

THE BAHATI SCHOOL OF KENYA ISHIARA PROJECT PROPOSAL

JUNE 22, 2012

Location in Kenya

EXCECUTIVE SUMMARY

My brain is the key to set me free

Harry Houdini (born Erik Weisz,) magician

As Kenya strives to attain the Millennium Development Goals and her National goals of Vision 2030 the issue of education takes center stage. Education is the engine and driver of economic development and indeed the equalizer for social justice and challenges that are related to poverty and a factor of its reduction. This proposal is based on the premise that the best possible investment one can make in one's future is an education. "The value of an education is really not a secret, it is similar to the miracle of compounding financial returns given with every pitch for retirement savings" (2009, The Jewish Phenomenon by Steven Silbiger). It is evident in many writings including research carried out that show how communities the world over that have invested in education have seen the rewards and emancipation that education brings. The North South divide is nothing but an issue of education or lack of it. Our public and private schools in Kenya today are not producing the results we want and neither are they being given what they need to help students achieve at high levels. Most classes are still physically set up the way they were many years ago, with a teacher facing a row of students. Children of many different backgrounds and learning styles are expected to learn the same lesson taught in the same way. Our classrooms have not changed much, yet the world around our classrooms today has radically changed. The pace of economic change and other societal forces, as a result of the digital revolution have left us technologically inept and years behind developed nations. School children will do anything possible to tuck their mobile phones in their backpacks while there is no textbook in front of them. We are yet to harness the power that these gadgets bring and to personalize learning for students with different needs. Science education is a preserve of a few endowed schools with the facilities that are required to make it possible for teachers to teach it. Mathematics is a dreadful subject for many school children because of the way it is taught and the stereotypes that go with it especially as it relates to gender. Yet it is very clear that today's world activities, innovations and discoveries are driven by science and technology. Again we see that countries which have invested in research and innovation are ahead of the pack in all areas of development.

Education must be a key value in our society if we are to transform our society and nation. Today's service and technology jobs require greater level of educational attainment. Few of our students are making it to college and those that are have a poor foundation in primary and secondary schooling. With these obstacles the youth face higher rates of poverty, unemployment

and crime. These are the kinds of problems that lack of opportunity and cynicism brings and which contribute towards frustrations for both the educator and learner. Lack of access for many children despite the Free Primary Education government initiative due to various reasons and factors continues to be a challenge for many families, communities and even government itself. It is not uncommon to walk into a classroom and find a ratio of 1: 70 (teacher student ratio), five students sharing one text book and one desk elbow to elbow, dark unlit classrooms making it literally impossible to see, unsanitary public health conditions and the list of obstacles goes on.

The idea to start the Bahati School of Kenya in Ishiara was borne out of a community need to make education accessible to some of the underserved children within the community. Several hundred children roam the streets of Ishiara Town during the day. Many with little to eat scavenging the bins and heaps of waste in the town. Given this observation The Bahati Ya Mke Group came together and began putting small resources together to assist the immediate needs of these children. It became apparent that the most sustainable way to solve the problem was to have the children go to school. Therefore the idea of building a school to cater for the educational needs of these children came about. The **Vision** is: To enable children achieve their potential within a learning environment that is safe, positive, respective, inclusive and welcoming. The **Mission** is: Committed to encouraging the best in children, staff and community by nurturing a passion for knowledge, sport, creativity, science and technology

What will set Bahati School of Kenya apart?

- Integration of science and technology into the curriculum as much as it embraces the local 8-4-4 System of education.
- Small class size 1:30 teacher student ratio,
- A lunch feeding program for disadvantaged children
- An instructional pedagogy that emphasizes hands on and student exploration to enable problem solving and analytical skills development
- The appreciation of learning differences
- An inclusive classroom environment
- A value based education

The school a co-educational institution is intended to operate both as day and boarding school, situated just outside of the town centre off the main Ishiara-Meru highway on a sixteen acre parcel of land. The first students are expected to be enrolled to begin classes in the second term of 2013 from preschool to class eight.

For self sustainability the school BoT and management intends and plans to engage and start income generating activities to supplement modest fees paid by students from able families. Farming to grow legumes, harvest honey, fruits and small animals namely goats and chicken will also be pursued towards this goal. The school intends to grow its own food to cut down on food cost which is the biggest budget item in schools. This will also be an opportunity for students to experience the value of hands on agricultural problem solving skills, entrepreneurship and value and definition of work

KENYA AT GLANCE

Kenya is strategically located in East Africa, bordering Ethiopia, Somalia, Sudan, Tanzania, and Uganda. It has more than 536 kilometers of the Indian Ocean coastline and its port serves its land-locked neighbours. Kenya's population currently stands at about 40 million people, 75-80 per cent of whom live in the rural areas. Some 10 million people live in urban areas, with over three million residing in the capital city Nairobi. With over 50 per cent of the population below 15 years of age, Kenya faces a high dependency burden, which places pressing demands on social services including education and health care.

Despite the steady growth of the economy, more than a half of the country's population lives below the poverty line, on less than one US dollar a day. The most vulnerable are families and children living in the urban slums, in the arid lands of northern Kenya and in areas of the country worst affected by HIV. These are also the areas with high child mortality and low enrollment in schools.

In the early years of their life, Kenyan children face many difficulties that affect their growth and development. According to the 2003 Kenya Demographic and Health Survey, under-five mortality rose from 110 deaths per 1000 live births in 1998 to 115 in 2003. In addition, huge disparities in Infant mortality rates (IMR) were also observed countrywide from 54 per 1,000 live births in Central Province to 206 per 1,000 live births in Nyanza Province and 163 per 1,000 live births in North Eastern Province. These increases are largely as a result of a dysfunctional health system; the introduction of user fees at health centres; increasing poverty and poor governance; increasing mortality from malaria due to resistance to current drugs; and AIDS related deaths.

In Kenya, a third of all new HIV cases every year are children. In addition, more than ten percent of Kenya's fifteen million children are orphans. HIV/AIDS has claimed the lives of many parents, leaving in its wake a trail of over a million orphans. Statistics show that for every 10 children orphaned by AIDS, 3 to 4 will have died of HIV/AIDS by the time they are two years old. The capacity of families to care and protect orphans is overstretched. This, combined with the increasing levels of poverty, has resulted in many children heading their own households, living in institutional care or surviving on the streets. Death rates due to HIV/AIDS have also doubled in the last six years and the situation is unlikely to improve significantly in the near future. In Kenya, orphans are taken in mostly by the extended family, while a few children remain on their own. Child headed households are on the increase, especially in impoverished areas like North Eastern Province.

Many children, women and the elderly continue to be vulnerable. This is most evident in the rural areas where a combination of poverty, poor access to safe and clean drinking water and lack of adequate sanitation results in deaths from preventable diseases.

To reverse these negative trends that affect the wellbeing for children, the Government of Kenya is working with development partners, Non-Government organizations and Community Based Organizations to build the capacity of communities and to encourage the delivery of integrated services at community level. Kenya is a nation of children and youth, with more than half the

estimated population of 40 million under the age of 18 years. The youth (aged 15-35 years) in Kenya, who numbered about 9.1 million as of 2006, account for about 32 per cent of the population. They form 60 per cent of the total labour force but some 75 per cent of them have not been absorbed in the job market.

The effects of the post election conflict that gripped the country in the early months of 2008 threatened gains made during the 2003-2007 period and highlighted the fragility of Kenya's democratic institutions. The crisis resulted in cuts in development expenditure as budgetary resources have been reallocated to fund the activities arising from the effects of the violence.

The government is making progress towards meeting the Millennium Development Goals (MDGs), special reference to those affecting children and youth. On the basis of trends illustrated in the 2007 MDG Status Report, Kenya is likely to achieve MDG2 (Achieve universal primary education), and is making impressive progress to achieve one target under MDG 3 (Promote gender equality: eliminate gender disparity in education). With better policies and increased funding, Kenya may be able to achieve some targets of MDG7 (ensure environmental sustainability), particularly those related to access to water and sanitation services.

The post-election violence in 2008 also increased the risk of HIV infection among women and girls, with many of them becoming victims of rape. During the violence, an estimated 500,000 people became internally displaced as a result of the humanitarian crisis. This increased the risk of young women and girls becoming infected with HIV.

With this background, there is need to empower youth, especially girls and young women, with information and skills to advance them economically, enable them realize their democratic rights, and to protect themselves from HIV.

Education: Kenya introduced Free Primary Education in 2003, enabling many more children to enjoy their right to education. In 2008, the Government started meeting the tuition costs for secondary education. With a net enrolment rate of 86 per cent, Kenya is well on track to achieve the Millennium Declaration Goal of basic education for all children by 2015. However, 1.2 million children of school-going age are still not attending school in spite of the free education. And while gender parity has been virtually achieved at the national level, sharp regional disparities remain with about 80 per cent of girls in North Eastern Province not enrolled in school.

Kenya is on track to reach one MDG goal – that of Universal Primary Education. Education is a basic right for all children as enshrined in the Education Act of Kenya. The introduction of Free Primary Education for all children in Kenya gave children in Kenya an opportunity to learn than before. This means that in Kenya today, it is compulsory for girls and boys between the ages of six and thirteen years of age to attend school. Primary school enrolment levels have risen from 5.9 million in 2002 to 7.5 million children in 2006, with Net Enrolment Rates increasing from 77 percent in 2002 to 86 percent in 2006. The primary completion rate has also increased from 62 percent in 2002 to 77.6 percent in 2006 and more children are now transiting to secondary education.

Primary school in Kenya starts at six years of age and runs for eight years. The number of public and private primary schools has doubled since 1997 to 25,000 in 2007. The number of primary school pupils now stands at 8 million. Since the achievement of independence in 1963, the Government of Kenya has been committed to expanding the education system to cater for all children. This commitment is driven by the Government's desire to combat ignorance, disease and poverty and the belief that every person has the right of access to basic welfare provision, including education. Education, therefore, is vital for ensuring a good quality of life for our children and a better future for all Kenyans.

The education system has expanded rapidly since independence, but the sector has had many challenges. Notable challenges that have been experienced include the sharing of costs between the government and parents from the 1980s to 2002. Throughout the 1980s and 1990s, public schools were managed through a parent-teacher association cost sharing system. This cost sharing plan cut off many children whose parents could not afford to pay fees in Primary school and make other contributions required to run the schools. Due to the cost sharing system, government expenditure on school supplies and equipment was minimal. The responsibilities for the construction and maintenance of schools and staff housing were left to the parents. This continued till 2002 when there was a change over in the political leadership in the country.

Making primary education free and compulsory was a step in the right direction, yet many challenges remain and there are concerns about the quality of education declining because of the increased intake. Many families cannot afford the rest of the expenses associated with schooling. These include books, school uniform, stationery and transport. Class sizes are too large per teacher, desks are shared, and there are inadequate latrines and insufficient water services and meals. As many as 300 children share one toilet in some areas.

Primary school enrolment, especially of girls, is particularly low in the arid and semi arid regions of Kenya, where the majority of the people are nomadic pastoralists. In 2000, there were just over 13.5 percent girls enrolled for primary education compared to 26 percent boys. By 2004, in spite of the free education system, there was just less than one girl out of every five going to primary school and an estimated 33 percent boys enrolled. Cultural practices such as female genital mutilation (FGM) and early marriages are some of the factors that affect school attendance for girls in many of the culturally predominant region like Northern, North Eastern and Coast Provinces.

In Kenya, the Ministry of education manages the curriculum development and setting the running costs of the schools. However, the management of schools is left to the school committees and Head teachers who are responsible for the day to day running of the schools.

BAHATI SCHOOL OF KENYA – ISHIARA

Embu County: Demographic, government and Geography

Embu County is located in Eastern Kenya with a population of 516,212 people of which 49% is male and 51% female. It has 131,683 households and spans an area of 2,818.04 Sq km with an average density of 183.18 people per Sq. Km. The age distribution is 37.5% of the population is between 0-14 years, 57.3% are between the ages of 15-64 while the remainder 5.2% is 65 years

and above. The county borders Tharaka Nithi to the North, Kitui to the east, Machakos to the South, Muranga to the South West, Kirinyaga to the West and Meru to the North West

Embu Town is the proposed County capital and has four administrative units, namely Gachoka, Manyatta, Runyenjes and Siakago. The County has 225,712 registered voters.

The typical temperatures in Embu range from a minimum 12 degrees Celsius to a maximum of 27 degrees with an average annual rainfall of 1495 mm. Embu's road network includes 120km of bitumen surface, 402km of gravel and 914.3km of earth surface.

Embu County Economic and Education Profiles

The main economic activities include dairy, coffee, tea, pyrethrum farming and commercial businesses. Farm products include, maize, sorghum, moong and regular beans, bananas, pawpaws and mangoes. Tourist attractions include waterfalls and hills, wildlife, livestock, arable and pasture lands and forests. The poverty levels index stands at 40.9%

Basic Education (Primary and secondary)

Embu County has 494 primary and 147 secondary schools with enrollment standing at 125,418 pupils in primary and 27,173 pupils in secondary schools and a pupil teacher ratio of 1:32 and 1:23 in public primary and secondary schools respectively. Adult literacy class enrollment is over 1,500

Health and Wellness

There are one hundred thirty three health facilities in Embu County, with one provincial hospital, 4 district and sub-district hospitals, 74 dispensaries, 12 health centre, 34 medical clinics, 2 nursing homes, and a maternity home. The doctor patient ratio is 1:10,474, with an infant mortality rate of 56/1000 and 6/1000 under fives mortality rate respectively. Prevalent diseases include malaria, intestinal worms, and related skin diseases, eye infections and diseases, URTI and diarrheal diseases.

STATEMENT OF THE PROBLEM

When in 2003 Kenya followed its neighbours Ethiopia, Tanzania, Uganda and Malawi in introducing free and compulsory primary education for all, the response from the public as well as international donors was overwhelming.

Within the first few weeks more than 1.3 million new students were enrolled. Those who had previously not been able to send their children to school rushed to the school gates and the trend has continued ever since.

The numbers speak for themselves. UNICEF figures show that by 2006, the number of children enrolled in Kenya's 18,000 public primary schools had doubled, and that now almost 80 percent

of girls and boys are enrolled. And according to UN Development Programme figures, the overall literacy rate has shot up to 74 percent.

But however encouraging these numbers may be, they do not tell the full story.

As free primary education has increased participation and provided children from the poorer strata of society with hope, it has at the same time created significant problems. Rapid expansion of enrolment has overcrowded classrooms and increased the number of pupils to each teacher to such a high rate that it has resulted in a decline in the quality of education.

And for the country's poorest there are still a lot of costs to bear that hinder access to schooling. While the government has waived the tuition fee and provides some financial support to schools in the way of textbooks, other classroom materials such as exercise books are still the parent's responsibility. Public primary schools receive KSH. 1,140 per pupil per year (equivalent of US\$ 14.25) while public secondary schools receive KSH.10,255 per student per year (equivalent of US\$ 128). These amounts are not sufficient to cater for the needs that these students have. The enrolment numbers drop when it gets to secondary level. According to UNICEF, secondary level enrolment for both boys and girls is 42 percent while attendance level is an abysmal 12 percent.

Though the policy of free primary and secondary education is sound and desirable and it has worked wonders in terms of statistical indicators, it is still beyond the reach of most Kenyan families to get a child through the full course of basic education. Let alone college or university education. The other challenge is that while the number of students has risen exponentially since the introduction of free primary education in 2003, the number of new teachers has increased by only 2.6 percent. In 1973 a policy of free primary education was introduced but it had to be reversed soon after as teachers and the school infrastructure could not cope with the one million new admissions that arrived in the first two months.

Similar problems have become visible over the last five years. The pupil-teacher ratio has risen in some cases to more than 100 students per 1 teacher. Even the average 60-1 ratio is quite high. It has eroded not only the standard of basic education but also that of secondary education as now there are higher numbers of aspirants than ever before. The gap between different schools within the government system has increased due to free provision of primary education. Schools in the slums and in the marginalized regions like the marginalized and semi-arid areas have seen the highest rate of enrolment. Yet, these were precisely the places where the infrastructure was already weak. Another consequence of the crowding of primary schools is the flourishing business of private schools. The education ministry estimates that there are over 2000 private schools, nearly 10 times the number that there were in 2002 mainly to make profits and yet hiring staff with sub-standard qualifications or having no teacher training qualification at all.

Over the last five years, many people who would normally send their children to government schools have been forced towards private schools because of overcrowding, Charges can range from \$200 – \$1,000 per term at primary level to between \$500 - \$1,500 per term in various secondary schools.

The demand for private education is now not confined to the rich as people from all socio-

economic backgrounds are looking to the private sector to get their children quality education.

The initiative for free primary education has been strongly supported by the donor community. Encouraged by the public response and the Kenyan government's political will, reflected in the disbursement of \$6.8 million in emergency grants to provide for basic classroom needs including textbooks, UNICEF donated \$2.5 million, and the UK Department for International Development (DFID) donated \$21.1 million. In 2004 additional grants of \$50 million from the World Bank and \$10.6 million came from DFID and the Swedish International Development Agency. The World Food Programme (\$13.9 million) and OPEC (\$9.9 million) too have contributed to making the programme a success.

Yet a recent research report has raised questions over the sustainability of the free primary education policy. The report compiled by CREATE (Consortium for Research on Educational Access, Transitions and Equity), which is based at Sussex University and is funded by DFID, reviews recent research on the progress made by Kenya, Tanzania and Uganda towards universal education.

The 2007 report, titled 'Policies on free primary and secondary education in East Africa' highlights research which states that while the Kenyan government raised its education budget in 2003-04 by 17.4 percent and was strongly supported by donor funding in its free primary education initiative, this may not be sustainable.

The cost of providing free primary education is beyond the scope of the ordinary education budget, economic performance has not been strong and donor finance is often temporary. The free primary education initiative of 2003 was pursued as a matter of political expediency. It was not adequately planned and resourced and thus had the consequences of increased drop-out and falling educational quality," states the report.

In view of these challenges, the research concludes that the attainment of sustained free primary education an illusion in the context of Kenya.

Other research cited in the report states that despite the waiver on tuition fees, there remain other obstacles to enrolment especially among the poor. These include the need for children to work and concerns of parents about the quality of education, whether it leads to work and its utility later in life.

Vision

To enable children achieve their potential within a learning environment that is safe, positive, respectful, inclusive and welcoming

Mission

Committed to encouraging the best in children, staff and community by nurturing a passion for knowledge, sport, creativity, science and technology

Motto

Enter to Learn and Leave to Achieve

WHAT WILL BE UNIQUELY AND SIGNIFICANTLY DIFFERENT AT BAHATI SCHOOL OF KENYA ISHIARA

The Bahati School of Kenya - Ishiara science curriculum will borrow its philosophy and argument from the Beverly School of Kenya which has adopted Project 2061 *Science for all Americans* thesis, which is based on the belief that the science-literate person is one who is aware that science, mathematics, and technology are interdependent human enterprises with strengths and limitations; understands key concepts and principles of science; is familiar with the natural world and recognizes both its diversity and unity; and uses scientific knowledge and scientific ways of thinking for individual and social purposes.

THE NEED FOR SCIENCE LITERACY

Education has no higher purpose than preparing people to lead personally fulfilling and responsible lives. For its part, science education - meaning education in science, mathematics, and technology - should help students to develop the understandings and habits of mind they need to become compassionate human beings able to think for themselves and to face life head on. It should equip them also to participate thoughtfully with fellow citizens in building and protecting a society that is open, decent, and vital.

The most serious problems that humans now face are global: unchecked population growth in many parts of the world, acid rain, the shrinking of tropical rain forests and other great sources of species diversity, the pollution of the environment, disease, social strife, and the extreme inequities in the distribution of the earth's wealth

The future for individual human beings and the world depends largely on the wisdom with which humans use science and technology. And that, in turn, depends on the character, distribution, and effectiveness of the education that people receive. The argument and case therefore is that;

Science, energetically pursued, can provide humanity with the knowledge of the biophysical environment and of social behavior needed to develop effective solutions to its global and local problems; without that knowledge, progress toward a safe world will be unnecessarily handicapped.

By emphasizing and explaining the dependency of living things on each other and on the physical environment, science fosters the kind of intelligent respect for nature that should inform decisions on the uses of technology; without that respect, we are in danger of recklessly destroying our life-support system.

Scientific habits of mind can help people in every walk of life to deal sensibly with problems that often involve evidence, quantitative considerations, logical arguments, and uncertainty; without the ability to think critically and independently, citizens are easy prey to dogmatists, flimflam artists, and purveyors of simple solutions to complex problems.

Technological principles relating to such topics as the nature of systems, the importance of feedback and control, the cost-benefit-risk relationship, and the inevitability of side effects give

people a sound basis for assessing the use of new technologies and their implications for the environment and culture; without an understanding of those principles, people are unlikely to move beyond consideration of their own immediate self-interest.

Although many pressing global and local problems have technological origins, technology provides the tools for dealing with such problems, and the instruments for generating, through science, crucial new knowledge. Without the continuous development and creative use of new technologies, society may limit its capacity for survival and for working toward a world in which the human species is at peace with itself and its environment.

The life-enhancing potential of science and technology cannot be realized unless human beings in general understand science, mathematics, and technology and to acquire scientific habits of mind. Without a science-literate population, the outlook for a better world is not promising.

To turn this situation around will take determination, resources, leadership, and time. The world has changed in such a way that science literacy has become necessary for everyone, not just a privileged few; hands on science education is the way to go for all students whether they choose to become engineers, doctors or musicians we also believe that to be true.

Other core subjects to be taught include;

- The Language Arts
- Music and Performing arts
- Environment and Agriculture
- Entrepreneurship and Business
- Citizenship and Ethics
- Religious Education and Social Studies and Kiswahili

EXPECTED OUTCOMES/KEY RESULTS AREAS

- Bahati Ya Mke Trust Registered and incorporated
- Land purchased and Title Deed obtained in Trust Deed name
- Land surveyed and beacons placed ready for fencing and rehabilitation for farming
- Bahati School of Kenya constructed and completed
- Staff recruitment including Head of School successfully completed
- Draft policy documents prepared and shared with stakeholders and users
- Student admission criteria document prepared and admission process carried out
- Bahati School of Kenya opens doors to first students
- Registration of school with Ministry of Education begins

MONITORING AND EVALUATION

An effective M&E system and tools are essential for the promotion of accountability, quality, learning and ultimately enhancing organizational performance in order to show and demonstrate

results at the impact level. M&E at Bahati School will be considered critical for the following reasons;

- Promote evidence based programming and decision making
- Determine compliance with institutional policies, plans and procedures
- Promote accountability and accessibility of policy information and data to all stakeholders and users
- Promote a culture of documentation of lessons, experiences and best practices using universally acceptable principles and standards of M&E as well as its own principles, benchmarks, indicators and criteria appropriately applied

SUSTAINABILITY COMPONENT

A project or program can only be termed successful if it has in-built sustainability processes that should move it from a start up to a viable business and it should also be managed using sound business and management principles. Even where a grant or donation is being extended unless it is perpetual and even then self sustainability is critical. The initial proposed gift is an investment but the project must generate income to sustain the vision of supporting those that might not have the opportunity to receive a quality education which is envisaged at Ishiara School. There is no free education. It is a product that costs money because it costs money to deliver it as a service/commodity. Yet it is a special product that does not necessarily entail profit making because of its social nature and its long term impact on its recipients. Bahati Ya Mke Trust certainly does not have the initial funding to start the Ishiara School project. The group however has identified several areas that can be pursued as potential business that can generate income for the school operations beyond the initial funding currently sought and/or any future support. The intention is to turn the Ishiara School project into a long term program. The school will be located within a radius of 4Km of Ishiara Town, therefore that proximity to the town centre would enable the school have access to economic activities that take place within the town Center. The other advantage is that there is the newly constructed highway to Meru that runs just outside the Ishiara town Centre that would give the school access to external markets. Some proposed income generating projects include;

- The largest domestic animals open air market that takes place every Tuesdays. The school can engage in goat fattening project, goat milk production and hides and skin as by products
- The school will have access to water from Mount Kenya which can be used for green house projects to grow under controlled climatic conditions year round (vegetables, tomatoes, colored peppers etc.)
- Fruit growing e.g. passion fruits, pawpaws, mangoes do extremely well in the heat and soil of this area. The school can either sell as raw products or simply process and do value addition to the same
- Generate funds from school fees paid by students from able families to support children from underserved families and difficult circumstances
- Purchase farming implements for use on the school farm and also for hire/lease to other farmers in the community (the community uses bull ploughing)
- The area produces fantastic honey from the local trees. There is a huge demand for honey in places beyond Ishiara
- The school can keep poultry for eggs, meat and produce chicken manure used as special feed for fish and dairy animals

RISKS & ASSUMPTIONS

Contextual and Strategic Risks : These are assumed as being moderate and include political, social, economic and environmental and are inherent and likely to play to effect growth of the project say during elections, government policies, regulatory and legal changes in tax regimes, global impact, seasonal incomes, reluctance to pay for services, dependency syndrome

Mitigation: Have in place risk management system to identify, forestall and address the risks and threats as they emerge

Partnership: The assumption that partners will create a win-win situation but in the event that it is not forthcoming

Mitigation: Develop a partnership policy framework that adds value to the work and actions of Bahati School

Organizational Risk: Bahati School is a new and start-up program/project with no track record or performance audits. The employee risks are associated with maintenance, cover, health, safety, up-to-date skills etc.

Mitigation: To develop and implement a strategy for staff recruitment, have an organizational structure that clearly states organizational structural and functional roles and tasks, flow of communication in line with the school focus and core business. Proper supervision by BoT and fiduciary compliance

Implementation Risk: Owners/BoT may fail to adhere to document and operational plan. Funding unavailability directly linked to proposal to encourage structured implementation. There could also be funding gaps, frequent changes from both within and without, loss of key staff, funding partner, lack of employee confidence or damaged reputation/image

Mitigation: BoT to closely oversee the implementation and management process of monitorable schedules. To have phased activities to allow for learning and experience testing. To have qualified body or person contracted or sought to certify civil works (e.g. Clerk of Works, fund holder) before payment on construction items/materials. Funding partner(s) to be encouraged to assign advisor to provide support for effective program implementation. Purchase of durable and reliable equipment to avoid losses and faulty equipment/materials. Ensure compliance with all necessary laws and regulations

Control Risk

Budget: Inability or lack of capacity to handle funds.

Lack of accounting policies and procedures.

Lack of internal controls and audits

Funds flow and markets exposure risks – delays in disbursements, inability to account and report by beneficiary, rise in interest rates, VAT etc.

Inability to attract, retain sufficient and qualified staff to implement plan

Mitigation: Vigilant follow up of laid down guidelines

Put in place accountability and financial management systems to be followed and reviewed from time to time

Hiring qualified staff and making effort to retain
 In house training and adequate remuneration
 Have in place a robust financial management system followed and applied
 Establish and come up with mutually agreed and enabling disbursement and reporting framework/MoU

Governance Risk Basic governance, management and administrative systems and procedures not in place

Mitigation: Bahati Ya Mke Trust and School to institute risk management system and policy for management practices as part of overall institutional efficiency at all levels and having training in project, business risk management for BoT and Head of School with availability of funds

NOTE

It is assumed that where there is lack of capacity either in human/manpower and the absence of policies/guidelines/manuals that Beverly Foundation will assist or source that assistance until the capacity of Bahati Ya Mke Trust and the school management are sufficiently capacitated and developed and which are in nature short, medium and long term goals.

IMPLEMENTATION SCHEDULE & BAHATI SCHOOL ROLL OUT PLAN

| Activity/Task Description | Person Responsible | Date | Resources |
|---|---|--|------------------|
| Trust Deed Registration | Advocate Eddy Orinda | 2-3 weeks (11 th -29 th June 2012 | Refer ToRs |
| Land Transfer & Conveyance (Title Deed) | Advocate Eddy Orinda | 2-3 weeks (29 th – 13 th July 2012 | Refer ToRs |
| Land Purchase (actual payment & Stamp Duty) | Advocate Eddy Orinda & Beverly Foundation | 13 th July 2012 | Refer ToRs |
| Land Surveying & Beacon Placement | Sospeter & Beverly Foundation | 14 th July 2012 | |
| Application for Environmental Impact Assessment with NEMA | Beverly Foundation | 16 th July 2012 | |
| Property fencing, gate, store and guard house | Bahati Ya Mke & Beverly Foundation | 13 th -15 th July 2012 | |
| Professional consultation (architect) | Bahati Ya Mke & Beverly Foundation | 16 th July – until completion of construction | |
| Development of blueprints for County approval | Architect | 16 th July – July 31 st 2012 | |

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| Award of tender for construction and related services | Architect, Bahati Ya Mke Trust and Beverly Foundation | 1 st August – 3 rd August 2012 | |
| Commencement of construction of school | Professional Team and contractor/builder | 13 th August 2012 | |
| Land rehabilitation to arrest soil erosion Terracing Gabions | Bahati Ya Mke | 20 th August 21 st September 2012 | |
| Preparation of policy documents Staff HR Manuals Student Handbook Parent/Guardian Handbook Finance/Accounting Manual Admission Policy Document Strategic Plan Business Plan | Bahati Ya Mke & Beverly Foundation | 13 th August and will be ongoing | |
| Uniform, school colors & Logo selection | | Tied to above activity | |
| Recruitment of Principal/Head of School | | March 2013 | |
| Construction of school completed & handed over | | March-April 2013 | |
| Recruitment of students & essential staff | | March-April 2013 | |
| Purchase of furniture, teaching & learning Aids, equipment etc. | | April 2013 | |
| Move In | | April | |
| School Opens & Classes Begin | | May – Term 2 2013 | |

Budget

The budget and accompanying assumptions will be concretized once the initial offer/MoU is drawn up. Beverly Foundation will then assist the Bahati Ya Mke Trust to break down into details the amounts proposed for the various components and rationalize the various components of the budget. The blank areas under resources will then be filled in. Received and in account is US\$ 50,000 (3,880,000 thereabouts) out of which the ToRs for legal assistance is coming from. Attached with this document are the referred ToRs