

**MASHIMONI SQUATTERS' PRIMARY
AND SECONDARY SCHOOL**
FIVE YEAR STRATEGIC PLAN
2023-2027

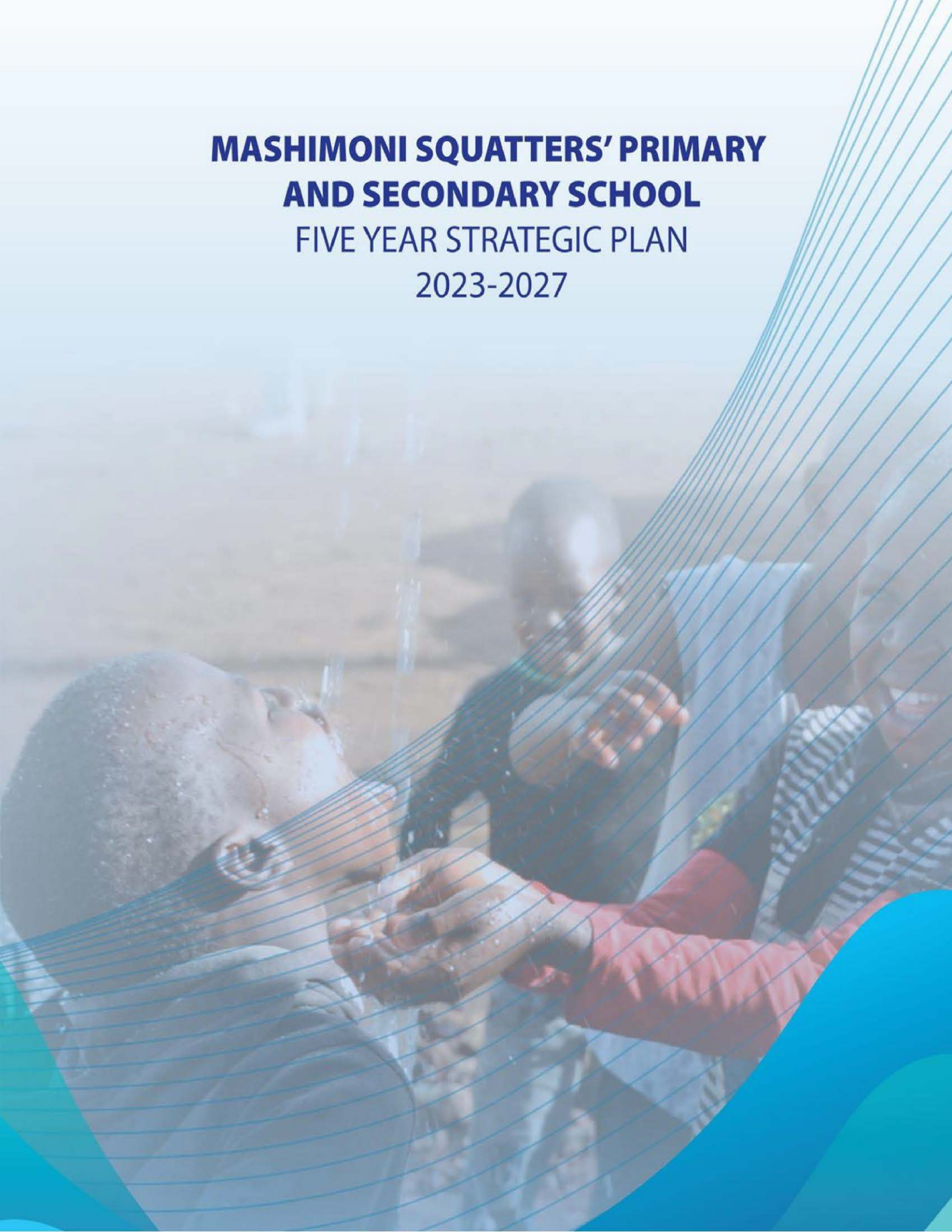


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LIST OF ACRONYMS

BOD	Board of Directors
BOD	Board of management
CDF	Constituency Development Fund
ECD	Early Childhood Development and Education
FDSE	Free Day Secondary Education
FPE	Free Primary Education
GOK	Government of Kenya
HCSOM	Hungarian Charity Service of the Order of Malta
HOD	Head of Department

ICT	Information Communication Technology
KCPE	Kenya Certificate of Education
KCSE	Kenya Certificate of Secondary Education
NCT	Natural Capital Trust
PTA	Parents Teachers Association
SP	Strategic Plan
SSRE	Social Studies and Religious Education

FOREWORD

The Mashimoni Squatters Primary and Secondary School's 2023 - 2027 Strategic Plan embodies the major aspirations of the key stakeholders of the school for the next five years. In addition to the background information of this institution and analyzing the current state of the school by using two analytical tools PESTEL and SWOT, the Strategic Plan goes on to highlight five Objectives which point at core areas of focus for the institution in the period under consideration. It also notes the various activities to be undertaken in fulfilling these strategic objectives. The document also provides the monitoring and evaluation mechanisms to ensure the successful implementation of these identified strategic objectives and activities.

Allow me to highlight the Five Strategic Objectives or Goals identified in this Strategic Plan that would guide the direction and activities in the implementation of this Strategic Plan:

Objective 1: On Academic Standards, "to ensure the school achieves high academic standards and excellent national examination performances “

Objective 2: On Physical Environment, "to promote environmental conservation and awareness by integrating them into the school's curricula and extra-curricular activities."

Objective 3: Improving Governance, " to improve efficiency in the management of the school.”

Objective 4: On Infrastructure, "to provide additional physical facilities that will adequately meet the needs of the ever-growing student population."

Objective 5: On Financial Sustainability “to establish strategic partnerships, both within and outside Kenya, for resource mobilization

On behalf of the Board of Management, may I register our utmost appreciation for the tireless effort and input offered by the various stakeholders of the school in putting this document together, more specifically, Natural Capital Trust (NCT) and Hungarian Charity Service of the

order of the Malta (HCSOM); Management Team; Staff; Students; and BOD members. Their cooperation and contributions have led us to the successful completion and launch of this First edition of the School's Strategic Plan.

Finally, it is my prayer that God will grant wisdom and courage to the leadership team of Mashimoni School, as well as goodwill to all Mashimoni Squatters Primary and Secondary School stakeholders so that each can fully play their unique roles in ensuring the successful implementation of the aspirations contained in this Strategic Plan that together we can move Mashimoni Squatters Primary and Secondary School to a higher level of "excellence".

CHAIRMAN BOARD OF DIRECTORS

PREFACE

This is the First Edition of Mashimoni Squatters Primary and Secondary School's 5-year Strategic plan. It will cover 2023 to 2027. It will help us move and provide strategic direction for the school. Investing time and money into the strategic plan will be worthwhile and subsequent plans will build on the gains that will have been made.

The school has withstood the test of time by persistently delivering on its mandate despite the fluctuating and challenging operational environment. For instance, the school is largely dependent on donors who are not long-term. Furthermore, the volatile nature of the slum environment with frequent demolitions has seen the school lose a part of its investment. During the construction of the Eastern by-pass, a large portion of the school land was absorbed, and several classes were demolished. Population-wise, the Primary has double streams, and the Secondary is currently single-streamed. The National Education policy shift leading to the introduction of the CBC has greater implications for the school in terms of requisite facilities. This calls for more strategic investments in the school, especially infrastructure.

We have registered positive academic performance both at Primary and Secondary. The increase in population comes with more challenges as the physical facilities need to be increased. As a school, we appreciate the Board of Management, the Parents, the staff and other stakeholders especially NCT and HCSOM, Ministry of Education the support that enabled the realization of what we had planned in the last years.

The loss of classes through demolition by the government to create space for road construction in 2018 was a real drawback and forced our priorities to change.

KCPE/KCSE RESULTS: 2018 – 2022

YEAR	2018	2022
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MASHIMONI SQUATTERS SCHOOL STRATEGIC PLAN 2023 TO 2027

	ENTRY	M.S	ENTRY	M.S
K.C.P.E.	57	302.1	17	281.04
K.C.S.E.	54	4.912	46	5.321

The KCPE and KCSE results of 2018 and 2022 have motivated the school, and everyone is working to achieve the targets set for the next 5 years.

Finally, I want to thank all who have contributed to this edition of the strategic plan. Special appreciation to Dr. Janet Mangera, the CEO of Natural Capital Trust, Mr. Anthony Wachira who through their Organisation, and the Hungarian Charity Service of the Order of Malta (HCSOM) have developed and facilitated the production of this first edition of the Mashimoni Squatters Primary and Secondary School Strategic Plan 2023-2027

“GOD BLESS MASHIMONI SQUATTERS PRIMARY AND SECONDARY SCHOOL.”

PRINCIPAL

1.0 CHAPTER ONE

INTRODUCTION AND BACKGROUND

Mashimoni Squatters Primary and Secondary School is a unique institution of its kind in the Kibera informal settlement, with nearly 400 learners in Nursery, primary and secondary sections. This population is likely to grow as more facilities are added. Founded in 1986, the school is also among the oldest schools within the Kibera Informal settlement. It was established by founder members as a response to inadequate school opportunities that left a lot of children idle to serve the needs of street children within the slum area. The school is run by a Board of Directors and is registered with the Ministry of Education. This strategic plan sets out to define the future of the school in the coming years. The Plan outlines our fiveyear blueprint for improving education standards, growth, performance, and service delivery. The plan's main aim is to articulate priorities and focus energies and scarce resources towards attaining desired outcomes.

Mashimoni Squatters Primary and Secondary School is a unique school of its kind in the Kibera informal settlement, with nearly 400 learners in nursery, primary and secondary sections. This population is likely to grow as more facilities are installed. The school is run by a Board of Directors and is registered with the Ministry of Education. **1.1 The Plan**

This Plan will cover the 2023- 2027 period. It has been developed in the context of increased demand for quality education following the introduction of Free Primary Education (FPE) a few years ago as well as the introduction of a new CBC curriculum. Students who were enrolled under the new CBC model are already joining the Junior Secondary School domiciled in the primary school. Meanwhile, the last group of the 8-4-4 system is set to sit for the last Kenya Certificate of Secondary Education (KCSE) in the year 2026 and the model will be phased out. This Plan therefore will address three expectations:

- Expansion of available facilities
- Improving the quality of education and performance at national examinations
- Creating a modern school that will attract and retain both staff and learners.

1.2 Methodology

This plan was developed with the involvement of stakeholders through a series of meetings that culminated in a stakeholder consultative workshop involving the Board of Management, parents, staff, and children. The views of the staff and children were collected through focused group discussions conducted with a discussion guide, the data collection was facilitated and moderated by NCT in liaison with HCSOM. NCT staff who facilitated the planning processes and analysis of the collected data helped complete this plan. A needs assessment was undertaken in the school in 2022 aided by a questionnaire administered by NCT staff which provided the initial data that gave a perspective of the school's status. Over time, informal meetings with key informants such as school officials have been held to help clarify grey areas and provide in-depth information

1.4 Success of the Plan

The success of this plan is critically dependent on cooperation between members of the Board Management, Parents, staff, students, and all stakeholders. Roles for all members of the Mashimoni Squatters Primary and Secondary School community are outlined.

1.5 Purpose of the Strategic Plan

The purpose of this plan is:

- To provide strategic direction to all stakeholders of Mashimoni School.
- To coordinate the development and create a basis for resource allocation and focus to attain set targets.
- To enable the school to align strategic objectives with financial, physical and human resources.
- To provide a basis for short-term and long-term evaluation plans.

2.0 CHAPTER TWO

SCHOOL MISSION, VISION, CORE VALUES AND STRATEGIC OBJECTIVES

2.1 Vision

To be a centre of academic excellence offering holistic education that promotes self-reliance.

2.2 Mission

To provide a conducive environment for the provision of quality education and formation to empower learners to actualize their full potential.

2.3 School motto

Change for excellence.

2.4 Core values

Based on our core beliefs, we commit ourselves to the following values:

1. Honesty
2. Accountability
3. Transparency
4. Discipline
5. Ownership and participation (Being led by vision), Being visionary.
6. Proper management
7. Maximum use of the available resources
8. Self-Improvement
9. Faithfulness
10. Compassionate

2.5 Core functions

The main functions of a school are generally defined by the Education Act Cap 211 laws of Kenya (Revised 1980), the harmonized Basic Education Act (No. 14 of 2013), the Teachers Service Commission Act (No. 20 of 2012) and sessional paper number 1 of 2005. The Government of Kenya has also enacted a new education system referred to as the Competency-Based Curriculum (CBC). The framework is based on educational provisions in Kenya Vision 2030. It has been developed to actualize the new reforms in Education in Kenya, as the country embraces the new education system, namely 2-6-3-3-3. The structure is as follows: 2 years of pre-primary, 3 years of lower primary, 3 years of upper primary, 3 years of lower secondary, 3 years of senior secondary and 3 years of tertiary education.

Based on the legislative framework school's core business shall include the:

1. Curriculum implementation: teaching and learning.
2. Promoting educational activities in the school environment
3. Creating a safe and secure environment for teaching and learning
4. Assessment: Administration of tests and examinations
5. Administration and management of educational programs in school with the assistance of the Board of Directors and the Parents-Teachers Association (PTA)

3.0 CHAPTER THREE

SITUATION ANALYSIS

This chapter presents an analysis of the current operational environment. The school's human and physical resources as well as academic performance are analyzed.

This strategic plan sets out to define the road map of the school in the coming years. The Plan outlines our five-year blueprint for improving education standards, growth, performance, and service delivery. The plan's main aim is to articulate priorities and focus energies and scarce resources towards attaining desired outcomes.

3.1 School History

The years 1980s – 1990s were years when life in Kibera was very challenging. During this period, the population of Kibera rose drastically due to rural – rural urban migration of people looking for jobs and poverty levels, congestion was quite high.

The residents of Kibera Slum faced a multitude of challenges that impacted their daily lives and well-being. Poverty was rampant with most households barely affording their basic needs. Access to clean water and sanitation facilities was limited, leading to the spread of diseases and poor hygiene practices, education was a luxury for many children and lack of resources hindered their learning opportunities. Healthcare services were inadequate, leaving the community vulnerable to preventable illnesses. Additionally, crime rates and social issues posed significant challenges to the safety and security of the residents. There were many challenges facing the communities of Kibera and alleviate the immense challenges and improve the standards of living of the community.

Lack of adequate parental care took a toll on children who went out to look for food and menial work. Consequently, many went out to beg in the streets. They were given a servile name “chokoraa” which means scavengers. Indeed, they were scavenging for food in the markets and other places. Countless children were begging in the streets of Nairobi. When they became adults, they became criminals and thus caused insecurity within the Kibera Slum and elsewhere. The houses in Kibera were temporarily made of sticks and mud with no power and a lack of necessities. Access to adequate sanitation was a big issue giving birth to “flying toilets”. The living conditions were made worse by the housing conditions, especially during the wet season with communicable diseases being rampant.

The schools in Kibera were only 3 namely: Shadrack Kimalel, Old Kibera and Olympic primary schools and all were outside the Kibera slum. These schools were overcrowded, and the Olympics was always out of reach to children of Kibera because of the fees it charged.

In 1986 one of the board members, Mr. Francis Liyayi and his wife Jane were feeding a small number of children outside their shanty house whenever they could and they would teach them basic teachings and counsel them, especially on spiritual matters and life. Later in 1988 Pastor Timothy Mulehi who was evangelistic and mission oriented fully joined him when he graduated from Moffat Bible College and other founding members joined in later. The Evangelization ministry went on from house to house and encountered more problems and challenges facing the people of Kibera. A Canadian lady called Madam Margaret Joy Buhler assisted the members to feed the street children at Kenyatta market where the children could loiter begging and scavenging in the

market. we took Porridge to Kenyatta Market where many of the street children hung out. The seven founders namely Elder Paul Liyayi, Pst Timothy Mulehi, Elder Reuben Omwaka, Meshack Mando, John Ongute, Madam Madina Abdula and Pst Mwangi Kuria continued with the voluntary ministry as well as setting up the Mashimoni Squatters School.

In 1993, we formalized the school because earlier it was just informal. An outreach to street children but the need to establish a formal school came up and a Registration Certificate was issued. They got help from CIDA and other donors came along the way like Oxfam, Providence, Jonathan Gloag and other individuals to put up the existing classrooms.

3.2 Student Population

Out of the population of 400 pupils more than 50%, are in the primary section. The primary school section has one hundred and forty-nine girls and one hundred and one boys. The secondary school section has fifty-one boys and sixty-six girls. In the primary section, each class has an average of twenty-five students. In the secondary school section, Form One has eighteen students, Form Two has twenty-six students, Form Three has thirty-three students and Form Four has forty students.

3.3 Staffing

The primary school has twelve teachers, eight male teachers, and five female teachers. Nine teachers are trained while the other three are not trained. The school has six members of support staff. A clerk, three security guards, and two cooks. The secondary school has eight teachers, of these seven are male and one female. Only one is trained to teach while the rest have only studied the subjects, they each teach.

All the teachers are not on a guaranteed salary and only share a little that is collected from fees. Teachers in the primary school section receive remuneration of twenty thousand shillings on average every month. Teachers in the secondary section also receive a remuneration of between fifteen and twenty thousand shillings on average every month. At times, the little school fees paid are not adequate to cater to the needs of the school and pay the teachers their salary. They, therefore, go unpaid. They are there on a volunteer basis according to the headteacher as there are no sufficient funds in the school to guarantee their remuneration. Annual School fees for primary school students are fourteen thousand seven hundred shillings while students in secondary school pay a fee of nineteen thousand seven hundred.

The primary school has inadequate teachers given the introduction of a new curriculum ((CBC) by the government. On the other hand, secondary school has enough teachers for all the subjects that they teach although not all are trained. The only source of funds for the school is the school fees, which are not adequate.

The school is understaffed and for the school to operate at an optimum it would require an addition of thirteen trained teachers in the primary school section and five more trained teachers for the secondary school. This is because currently the available teachers are each handling three to four subjects which is too much for them. The school would also require an addition of three cooks and two janitors to help in the preparation of food and maintaining cleanliness around the school premises. The secondary section also requires two lab technicians to help maintain the labs and assist the teachers during practical lessons. Once a library is put in place, the school will require a librarian. These members of staff require remuneration that is guaranteed, upgrading the school

will not only increase the student population but also increase the school's income. However, this will take time and therefore a fund needs to be put up to cater for their salaries for at least the first six months after completion of upgrading the school.

Human Resources summary

(a) Pre-school

- Teaching Staff 2
- Attendants 2 • Cleaner 1

(b) Primary

- Teachers: TSC- 0 - BOD – 12-. TOTAL-12-
- Pupils 218
- Non-Teaching staff: Cooks -2-; Watchmen – 2-; Bursar -1 Others -2-
- *Total Non-teaching staff* - 7
- BOD -11-

(b) Secondary

- Teachers: TSC --; BOD -10-; TOTAL10
- Pupils..... 147
- Non-Teaching (shared with the primary school)
- *Total Non-teaching staff* - 0
- BOD -10-

3.4 Amenities and Facilities

The school has a few amenities and facilities most of which are in poor condition. There are thirteen classes both for primary and secondary school level. Both the secondary school and primary school have a staffroom. The school has one room that they use a library, but it has no books in stock. The secondary section has one lab that is not well equipped. There is only one computer in the school. The improvised kitchen in the school is shared by both the secondary school and primary school. The school had a dining hall, but it was demolished. The school also has adequate washrooms (pit latrines) for the students, but the teachers and staff members do not have washrooms and are forced to share washrooms with the students.

The classes according to the principal and headteacher are enough but not in good condition. The classes have leaking roofs, and the walls are not in good condition. Some windowpanes are broken or missing. The roofing on the toilets is also leaking and some pit latrines are already filled up. The teacher's staffroom lacks adequate furniture for them to use and store their stationery. The school does not have internet which makes it difficult to access learning materials online for the students. The lower classes are PP1 and PP2 students do not have play equipment such as swings and slides. The school's field is also dusty and not in good condition.

3.5 Stationery and Teaching Aids

The school does not provide any stationery for the students, but it does provide for the teachers. This is financed by the school fees paid by students. There are no adequate textbooks for the students both in primary school and in secondary school. There are teaching aids in the classroom such as charts, but they are not adequate. Especially with the introduction of the new curriculum, there is a need to have more teaching aids. This would also help the teachers deliver their services better. The newly introduced curriculum has also created a need for more teaching materials, especially for the new practical subjects introduced.

3.6 Uniform

The school uniform for boys consists of:

- ✚ A checked blue shirt for the primary level and A white shirt for the secondary level
- ✚ blue shorts for primary level and blue trousers for secondary level
- ✚ A blue sweater
- ✚ A blue tracksuit with white stripes
- ✚ Grey socks with blue stripes

The school uniform for the girls consists of:

- ✚ A blue checked dress for primary school
- ✚ A white blouse for secondary school
- ✚ A blue skirt for secondary school
- ✚ A blue sweater
- ✚ White socks with blue stripes
- ✚ A blue tracksuit with white stripes

The school does not provide the students with uniforms. Some students do not have the required uniform because they cannot afford it. Some can only afford part of the uniform.

3.7 School Feeding

The school provides only one meal for the students both at the primary and secondary levels. Only lunch is provided and is prepared in the school's kitchen by the cooks. This is because most of the students come from poor backgrounds and are not able to afford food in their homes. Besides, this is important in ensuring student retention. The total number of students being fed in the school is three hundred and sixty-four students. All the members of staff also get food from the school. The funds to cater for the purchase of food are deducted from the school fees. Ideally, the school is supposed to provide two meals a day, one at ten o'clock (tea or porridge) and another at one o'clock but because of constrained finances, the school can provide only lunch. The students eat their meals outside or in the classrooms because they do not have a dining hall. It costs around four thousand two hundred and seventy shillings to feed all the students one meal (Lunch) for one day. The meal option for the students get is a mixture of maize and beans. Table 1: Cost of Feeding School for One Meal (Lunch)/ For one day but prices vary due to forces of demand and supply and prices provided are only provisional.

ITEM/DESCRIPTION	QUANTITY	TOTAL COST (Kshs)
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Maize	35kgs	1750
Beans	15kgs	1500
Cooking Oil	1 litre	400
Salt	1kg	20
Tomatoes	3kgs	200
Onions	2kgs	200
Water	400litres	200
TOTAL		4,270 (33Euros)

3.8 Other Facilities

The available facilities are not adequate and those that are in existence, such as classrooms, are in poor condition. The classroom walls need repairing and painting. Some of the roofs require replacing of iron sheets.

The school needs a dining hall or shade as the one that they had was demolished because of road construction. The dining hall can be built together with the kitchen as the school's current kitchen is temporary, improvised and therefore unhygienic.

The school toilets are not to be linked to the sewer lines and require exhaustion once filled. The members of staff also require an abolition block that is separate from that of the students. The staffroom needs to be upgraded by constructing a new one and improving the furniture for the teaching staff.

Administration offices also need to be constructed and this will involve the construction of a twostory building. This will have administration offices and staffroom on the ground floor and the library and computer lab on the first floor.

Another important aspect is security, now that the demarcation of the road is done, constructing a perimeter wall is necessary to not only safeguard the school environment and students but also protect the equipment that will be installed from vandalism and theft. The school's perimeter is approximately four hundred and fifty meters.

The secondary school requires a modern laboratory. This would also require the hiring of two laboratory technicians to manage the laboratory and equipment. The computers in the library will also be used by the secondary school students.

The school does not have enough teaching aids and stationery for teachers. Acquisition of more and new teaching aids such as charts and whiteboards would improve service delivery. The construction of a school's stationery store within the administration centre is necessary to enable the stocking of teaching materials such as whiteboard markers, blackboard chalk, pens, rulers, covers, and books.

The field is in poor condition and would require planting some grass and installing play equipment such as swings and slides for the students to use. Some trees can also be donated to the school to increase greenery within the school.

Many students who attend school are not able to afford uniforms, therefore the school often has to reach out to well-wishers and donors to assist the very needy cases in this aspect. Provision and donation of one pair of uniforms for each student both in the primary school & secondary school would go a long way in enhancing student welfare.

The schools need additional teaching aids to ensure that every class has adequate charts for practical lessons, blackboard rulers, dusters and chalk.

The school needs textbooks for use by the students. For the primary school, textbooks should be purchased for each subject for each class and the secondary school for each subject for each class from form one to form four and now we have the Junior Secondary School with a new curriculum. The library will also require to be equipped with computers and internet for use by the students. More computers can be purchased for use in the administration offices and for the teachers in the staffroom. Several computers should be purchased for use in the library, staffroom and in the administration offices. Considering that most of the students hardly have enough to eat at home, the school would like to provide two meals every day for the students, but this is currently impossible as it is financially constrained. A snack at break time and a meal at lunch will enhance student concentration and health.

It also calls for upgrading the school kitchen and construction of a food store still within the kitchen area, whereby food will be purchased in bulk and stored as bulk purchases cut on cost. Providing two meals will not only ensure the children are not hungry but will also motivate more children in the community to go to school.

The school can also engage in urban farming where a kitchen garden can subsidize the cost of the school feeding Programme. Increasing the cooking staff will also ensure that the meals are prepared timely and hygienically.

3.9 Water and Sanitation

In addition to inadequate water, the school lacks adequate sanitation facilities for its large number of pupils. Adequate and clean water supply is a fundamental need in any institution to maintain health standards. The school does not have a reliable source of water and must buy from water vendors for their use. The hygiene standards are also very low due to a lack of water. A guaranteed source of water and in this case the intended drilling of a borehole to supply the Jolley Land WASH Project as well as use in the school will go a long way in improving the health and hygiene standards in the school and community.

3.10 Physical facilities

	Nursery	Primary	Secondary
Classrooms	2	9	4
Laboratories/workshops	Nil	1	0
Dining Hall	Nil	0	0
Kitchen	1	1	0

Dormitories	Nil	0	0
Generators	Nil	0	0
Bathrooms			
Sanitation (Junior Boys)		4	4
Sanitation (Senior Boys)		All boys share the 4	All boys share the 4
Sanitation (Junior Girls)		7	7
Sanitation (Senior girls)		All girls share the 7	All girls share the 7
Sanitation (Staff)		1	1
Book stores		1	0
Computer labs		0	0
Computers (PCs)		1	1
Projectors		0	0
Laptops		0	0
Internet		0	0
Computer printers		1	0
Fax machine		0	0
Scanners		0	0
School buses/ vans		0	0
Textbook: pupil ratio		1:4	1:30
Netball pitch		0	0
Basketball		0	0
Football		1	0
Handball		0	0
Hockey		0	0

Lawn tennis		0	0
Swimming pool		0	0
Indoor games		0	0
Water tanks (Litres)		4 – 10000litres	0
Offices		3	0
Staff houses		0	0
*Accessible – shared by nursery, primary and secondary			

Academic Performance of the School (Primary) KCPE Performance (2018-2022)

Year	2018	2019	2020	2021	2022
Entry	57	66	60	20	17
Mean score	302.01	288.4	267.01	321.8	281.94

Subject Performance (2018-2022)

Subject	Year	Entry	Mean	Deviation	
ENGLISH	2018	57	65		
	2019	66	61.7	-03.3	
	2020	60	59.3	-2.4	
	2021	20	60.3	+1.0	
	2022	17	60.94	+0.64	
KISWAHILI	2018	57	60		
	2019	66	56.9	-3.1	
	2020	60	57.4	-0.5	
	2021	20	67.5	+10.1	
	2022	17	55.94	-11.56	
MATHEMATICS	2018	57	59		

	2019	66	58.6	-0.4	
	2020	60	60.1	+1.3	
	2021	20	58.8	-1.3	
	2022	17	54.9	-3.9	
SCIENCE	2018	57	60		
	2019	66	57.3	-2.7	
	2020	60	60.9	+3.6	
	2021	20	61.3	+0.4	
	2022	17	56.41	-4.8	
SSRE	2018	57	57		
	2019	66	60.7	+3.7	
	2020	60	65.7	+5.0	
	2021	20	67.4	+1.7	
	2022	17	53.94	-13.4	

Academic Performance of the School (Secondary) School
KCSE mean for the last Four Years

Year	2018	2019	2020	2021	2022
Entry	54	38	42	39	146
Mean score	4.92	5.14	4.946	5.724	5.321

Individual subject mean (2009-2013)

Subject	Year	Entry	Mean	Deviation
101 English	2018	54	4.914	+0.011
	2019	38	4.436	-0.478
	2020	42	4.121	-0.315
	2021	39	5.126	+1.005
	2022	46	5.104	-0.02
102 Kiswahili	2018	54	5.213	+1.141

	2019	38	4.832	-0.381
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	2020	42	4.931	+0.099
	2021	39	5.382	+0.461
	2022	46	5.452	+0.070
121 Mathematics	2018	54	3.041	+0.003
	2019	38	4.139	+1.098
	2020	42	5.231	+1.092
	2021	39	4.073	-1.158
	2022	46	5.631	+1.558
231 Biology	2018	50	5.793	+1.021
	2019	31	6.044	+0.251
	2020	38	5.476	-0.568
	2021	35	6.004	+0.528
	2022	40	5.319	-0.685
232 Physics	2018	4	4.941	-0.061
	2019	8	4.843	-0.098
	2020	3	5.944	+1.101
	2021	4	6.877	+0.933
	2022	6	5.743	-1.134
Subject	Year	Entry	Mean	Deviation
233 Chemistry	2018	54	3.147	-0.143
	2019	38	2.990	-0.157
	2020	42	5.111	+2.99
	2021	39	6.232	+1.121
	2022	46	5.871	-0.361

311 History	2018	40	6.308	-1.04
	2019	35	5.981	-0.327
	2020	37	6.000	+0.019
	2021	30	6.500	+0.500
	2022	42	6.421	-0.079
312 Geography	2018	14	6.194	+1.149
	2019	3	7.632	+1.438
	2020	5	8.041	+0.409
	2021	9	6.432	-1.809
	2022	4	7.143	+0.711
313 CRE	2018	54	5.241	-1.001
	2019	38	5.124	-0.117
	2020	42	5.832	+0.708
	2021	39	5.924	+0.092
	2022	46	6.023	+0.099
441 Home Science	2018			
	2019			
	2020			
	2021			
	2022			
443 Agric	2018	2	8.041	-0.991
	2019	4	7.948	-0.093
	2020	6	6.473	-1.475
	2021	11	6.222	-0.251

	2022	4	5.149	-1.073
451 Computer	2018			
	2019			
	2020			
	2021			
	2022			
562 B.St	2018	48	5.812	+0.041
	2019	39	4.973	-0.839
	2020	41	4.836	-0.137
	2021	36	4.842	+0.006
	2022	43	5.064	+0.222

3.5 (a) Projections for KCPE Mean Scores (2023-2027) –Primary

Subject	Record (Year)	2023	2024	2025	2026	2027
Mathematics		60	65	70	75	76
English		65	68	70	72	75
Kiswahili		60.4	65	66	68	70
Science		60	63	65	68	70
SSt.RE		58	60	63	65	68
Target score		65	68	68	70	70
Deviation		+5	+3	+3	+4	+4

3.5 (b) Projections for KCSE Mean Scores (2023-2027) -Secondary

Subject		2023	2024	2025	2026	2027
English		7.0	7.50	8.00	8.50	9.00
Kiswahili		10.41	10.56	10.61	10.71	10.14
Mathematics		8.111	8.148	8.741	8.875	8.893
Biology		9.48	9.501	9.603	9.704	9.84
Physics		8.41	9.043	9.422	9.817	9.904

Chemistry		5.814	6.041	6.104	6.241	6.543
History		8.687	8.72	8.889	9.32	9.35
Geography		9.467	9.412	9.849	10.432	10.541
CRE		7.584	7.892	8.356	8.724	9.140
Home Science						

Agriculture		6.03	6.12	6.45	6.88	6.90
Computer						
Business Studies		6.431	6.345	6.678	6.843	6.973

4.0 CHAPTER FOUR

SWOT AND PESTEL ANALYSIS

4.1 SWOT ANALYSIS

An analysis of the school's strengths, weaknesses, opportunities, and threats (SWOT) was conducted. The school's internal and external environments were examined. The PESTEL model framework was used to analyze the impact of the external environment on the school.

4.1.1 Primary and Secondary Sections

a. Strengths

1. Dedicated, and experienced teaching staff.
2. Very supportive Board of Directors (BOD)
3. The history of the school as a rescue Centre and serving the vulnerable children
4. Available land for expansion as well as carrying out other income-generating activities.
5. ICT integration in the teaching and learning process.
6. Adequate catchment area
7. Motivated students
8. Focused learners
9. Good student entry behaviour at the secondary school
10. The school is connected to basic amenities including electricity and water and is quite accessible from all directions.
11. Goodwill from HCSOM and Natural Capital Trust who are the current main donors
12. Legal recognition by getting registered by relevant government agencies including the Ministry of Education

b. Weaknesses

1. Understaffing: the school is understaffed and lacks enough qualified teachers.
2. Non-payment and irregular payment of school fees
3. Lack of knowledge in ICT by staff
4. Poor time management
5. Insecurity of the school property and ease of access to the school

6. Absenteeism of learners due to poverty issues
7. Inadequate classrooms, infrastructure, and school supplies
8. Poor relationship within the school amongst staff, parents, and management
9. Poor and inadequate water and sanitation facilities
10. Lack of cooperation from some parents
11. Inadequate income to meet all the needs e.g., food for the children.
12. The school alumni association is inactive.
13. Inadequate use of the available school resources e.g. space, to generate income.
14. Inadequate opportunities for further education or employment
15. Increased vulnerability to poverty, crime, violence, and health risks
16. Lack of Participation by the school by the school parents
17. An untrained BOD is also lacking in professional advice on the corporate governance of the school.

c. Opportunities

1. Proximity to Nairobi town and the main highway thus making it accessible.
2. Large catchment area within the Kibera informal settlement as well as neighbouring estates
3. Support from the line Ministry of Education
4. Goodwill from the community in Mashimoni
5. Availability of willing donors to support the school in capacity building for the school management to fundraise.
6. There is enough land for expansion and increasing amenities in the school.
7. Existing track record in academic performance
8. Alumni who have excelled
9. System networks and collaborations
10. the sale of water from the borehole can assist in raising more income for the school.

d. Threats

1. Competition from private and public primary schools
2. Abrupt changes in the curriculum by planners.
3. High poverty levels within the community

4. Child labour within the community leads to school dropouts.
5. Retrogressive cultural practices
6. Restrictive policies from the ministry e.g., ban on tuition, mandatory laboratories and ICT facilities and other requirements for school registration which are not affordable to the school.
7. High staff turnover due to poor remuneration
8. Insecurity within the Informal settlement for both the school and the community
9. Overreliance on donor aid and support
10. Land ownership, the govt has an overbearing hand in matters of land.
11. Drugs and substance abuse within the community
12. Family disintegration due to myriad factors
13. Poor environmental sanitation

PESTEL ANALYSIS

We recognize that the realization of our objectives is critically dependent on several external factors. Key external (macro-environmental) factors include Political, economic, social, technological, environmental, and legal (PESTEL) issues. An audit of how the macroenvironment affects the school was conducted and the results are presented below.

Political

1. Free primary education (FSE) and the free day secondary education (FDSE) programs of the central government have greatly contributed to people aspiring for better quality education and with congestion in public schools thus creating a market for Mashimoni Squatters Primary and Secondary school.
2. The government policy has encouraged donors to support education programs including infrastructure.
3. The political environment has been changing and with devolved governments, the school can tap into the same by cultivating a cordial relationship with the Nairobi County government to serve the constituents.

Economic

1. The counties' economy is industrial based and the catchment area within the informal settlement relies on casual labour. This affects the school's cash flow especially when inflation is high, and the country's economy is not performing well.
2. Price fluctuations affect the school's budget.
3. With high poverty levels, the payment of the fee is irregular, and the high defaulter rate affects the implementation of the school's programs and budgets.

Social

1. Occurrence of pilferage by some members of the school community
2. Being in a slum, there is exposure to children of illegal drugs and substances, transactional sex due to poverty-related issues and criminal activities that call for concerted efforts to ensure children are safe and not recruited into the same.
3. The school endeavours to instill strong religious values in all learners.

Technological

Improved technology can affect learning in the following ways:

1. The availability of computers can make learning more interesting.
2. Innovations in technology can make the work environment better and the two computers have enhanced some aspects of administration.
3. Improved record keeping both in the school records and finances. (Receipts are generated by computers hence improved efficiency)

Environmental

1. The school heavily depends on wood fuel. There is a need to source for cheaper, more environmentally friendly cooking technology and with the Bio latrines, there is potential to get biogas from the sanitation facilities and use it in the school kitchen.
2. The school has made deliberate efforts in making the school green by planting trees and flowers but there is room for improvement.
3. The school has made efforts to harvest rainwater and more can be done with the large roof catchment available in the school.
4. The school is in a highly polluted area due to lack of proper sewage system and waste management. This ultimately exposes the community and the school children to diseases and poor health.

Legislative

1. The school is situated in Kibera Informal settlement and Public land. The laws governing public land are complex and the school will have to rely on government goodwill to continue operating the school and within the laws thereof.
2. The school operates within the framework of the Basic Education Act (2013), Education Act cap 11 section 10, Basic Education Act (2017), National Guidelines for School Reentry in Early Learning and Basic Education 2020 alongside other legal tools. School staff needs to be familiar with these legal tools.
3. The government land management strategies are not very efficient.

5.0 CHAPTER FIVE: THE STRATEGY

5.1 Introduction

The Plan identifies five focus areas associated with strategic objectives which are critical in its implementation. Objectives under each target area are also provided.

5.2key Strategic Areas Identified

1. Infrastructure Development to create a conducive learning environment.
2. Improved Academic Performance
3. Enhanced and accountable Governance
4. Improved Physical Environment
5. Financial Stability

Strategic Objectives

1. To ensure that the school achieves high academic standards and national examination performance.
2. To improve efficiency in the management of the school
3. To promote environmental conservation and awareness by integrating them into the school's curricula and co-curricular activities
4. To provide additional physical facilities that will adequately meet the needs of the evergrowing student population.
5. To establish strategic partnerships, within and outside Kenya, for resource mobilization.

5.2.1 FOCUS AREA: ACADEMICS

Strategic Objective One:

To ensure that the school achieves high academic standards in national examinations.

- The core business of the school is teaching and learning. Efforts will therefore be made to retain and attract high-quality staff and students.
- The staff commits itself to effective and efficient utilization of resources to achieve high academic standards. Wastage of resources including time will not be condoned.
- Students will be expected to maintain high standards of discipline in and out of school.
- Every student joining Mashimoni Squatters Primary and Secondary School is expected to abide by the school code of conduct and work hard to achieve her potential.
- Guidance and Counseling activities will be strengthened in the school.

- work towards increasing transition levels from primary to secondary and secondary to tertiary to avoid relapse, fallouts and redundancy among Mashimoni graduates.

Main activities

1. Upgrading and integrating school IT facilities by putting up and equipping a computer lab
 2. Installation and provision of internet facilities
 3. Installation of power including solar power as an alternative source
 4. Continuous training of the teachers more so in CBC and equip them for better service delivery.
 5. Prompt payment for teachers' salaries, remuneration and motivation
 6. Equipping the library with required stationeries and resources
 7. Equipping the school with a science lab for both the junior secondary and the senior secondary
 8. Creation of a Guiding and counselling department for the teachers and parents
 9. Organize academic trips/exchange visits for teachers and children.
 10. Ensuring Syllabus completion and compliance
 11. Enhance monitoring and evaluation of teachers.
 12. Installing, building and upgrading current learning facilities to accommodate more children.
 13. Initiate a technical and Vocational Education training centre in the school.
 14. Sourcing for and availing textbooks and set books.
 15. Ensuring there is reliable power (alternatively solar) in the school to support learning.
- Construct and equip a Technical and Vocational Educational Training Centre (start with 5 courses Tailoring, welding, Beauty, Housekeeping and management, shoe production/leather/hospitality)

5.2.2 FOCUS AREA: GOVERNANCE

Strategic Objective Two:

To improve efficiency in school management

- The school management will be accountable to all the stakeholders including but not limited to parents, staff, donors, students, and relevant authorities.
- The management will introduce all the necessary elements of checks and balances in the utilization and usage of school resources.
- The school shall invest resources in information technology as a way of optimizing efficiency and effectiveness in accountability to all stakeholders.
- Positive values that have endeared the school to parents and donors will be upheld.
- Inculcate good corporate governance based on the guidelines for school management issued by the Ministry of Education such as separation of roles between management and board, structure of the board and financial management

- Institution of long-term planning and annual planning for seamless flow of operations.

Activities

1. BOD Training and capacity building in management
2. Adoption of Ministry of Education school management guidelines
3. Domestication and adherence to the Education Act 2013
4. Improving teacher's welfare
5. Initiate a reward system in the school to motivate staff.
6. Organizing regular Board meetings to enhance communication and school management.
7. Build relationships with stakeholders.
8. Ensuring information flow and sharing amongst all relevant stakeholders
9. Annual audits in the school to enhance resource management.
10. Familiarization of the BOD and school management on the Education Act 2013

5.2.3 FOCUS AREA: PHYSICAL ENVIRONMENT

Strategic Objective Three:

To promote environmental conservation and awareness by integrating them into the school's curricula and co-curricular activities

The school will endeavor to improve the physical environment. Key activities in this area include:

- Increasing environmental awareness programs through activities such as tree planting and making the school green as much as possible.
- Encourage environmental clean-ups within the school neighborhoods in conjunction with the community to enhance cohesion as well as environmental education awareness.
- Increase water conservation efforts by investing resources in harvesting and storage of rainwater.
- The school will endeavor to use environmentally friendly activities and harness biogas from the sanitation facilities for use in the school kitchen to reduce the use of firewood as well as being a better way of enhancing waste management. **Activities**
- Ensure proper Waste management.
- Organize Cleanups by pupils from the school within the school and surrounding environment periodically.
- Water harvesting to ensure improved water conservation from the roof catchment available in the school.

- Installation of a biodigester for energy from the bio latrines and get methane gas for use in the school kitchen.

5.3.4 FOCUS AREA: INFRASTRUCTURE

Strategic Objective Four:

To provide additional physical infrastructure that will adequately meet the needs of the evergrowing student population.

The plan envisages aggressive fundraising because of the increase in the number of students and the school does not fall within the category of direct government support. There will be a need to fundraise as well as lobby the government for support e.g. bursaries, infrastructure, learning materials and the free Day Secondary Education programs. As a result, more resources are expected to be allocated to the following target areas:

Activities

- ✦ Construction of administration block (both secondary and primary) Library, computer lab, Kitchen, and dining hall.
- ✦ To drill a borehole that will supply adequate water for use in the school as well as sell to the community at a subsidized price.
- ✦ Develop and construct a Technical and Vocational Educational Training Centre (TVET) □ Construction and equipping of Laboratory.
- ✦ Construct a dining hall and modern Kitchen.
- ✦ Construct a perimeter wall for the security of the school.
- ✦ Installation of a vocation institute to absorb the Grade 12 graduates □ Renovation and improvement of ablution blocks.
- ✦ Construction of more classrooms
- ✦ To connect electricity as well as buy a standby generator in case of power failure.
- Classroom renovations
- Installing surveillance equipment within the school to enhance security.

5.2.5 FOCUS AREA: FINANCIAL SUSTAINABILITY

Strategic Objective Five:

To establish strategic partnerships, within and outside Kenya, for resource mobilization Activities

- Establish and strengthen the school alumni.
- Establish links with partner schools within and outside Kenya.

- Foster relationships with donors and create strategic partnerships with potential financiers for purposes of fundraising.
- Establish appropriate income-generating activities for the school.
- Identify and establish local partnerships e.g., CDF, FPE, County Government, Companies
- Proper bookkeeping for accountability to the community and stakeholders
- Capacity building for the school management to fundraising.
- Empowering school parents economically
- Tracking Alumni for purposes of fundraising and motivation
- Initiate School income generating activities.
- Increase school enrollment.
- Installation of a vocational institute to absorb the Grade 12 graduates and also generate income for the school.

5.3 Resource mobilization

The success of the plan depends heavily on the availability of funds. The main sources of funding for the school projects are:

- Parents, through the Board of Management
- Donors especially through NCT and HCSOM
- Donations from well-wishers' strategic partners and local fundraising
- Utilize the school facilities to fundraise for instance renting school halls and spaces or rent the perimeter wall space for advertisement.
- Sale of water from the borehole as an income-generating activity to supplement school budgetary needs.
- Initiate school-generating activities like tents and chairs for hire, photocopying, printing and internet services and other services for a fee as situations demand.

It is assumed in this plan that the school will continue to get support from NCT, donors, and well-wishers as well as lobbying the county government through the school management and bursaries for the secondary students.

6.0 CHAPTER SIX IMPLEMENTATION PLAN

Strategic objective 1. To provide additional physical facilities that will adequately meet the needs of the evergrowing student population

Result areas/activity	Who	Timeframe	Resources	Sources of Funds	Performance indicators	Assumptions
1. Construct an administration Block	PTA, BOD, Donors, wellwishers	2023 – 2027	Kshs 15,000,000	-PTA -Well-wishers -donations	-Minutes of the tender committee -Complete administration block -AGM Reports	-donors and well-wishers will contribute to the project -parents will afford to pay the required fees -The school will retain an optimum number of students The government goodwill will remain to enable the school to operate

MASHIMONI SQUATTERS SCHOOL STRATEGIC PLAN 2023 TO 2027

2. Construct 4 classrooms	PTA, BOD, Donors, wellwishers	2023- 2027	Kshs 8,000,000	-PTA -Well-wishers -donations	-Minutes of the tender committee - complete classroom -AGM Reports	-donors and well-wishers will contribute to support the school -parents will afford to pay the required fees -The school will retain an optimum number of
						students The government goodwill will remain to enable the school to operate
3. Construct and equip a dining hall and modern kitchen	PTA, BOD, Donors, wellwishers	2023- 2027	Kshs 9,000,000	- PTA -Well-wishers -donations	-Minutes of the Tender committee - a complete and functional dining hall and kitchen -AGM Reports	-donors and well-wishers will contribute to the project -parents will afford to pay the required fees -The school will retain an optimum number of students The government goodwill will remain to enable the school to operate

MASHIMONI SQUATTERS SCHOOL STRATEGIC PLAN 2023 TO 2027

4. Construct a perimeter wall for the school	PTA, BOD, Donors, wellwishers	2023- 2027	Kshs 6,000,000	PTA -Well-wishers -donations	Minutes of the Tender committee -Complete wall -board minutes -AGM Reports	- donors and well-wishers will agree to fund the project - relevant authorities will issue permits for approval of the project
5. Drill and equip a borehole for water supply to the school	PTA, BOD, Donors, wellwishers	2023- 2027	Kshs,4,000,000	PTA -Well-wishers -donations	Minutes of the Tender committee -Complete and functional	-donors and well-wishers will contribute to the project - The borehole will yield enough safe

					borehole -AGM Reports	water - relevant authorities will give the approvals required
6. Construct new ablution blocks renovation of the current ones and conversion to a bio latrine system.	PTA, BOD, Donors, well wishers	2023- 2027	Kshs, 3,000,000	PTA -Well-wishers -donations	Minutes and of the Tender committee -Complete functional sanitation facilities -AGM Reports	-donors and well-wishers will contribute to the project - parents will afford to pay the required fees -The school will retain an optimum number of students

MASHIMONI SQUATTERS SCHOOL STRATEGIC PLAN 2023 TO 2027

7. Connecting the school to the Electricity grid and electrical wiring of the school and buying standby generators	PTA, BOD, Donors, well-wishers	2023-2027	Kshs, 3,000,000	PTA -Well-wishers -donations	Minutes of the Tender committee -Complete, functional, approved electrification -AGM Reports and	-donors and well-wishers will contribute to the project - parents will afford to pay the required fees The government's goodwill will remain to enable the school to operate.
Construction and equipping of a computer and a book library	PTA, BOD, Donors, wellwishers	2023-2027	9,000,000	PTA -Well-wishers -donations	Minutes of the Tender committee -Complete, equipped, functional computer well- and	donors and well-wishers will contribute to the project. - parents will afford to pay the required fees - the
					laboratory -AGM Reports	government will not change the syllabus drastically The government goodwill will remain to enable the school to operate.

MASHIMONI SQUATTERS SCHOOL STRATEGIC PLAN 2023 TO 2027

Construction and equipping of a science laboratory	PTA, BOD, Donors, wellwishers	2023-2027	Kshs, 3,000,000	PTA -Well-wishers -donations	Minutes of the Tender committee -Complete, equipped functional Science Laboratory and e	-donors and well-wishers will contribute to the project -parents will afford to pay the required fees
Construction of a TVET centre at Mashimoni Squatters Primary and Secondary School	PTA, BOD, Donors, wellwishers	2023-2027	100,000,000	BOD, Partners and Well-wishers	Minutes of the tender committee , agreement s with contractor s, Completed and equipped TVET Centre	donors and well-wishers will contribute to the project. -parents will afford to pay the required fees - the government and relevant authorities will support and give the approvals required
Strategic objective: To become a centre of academic Excellence						
Result areas/activity	Who	Timeframe	Resources	Source s o f Funds	Performanc e indicators	Assumptions

MASHIMONI SQUATTERS SCHOOL STRATEGIC PLAN 2023 TO 2027

1. Timely completion of syllabuses	Teaching staff and learners	2023-2027	Records of work - Schemes of work - Teaching Learning materials Use of past papers for revision	School Board	- Improved National Examination performance and subject mean scores	availability of teachers/learners
2. Use of guest speakers motivation	Teaching staff and school management	2023 - 2027	Learning materials and speakers	School BOD Volunteers	-New and creative ideas - Improved productivity and commitment - Inspired teams and students with high levels of self-esteem	Availability of Guest speakers and volunteers as well
3. Procurement of teaching aids	School management	2023-2027	Funds and requests	School BOD	- Fully equipped school with all required - Improved performance in Exams	-Adequate Funds to procure supplies will be available

MASHIMONI SQUATTERS SCHOOL STRATEGIC PLAN 2023 TO 2027

4. Recruitment of qualified teachers	School BOD	2023-2027	Funds	School BOD	- Improved performance in National	-the school will manage to compensate them well
					Exams and subject mean scores	
5. Continuous training of teachers	School BOD and Ministry of Education	2023-2027	Funds and scholarships	School BOD	- Improved classroom management skills - effective teaching strategies - better teacher/student relationship	-Funds to sponsor training will be available
6. Installation of science lab computer Library	School BOD	2023-2027	Funds	School BOD	- Improved access to digital learning - fostering a culture of studying and lifelong learning Improved performance in examinations	-The physical structures will be in place and fully equipped

MASHIMONI SQUATTERS SCHOOL STRATEGIC PLAN 2023 TO 2027

7. Motivation of teachers through prompt payment	School BOD	2023-2027	Funds	School BOD	<ul style="list-style-type: none"> - increased retention of good quality teachers - improved performance in 	-the school will manage to raise enough funds on time
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					<ul style="list-style-type: none"> exams - improved commitment and productivity of the teaching staff 	
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Strategic Objective: To improve efficiency in school management.

Result areas/activity	Who	Timeframe	Resources	Source of Funds	Performance Indicators	Assumptions
1. Capacity building activities/training for the BOD	BOD, Strategic partners	2023-2027	Funds and training materials	School BOD	<ul style="list-style-type: none"> -Improved management and governance -Positive leadership in the school 	-Funds will be available for planned activities

MASHIMONI SQUATTERS SCHOOL STRATEGIC PLAN 2023 TO 2027

2.. Ensure Annual Audits of school finances and systems	External Auditor	2023-2027	Funds	School BOD	- Compliance with various regulations Improved accountability -Prudent use of resources	The school will avail funds to cater for the external audits
3. Monitoring and Evaluation of Teachers	BOD, External Evaluators	2023-2027	Funds, tools	BOD	-Improved performance in exams and subjects Improved resource utilization -An effective	Proper tools will be availed, and the information acted upon

					rewarding system - improved workforce management	
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4. Regular BOD meetings	BOD	2023-2024	Funds	BOD, oth partners	- Enhanced decisionmaking and governan ce - improved accounta bility and Complian ce -Positive leadership Improved risk managem ent	-Board members will create time for meetings and implement decisions made
Strategic Objective: To establish strategic partnerships, in and outside Kenya, for resource Mobilization with						
Result areas/activity	Who	Timefr ame	Resources	Sources of Funds	Performa nce indicators	Assumptions
1. Create strategic partnerships for fundraising	BOD, Strategic partne rs	2023-2027	Funds	BOD	- strengthe ned and effective networks and collaborat ors	Partners will respond positively

MASHIMONI SQUATTERS SCHOOL STRATEGIC PLAN 2023 TO 2027

2. Identify local partners	BOD. Strategic partners	2023-2027	Funds, contacts	BOD	-Positive local networks contributing to school activities like County government, religious organisations, NGO'S companies and Central Government	The local partners will support the school
3. Enhance fundraising by having a fundraising strategy	BOD, Strategic Partners	2023-2027	Funds, contacts	BOD, Partners	Having an active database for fundraising	The school will implement the strategy
4. Initiate school IGA's to diversify school income	BOD, School Management	2023-2027	Fund Space and	BOD, school parents	-functional and profitable school IGA's	-the IGA's will be well-managed
Strategic Objective: To promote environmental conservation and awareness by integrating them into the school's curricula and co-curricular activities.						
Result areas/activity	Who	Timeframe	Resources	Source of Funds	Performance indicators	Assumptions

MASHIMONI SQUATTERS SCHOOL STRATEGIC PLAN 2023 TO 2027

1. Enhance environmental awareness activities	School BOD, students, teachers, parents	2023-2027	Funds, Cleaning tools	BOD, Partners	Clean environment within the school and the surrounding community	-the surrounding community and other stakeholders
	and the surrounding community				community regular cleanups in partnership with the community	- will embrace the ideas
2. enhance rainwater harvesting in the school	BOD, School management	2023-2027	Funds	BOD	-Use of roof catchment to harvest water to complement other sources	There will be enough storage during rainy seasons
3. Adopting modern wastewater management and producing biogas	BOD, Partners	2023-2027	Funds	BOD, Partners	-Use of Byproducts like Biogas as fuel in the school kitchen - Productive use of the recycled water from the Biodigester	The school management will take care of the recycling system

APPENDICES

APPENDIX 1: Academic Performance Targets

(a) Targets for KCPE Mean Scores (2023-2027) – Primary:

Subject	Record (Year)	2023	2024	2025	2026	2027
Mathematics		62	65	68	70	75
English		58	60	63	65	70
Kiswahili		56	58	60	62	65
Science		57	59	61	63	65
SSt.RE		55	57	60	63	65
Target score		65	68	70	75	75
Deviation		+3	+2	+2	+5	+5

(b) Targets for KCSE Mean Scores (2023-2027) - Secondary:

Subject	2023	2024	2025	2026	2027
English	7.50	7.60	7.70	7.8	7.9
Kiswahili	8.40	8.5	8.7	8.8	8.9
Mathematics	6.45	6.5	6.6	6.7	6.9
Biology	9.48	9.50	9.60	9.70	9.80
Physics	8.40	9.0	9.4	9.8	9.9
Chemistry	5.50	6.0	6.1	6.2	6.5
History	10.1	10.3	10.4	10.5	10.6
Geography	10.5	10.5	10.6	11.0	11.0
CRE	9.4	9.50	9.80	9.9	10.0
Home Science					
Agriculture	6.0	6.1	6.4	6.8	6.9
Computer					
Business Studies	6.4	6.5	7.0	7.5	8.0

APPENDIX 2: Implementation Timeframes Summary

Activity	Est. cost (Kshs)	2023	2024	2025	2026	2027
1. Build a perimeter wall around the school	6,000,000					
2. Drill and equip a borehole	4,000,000					
3. Construct administration block	15,000,000					
4. Construct and equip 4 classrooms	8,000,000					
5. Equip a Science Laboratory	3,000,000					
6. Equip a school library with modern books	5,000,000					
7. Construct and equip a dining hall and a modern kitchen	9,000,000					
8. Construct and equip a computer laboratory	4,000,000					
9. Construct a new ablution block and renovate the current ones	3,000,000					
10. Electrical works and connections in the school and purchase of a standby generator and installation of solar energy	3,000,000					
11. Construct and equip a Technical and Vocational Educational Training Centre (start with 5 courses Tailoring, welding, Beauty, Housekeeping and management, shoe production/leather works)	100,000,00					
TOTAL PROJECTION	160,000,000					

APPENDIX 3

Members of the Board of Directors (BOD)

1. Mr. William Omwaka Chairman
2. Mr. David Mwangi Kuria Secretary
3. Bishop Mulehi Timothy Member
4. Mr. Ongute J. Benson Vice Chairperson
5. Mr. Francis Liyayi member
6. Mr. Meshak Mando Member
7. Mrs. Madina Abduba Member



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