |
| <b>Vocational training staff and instructors</b> | <ul style="list-style-type: none"> <li>• Design and offer training that corresponds to the labor market needs.</li> <li>• Conduct career guidance and encourage job searching skills amongst the beneficiaries.</li> <li>• Generate the training curriculum</li> <li>• Recommend the trainees to employers post training.</li> </ul> |
| <b>Local and international NGOs</b>              | <ul style="list-style-type: none"> <li>• Provide networks and valuable contacts</li> <li>• Provide funding , resources and knowledge</li> <li>• Provide instructor training</li> <li>• Sponsor the girls post training</li> <li>• Provide technical assistance</li> </ul>  |
| <b>Private and religious organizations</b>       | <ul style="list-style-type: none"> <li>• Provide funding</li> <li>• Encourage volunteering</li> </ul>  |
| <b>Local county government</b>                   | <ul style="list-style-type: none"> <li>• Provide funding</li> <li>• Registration of the center</li> <li>• Provide insight on national and county priorities; employment opportunities for the girls on completion on the program.</li> </ul>   |
| <b>Donors and Technical instructors</b>          | <ul style="list-style-type: none"> <li>• Provide funding</li> <li>• Provide technical assistance</li> </ul>  |
| <b>Participant’s parents/guardians</b>           | <ul style="list-style-type: none"> <li>• Give the girls permission to attend the program</li> </ul>  |
| <b>The community</b>                             | <ul style="list-style-type: none"> <li>• Provide facilities like town hall for orientation and other activities</li> <li>• Support the program through fund raisings and special events</li> <li>• Give permission for the construction of the center</li> </ul>   |
| <b>Village leaders/chiefs</b>                    | <ul style="list-style-type: none"> <li>• Engage in the coordination of the program</li> <li>• Aid in the marketing and the selection of participants.</li> <li>• Ensuring safety of the girls</li> </ul>   |

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(Bidwell, et al.)

**The legal form** of the organization will be a Limited Liability Corporation.

## **Code of Conduct**

The following is a brief description of the content of Waridi's code of conduct. The organization will adhere to the guidelines of the World Association of Non-Governmental Organizations (WANGO) Compliance manual. WANGO is an international organization uniting NGOs all over the world with the aim of enhancing peace and global well-being.

**Professional behavior:** All staff, board of governors, volunteers and beneficiaries are to conduct themselves with honesty and integrity with all dealings as representatives of the organization. The organization will provide an environment of fairness, respect and integrity.

**Compliance with the law:** All staff, board of governors, volunteers and the trainees are to obey the law, regulations and applicable conventions that govern and regulate the organization (Michigan Nonprofit Association, 2007). The organization will have its own policies that everyone at the organization has to comply with.

**Diversity:** The organization will have a policy for promoting inclusiveness and its staff, board and volunteers diversity in order enrich its programs effectiveness. Inclusivity will be exercised during hiring, retention and even promotion.

### **Recruitment:**

**Training and Development (induction and orientation):** The program will conduct orientation before its commencement for staff, volunteers and beneficiaries.

**Confidentiality:** Respecting the privacy of Waridi's donors, employees, volunteers and beneficiaries will be one of the organization's values. Personal and financial information of the aforementioned stakeholders will be confidential and not to be disclosed or discussed by anyone without the permission or authorization of the program coordinator (National Council of Nonprofits, 2017). Unauthorized disclosure of confidential information will be regarded as a violation of company policy and persons involved will be subject to punishment or dismissal.

## **1 Nurse**

### *Qualifications*

- Must be a degree holder from a recognised institution

- Must be a registered nurse with the Nursing Council of Kenya
- 5 and above years of experience.
- Must be female
- Must be able to communicate in English and Kiswahili
- Must be compassionate and willing to work with teenage girls

*Responsibilities*

- Treat the staff and trainees when needed.
- Individual trainee health counselling.
- Advising trainees on making healthy life style choices.
- Conduct group health related discussions/counselling.

#### **4 Technical instructors**

##### ***Technical instructor 1: Catering instructor***

*Qualifications*

- Certificate and diploma in Catering from a recognised college.
- Be able to dedicate 3 hours a week to the organization.
- 2 years' work experience
- Computer literate
- Must be able to communicate in English and Kiswahili
- Be enthusiastic, dynamic, patient and desire to work with teenage girls
- Must be female

*Responsibility*

- Develop an appropriate training plan
- Participate in curriculum development
- Do a monthly evaluation on the progress of the trainees
- Keep the procurement department updated on the items used and those needed.

##### ***Technical instructor 2: Weaving Instructor***

*Qualifications*

- Must have majored in arts and craft
- At least 1 year experience
- Must be able to dedicate at least 2 hours to the organization
- Must be able to communicate in English and Kiswahili.
- Be enthusiastic, dynamic, patient and desire to work with teenage girls
- Must be Female

*Responsibility*

- Develop an appropriate training plan
- Participate in curriculum development
- Do a monthly evaluation on the progress of the trainees
- Keep the procurement department updated on the items used and those needed.

##### ***Technical Instructor 3: Tailoring Instructor***

*Qualifications*

- Certificate or Diploma in tailoring from a recognised college.
- 3 years and above experience

- Participate in the curriculum development.
- Be able to dedicate at least 2 hours a week to the organization.
- Must be able to communicate in English and Kiswahili and English
- Be enthusiastic, dynamic, patient and desire to work with teenage girls
- Must be female

*Responsibility*

- Develop an appropriate training plan
- Participate in curriculum development
- Do a monthly evaluation on the progress of the trainees
- Keep the procurement department updated on the items used and those needed.

**Technical instructor 4: Pottery instructor**

*Qualifications*

- Must have majored in arts and craft from a recognised institution
- 2 years and above experience in the same field.
- Must be able to communicate in English and Kiswahili. No certificate or diploma needed.
- Be enthusiastic, dynamic, patient and desire to work with teenage girls
- Must be female

*Responsibility*

- Develop an appropriate training plan
- Participate in curriculum development
- Do a monthly evaluation on the progress of the trainees
- Keep the procurement department updated on the items used and those needed.

**3 Teachers**

**Teacher 1: English Teacher**

*Qualifications*

- Teaching certificate from a recognised college/university
- 2 years teaching experience in the 8-4-4 curriculum.
- Computer literate
- Be enthusiastic, dynamic, patient and desire to work with teenage girls.
- Any nationality

*Responsibilities*

- Develop a teaching plan
- Come up with effective instructional strategies i.e. group discussion, role plays.
- Establish and maintain standard of trainee behaviour to achieve an effective learning environment.
- Evaluating trainee growth and how effective the proposed study plan is.
- Participate in curriculum development

**Teacher 2: Kiswahili Teacher**

*Qualifications*

- Teaching certificate from a recognised college/university
- 2 years teaching experience in the 8-4-4 curriculum.
- Computer literate

- Come up with effective instructional strategies i.e. group discussion, role plays.
- Be enthusiastic, dynamic, patient and desire to work with teenage girls
- Must be Kenyan or Tanzanian.

*Responsibilities*

- Develop a teaching plan
- Come up with effective instructional strategies i.e. group discussion, role plays.
- Establish and maintain standard of trainee behaviour to achieve an effective leaning environment.
- Evaluating trainee growth and how effective the proposed study plan is.
- Participate in curriculum development

**Teacher 3: Financial education teacher**

*Qualifications*

- Teaching certificate from a recognised college/university
- 2 years teaching experience in the 8-4-4 curriculum.
- Must have studied Economics/Commerce/Accounting
- Computer literate
- Be enthusiastic, dynamic, patient and desire to work with teenage girls.
- Any nationality

*Responsibilities*

- Develop a teaching plan
- Come up with effective instructional strategies i.e. group discussion, role plays.
- Establish and maintain standard of trainee behaviour to achieve an effective leaning environment.
- Evaluating trainee growth and how effective the proposed study plan is.
- Participate in curriculum development

**2 Mentors**

**Mentor 1: Female age 40 years and above**

*Qualifications*

- Should be able to communicate in English and Kiswahili
- Must at least have a 2 year degree from a recognised university/college
- Should be well respected and from the same community as the trainees
- Have a sincere desire to be involved in a young girl's life
- Be enthusiastic, dynamic, patient and desire to work with teenage girls
- Flexible

*Responsibility*

- Commit to mentoring the trainees for 2 hours per week
- Act as a role model to inspire and encourage the trainees to take the program seriously.
- Train the girls on gender rights and reproductive health.
- Advocate for the girls and girls gender equality during work placements.
- Accommodate to the girls learning styles, personal needs and safety.
- Work with the girls on strategies to address their problems
- Act as counsellors for vulnerable cases

- Represents the girls' perspectives and needs at the organisation's meetings (*Gender Equity Support Program, 2004*).
- Attend group mentoring sessions.
- Complete monthly mentor evaluations.

**Mentor 2: Female age between 18 to 30 years**

*Qualifications*

- Should be able to communicate in English and Kiswahili
- Must at least have a 2 year certificate/diploma from a recognized college/university
- Should be well respected and from the same community as the girls.
- Have a sincere desire to be involved in a young girl's life
- Ability to spot solutions and opportunities.
- Flexible

*Responsibility:*

- Commit to mentoring the trainees for 2 hours per week.
- Act as role models to inspire the trainees to seize the opportunity as perfume to their best potential.
- Work with the girls on strategies to address their problems
- Advocate for the girls and girls gender equality during job placements.
- Represents the girls' perspectives and needs at the organizations meetings.
- Attend group mentoring sessions.
- Complete monthly mentor evaluations.

**7 Subordinate staff**

2 cleaners

2 Security Guards (night and day)

1 Gardener/Company compound Maintenance

1 Tailor

1 Cook

*Qualifications*

- Must be able to able to communicate in English and Kiswahili
- Must be residents of Homa Bay County
- Male/Female
- Do not require prior experience

The staff and volunteers will submit their applications on the organization's website or the official company email. This will be followed by an in person interview after which the shortlisted candidates will undergo a background check before being hired by the organization.

### **Volunteer Benefits**

A simple thank you or good job can go a long way in motivating employees or volunteers making them confident and proud of their jobs. It will give them reasons to stay and even recommend other volunteers to the program (*Nagy, 2016*).

Some of the incentives that we be given to the employees and volunteers include:

- Vacations
- Health insurance
- Perks (breakfasts, 10 o'clock tea, lunch, 4 o'clock tea)
- Millage allowance
- Sick leave buybacks
- Overtime compensation for the paid employees

#### *Less materialistic incentives*

- **Honors:** naming employees/volunteers of the month/year on the organizations website and social media pages.
- **Awards and Prizes:** Certificates, badges etc.
- **Public Recognition:** In the form of a feature article about the employee/volunteer and their work in the organization newsletter or local media.
- **Retreats:** This not only brings the team together but works as tools for the whole organization to reflect on their work they are doing, the progress they have made and come up with ways forward.
- **Increased autonomy:** Allowing the employees and volunteers to take ownership of their responsibilities without unnecessary scrutiny will further encourage the employees and volunteers to put extra effort in their job as it shows that the organization actually value the work they are doing.
- **Social events:** Having planned or casual events to celebrate major milestones of the program will go a long way in further bringing the team together. In this way they become more comfortable with each other hence increasing their productivity (*Nagy, 2016*).

### a) Financial Resources

Financial resources needed include:

- **Research and Planning:** Costs associated with gathering information, preparing and registering the organization, program and facility planning and other aspects like consultants, contractors, market research and administrative costs.
- **Instructional Services:** Direct cost related to classroom and vocational instruction; equipment, furniture and supplies.
- **Special education Services:** Direct costs related to special facilities and equipment needed for the expectant girls post a certain number of months. Those with physical disabilities and the once with very little to no prior education. This includes the onsite daycare for trainees with kids under the age of 5.
- **Library Services:** Direct cost related to purchasing and replacing books, computers and other library research resources.
- **Trainee Support Programs and Services:** The cost of direct materials related to counselling and guidance, mentorship, post program, follow-up.
- **General and administrative Support:** the cost of direct labor and materials related to the staff and financial management, governance and program administration.
- **Facilities:** the cost of purchasing, renovating, repairing and maintaining the centers buildings and the ground including utilities and direct labor for custodial services.
- **Food Services:** The cost of providing lunch to the trainees (*Hayes & Keller, 2009*).

### b) In- Kind Contributions

Public and private funding can be contributed in the form of cash or in-kind contributions in the form of goods/facilities and services. The center will initially rely on in-kind contributions for its operations. The services and good with this regard include;

- **Facilities:** during orientation of the prospective trainees, the organization will seek the community leaders' approval to use the community hall.
- **Goods and supplies:** The organization will rely on some of the farmers within the 3 sub counties to provide some of the food stuff that will be consumed at the center by both instructors, teachers, volunteers, trainees and the subordinate staff.
- **Services:** in the form of volunteers and like technical training. The center will need volunteers in the form of technical instructors, teachers and subordinate staff. The local radio stations or televisions could air advertisements of major events of the organizations without charging the organization (*Hayes & Keller, 2009*).

**a) Physical Resources**

**Table 6:0:1** below shows the physical needs required for the training center

**Table 6.2: Physical resources**

| <b>Equipment and Facilities</b> | <b>Supplies</b>                            |
|---------------------------------|--|
| <b>Building</b>                 | Catering Supplies                          |
| 2 classrooms                    | Classroom supplies                         |
| 4 workshops                     | Pottery supplies                           |
| 1 Administration building       | Weaving supplies                           |
| 1 A library                     | Office supplies                            |
| 1 Counselling building          | Uniforms                                   |
| 1 Cafeteria                     | Personal protective clothing (aprons etc.) |
| 1 clinic                        | Textbooks and other reading materials      |
| <b>Catering Equipment</b>       | Computers                                  |
| Oven                            | Phones                                     |
| Cooker                          | Custodial supplies and equipment           |
| Fridge                          | Cafeteria supplies                         |
| Chef Knives                     | School bus                                 |
| Pans & Pots                     | <b>Other Facilities</b>                    |
| Cups and saucers                | Playground                                 |
| Dishes                          | Garden                                     |
| Glassware                       | Landfill                                   |
| Cutlery                         |  |
| Bowls/Specialty bowls           |  |

Microwave  
Sinks  
Cleaning Equipment  
Trash can  
Accessories (dish towels etc.)

***Sewing Equipment***

Sewing machine  
Chairs

***Classroom Requirements***

Tables  
Chairs  
Dustbins

***Pottery Equipment***

Pottery machine

***Others***

Cafeteria equipment

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**B. Marketing Strategy**

Non-profit marketing is not a capital gain, donor development but a tool to create awareness, generate a positive image but communicates effectively with the targeted audience. It provides structure and discipline for demonstrating the programs cause to the community (Hartnett & Matan, 2011). Here are the marketing strategies that will be taken up by the organization.

**Website:** The organization will create a website that is eye catching, dynamically built and developed around its cause. The website will be branded with the organizations cause, mission activities, major events and lead visitors to the proper call of cation (Damoulakis, 2011). Having the website up to date with activities, photos and videos of activities will give visitors a positive impression. It also provides unlimited possibilities for interacting with the organization's current and future donors, volunteers across all generations (Hartnett & Matan, 2011).

**Social media; Facebook/twitter/Instagram/YouTube/twitter**

All the contributions that the organization will be adding to the local community will be displayed on social media to reinforce the good the organization is doing and further

attract people to join the cause. Current and potential donor like to read about the results and the impact the organization is making to the local community. It will be used for creating opportunities with direct connections to flourish, as a vessel to build an online community which is passionate about the cause.

**Email marketing:** studies have shown that this is the most effective form of digital marketing. It is estimated that email marketing results to an average of \$40 for every \$1 spent making it immensely powerful especially to non-profits on a tight budget (Cunha, 2017). It helps the organization focus on targeted audience/donors. Unlike websites, this strategy gives the organization the opportunity to take a proactive stance rather than waiting for visitors to visit the site (Hartnett & Matan, 2011).

**Blogs:** Taking advantage of brand enthusiasts as most volunteers to such organizations are very passionate about the cause. They will create blogs, personal websites and even create videos of activities in the organization that will further publicize the center and attract membership (Damoulakis, 2011).

**Text messages:** Sending text messages to the targeted external financiers. This is effective as it has a personal touch apart from the fact that 83% of the messages are opened in the first hour they are received as reported by Sobel Certified Public Accountants and Consultants. The only challenge with this strategy is the fact that most high profile people have their phone numbers highly guarded.

**Media:** Local radio stations and television will be approached to air advertisements or to announce recruitment. The organization will work closely with these media in order to ensure that the message being sent out is as intended and at the right tone. The organizations spokes-person will be interviewed describing the cause of the program. This strategy will be effective as it will able to reach a large number of targeted girls at once however it could be costly. The best part of media coverage is the fact that the program is being endorsed by a third party, gives it more credibility. The identified local radio stations include; radio Ramogi, radio Sunset and radio Lolwe.

**Fliers:** Developing a one page flier with information of the program, the characteristics of the girls the program will be recruiting and the procedure to follow for those interested. The fliers will be posted at strategic places like schools, community hall, churches, and markets and distributed to people who will likely spread the word.

**Through word of mouth:** This strategy relies on girls that are already in the program, bringing in additional girls that they know, are friends with or relatives, current staff who tell people they know who in turn will tell people they know and so on.

Some of the advantages of using this strategy are as follows;

- Cheap due to the use of local resources and connections
- Ensure a linked group of girls, this will facilitate cohesion. Girls tend to be more at ease with those that they know and can trust.
- Not time consuming

This is however not as easy as it may seem since, the organization has to rely on external recruiters. Only a few people may actually go out and talk to others and try get them to join the organization. Girls who are socially isolated may not be reached.

**Through Parents:** Going through the parent, conducting a meeting involving the parents. At the meeting, the program is explained to the parents on how the girls could benefit from it and encourage them to bring their daughters. One benefit of this strategy is that the parents/guardians buy into the program from the beginning guaranteeing their support. However this could hinder the girls whose parents don't approve from attending the program.

**Through Community leaders:** Community leaders include; chiefs, village elders, members of county assembly, religious leaders, school head masters. The organization can have a group meeting or one-on-one appointments with them. Through these meetings, the organization will explain to the leaders the type of girls the program is seeking and ask for their assistance in reaching the targeted girls. This strategy is cost effective and less time consuming. It involves the leaders straight from the beginning. The organization will however draw clear boundaries of involvement such that there are not cases of these leaders trying to overstep their boundaries.

**Door to door:** This strategy involves the programs volunteers/staff going door to door in the targeted location talking to adults and the adolescent girls in those households. The parents and the girls will be made aware of the program, its benefits and reasons as to why the girls should join the program. It may be time consuming but quite effective as it will ensure that the isolated girls are reached and have a chance to convince the parents to allow the girls join the program.

**Special events:** To be able to build strong relationships between the organization and its stakeholders, the organization will organize low cost events like dinner parties. These events will further serve as a source of raising funds through selling tickets, auctioning some of the products made by the girls, raffles and performances like poetry by the trainees.

**Annual reports:** Today's donors are quite financially savvy and care about what their hard earned money is used for. With the internet at the disposal, facts and figures at the fingertips, they expect to know much more about the organization they support. Publishing annual reports further gives the program the opportunity to tell their story, confirm, their mission and vision (Hartnett & Matan, 2011).

#### **D. Performance Standards**

##### **Performance measurement.**

This is not only a planning tool that assist NGOs to assess their inputs, outputs, outcomes and impacts but an instrument for inward feedback and learning. It is therefore an effective way to handle and disseminate information to the right stakeholders (Ramadan & Borgonovi, 2015). Through this, the organization can show their accountability and transparency.

##### **Measurement Framework**

The framework to be used in measuring the impact of the program will be Kaplan and Norton's modified Balanced Scorecard for NGOs which replaced the financial perspective in the original scorecard with the organizations mission and objectives. Having the mission and the objectives at the top of the scorecard means focusing on the desired outcome rather than the activities/processes, which are tools used to reach the desired impacts (Larsson & Kinnunen, 2007).

**Table 6.3: Performance measures adapted from**

|                    | <b>Strategic Objective</b> | <b>Measure</b>  |
|--------------------|----------------------------|---|
| <b>Stakeholder</b> | Understanding the Funders  | <ul style="list-style-type: none"> <li>• Number of funding sources profiled.</li> </ul> |

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|                            |  |  |
|----------------------------|--|--|
|                            | Utilizing Volunteers effectively                             | <ul style="list-style-type: none"> <li>• Number of meeting with funders/government sources.</li> <li>• Total number of volunteers actively engaged.</li> <li>• Average volunteer tenure</li> <li>• Volunteer engagement survey results.</li> </ul>   |
| <b>Internal</b>            | Work effectively in delivery of services                     | <ul style="list-style-type: none"> <li>• Amount of Voluntary savings</li> <li>• Number of key beneficiary improvements.</li> <li>• Service time delivery improvements</li> <li>• Rate of productivity</li> <li>• Program expenses as a percentage of the overall expenditure.</li> </ul>                                     |
|                            | Efficient administration                                     | <ul style="list-style-type: none"> <li>• Operating cost per employee</li> <li>• Number of key administration process improvements</li> <li>• Percentage of funds spent on administration</li> <li>• Administration cost per employee</li> <li>• Administration expenses as a percentage of the total expenditure.</li> </ul> |
| <b>Learning and Growth</b> | Attract and retain the right set of employees and volunteers | <ul style="list-style-type: none"> <li>• Employee satisfaction</li> <li>• Employee turnover</li> <li>• Volunteer satisfaction</li> <li>• Volunteer turnover</li> </ul>   |
|                            | Enhance internal skills                                      | <ul style="list-style-type: none"> <li>• Skills improvement level</li> <li>• Number of critical unmet skills</li> </ul>  |
| <b>Financial</b>           | Raise funds effectively and effectively                      | <ul style="list-style-type: none"> <li>• Grant proposal success rate</li> <li>• Percentage of funds used on fundraising activities</li> <li>• Fundraising expenses as a percentage of the total expenditure.</li> </ul>  |

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(Scholey & Schobel , 2016)

## CHAPTER 7

### FINANCIAL PLAN

### **A. Financial Projections**

To operate survive, thrive and raise awareness, the organization will need a big amount of funding from external sources. The following are the identified funding sources;

- Government
  - Foundations
  - Corporations
  - Individual Givings which will include; direct mailing, telemarketing, capital campaigns, special events like fund raisers and online donations.
- The following is a feasibility study of some of the identified sources.

#### **Feasibility study for funding sources**

##### ***Uwezo fund***

A flagship program for Kenya's vision 2030 aiming at enabling women, youth and persons with disability access finances to promote enterprises at constituency level, enhancing economic growth towards the realization of the same and the Millennium Development Goals which are to;

- Eradicate extreme poverty and hunger
- Promote gender equality and empower women (Uwezo Oversight Board, 2017).

The Fund was launched by His Excellency the President of the Republic of Kenya on 8th September 2013 (Uwezo Oversight Board, 2017).

The fund also provides mentorship opportunities to enable the beneficiaries take advantage of the 30% government procurement preference through its Capacity Building Programme (Uwezo Oversight Board, 2017). The fund is therefore a platform for nurturing enterprises, catalyzing innovation, promoting industry, creating employment, and growing the economy.

The fund offers a minimum of \$500 for small groups/institutions and a maximum of \$5000 at a time (Uwezo Oversight Board, 2017).

##### ***Youth enterprise Fund***

This is a state corporation under the Ministry of Public Service, Gender and Youth Affairs. It is yet another flagship project of Kenya's Vision 2030, under the social pillar. Its main focus is on enterprise development as a key strategy that will increase economic opportunities for, and participation by Kenyan youth in nation building. The Fund aims to create employment opportunities for young people through entrepreneurship and encouraging them to be job creators and not job seekers. It does this by providing easy and affordable financial and business development support services to youth who are ardent on starting or expanding businesses (Youth Enterprise Development Fund, 2017).

Its core values include:

- Creativity and innovation
- Equity and fairness
- Professionalism
- Value collaboration
- Patriotism
- Integrity and accountability

Some of the projects they have supported include;

- Youth Innovation
- Art Work
- Greenhouse farming
- Brick Making project

### ***Ford Foundation***

The foundation believes that East Africans can realize their own vision of a just, equitable, democratic and peaceful region. Through their grants, they focus on breaking barriers that prevents East African women and the youth from acting as engaged citizens and contributing to the region's future (Toal, 2015).

The foundation in partnership with The Association of Media Women in Kenya has been a key instrument in fostering listening groups and other forms of community education making information accessible to isolated, marginalized communities In

Kenya as well as creating public awareness around key issues affecting women, and to ensure public support for and appreciation of women as leaders (Orlale, 2015).

In the year 2016, the Foundation issued a total of 1178 grants to 962 grantees totaling \$529,630,629. To gender, racial and ethnical justice the foundation issued \$73,295,058 to 214 grantees of which \$34, 430,946 accounted for rights of women and girls. To East Africa, the foundation issued a total of 43 grants to 43 grantees worth \$10,637,500 of which \$ 2,949,305 was to Kenya (Ford Foundation, 2017).

### ***Global Funds for women***

The organization wants every woman and girl to realize the rights that are enshrined in the Universal Declaration of Human Rights. They stand for other rights that are vital to women's equity. They stand for a woman's right to decide if and when she has children, and to have high-quality health care that means she won't die in pregnancy or during childbirth. And we stand for the right of every woman to live equally and free from discrimination, no matter her sexuality or identity (Global Fund For Women, 2017).

It supports the tireless and courageous efforts of women's groups who work every day to win rights for women and girls. These groups are working to ensure women can own property, vote, run for office, get paid fair wages, and live free from violence – including domestic violence, sexual assault, and harmful practices such as female genital mutilation (Global Fund For Women, 2017).

They use their networks all over the world to find, fund and strengthen groups who work with the most marginalized women in the world. They give core funding that helps provide for fundamental things like; rent, salaries, computers, travel, training, security, and electricity. Their in-kind contributions include; information and training on how to raise money, how to reach more supporters, and how to use technology to broaden their reach and impact.

Their priority issues are; freedom from violence, economic and political empowerment and sexual and reproductive and health and rights.

For 26 years, the organization has supported 293 organizations in Kenya (Global Fund For Women, 2016). They provide flexible funding so that the organization can

determine how best to use the funds within the organization. They generally provide no more than 40% of the organizations revenue.

### ***African women's Development Fund (AWDF)***

This is a grant-making foundation that supports organization/institutions working towards the empowerment of African women and the promotion and realization of their rights. Each year since 2001, the organization has been making grants to over 100 groups, organizations and institutions that share their passion for supporting the rights of African women. Their vision is for women to live in a world where there is social justice, equality and respect for women's human rights.

In the last 16 years, the AWDF has provided more than \$29.3 million dollars to 1,235 women-led organizations in 42 African countries (African women Development Fund, 2017). In 2016 a total of \$ 1.01 million was granted to 87 women groups in 17 countries Kenya being one of the recipients.

### ***Canada Funds for local initiatives***

The Canada Fund For local Initiatives (CFLI) through the High Commission of Canada in Kenya provides direct funding assistance to local non-governmental organizations and in exceptional cases, international NGOs and government institutions for small projects addressing gender equality and women empowerment, democratic governance, climate change and environmental stability, security and stability (High Commission of Canada in Kenya, 2017).

Types of projects funded by CFLI: projects that address identified needs of the local communities and be consistent with Canada's thematic priorities which are; stimulating sustainable economic growth, increasing food security, creating opportunities for children and youth, advancing democracy and ensuring security and stability. It focuses on environmental sustainability and gender issues (High Commission of Canada in Kenya, 2017).

### ***The Finish Fund for Local Cooperation***

The Finish Fund for Local Cooperation through the Embassy of Finland in Nairobi is a flexible and demand based tool that compliments the development

cooperation work carried out through the support of Finland in accordance with Finland's development policy (Embassy of Finland, Nairobi, 2016).

The fund support activities that focus on:

- Strengthening democracy, public participation, accountability, equity, equality and adherence to rule of law.
- Enhancing citizen participation in the fight against impunity and developing integrity in leadership by capacity building the citizens to facilitate engagement from a point of knowledge and participation in decision making and the reform process.
- Realization of gender equality.
- Transparent and fair management of natural resources, inequality and inefficiencies in natural resource access, institutional governance and promotion of participatory management of forests resources.
- Transparency and fiscal accountability on agricultural matters, facilitating participation of women and youth resulting in empowerment, non-discrimination and inclusion of vulnerable groups (Embassy of Finland, Nairobi, 2016).

The fund supports initiatives of local Non-Governmental Organizations (NGOs), Community-based Organizations (CBOs) and other institutions in Kenya (Embassy of Finland, Nairobi, 2016).

## **Projections**

### **Assumptions**

Main assumption in this section are as follows:

- For the first year of operations the number of trainees to be enrolled at the school will be between 130 and 150 girls.
- Teacher to student's ratio will be between 1:40 and 1:50.
- Ratio of technical instructor to students will be between 1:20 and 1:25
- No major recession within then 3 years of projection.
- No unforeseen changes in the sources of funding.

The start-up expenses have been estimated to amount to \$ 304,510.00 while the start-up funds have been estimated to be \$ 310,000.00 as shown in Table 7.2 below.

**Table 7.1: Start-up Expenses**

| <b>Waridi Training Center<br/>Start-up expenses 2020</b> |           |                   |
|--|-----------|-------------------|
| <b>Building</b>  |           |                   |
| Land   |           | 50,000.00         |
| Construction Materials                                   |           | 60,000.00         |
| Construction Labor                                       |           | 40,000.00         |
| <b>Total</b>   | <b>\$</b> | <b>150,000.00</b> |
| <b>Capital Equipment List</b>                            |           |                   |
| Equipment  |           | 22,478.00         |
| Furniture and Fixtures                                   |           | 26,232.00         |
| Machinery  |           | 22,500.00         |
| <b>Total</b>   | <b>\$</b> | <b>71,210.00</b>  |
| <b>Location and Admin Expenses</b>                       |           |                   |
| Utility deposits   |           | 500.00            |
| Legal and Accounting Fees                                |           | 1,500.00          |
| Prepaid Insurance  |           | 1,200.00          |
| Pre-opening salaries                                     |           | 68,900.00         |
| Licenses   |           | 1,000.00          |
| Supplies   |           | 5,000.00          |
| <b>Total</b>   | <b>\$</b> | <b>78,100.00</b>  |
| <b>Advertising and Promotional expenses</b>              |           |                   |
| Advertising and Marketing                                |           | 2,000.00          |
| Registration   |           | 200.00            |
| Board and staff recruitment and Training                 |           | 3,000.00          |
| <b>Total</b>   | <b>\$</b> | <b>5,200.00</b>   |
| <b>Total Start-up Funds required</b>                     | <b>\$</b> | <b>304,510.00</b> |

**Table 7.2: Sources of Start-up Funding**

| <b>Sources of Capital</b> |
|---------------------------|
|---------------------------|

|                           |           |                   |
|---------------------------|-----------|-------------------|
| Local Government          |           | 10,000.00         |
| Foundations               |           | 150,000.00        |
| Corporations              |           | 100,000.00        |
| Annual Individual Givings |           | 50,000.00         |
| <b>Total</b>              | <b>\$</b> | <b>310,000.00</b> |

Table 7.3: Projected Fixed Operating Cost for Years 1, 2 and 3

| <b>Waridi Training Center</b>                  |                |               |               |               |
|--|----------------|---------------|---------------|---------------|
| <b>Fixed Operating Expenses</b>                |                |               |               |               |
|  | <b>Monthly</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> |
| <b>Administrative services</b>                 |                |               |               |               |
| <b>Salaries</b>                                |                |               |               |               |
| Program Coordinator                            | 1,666.67       | 20,000.00     | 20,600.00     | 21,218.00     |
| Director of Finance and Operations             | 1,250.00       | 15,000.00     | 15,450.00     | 15,913.50     |
| Public Relations/Marketing                     | 1,083.33       | 13,000.00     | 13,390.00     | 13,791.70     |
| Human Resource Manager                         | 1,200.00       | 14,400.00     | 14,832.00     | 15,276.96     |
| Nurse  | 541.67         | 6,500.00      | 6,695.00      | 6,895.85      |
| Administrator Benefits                         | 1,148.33       | 13,780.00     | 14,193.40     | 14,619.20     |
| Volunteers Benefits                            | 815.00         | 9,780.00      | 10,073.40     | 10,375.60     |
| Onsite daycare for children under the age of 5 | 50.00          | 600.00        | 618.00        | 636.54        |
| Office supplies                                | 125.00         | 1,500.00      | 1,545.00      | 1,591.35      |
| Book keeping and Auditing                      | 83.33          | 1,000.00      | 1,030.00      | 1,060.90      |
| Legal fees                                     | 100.00         | 1,200.00      | 1,236.00      | 1,273.08      |
| Banking Fees                                   | 83.33          | 1,000.00      | 1,030.00      | 1,060.90      |
| Liability and property Insurance               | 100.00         | 1,200.00      | 1,236.00      | 1,273.08      |
| Fundraising activities                         | 104.17         | 1,250.00      | 1,287.50      | 1,326.13      |
| Advertising and Promotions                     | 83.33          | 1,000.00      | 1,030.00      | 1,060.90      |
| Conferences and seminars                       | 166.67         | 2,000.00      | 2,060.00      | 2,121.80      |

|                                    |                 |                  |                  |                  |
|------------------------------------|-----------------|------------------|------------------|------------------|
|                                    |                 | \$               | \$               | \$               |
|                                    |                 | 103,210.0        | 106,306.3        | 109,495.4        |
| <b>Sub Total</b>                   | \$ 8,600.83     | 0                | 0                | 9                |
| <b>Instructional services</b>      |                 |                  |                  |                  |
| Catering Supplies                  | 250.00          | 3,000.00         | 3,090.00         | 3,182.70         |
| Sewing Supplies                    | 166.67          | 2,000.00         | 2,060.00         | 2,121.80         |
| Weaving Supplies                   | 125.00          | 1,500.00         | 1,545.00         | 1,591.35         |
| Pottery Supplies                   | 125.00          | 1,500.00         | 1,545.00         | 1,591.35         |
| Clinic supplies                    | 125.00          | 1,500.00         | 1,545.00         | 1,591.35         |
|                                    | \$              | \$               | \$               | \$               |
| <b>Sub Total</b>                   | <b>791.67</b>   | <b>9,500.00</b>  | <b>9,785.00</b>  | <b>10,078.55</b> |
| <b>Facilities</b>                  |                 |                  |                  |                  |
| Maintenance and Repair             | 83.33           | 1,000.00         | 1,030.00         | 1,060.90         |
| Utilities                          | 166.67          | 2,000.00         | 2,060.00         | 2,121.80         |
| Phones                             | -               | 210.00           | 216.30           | 222.79           |
| Internet                           | 83.33           | 1,000.00         | 1,030.00         | 1,060.90         |
| Other                              | 17.54           | 210.50           | 216.82           | 223.32           |
|                                    |                 | \$               | \$               | \$               |
| <b>Sub Total</b>                   |                 | <b>4,420.50</b>  | <b>4,553.12</b>  | <b>4,689.71</b>  |
| <b>Transport and food services</b> |                 |                  |                  |                  |
| Company visits                     | -               | 1,300.00         | 1,339.00         | 1,379.17         |
| Field trip/team building           |                 | 1,200.00         | 1,236.00         | 1,273.08         |
| Lunch                              | 2,980.00        | 35,760.00        | 36,832.80        | 37,937.78        |
| Other                              | 159.42          | 1,913.00         | 1,970.39         | 2,029.50         |
|                                    | \$              | \$               | \$               | \$               |
| <b>Sub Total</b>                   | <b>3,139.42</b> | <b>40,173.00</b> | <b>41,378.19</b> | <b>42,619.54</b> |
|                                    |                 | \$               | \$               | \$               |
| <b>Grand Total</b>                 |                 | <b>157,303.5</b> | <b>162,022.6</b> | <b>166,883.2</b> |
|                                    |                 | <b>0</b>         | <b>1</b>         | <b>8</b>         |





| <b>Other Expenses</b>       |                     |                       |                       |                     |                       |                       |                     |                     |                       |                       |                       |                       |                       |                     |
|-----------------------------|---------------------|-----------------------|-----------------------|---------------------|-----------------------|-----------------------|---------------------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|
| Amortized Start-up Expenses | 2,313.89            | 2,313.89              | 2,313.89              | 2,313.89            | 2,313.89              | 2,313.89              | 2,313.89            | 2,313.89            | 2,313.89              | 2,313.89              | 2,313.89              | 2,313.89              | 2,313.89              | 27,766.67           |
| Depreciation                | 1,496.46            | 1,496.46              | 1,496.46              | 1,496.46            | 1,496.46              | 1,496.46              | 1,496.46            | 1,496.46            | 1,496.46              | 1,496.46              | 1,496.46              | 1,496.46              | 1,496.46              | 17,957.54           |
| <b>Total Other Expenses</b> | <b>3,810.35</b>     | <b>3,810.35</b>       | <b>3,810.35</b>       | <b>3,810.35</b>     | <b>3,810.35</b>       | <b>3,810.35</b>       | <b>3,810.35</b>     | <b>3,810.35</b>     | <b>3,810.35</b>       | <b>3,810.35</b>       | <b>3,810.35</b>       | <b>3,810.35</b>       | <b>3,810.35</b>       | <b>45,724.21</b>    |
| <b>Total Excess/Short</b>   | <b>\$ 87,312.54</b> | <b>\$ - 22,687.46</b> | <b>\$ - 22,687.46</b> | <b>\$ 12,312.54</b> | <b>\$ - 22,687.46</b> | <b>\$ - 22,687.46</b> | <b>\$ 87,312.54</b> | <b>\$ 12,312.54</b> | <b>\$ - 22,687.46</b> | <b>\$ - 22,687.46</b> | <b>\$ - 22,687.46</b> | <b>\$ - 22,687.46</b> | <b>\$ - 22,687.46</b> | <b>\$ 17,750.44</b> |

Table 7.5: Statement of Cash Flow

| <b>Waridi Training Center</b>         |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
|---------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| <b>Statement of Cash Flows Year 1</b> |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
|                                       | <b>Jan</b>       | <b>Feb</b>       | <b>Mar</b>       | <b>Apr</b>       | <b>May</b>       | <b>Jun</b>       | <b>Jul</b>       | <b>Aug</b>       | <b>Sep</b>       | <b>Oct</b>       | <b>Nov</b>       | <b>Dec</b>       |
|                                       | \$               | \$               | \$               | \$               | \$               | \$               | \$               | \$               | \$               | \$               | \$               | \$               |
| <b>Beginning Cash</b>                 | 2,500.00         | 63,622.89        | 44,745.78        | 25,868.66        | 41,991.55        | 23,114.44        | 4,237.32         | 65,360.21        | 81,483.10        | 62,605.99        | 43,728.88        | 24,851.76        |
| <b>Cash Inflows</b>                   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| Cash from Support                     | 80,000.00        | -                | -                | 35,000.00        | -                | -                | 80,000.00        | 35,000.00        | -                | -                | -                | -                |
| <b>Total Support</b>                  | <b>80,000.00</b> | <b>-</b>         | <b>-</b>         | <b>35,000.00</b> | <b>-</b>         | <b>-</b>         | <b>80,000.00</b> | <b>35,000.00</b> | <b>-</b>         | <b>-</b>         | <b>-</b>         | <b>-</b>         |
| <b>Operating Activities</b>           |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| Salaries                              | 6,410.57         | 6,410.57         | 6,410.57         | 6,410.57         | 6,410.57         | 6,410.57         | 6,410.57         | 6,410.57         | 6,410.57         | 6,410.57         | 6,410.57         | 6,410.57         |
| Fixed Business Expenses               | 12,466.54        | 12,466.54        | 12,466.54        | 12,466.54        | 12,466.54        | 12,466.54        | 12,466.54        | 12,466.54        | 12,466.54        | 12,466.54        | 12,466.54        | 12,466.54        |
| <b>Total Cash Outflows</b>            | <b>18,877.11</b> | <b>18,877.11</b> | <b>18,877.11</b> | <b>18,877.11</b> | <b>18,877.11</b> | <b>18,877.11</b> | <b>18,877.11</b> | <b>18,877.11</b> | <b>18,877.11</b> | <b>18,877.11</b> | <b>18,877.11</b> | <b>18,877.11</b> |
| Cash Flow                             | 61,122.89        | 18,877.11        | 18,877.11        | 16,122.89        | 18,877.11        | 18,877.11        | 61,122.89        | 16,122.89        | 18,877.11        | 18,877.11        | 18,877.11        | 18,877.11        |

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|                |           |           |           |           |           |          |           |           |           |           |           |          |
|----------------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|----------|
| Ending Balance | \$        | \$        | \$        | \$        | \$        | \$       | \$        | \$        | \$        | \$        | \$        |          |
|                | 63,622.89 | 44,745.78 | 25,868.66 | 41,991.55 | 23,114.44 | 4,237.32 | 65,360.21 | 81,483.10 | 62,605.99 | 43,728.88 | 24,851.76 | 5,974.65 |

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**B. Contingency Plan**

In the event that the original plan does not come to fruition after recruiting the girls of the program, it will sort out back-up donors to sponsor the girls to attend other training centers within the county. The organization will liaison with these centers to subsidize some of the tuition fees to make it affordable and cost effective.

Should the turnout be smaller than expected, the organization will rent out some of the facilities not in use. Income generate from these rentals will be used for the daily operations of the center.

In case of rapid growth, the prospective trainees will be put on waiting lists. It will liaison with some of its partners like Maklweta to take in some of the girls into their program.

## **CHAPTER 8**

### **REFLECTIVE STATEMENT**

The organization proposed is an initiative much needed in Homa Bay County, where it is estimated that about 70% of the girls who drop out of school state early pregnancy as the main reason (Chakamba, 2017). Most of these young girls do not get to go back to school and hence end up get married and depending entirely on their husbands. There is a fundamental need for such an organization to rescue these young girls and make them productive members of the society.

I have a strong conviction that this initiative will be positively received by the community as this is an issue that has not only caught the local government's attention but the national government's as well. The government has made it possible that young mothers can go back to school however this has proven to be ineffective as the percentage remains really high in the County. Therefore the organization is looking into a different way to cater to these girls, make their dream again and take a hold of their lives.

One challenge that the organization might and will face is the in the finances. It will depend heavily on external funding relying on its diverse board of directors to expose the organization to a pool of networks with potential funders or contacts that will contribute not only financially but in-kind. However there are various uncertainties when it comes to this kind of sources as whenever there is a financial crisis, the first place financiers cut funding is to such organizations. The Kenyan government is quite corrupt and most of the time the county government funds are not disseminated in time if at all. Therefore it will compel the organization to be dynamic and adaptive to the ever-changing economic environment.

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## APPENDIX A

**Table A.1: Youth unemployment rate in Kenya**

| <b>Youth unemployment Rate(%)in Kenya</b> |               |             |              |
|---|---------------|-------------|--------------|
| <b>Year</b>                               | <b>Female</b> | <b>Male</b> | <b>Total</b> |
| 1991                                      | 10.493        | 8.928       | 12.244       |
| 1992                                      | 10.412        | 8.847       | 12.164       |
| 1993                                      | 10.386        | 8.834       | 12.128       |
| 1994                                      | 9.295         | 8.087       | 10.564       |
| 1995                                      | 9.634         | 8.321       | 11.112       |
| 1996                                      | 9.989         | 8.571       | 11.59        |
| 1997                                      | 10.355        | 8.826       | 12.085       |
| 1998                                      | 10.371        | 9.085       | 12.597       |
| 1999                                      | 8.1           | 7.219       | 9.101        |
| 2000                                      | 8.632         | 7.599       | 9.807        |
| 2001                                      | 9.188         | 7.993       | 10.553       |
| 2002                                      | 9.775         | 8.403       | 11.346       |
| 2003                                      | 10.39         | 8.827       | 12.183       |
| 2004                                      | 10.556        | 8.934       | 12.421       |
| 2005                                      | 10.717        | 9.034       | 12.656       |
| 2006                                      | 10.893        | 9.133       | 12.293       |
| 2007                                      | 11.068        | 9.229       | 13.192       |
| 2008                                      | 11.241        | 9.323       | 13.455       |
| 2009                                      | 12.17         | 10.036      | 14.633       |
| 2010                                      | 12.184        | 10.062      | 14.368       |
| 2011                                      | 12.068        | 9.923       | 14.548       |
| 2012                                      | 11.959        | 9.794       | 14.459       |
| 2013                                      | 11.894        | 9.719       | 14.401       |
| 2014                                      | 11.815        | 9.74        | 14.2         |
| 2015                                      | 11.29         | 9.339       | 13.531       |
| 2016                                      | 10.998        | 9.106       | 13.169       |

## Appendix B

### Interior space Estimation

$$\begin{aligned} \text{Number of student} \times 70 - 100 \text{ sq feet per student} \\ = \text{Total interior square foot} \end{aligned}$$

$$\therefore 60 \times 80 = 480 \text{ ft}^2 \text{ or } 44.59\text{m}^2$$

$$\text{Number of classrooms} = \frac{\text{Total number of trainees enrolled}}{\text{Classroom size}}$$

$$\text{Number of classrooms} = \frac{60}{30} = 2 \text{ classrooms}$$

$$\text{Total space needed for classrooms} = 2 \times 480 = 960 \text{ ft}^2 \text{ or } 89.19 \text{ m}^2$$

Table B.1: Internal Space estimation

| Interior Space          | Parameters  | Area per unit       | Total Area          |
|-------------------------|-------------|---------------------|---------------------|
| 2 Classrooms            | 6.5m × 5m   | 32.5m <sup>2</sup>  | 65m <sup>2</sup>    |
| 1 Libraries             | 12m × 10m   | 120m <sup>2</sup>   | 120m <sup>2</sup>   |
| 1 Catering room         | 8m × 7.5m   | 60m <sup>2</sup>    | 60m <sup>2</sup>    |
| 1 Pottery room          | 11m × 10m   | 110m <sup>2</sup>   | 110m <sup>2</sup>   |
| 1 Weaving room          | 10m × 8m    | 80m <sup>2</sup>    | 80m <sup>2</sup>    |
| 1 Administration block  | 6m × 7.5m   | 48.75m <sup>2</sup> | 48.75m <sup>2</sup> |
| 1 Counselling block     | 4.5m × 6.5m | 29.25m <sup>2</sup> | 29m <sup>2</sup>    |
| 1 Staffroom             | 5m × 7m     | 35m <sup>2</sup>    | 35m <sup>2</sup>    |
| 1 Clinic/nurses office  | 4.5m × 5.5m | 24.75m <sup>2</sup> | 24m <sup>2</sup>    |
| 1 Cafeteria             | 3m × 6m     | 18m <sup>2</sup>    | 18m <sup>2</sup>    |
| 1 Inventory             | 4m × 5m     | 20m <sup>2</sup>    | 20m <sup>2</sup>    |
| 1 Subordinate staffroom | 5m × 7m     | 35m <sup>2</sup>    | 35m <sup>2</sup>    |

30% of the subtotal for 23.85m × 25.5m  
hallways, bathrooms  
and storage

|                  |          |                         |                         |
|------------------|----------|-------------------------|-------------------------|
| <b>Sub total</b> | 103.35m  | 11,420.18m <sup>2</sup> | 11,420.18m <sup>2</sup> |
|                  | × 110.5m |                         |                         |

**Table B.2: External space estimation**

| <b>Exterior Space</b> | <b>Number of Units</b> | <b>Area per unit</b>    | <b>Total Area</b>       |
|-----------------------|------------------------|-------------------------|-------------------------|
| Playground            | 25m × 20m              | 600m <sup>2</sup>       | 600m <sup>2</sup>       |
| Parking               | 8m × 2.5m              | 20m <sup>2</sup>        | 20m <sup>2</sup>        |
| Garden                | 8m × 6m                | 48m <sup>2</sup>        | 48m <sup>2</sup>        |
| <b>Sub total</b>      | 46m × 28.5m            | 1311m <sup>2</sup>      | 1311m <sup>2</sup>      |
| <b>Grant Total</b>    | 149.35m × 139m         | 20,759.65m <sup>2</sup> | 20,759.65m <sup>2</sup> |

The total area needed is **5.12 Acres**

## BIOGRAPHY

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