



# Zeph Omweno Foundation

## STRATEGIC PLAN

### OUR PROGRAMS

- ✓ School Mentorship
- ✓ Hygiene Support
- ✓ School Uniforms
- ✓ Community Outreach
- ✓ Career Guidance
- ✓ Vocational Training



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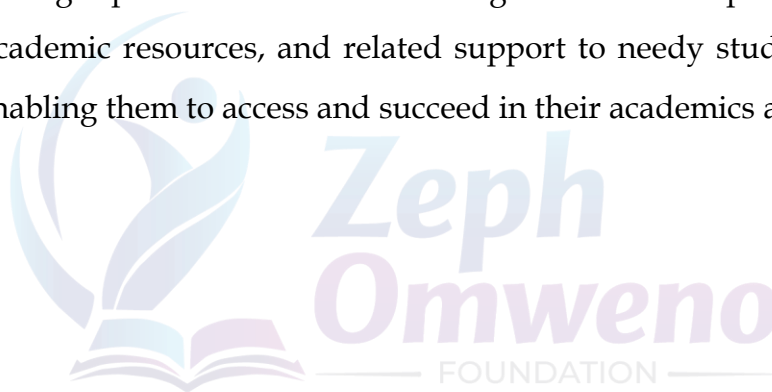


## ZEPH OMWENO FOUNDATION STRATEGIC PLAN

### PREFACE

This strategic plan provides a clear, actionable framework that aligns the Zeph Omweno Foundation's mission, resources, and activities to empower potential, underserved students through mentorship, school uniforms, career guidance, community outreach, and environmental sustainability programs. The plan aims to maximize impact by setting measurable goals, guiding resource mobilization, fostering partnerships, and ensuring sustainability, ultimately enabling Zeph Omweno Foundation beneficiaries to achieve academic success and contribute meaningfully to society.

Scope: This strategic plan focuses on advancing educational equity by providing mentorship, academic resources, and related support to needy students within the Kisii region, enabling them to access and succeed in their academics and in life.



## Executive Summary

Zeph Omweno Foundation, being a foundation focused on the welfare and empowerment of learners, seeks to undertake various Corporate Social Responsibility (CSR) activities aligned with its mission and values. To make the Foundation relevant and compliant, the activities need to be measurable to enable it to assess its impact, identify areas of improvement, and make decisions to better serve the needs of its beneficiaries and communities. Zeph Omweno Foundation is committed to empowering needy learners through all-rounded education that advances sustainable development. The Foundation will undertake a three-year strategic plan (2026-2028), structured around FIVE key pillars as outlined in global frameworks in empowering individuals and communities through education, mentorship, skills development, and sustainable social change. The goal is to create pathways out of poverty and into purposeful living for the children who are already disadvantaged by indigence.

By integrating these pillars and subject to the availability of funds from resource mobilization initiatives, the Foundation aims to support 5,000 students annually by 2028, equipping them with the knowledge and skills to address pressing global challenges like climate change, inequality, and economic resilience. The plan emphasizes mentorship, school uniforms, career guidance, community outreach, and environmental sustainability-focused programs to foster long-term impact and social mobility.

### **List of Abbreviations**

1. CSR – Corporate Social Responsibility
2. Foundation – Zeph Omweno Foundation
3. HELB – Higher Education Loans Board
4. KPIs – Key Performance Indicators
5. KUCCPS – Kenya Universities and Colleges Central Placement Service
6. NGO – Non-Governmental Organizations
7. UN SDGs – United Nations Sustainable Development Goals
8. MHM – Menstrual Health Management
9. WASH – Water, Sanitation, and Hygiene.
10. FGM – Female Genital Mutilation.
11. PSS – Psychosocial Support Services.
12. SDQ – Strengths and Difficulties Questionnaire.
13. GBV – Gender-Based Violence.
14. CBO – Community-Based Organization
15. CHP – Community Health Promoters.
16. ZOF – Zeph Omweno Foundation

### **Purpose and Background**

The purpose of this strategic plan is to serve as a roadmap to guide the Foundation in achieving its mission and vision effectively.

Zeph Omweno Foundation began as a charitable organization as part of a community empowerment initiative and officially registered as a foundation in 2026. The broad aim of the Foundation is to provide educational, financial, and non-financial support to children from indigent families across Kisii County. The focus of the Foundation since its inception in January 2026 has been to transform the community through knowledge and education. The Foundation's core programs form part of this journey in providing both financial and non-financial support to ZOF beneficiaries and the community that forms the Foundation.

## Zeph Omweno Foundation Strategic Plan

**Mission:** To empower individuals and communities through education, mentorship, skills development, and sustainable social change, creating pathways out of poverty and into purposeful living.

**Vision:** A society where every individual, regardless of background or circumstance, has the confidence, knowledge, and opportunity to live a dignified and productive life.

## CORE VALUES

Our values include:

- **Dignity and community:** Honoring the worth of every person
- **Community:** Rooted in and responsive to the people.
- **Integrity:** Honest and accountable in all we do.
- **Innovation:** Continuously improving our approach.
- **Equity:** Equal opportunity for all.
- **Impact:** Measurable and lasting change.



## The Five Core Pillars of the Foundation

1. **Mentorship and Career Development:** School mentorship, career guidance, and counseling programs
2. **Hygiene Support:** Menstrual hygiene support.
3. **School Uniforms:** Provision of school uniforms to needy students
4. **Community Outreach:** Community outreach and engagement.
5. **Environmental Sustainability:** Environmental awareness and sustainability programs.

## Strategic Goals and Objectives

The strategic plan is organized around the three pillars of sustainability, with goals, objectives, timelines, and KPIs drawn from best practices in educational foundations and sustainability initiatives.

| Pillar                                                                                                                                  | Goal                                                                                                                                                                                                                                                                                                                               | Objectives (SMART)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Timeline  | Key Performance Indicators (KPIs)/Expected Outcomes                                                                                                                                                                                                                                                                                                                                                                                                      | Source                                                                                                                                                                                                       |
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| <b>Mentorship Pillar:</b><br>Support economic empowerment and viability through school mentorship programs for sustainable livelihoods. | To equip vulnerable children and youth (especially girls and students from disadvantaged backgrounds) with quality education, life skills, and supportive relationships through structured school-based mentorship programs, enabling them to improve academic performance, build resilience, complete their education, and become | <ul style="list-style-type: none"> <li>☐ <b>Improve Academic Performance and School Retention:</b> Increase school attendance, reduce dropout rates, and enhance academic outcomes such as improved grades, transition rates from junior secondary to senior secondary, and performance in national examinations, by providing consistent academic guidance, study support, and study skills through trained volunteer mentors.</li> <li>☐ <b>Build Life Skills and Personal Development:</b> Equip learners with essential life skills such as goal-setting (using SMART goals), self-regulation, decision-making, communication, leadership, and resilience to help them navigate</li> </ul> | 2026-2028 | <ul style="list-style-type: none"> <li>☐ <b>Short-term (within 1 year):</b> Improved school attendance (target: ≥85%), better classroom participation, stronger mentor-mentee relationships, and increased student confidence and goal-setting abilities. Increase awareness among students about the dangers and consequences of alcohol, drugs, and substance abuse. Build resistance to peer pressure by equipping students with practical</li> </ul> | Appreciation letters upon completion of sponsorship. -KUCCPS admission letters of beneficiaries to respective public universities. -ZOF logs and recommendations for Zeph Omweno beneficiaries. -ZOF logs of |

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|  | <p>confident, responsible, and productive members of society.</p> <p>The goal is to align with SDG 1 (No poverty), SDG 4 (Quality Education)</p> | <p>challenges like peer pressure, puberty, trauma, and socio-economic barriers.</p> <p><b>□ Equip students with accurate knowledge, life skills, resilience, and access to appropriate support services to prevent alcohol, drug, and substance abuse.</b></p> <p>Increase students' knowledge of the physical, psychological, social, and academic risks associated with alcohol, drugs, and substance abuse; Strengthen students' ability to resist peer pressure by providing age-appropriate life-skills and decision-making sessions; Improve awareness of healthy coping mechanisms, identifying positive alternatives to substance use – such as sports, creative activities, mentorship, counseling, and constructive peer relationships; Equip students with practical decision-making and refusal skills through structured mentorship sessions;</p> <p>Increase early help-seeking and referral awareness and support</p> |  | <p>refusal, decision-making, and communication skills.</p> <p><b>□ Medium-term (1–3 years):</b> Higher transition rates to senior secondary school/tertiary education, reduced incidences of risky behaviors such as early pregnancies, drug use, and measurable improvements in life skills and academic performance. Reduce students' vulnerability to substance abuse by strengthening their resilience, decision-making, self-discipline, and ability to manage peer pressure. Establish sustainable school-based mentorship programs that provide regular education, life-</p> | <p>rehabilitated and transformed students from alcohol, drugs, and substance abuse.</p> |
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|  |  | <p>services when they or a peer experiences substance-related difficulties; Engage parents, teachers, and school counselors in prevention and early intervention; Establish a school-based prevention and mentorship mechanism in partnership with participating schools, including designated mentors/counsellors and referral pathways,</p> <p>□ <b>Promote Gender Equality and Inclusion:</b> Empower girls and other marginalized students, including those with disabilities, those from broken families, and those from low-income families, by addressing gender-based barriers, preventing early marriages, FGM, GBV, and school absenteeism related to menstrual hygiene or family responsibilities, while promoting positive masculinity among boys.</p> <p>□ <b>Foster Psychosocial Wellbeing and Confidence:</b> Create safe, trusting mentoring relationships that boost self-esteem, emotional intelligence, and mental wellbeing,</p> |  | <p>skills sessions, peer support, and access to appropriate counselling and referral services.</p> <p>□ <b>Long-term (3-5+ years):</b> Higher completion rates of secondary education, increased number of empowered young leaders (especially girls), reduced intergenerational poverty, and mentees becoming mentors or role models in their communities. Reduce the risk and prevalence of alcohol, drug, and substance abuse among students participating in the Foundation's mentorship programs. Develop resilient and responsible young</p> |  |
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|                                                                                                                                                                                                  |                                                                                                                                    | <p>helping students overcome trauma, build positive identities, and develop healthy relationships with adults and peers.</p> <p>□ <b>Strengthen Career Awareness and Future Readiness:</b> Expose students to career guidance, role models, and pathways to further education or vocational training, preparing them for post-school success and reducing youth unemployment.</p> <p>□ <b>Build Sustainable Community and School Ecosystems:</b> Train and support volunteer mentors, teachers, and parents/guardians as co-mentors, while strengthening partnerships with schools, local leaders, and other stakeholders to create a supportive environment for learner success.</p> |                  | <p>people who can make informed decisions and resist harmful influences.</p>                                                                       |                                                                                                  |
| <p><b>Career Development:</b><br/>The Career Development Pillar serves as a critical bridge that transforms the foundation's investments in education and psychosocial support into tangible</p> | <p>To empower vulnerable children and youth from needy backgrounds with timely, relevant, and personalized career guidance and</p> | <p>□ <b>Deliver Accessible and Age-Appropriate Career Guidance:</b><br/>Provide individual and group career counseling, interest/aptitude assessments, and career exploration sessions integrated into school mentorship programs, starting from</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>2026-2028</p> | <p>□ <b>Short-term (0-1 year):</b> Increased community knowledge on lucrative careers and reduced stereotypes on grades below the conventional</p> | <p>Participation logs of career talks for students and engagement forums such as barazas for</p> |

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| future opportunities, helping children from needy backgrounds move from vulnerability to self-reliance and success. | counseling, enabling them to discover their strengths, make informed education and career choices, overcome socio-economic barriers, transition successfully from basic education to further learning or work, and achieve long-term economic independence, self-reliance, and contribution to community development. | <p>upper primary through secondary levels.</p> <p>□ <b>Build Self-Awareness and Decision-Making Skills:</b> Help learners understand their interests, strengths, values, and abilities while developing realistic career goals, using tools such as career mapping, personality inventories, and strength-based counseling.</p> <p>□ <b>Address Barriers Faced by Vulnerable Learners:</b> Tackle specific challenges such as limited exposure to career options, low self-confidence, trauma-related setbacks, gender stereotypes, financial constraints, and family pressures through trauma-informed and gender-responsive counseling.</p> <p>□ <b>Promote Informed Pathways to Education and Work</b> Guide learners toward appropriate post-basic education routes, including secondary school completion, TVET/technical training, tertiary education, or entrepreneurship, while linking with the Vocational</p> |  | <p>C+ grade; higher participation in career dialogues and events; stronger relationships with local education and career partners such as HELB and KUCCPS.</p> <p>□ <b>Medium-term (1-3 years):</b> Measurable reduction in strengthenin career readiness among students and young people by providing sustained career guidance, mentorship, skills development, exposure to diverse career and vocational pathways, and access to relevant information and opportunities, enabling them to make informed career choices and transition confidently into further</p> | <p>parents and community members.</p> <p>Collected bio data from ZOF's career event logs, capturing date, gender, and number of participants.</p> |
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|  |  | <p>Pillar for technical training awareness.</p> <ul style="list-style-type: none"> <li>□ <b>Engage Families, Schools, and Communities:</b> Train parents/guardians, teachers, and community mentors in basic career guidance to create a supportive ecosystem, while conducting community awareness sessions to reduce myths such as only university leads to success.</li> <li>□ <b>Facilitate Practical Exposure and Role Modeling:</b> Organize career fairs, industrial visits, mentorship by professionals, alumni talks, and job shadowing opportunities, with special emphasis on exposing girls and marginalized children to diverse and non-traditional careers.</li> </ul> |  | <p>education, training, employment, or entrepreneurship.</p> <ul style="list-style-type: none"> <li>□ <b>Long-term (3-5+ years):</b> Transformed community that empowers young people to achieve sustainable career and economic independence by equipping them with the knowledge, skills, mentorship, networks, and opportunities necessary to pursue meaningful careers, succeed in employment or entrepreneurship, and contribute positively to the social and economic development of their communities.</li> </ul> |  |
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| <p><b>Hygiene Support Pillar</b><br/>Emphasize menstrual health awareness, general health, and universal community health for inclusive development.</p> | <p>To empower adolescent girls to manage menstruation with dignity, safety, and confidence by providing comprehensive menstrual hygiene education, affordable and sustainable menstrual products, improved Water, Sanitation and Hygiene (WASH) facilities, and community-wide stigma reduction, thereby reducing school absenteeism, improving reproductive health outcomes, enhancing psychosocial wellbeing, and advancing gender equality. The goal</p> | <p> <input type="checkbox"/> <b>Increase Access to Affordable and Safe Menstrual Products:</b> Ensure vulnerable girls and women have consistent access to quality, culturally appropriate, and environmentally friendly menstrual materials (disposable pads), including emergency supplies in schools and communities.<br/> <input type="checkbox"/> <b>Deliver Comprehensive Menstrual Hygiene Education and Awareness:</b> Break myths, taboos, and stigma around menstruation by providing accurate, age-appropriate information on menstrual biology, hygiene practices, and self-care to girls, boys, parents, teachers, and community leaders.<br/> <input type="checkbox"/> <b>Improve Menstrual-Friendly WASH Infrastructure</b> Support the development and maintenance of girl-friendly sanitation facilities in schools and community spaces (private, clean toilets with water, soap, disposal bins, and changing areas) to enable dignified menstrual management.<br/> <input type="checkbox"/> <b>Reduce School Absenteeism and</b> </p> | <p>2026-2028</p> | <p> <input type="checkbox"/> <b>Short-term (0-1 year):</b> Increased knowledge of MHM among girls and communities; improved access to menstrual products; reduced stigma in targeted schools and communities; higher comfort levels in discussing menstruation.<br/> <input type="checkbox"/> <b>Medium-term (1-3 years):</b> Significant reduction in school absenteeism during menstruation (target: <math>\geq 70\%</math> reduction); improved hygiene practices; better WASH facilities in partner schools; increased use of safe menstrual materials.<br/> <input type="checkbox"/> <b>Long-term (3-5+ years):</b> Sustained         </p> | <p>Impact Measurement frameworks.</p> <p>ZOF events reports/calendar, imprest reports</p> <p>Events logs and documented environmental activities.</p> |
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|  | <p>is to align with SDG 3 (Good health and well-being) and SDG 17 (Partnerships for the goals).</p> | <p><b>Improve Educational Outcomes</b> Minimize menstruation-related school absenteeism and dropout rates among adolescent girls by combining product provision, education, and supportive school environments, contributing to better academic performance and retention.</p> <p>☐ <b>Promote Psychosocial Wellbeing and Gender Equality</b> Build girls' self-confidence, self-esteem, and emotional resilience while engaging boys and men in positive masculinity to foster supportive attitudes toward menstrual health and challenge harmful gender norms.</p> <p>☐ <b>Ensure Sustainable and Environmentally Responsible Practices</b> Promote proper menstrual waste management, reusable product options, and community-led solutions to minimize environmental impact and build long-term sustainability.</p> |  | <p>improvement in girls' school completion and transition rates; enhanced reproductive health; empowered girls who become advocates and role models; stronger community norms supporting menstrual dignity.</p> |  |
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| <p><b>School Uniforms Pillar</b><br/>The School Uniforms Pillar acts as a powerful catalyst that turns potential into reality for children from needy backgrounds, amplifying the impact of your foundation's other strategic pillars and creating lasting generational change.</p> | <p>To provide uniforms to needy students for equitable, holistic, and sustainable support to economically disadvantaged children from needy backgrounds, enabling them to access and complete school uniforms. This breaks the cycle of intergenerational poverty, improves retention and transition rates, and empowers beneficiaries to become confident, responsible citizens and future role models in their communities.</p> | <ul style="list-style-type: none"> <li>□ <b>Increase Access to School Uniforms for Needy Children:</b> Equitably issue school uniforms to vulnerable learners and those from extremely poor households.</li> <li>□ <b>Ensure Academic Success and Retention</b> Support ZOF beneficiaries to achieve high retention, transition, and completion rates through continuous complete school uniform supply, and performance monitoring, reducing dropout due to financial or social barriers.</li> <li>□ <b>Strengthen Transparency, Accountability, and Community Ownership</b> Implement need-based yet need-sensitive selection processes, regular monitoring, and stakeholder engagement (parents, schools, community leaders) to ensure transparency and long-term sustainability in the distribution and use of the school uniforms.</li> </ul> | <p>2026 – 2028</p> | <ul style="list-style-type: none"> <li>□ <b>Short-term (0–1 year):</b> Increased number of vulnerable learners accessing education by providing them with school uniforms; improved school attendance and basic academic performance; establishment of support systems for parents/guardians.</li> <li>□ <b>Medium-term (1–3 years):</b> High retention and transition rates from junior secondary to senior secondary, senior secondary to TVET/tertiary; measurable improvements in self-confidence, and school attendance; reduced education-related vulnerabilities.</li> <li>□ <b>Long-term (3–5+ years):</b> High retention and transition rates from junior secondary to senior secondary, senior secondary to TVET/tertiary; measurable improvements in self-confidence, and school attendance; reduced education-related vulnerabilities.</li> </ul> | <p>ZOF logs on number of school uniforms issued to learners termly to vulnerable children</p> <p>ZOF logs on percentage of school uniforms issued to girls and learners abled differently.</p> <p>ZOF logs on transition rates to further education, 12–24 months after completion</p> <p>ZOF logs on the impact school uniforms had</p> |
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|                                                                                                                                                                                                                          |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                               |           | years): Higher confidence rates and increased school attendance for both junior and senior secondary ZOF beneficiaries; empowered learners contributing to community development and becoming mentors or sponsors; measurable reduction in intergenerational poverty in target areas. | on the students' confidence and performance.                                                          |
| <b>Community Pillar</b><br>This is the foundation's bridge to the community, ensuring that direct interventions (mentorship, menstrual hygiene support, etc.) are understood, accepted, and sustained locally. Effective | To build strong, inclusive, and resilient communities that actively support the rights, wellbeing, and empowerment of vulnerable children by | <input type="checkbox"/> <b>Enhance Community Awareness and Attitude Change</b> Conduct regular sensitization campaigns, dialogues, and awareness sessions to challenge harmful norms (e.g., menstrual stigma, gender-based violence, early marriage, FGM, alcoholism, and negative parenting practices) and promote positive | 2026-2028 | <input type="checkbox"/> <b>Short-term (0-1 year):</b> Increased community knowledge and reduced stigma around key issues, mainly menstruation, girls' education, and child protection; higher participation in                                                                       | Participation logs of community engagement forums such as barazas,<br><br>Collected bio data from ZOF |

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| <p>outreach and engagement multiply the impact of other pillars by creating an enabling environment for lasting change.</p> | <p>fostering meaningful outreach, dialogue, participation, and ownership, leading to reduced stigma, harmful cultural practices, and barriers while promoting sustainable community-led solutions for education, health, and gender equality.</p> | <p>behaviours supporting child protection, girls' education, and dignity.</p> <ul style="list-style-type: none"> <li>□ <b>Strengthen Community Participation and Ownership:</b> Actively involve community members (parents, caregivers, youth, men/boys, elders, religious and cultural leaders) in program design, implementation, and monitoring so that initiatives on mentorship, menstrual hygiene, and women's empowerment become community-driven rather than externally imposed.</li> <li>□ <b>Build and Leverage Strategic Partnerships</b> Forge and maintain collaborations with local stakeholders – including schools, churches, community-based organizations (CBOs), county government departments, Community Health Promoters (CHPs), women's groups, and youth networks – to amplify reach, avoid duplication, and create a supportive ecosystem.</li> <li>□ <b>Identify, Mobilize, and Support</b></li> </ul> |  | <p>dialogues and events; stronger relationships with local leaders.</p> <ul style="list-style-type: none"> <li>□ <b>Medium-term (1–3 years):</b> Measurable reduction in harmful practices; improved community support for vulnerable children and women (e.g., higher school retention, better menstrual hygiene practices, increased reporting of GBV); active community volunteers and champions sustaining outreach activities.</li> <li>□ <b>Long-term (3–5+ years):</b> Transformed community norms that prioritize child and women's rights; self-sustaining community structures such as parent mentorship</li> </ul> | <p>event logs, capturing date, gender, and number of participants.</p> |
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|  |  | <p><b>Vulnerable Groups</b> Strengthen early identification and referral mechanisms for at-risk children (orphans, school dropouts, abuse survivors) and women (GBV survivors, economically disadvantaged) through community outreach, while linking them to foundation services and other support systems.</p> <p>□ <b>Develop Local Capacity and Leadership</b> Train and mentor community champions, volunteer facilitators, parent support groups, and youth ambassadors to cascade knowledge on child rights, menstrual hygiene management (MHM), positive masculinity, and life skills, ensuring sustainability beyond direct foundation interventions.</p> <p>□ <b>Promote Inclusive and Gender-Responsive Engagement</b> Ensure meaningful participation of marginalized voices (girls, women, persons with disabilities, and boys/men) in community forums, while addressing power imbalances</p> |  | <p>networks, MHM clubs, gender dialogue forums; reduced vulnerability and stronger social cohesion leading to better health, education, and economic outcomes.</p> |  |
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|                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                    | and fostering shared responsibility for family and community wellbeing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                 |
| <b>Environmental Sustainability Pillar</b><br>Focus on environmental awareness campaigns, tree plantation drives, and sustainable practices that protect natural resources and promote climate literacy. | Enhance student engagement in environmental sustainability through targeted support. The goal is to align with SDG 7 (Affordable and clean energy), SDG 11 (Sustainable cities and communities), and SDG 17 (Partnerships for the goals).<br>SDG-13 Climate Action | <input type="checkbox"/> <b>Raise Awareness and Knowledge on Environmental Issues</b> Increase understanding of key local and global environmental challenges such as climate change, deforestation, biodiversity loss, waste management, water conservation, and pollution among children, adolescents, and community members through interactive education sessions, school clubs, and community dialogues.<br><input type="checkbox"/> <b>Integrate Environmental Awareness into Existing Programs</b> Embed environmental education within the foundation's <b>school mentorship programs</b> (Education Pillar) and <b>menstrual hygiene support</b> (Health Pillar), for example, by linking hygiene education with proper menstrual waste disposal and promoting reusable, eco-friendly products.<br><input type="checkbox"/> <b>Promote Positive Attitudes and</b> | 2026-2028 | <input type="checkbox"/> <b>Short-term (0-1 year):</b> Increased environmental knowledge and awareness levels; formation of school environmental clubs and community awareness groups; higher participation in tree-planting and clean-up activities.<br><input type="checkbox"/> <b>Medium-term (1-3 years):</b> Observable behaviour changes such as improved waste management in schools and homes, increased use of reusable menstrual products with proper disposal; reduced environmental degradation in target | ZOF events reports/calendar<br>Environmental audits.<br><br>Pre and post environmental surveys. |

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|  |  | <p><b>Behavior Change</b> Foster attitudes of care and concern for the environment while motivating practical actions such as tree planting, waste segregation, clean-up campaigns, water harvesting, and adoption of sustainable practices such as kitchen gardens, energy-saving methods.</p> <p>□ <b>Build Skills for Environmental Action and Problem-Solving</b> Equip children, youth, and women with practical skills in environmental management, including climate-smart practices, recycling, sustainable agriculture, and advocacy, enabling them to become active environmental champions and change agents in their homes, schools, and communities.</p> <p>□ <b>Engage Communities and Stakeholders Inclusively</b> Strengthen community outreach and participation, linking with the Community Strategic Pillar, by involving men, boys, elders, teachers, and local leaders in environmental awareness activities,</p> |  | <p>communities; integration of environmental topics into mentorship sessions.</p> <p>□ <b>Long-term (3-5+ years):</b> Communities that actively steward local ecosystems; empowered youth and women acting as environmental leaders and advocates; enhanced resilience to climate change; contribution to broader sustainable development goals, including better health, education retention, and gender equality.</p> |  |
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|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |
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|  |  | <p>while ensuring gender-responsive and inclusive approaches that address the needs of vulnerable groups, including girls and persons with disabilities.</p> <p>□ <b>Support Sustainable and Climate-Resilient Practices</b> Promote low-carbon, climate-resilient solutions such as tree growing, biodiversity conservation, and disaster risk reduction that contribute to improved livelihoods, food security, and reduced vulnerability to climate impacts in Kisii County.</p> |  |  |  |
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## Key Strategies and Actions

1. **Resource Mobilization:** The goal is sustainability: moving beyond ZOF dependency to diversified, predictable income streams while building community ownership for both the beneficiaries.
2. **Student Selection and Support:** Transparent applications prioritizing academic merit, financial need, and commitment to sustainability. Use data-driven approaches to identify candidates.
3. **Integrated Programming:** Align CBE curricula with SDGs, incorporating the eight pillars through interdisciplinary education, peer learning, and behavioral change initiatives.
4. **Partnerships and Engagement:** Collaborate with agencies, universities, NGOs, and businesses for resources, internships, and advocacy. Engage stakeholders in baseline assessments and planning.
5. **Resource and Sustainability Planning:** Secure diverse funding, conduct self-assessments, and develop action plans for long-term viability.

## Implementation Plan

- **Year 1 (2026):** Pilot programs under each pillar for 5,000 students, establish partnerships, and baseline assessments. Continuous monitoring and evaluation of beneficiaries alongside ZOF projects will help in creating a sustainable channel for resource mobilization and continuous funding to support the earners.
- **Year 2 (2027):** Scale support to 20,000, integrate sustainability training, and diversify funding.
- **Year 3 (2028):** Full expansion, alumni networks, and impact evaluations. A team of 10 staff will manage, with quarterly reviews and stakeholder input.

## Key Strategies for Resource Mobilization

### 1. Diversify Funding Sources

The Foundation aims to avoid over-reliance on the founder as the main donor, targeting for a mix:

- **Grants from Foundations and Institutions** – Target child-focused funders like UNICEF, Save the Children, GATES Foundation, Mastercard Foundation, among other global donors aligned with SDGs and child rights.
- **Individual Donors** – Build recurring monthly giving programs, which will be highly effective for predictable revenue. The Foundation projects 100%+ growth in monthly donors with good automation, both local and international.
- **Corporate Partnerships** – Seek CSR collaborations, matching gifts, employee volunteer programs, or in-kind support such as supplies from companies. Workplace giving and corporate volunteer grants will also be considered.
- **Private Sector and Philanthropy** – Engage high-net-worth individuals, philanthropists, or impact investing.

## 2. Local Resource Mobilization (Community-Based)

Empower communities to contribute, fostering ownership and sustainability:

- In-kind donations (food, clothing, sanitary towels, and volunteer time from students/parents/schools).
- Community events, local business sponsorships, or membership drives.
- Community empowerment projects to help the Foundation raise 15 million Kenya Shillings by 2028

## 3. Events and Peer-to-Peer Fundraising

Host engaging, mission-aligned activities:

- Walk-a-thons, fun runs, or mentorship-themed events such as "Sponsor a Child's Future".
- Peer-to-peer campaigns where fundraising will be done on behalf of the Foundation (great for donor acquisition and viral reach).

#### 4. Digital and Innovative Fundraising

The Foundation will leverage current technological trends to raise funds for its initiatives:

- **Online Platforms** – Use tools for crowdfunding, recurring donations, and direct giving, with key emphasis on transparency and quick impact to attract donors.
- **Social Media & Impact Stories** – Share real child impact stories to build emotional connections.
- **AI Tools** – The Foundation will utilize AI tools for prospect research, personalized outreach, or grant writing efficiency.
- **Monthly/Recurring Giving** – Promote as a "sponsor a child" model for steady funds.

#### 5. Sustainability-Focused Approaches

- The Foundation will develop a clear **resource mobilization plan** with SMART goals that will help in maintaining a fund of Kenya shillings 5 million by end of 2028.
- Focus on **donor retention** through stewardship and updates on impact. Retaining donors is cheaper than acquiring new ones.

#### Monitoring and Evaluation

Annual surveys, outcome tracking, and third-party audits will measure progress against KPIs. Focus on adaptability to climate and economic changes, with feedback loops for refinement.

#### Budget Overview

Projected three-year budget: 15 million, allocated 75% to programs, 15% to operations, 10% to evaluation.

Sources: Donations through resource mobilization (60%), grants (30%), endowments (10%). Emphasize cost-effective, sustainable scaling.

## EDUCATION INITIATIVES

The Foundation already performs this function by providing access to education for learners whose parents and guardians are unable to support their children and provide the basics for their learning and continuous stay in school. The Foundation targets a balance in Kisii County through scholarships, mentorship, and career guidance. The Foundation has expanded its reach to Bomachoge Chache and Bomachoge Borabu as the pilot sub-counties, with a vision to expand to other sub-counties in Kisii County. Activities under the education program pillar will include;

### 1. Scholarships and School Uniforms Programs

- **Activity:** Provide need-based scholarships covering tuition, uniforms, and stationery to eliminate any financial barriers to the education of learners from underprivileged backgrounds.
- **Outcome:** Provide scholarships to 100 students in Year 1 (2026), scaling to 5000 by Year 3 (2028), with a target of 90% retention of students who miss school due to lack of school fees.
- **Outcome:** Provide uniforms to 100 students in Year 1 (2026), scaling to 500 by Year 3 (2028), with a target of 90% retention of students who miss school due to lack of uniforms.

### 2. School Mentorship

- **Activity:** Pair students with mentors and provide guidance and counselling sessions to students as groups and as individuals to enhance behavior change, performance, persistence, and moral direction to learners.
- **Outcome:** Achieve an 85% positive behavior change within three years and improve overall student performance and school attendance.

### 3. Career, Skill Development and Academic Support Programs

- **Activity:** Equip students with skills for sustainable careers, aligning with economic and environmental sustainability goals.

- **Outcome:** Ensure 80% of ZOF beneficiaries have the required knowledge about the job market, employment, and starting businesses in sustainable fields.

### **Implementation and Monitoring**

- **Implementation:** Activities will be rolled out in phases, starting with school uniforms and mentorship in Year 1 (2026), followed by expanded support services and sustainability integration by Year 3 (2028). The Foundation's Director of Programs, and Program Managers will coordinate with partners, including institutions, partners, NGOs and relevant stakeholders, to deliver services.
- **Monitoring:** Track KPIs (e.g., retention rates, behavior change, transition rates, and absorption into the job market outcomes) through annual student surveys, academic records, and third-party evaluations. Use the feedback to refine programs, ensuring alignment with student needs and sustainability goals.

To be compliant with MEAL, there will be a need to measure this function through;

- a. Number of children enrolled in education programs at one particular time.
- b. Academic performance and improvements (e.g grades)
- c. Graduation rates and progression to higher education or employment.

### **HYGIENE SUPPORT INITIATIVES**

The Foundation will conduct menstrual hygiene initiatives, health camps, health awareness programs, and provide healthcare education to communities and beneficiaries. The healthcare initiatives will be effectively implemented through the Foundation's volunteers and selected health service providers, who can deliver health awareness sessions during the Foundation's mentorship sessions and health days. Additionally, the provider will conduct basic health checkups for both beneficiaries and their guardians, thereby promoting preventive healthcare and overall wellbeing within the community. This partnership is expected to have minimal cost implications for the Foundation. The activities will include;

## 1. Menstrual Hygiene Support

**Activity:** Provide education on proper menstrual hygiene practices, including safe disposal of sanitary materials.

**Outcome:** Improved menstrual hygiene practices and reduced risk of hygiene-related challenges.

**Activity:** Distribute menstrual hygiene kits to girls in schools and vulnerable communities.

**Outcome:** Improved access to essential menstrual hygiene products and reduced period poverty among adolescent girls.

**Activity:** Provide education on proper menstrual hygiene practices, including safe disposal of sanitary materials.

**Outcome:** Improved menstrual hygiene practices and reduced risk of hygiene-related challenges.

## 2. Mental and Behavioral Health Support

- **Activity:** Provide targeted mental health services to address stress, anxiety, and trauma common among the learners.
- **Outcome:** Enhance student well-being and retention (target: 20% improvement in mental health survey scores), reducing disparities in health and education.

## 3. Health Education and Literacy Initiatives

- **Activity:** Deliver skills-based health education to empower learners manage their own health and advocate for community needs.
- **Outcome:** Increase health knowledge and behaviors (target: 85% of learners demonstrating improved health literacy via pre/post assessments), fostering long-term equity.

## 4. Career Pathways and Scholarships in Healthcare

- **Activity:** Guide talented needy learners toward healthcare professions to build a diverse workforce and break cycles of poverty.

- **Outcome:** Support 100 learners annually in healthcare pathways (target: 80% placement in related jobs or further education), promoting economic sustainability.

#### 5. Partnerships and Community Engagement

- **Activity:** Build networks with other healthcare providers to amplify impact and ensure comprehensive care.
- **Outcome:** Expand reach to 500 students by Year 5 (2028), with 30% of funding from partners, enhancing community health ties.

#### Implementation and Monitoring

- **Implementation:** Roll out in phases, starting with mental health programs in Year 1 (2026), expanding to full partnerships by Year 3 (2028). A dedicated team of healthcare coordinators will oversee delivery, integrating with the Foundation's education and sustainability pillars.
- **Monitoring:** Use KPIs like health service utilization rates, student health metrics, and academic correlations, tracked via annual surveys and third-party audits. Adapt based on data to address emerging needs, such as post-pandemic mental health challenges.

To be compliant with ESG, there will be a need to measure this function through;

- a. Number of children reached through health initiatives.
- b. Health outcomes such as reduced illness, improved nutrition, and increased vaccination rates.
- c. Surveys or assessments to measure knowledge gain among children and families regarding health and hygiene.

#### ENVIRONMENTAL SUSTAINABILITY INITIATIVES

Conducting environmental awareness campaigns, tree growing drives, and teaching environmentally sustainable practices. The activities will include;

##### 1. Tree Growing and Community Projects

- **Activity:** Engage learners in tree growing (experiential learning) and practical, community-based projects to apply sustainability principles and drive local impact.
- **Outcome:** Engage 500 learners in experiential projects by Year 3, with measurable community impacts (e.g., 10,000 trees planted, 50 tons of waste diverted).

## 2. Career Pathways in Green Industries

- **Activity:** Guide learners towards careers in sustainable industries, fostering economic and environmental resilience.
- **Outcome:** Ensure 80% of graduates have knowledge and expertise in sustainability-related fields within six months of graduation.

## 3. Partnerships for Environmental Impact

- **Activity:** Build strategic alliances with environmental NGOs, and green tech companies to provide research opportunities, funding, and internships to enhance resources and amplify sustainability efforts.
- **Outcome:** Establish 10 active partnerships by Year 3 (2028), with 30% of initiative funding sourced from external collaborators.

## Implementation and Monitoring

- **Implementation:** Launch pilot tree growing sessions in Year 1 (2026), expand experiential projects and partnerships by Year 3 (2028). A team of qualified personnel (program managers, environmental educators) will coordinate, supported by partners and volunteers.
- **Monitoring:** Track KPIs (e.g., number of trees planted, learner participation, project impacts, career outcomes) through surveys, environmental audits, and third-party evaluations. Use feedback to refine programs, ensuring alignment with global sustainability goals like the UN SDGs.

The Foundation could leverage and plug into existing tree-growing initiatives by the communities within Kisii County to minimize costs while supporting

environmental sustainability efforts. This will have minimal cost implications (buying of the trees to be planted) for the Foundation

To be compliant with environmental conservation frameworks, there will be a need to measure this function through;

- a. Number of trees grown and area covered.
- b. Reduction in carbon footprint or environmental impact in target communities.
- c. Increased awareness and adoption of sustainable behaviors among children and community members.



### Tabular Summary of the Strategic Initiatives

| Pillar                                     | Strategic Initiative                                                                                                        | KPI                                                                                                                                                                            | Timeline | Budget |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------|
| Education, Mentorship, and Career Guidance | Provide access to education for underprivileged learners through school uniforms, mentoring and career guidance activities. | Total number of underprivileged learners served across all initiatives (school uniforms, mentoring, career guidance), broken down by demographics (e.g., age, gender, region). | 1 year   |        |
|                                            |                                                                                                                             |                                                                                                                                                                                | 1 year   |        |
|                                            |                                                                                                                             | Percentage of program funding from diverse sources (e.g., grants, individual donors, corporate sponsors), ensuring financial stability.                                        | 1 year   |        |
|                                            |                                                                                                                             | Total program cost divided by the number of learners impacted, measuring efficiency.                                                                                           | 1 year   |        |
|                                            |                                                                                                                             | Percentage of families reporting improved quality of life (via surveys or testimonials), capturing broader social benefits from the foundation.                                |          |        |
| Hygiene Support                            | Conduct health camps, awareness programs, and provide healthcare services for beneficiaries and their families.             | Percentage of learners completing the full cycle of support (i.e., scholarship term, mentoring program, and career guidance series).                                           | 1 year   |        |
|                                            |                                                                                                                             | Total number of beneficiaries and their families engaged across health camps, awareness programs, and healthcare services within a specific period.                            | 1 year   |        |
|                                            |                                                                                                                             | Composite score reflecting improvements in key health indicators (e.g., reduced malnutrition, increased vaccination rates, or improved hygiene practices) across all programs. | 3 years  |        |
|                                            |                                                                                                                             | Level of community involvement, measured by the                                                                                                                                | 3 years  |        |
|                                            |                                                                                                                             |                                                                                                                                                                                |          |        |
| Pillar                                     | Strategic Initiative                                                                                                        | KPI                                                                                                                                                                            | Timeline | Budget |

|                              |                                                                                                     | <p>number of local stakeholders (e.g., community volunteers, or partner organizations) actively participating in or supporting the Foundation's programs.</p> <p>Percentage of beneficiaries who complete the intended intervention (e.g., full health camp screening, awareness workshop, or prescribed treatment course).</p> <p>Number of active partnerships with local healthcare providers, NGOs, or government agencies that enhance the delivery of health camps, awareness programs, or healthcare services.</p>                                                                                                                                                                                                                                                                     | <p>1 year</p> <p>3 years</p>                            |        |
|------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------|
| Pillar                       | Strategic Initiative                                                                                | KPI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Timeline                                                | Budget |
| Environmental Sustainability | Conduct environmental awareness campaigns, tree growing drives, and teaching sustainable practices. | <ul style="list-style-type: none"> <li>Total number of beneficiaries and community members engaged across environmental awareness campaigns, tree growing drives, and sustainable practice programs within a specific period.</li> <li>Percentage of beneficiaries who participate in at least one environmental program.</li> <li>Composite score reflecting measurable environmental outcomes (i.e., number of trees planted, reduction in waste, or adoption of sustainable practices) across all programs.</li> <li>Level of community involvement, measured by the number of local stakeholders (e.g., teachers, community leaders, or volunteers) actively participating in or supporting environmental programs.</li> <li>Percentage of beneficiaries adopting at least one</li> </ul> | <p>1 year</p> <p>1 year</p> <p>1 year</p> <p>1 year</p> |        |

|  |  |                                                                                                                                                                                                                                                                                                                                |         |  |
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|  |  | <p>sustainable practice (e.g., recycling, water conservation, or growing trees at home) after participating in any program.</p> <ul style="list-style-type: none"><li>• Number of active partnerships with local organizations, schools, or government agencies that enhance the delivery of environmental programs.</li></ul> | 3 years |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|

## PESTEL ANALYSIS

The Foundation will use PESTEL analysis as a strategic tool to evaluate the external macro-environmental factors impacting the Foundation's activities on education, healthcare, and environmental sustainability. The tool examines Political, Economic, Social, Technological, Environmental, and Legal factors to inform planning, risk management, and program alignment.

### Political Factors

- **Government Policies:** These constitute policies on child welfare, education, and healthcare directly impacting the Foundation's operations. The Foundation will work with supportive government policies, such as increased funding for child protection programs through partnerships and donations from individuals, to enhance opportunities for the beneficiaries.
- **Grants and Funding:** The Foundation will seek grants or partnerships with public institutions can provide financial stability. Political stability in the operating region ensures consistent support.
- **Advocacy Opportunities:** The Foundation will influence policy by advocating for children's rights, but political shifts could affect advocacy efforts.

### Economic Factors

- **Funding Availability:** Economic conditions affect donor contributions and fundraising. The Foundation anticipates that individual and corporate donations may decrease during economic downturns.
- **Operational Costs:** Rising costs for staff, facilities, or programs can strain budgets. The Foundation will strive to be self-reliant in the long-term to ensure stable revenue streams.
- **Economic Inequality:** High inequality in the operating regions may increase demand for the Foundation's services. Regional mapping will help distribute the Foundation's services and donations.

### Social Factors

- **Public Awareness:** Growing societal focus on child welfare, mental health, and education will boost support for the Foundation's mission.
- **Demographic Trends:** Aging populations, shifts in family structures, and high mortality rates may influence the demand for the Foundation's services such as scholarships for lower primary, upper primary, and junior secondary learners.
- **Cultural Attitudes:** Cultural views on charity, volunteering, and child-rearing practices are likely to affect engagement with the Foundation's initiatives.

### Technological Factors

- **Digital Fundraising:** Online platforms and social media enhance fundraising and outreach. The effective exploitation of the platforms will allow the Foundation to reach more local and even incorporate global donors.
- **Program Delivery:** Technology enables virtual learning or telehealth services for the beneficiaries, improving accessibility to healthcare programs and initiatives.
- **Data Management:** Robust systems for donor management, impact tracking, and child welfare data are critical. The Foundation will conduct its mandate as guided by the Data Protection Act to ensure beneficiaries' data is safe and remains confidential.

### Environmental Factors

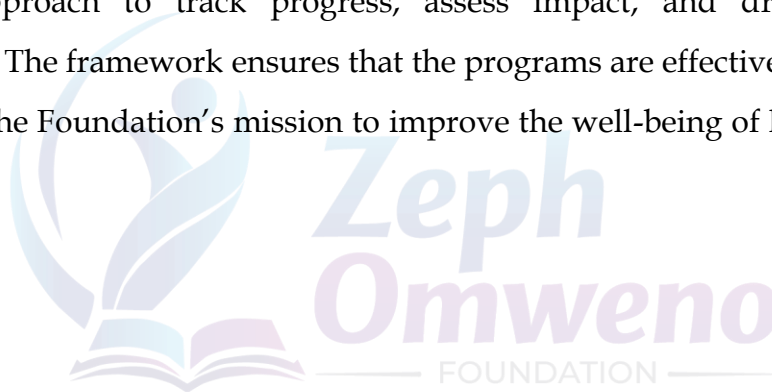
- **Sustainability Practices:** Adopting eco-friendly operations (e.g., reducing paper use or use of energy-efficient products) aligns with growing environmental awareness. The Foundation anticipates that such practices will attract eco-conscious donors.
- **Climate Impact:** Natural disasters or climate-related issues can disrupt operations or increase demand for emergency aid for beneficiaries in affected areas.
- **Community Health:** Environmental issues like pollution can impact learners' health, increasing the need for health-focused programs.

### Legal Factors

- **Child Protection Laws:** Compliance with laws on child safety, data protection (e.g., Data Protection Act 2019 and Data Protection Regulations 2021), and nonprofit regulations are essential.
- **Tax-Exempt Status:** For the Foundation to maintain nonprofit status requires adherence to Kenyan tax laws, which may affect financial planning.
- **Liability and Safeguarding:** Strict protocols for staff and volunteer interactions with learners are necessary to mitigate legal risks.

### Monitoring and Evaluation Framework

The Foundation will use a Monitoring and Evaluation (M&E) Framework to take a structured approach to track progress, assess impact, and drive continuous improvement. The framework ensures that the programs are effective, equitable, and aligned with the Foundation's mission to improve the well-being of learners and the community.



| Initiative      | Indicator | KPI                                                                                                            | Data Sources                                                                                           | Timeline      | Target                                                                                                                   |
|-----------------|-----------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------|
| Education       | Output    | Number of learners enrolled by the Foundation-supported learners and specific programs held by the Foundation. | Enrollment records, fee payment registers/schedules.                                                   | Term/Semester | 100% school retention of learners and among target beneficiaries                                                         |
|                 | Outcome   | Improvement in literacy and all-rounded learning.                                                              | Transcripts and feedback forms on level of financial and health knowledge.                             | Term/Semester | 70% average score increase annually for both senior secondary and university beneficiaries.                              |
|                 | Impact    | School retention rate for needy students.                                                                      | Longitudinal tracking through the beneficiary database.                                                | Annually      | 90% retention over 3 years. (Factoring in those who might not be selected for sponsorship when advancing to university). |
| Hygiene Support | Output    | Number of hygiene support programs carried out by the Foundation.                                              | Menstrual hygiene mentorship sessions, sanitary towel distribution, health camp logs, medical records. | Annually      | 95% menstrual health and hygiene awareness coverage for beneficiaries and their families.                                |
|                 | Outcome   | Reduction in menstrual-related stigma, mental issues, and illness incidence rates.                             | Number of sanitary towels issued, health surveys, anthropometric measurements                          | Quarterly     | 95% reduction in period-related absenteeism and 90% improvement in overall community health awareness.                   |

|                              |         |                                                                                          |                                                  |           |                                                                                  |
|------------------------------|---------|------------------------------------------------------------------------------------------|--------------------------------------------------|-----------|----------------------------------------------------------------------------------|
|                              | Impact  | Improvement in school attendance and menstrual hygiene knowledge indicators.             | Sanitary towels logs, household surveys.         | Annually  | Alignment with national menstrual hygiene and human health benchmarks.           |
| Environmental sustainability | Impact  | Number of trees planted, and number of environmental conservation initiatives conducted. | Event reports, tree growing records.             | Quarterly | 1,000 trees planted per drive with 70% survival rate.                            |
|                              | Outcome | Adoption rate of sustainable practices (e.g., recycling) by learners and communities.    | Follow-up surveys, community audits.             | Quarterly | 60% of participants adopting at least one environmental sustainability practice. |
|                              | Impact  | Measurable environmental improvements (e.g., increased tree cover in target areas).      | Environmental audits, satellite and branch data. | Annually  | 25% reduction in local waste levels/70% tree cover in targeted regions.          |