

Tuiendeze Youth Trust Fund

**Formal and Informal  
Education**

**Research and Capacity  
Development**

**Strategic and Thematic  
Partnerships**

**Resource Mobilization**



**Strategic Plan  
2015-2020**



Tuiendeleze Youth Trust Fund

Tuiendeleze Youth Trust Fund (TYTF) was started in late 2007 and is registered with the Ministry of Lands. The purpose of the Trust is to support bright and capable young people, who are active in Community Development but in need of financial assistance, to pursue their dreams of entering higher education.

### **Nairobi Headquarters**

Tuiendeleze Youth Trust Fund

c/o YIKE OFFICE, SANODA HSE 2ND FLOOR, KARIOBANGI NORTH, NAIROBI

E-Mail: [tytfkenya@gmail.com](mailto:tytfkenya@gmail.com)

Website: [www.tytf.org](http://www.tytf.org)

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# Abbreviations and Acronyms

TYTF:	Tujiendeleze Youth Trust Fund
ICA-UK	Institute of Cultural Affairs – United Kingdom
YIKE:	Youth Initiative Kenya
CBOs:	Community Based Organizations
CSOs:	Civil Society Organizations
CYU:	Chemchemi Ya Ukweli
HR:	Human Resources
ICT:	Information Communication and Technology
ME & R:	Monitoring, Evaluation and Reporting
OD:	Organization Development
ICT:	Information and Communications Technology
NGO:	Non Governmental Organization
IMF:	International Monetary Fund
KESSP:	Kenya Education Sector Support
GDP:	Gross Domestic Product
SAP:	Structural Adjustment Program
NER:	Net Enrolment Rate
CDF:	Constituency Development Fund
FPE:	Free Primary Education
JFA:	Joint Financing Agreement

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- ◆ All those others that directly or indirectly contributed to the successful development of this strategic plan.


# Introduction

## Background

Tujiendeze Youth Trust Fund (TYTF) was started in late 2007 and is a registered Trust in Kenya. It was started by a group of four community workers who saw the ability and potential of young people who were engaged in community work but did not have formal training. The purpose of the Trust is to support bright and capable young people, who are already active in Community Development but in need of financial assistance, to pursue their dreams of entering higher education and subsequently making a greater impact on the field of community development as they become trained, skilled and employed professionals.

Since 2008, TYTF has supported 20 young people (13 females and 7 males) to undertake studies in Community Development and/or Social Work. TYTF has also availed regular support through mentoring and training sessions. All the young people come from low income areas in Nairobi's Eastlands (15) and Kisauni in Mombasa (5). One of the key criteria is that all should be actively engaged in Community Development work and several have now completed their studies and successfully moved into full-time employment, whilst others are still studying and/or engaged in voluntary work. TYTF has a team of 4 Founding Trustees, 4 other Board members and a part-time volunteer co-ordinator who support the work on an ongoing basis. Resources are limited and the Trust has always tried to maximize use of funds raised to directly support the students rather






than developing large administrative overheads. So far, funds have been raised from individual supporters in UK, Spain and Kenya, as well as from membership, board contributions and initiatives.

## **Achievements**

Eight years on, TYTF is slowly but steadily moving towards being a recognized supporter of young people's realization of their educational dream and community development passion. There are several note-worthy achievements affixed to TYTF:

1. Internalizing a culture of volunteerism
2. 20 young people supported through higher education
3. Promoting the aspect of local contribution
4. Minimizing admin costs therefore ensuring a huge percentage of funds go to education
5. Established and maintained partnerships with likeminded organizations for the benefit of TYTF. Worth mentioning is the continued partnership with ICA-UK who have given TYTF a lot of support and mentoring as well as this grant for the Strategic Plan and Impact Assessment before that. ICA-UK continues to assist with collecting UK donations on behalf of TYTF.



The 2015-2020 strategy builds on TYTF's achievements for the last eight years. The development of the strategic plan was informed by a thorough assessment; analysis current institutional relationships; analysis of the changing operating environment and the current trends in Kenya and beyond against the vision the country has set out for itself through the new national constitution. In this strategic plan, prioritized areas include:

- ◆ Intensifying resource mobilization.
- ◆ Institutional strengthening through research, information, documentation and capacity building for increased effectiveness and efficiency in operations.
- ◆ Supporting youth in education.
- ◆ Partnerships and networking

The strategy is organized into the following components:

- ◆ Vision, Mission and Values
- ◆ Context
- ◆ Strategy Drivers & Strategic objectives 2015-2020
- ◆ Implications for strategy and organizational practices
- ◆ Organization structure



# Vision, Mission and Values

## VISION

Young people engaged meaningfully in the development of a just society.

## MISSION

Enabling young people develop themselves and communities through education.

## VALUES

- Integrity
- Respect and love for humanity
- Professionalism
- Commitment to service
- Co-operation
- Social Justice
- Honesty



# Meaningful contribution



# Context


Kenya like many developing countries has been struggling with meeting the goal of universal primary education with focus now shifting to expanding access to secondary education and improving quality. The goals of expanding education systems and maintaining equitable access are inextricably linked to the question of education financing. Many constraints in generating additional public and private resources to meet the high cost of education face the government as it focuses its attention to this expansion.

By end of 90's Kenya had experienced its worst economic performance. Five years of falling economic growth and declining per capita income in an environment of SAPs advocated by World Bank and IMF had culminated in a -0.3% GDP in 2000. Expansionary budget measures adopted by the Government since 2003 helped channel additional resources to social needs and thus supported poverty reduction. This macroeconomic context informs the ability of government to finance education and thus support the youth to transition from secondary to higher education.

## Education financing patterns

Financing education has been a partnership between the government, local communities, private sector and international communities. Education expenditures in Kenya reflect a mix of state financing, donor support, NGO and private investments. The Government is the largest contributor towards education financing with the bulk going to recurrent expenditure e.g. remuneration of teachers while the balance of the budget meets the general






administrative, operational costs and development programmes. The development budget which forms a small proportion of the overall funding is largely composed of specific programmes contained in the education strategy Kenya Education Sector Support (KESSP) and is financed by development partners through pooled funding under the Joint Financing Agreement (JFA). It is on the basis of government financing priorities that support to youth to access higher education succeeds or fails. Palpably not much attention has been paid to this particular need which then raises the question of looking at education as a right to which every youth should be entitled.

### **Political will**

In Kenya the government is a signatory to international conventions that support free primary education (FPE) greater access and citizen participation in education. By 2008 8.3 million children up from 5.9 million in 2003 had enrolled in school pushing the net enrolment rate (NER) to 92.5%. This increase has put a huge strain on infrastructure, school equipment among other facilities. Needy students who took advantage of the free primary education often lack support save for those who get bursaries through CDF to take care of tuition costs. With the increased numbers at primary level the places available at secondary level became very competitive in addition to the fact that secondary tuition was always a hindrance for most needy youth

Many secondary schools in Kenya lack modern facilities that can enable them produce excellent performance to push many students to transition to higher learning institutions. Despite the political will that the government has had in education corruption, poor planning, the skewed teacher pupil ratio as well as limited resources continue



to undermine the gains. Popular politics too has made sure that policies focus on programs with political capital like creating new centers of excellence as opposed to equipping those that already exist. All these factors impair the ability of youth especially from poor backgrounds proceed with their education.

### **Exclusion**

In Kenya, pastoralist communities and informal settlements in urban areas have continued to suffer exclusion due to the nature of their shifting lifestyle from time to time in search of pasture for their animals or temporary dwellings in which infrastructure is non-existent. Without a specific programme that seeks to expand opportunities for this category of students it is difficult to see how such students will transition to higher levels. Those with disability are further excluded due to inappropriate facilities and long distances to school.

### **New Constitution & Technology**

Kenya conducted a peaceful constitutional referendum on 4<sup>th</sup> August 2010 after 20 years of a constitution making process. The new constitution promised a rebirth of a nation and made way for reforms in key areas such as the national assembly—judiciary and executive; education, public service, devolution etc. The ongoing reforms and the level of technological advancement create an enabling environment for equality and access to education, wealth, services to name a few. It must be noted that even prior to the passing of the new constitution, political openness and infrastructure development had not fully resulted in the improved welfare for all. Example 1: high unemployment rates are still depriving people of opportunities to effectively participate and take charge of their own development. Example 2: economic inequality caused by unjust access to resources. Indeed access and equity remain a central issue that the new constitution needs to address.



***The United Nations defines Community development as "a process where community members come together to take collective action and generate solutions to common problems. It is a broad term given to the practices of civic leaders, activists, involved citizens and professionals to improve various aspects of communities, typically aiming to build stronger and more resilient local communities.***

***Community development seeks to empower individuals and groups of people with the skills they need to effect change within their communities. These skills are often created through the formation of large social groups working for a common agenda. Community developers must understand both how to work with individuals and how to affect communities' positions within the context of larger social institutions.***

## **Conclusion**

The challenge of higher education for the poor youth is real. Kenya still has to make her education available, accessible, acceptable but also adaptable. Education must not only be seen as a service but a right for every child, which at primary level should be free and compulsory. A right which should be accessible without discrimination. A right which most students cannot access because of inadequate infrastructure, lack of quality trained teachers and absence of a safe and non-violent environment. The education must be of high quality and relevant in its content while schools must be accountable and transparent. Students must also be allowed to participate in its delivery.

# Strategic drivers

This section contains a summary of TYTF's strategic drivers. They are the prioritized areas of focus that TYTF will address between 2015 and 2020.

1. A growing number of form four graduates who cannot access higher education thus limiting their potential and undermining human dignity therefore threatening social development gains;
2. Deliberate & institutionalized networking helps to tap into existent expertise of partners and expedites community transformation through community development;
3. Strengthening the TYTF identity management, marketing and brand will promote the organization's niche among stakeholders and enhance resource mobilization;
4. Limited financial, human, physical and ICT resources limits effectiveness in operations, governance, leadership and strategic direction undermining efficiency and effectiveness.



# Strategic objectives 2015-2020

Strategic objectives are, in effect, summations of the intent of TYTF, at each functional level. The strategic objectives concretely describe the intended course of action and focus the organization on what it will need to do. The strategic objectives thus portray ways in which TYTF needs to respond, in order to be relevant and effective in providing sustainable services or support to its target beneficiaries, given the prevailing opportunities or challenges prioritized in coming five years.

FUNCTIONAL AREA	RELATED STRATEGIC OBJECTIVES	ACTIVITIES
A) FORMAL AND INFORMAL EDUCATION	<ol style="list-style-type: none"> <li>1. Increase the number of sponsored students by 50%</li> <li>2. Support students, alumni, and other young persons with community development and personal skills.</li> </ol>	<ol style="list-style-type: none"> <li>a) Recruitment of students</li> <li>b) Joint community activities</li> <li>c) Mentorship and coaching</li> <li>d) Workshops</li> <li>e) Linkages (internships, attachments and jobs)</li> </ol>
B) RESEARCH AND CAPACITY DEVELOPMENT	<ol style="list-style-type: none"> <li>1. Create and market a strong TYTF brand for increased visibility</li> <li>2. Strengthen Internal Capacities for efficiency and effectiveness.</li> </ol>	<ol style="list-style-type: none"> <li>a) Update website and social sites</li> <li>b) Develop TYTF profile, brochure and newsletter</li> <li>c) Document and share our success stories</li> <li>d) Internal training and skills enhancement</li> <li>e) Set up an office</li> </ol>



<p>C) STRATEGIC AND THEMATIC PARTNERSHIPS</p>	<p>1. Strengthen partnership to leverage on opportunities, expertise and resources</p>	<p>a) Membership drive  b) Deliberate networking  c) Review and formalize all existing partnership  d) Research on potential partners</p>
<p>D) RESOURCE MOBILIZATION</p>	<p>1. Diversify financial resource streams e.g. donors, members, partnership and technical support.</p>	<p>a) Membership drive  b) Proposal writing for funding  c) Research for potential donors  d) Develop resource mobilization strategy.  e) Join relevant existing networks.</p>

# Implications for strategy and organizational practices

## **Services and beneficiaries**

- ◆ TYTF to scale up its services to cover Kenya and beyond.
- ◆ TYTF has prioritized community mobilization, research and information dissemination and networking.

## **Identity management**

- ◆ TYTF to improve visibility and how it is understood in Kenya and beyond in order to raise its profile among stakeholders. This will involve developing an effective strategy and system in the following two areas: the first, a communication, branding and marketing strategy and the second a reliable system for documenting and sharing results and lessons.

## **Institutionalize networking**

- ◆ TYTF to review institutional partnerships for impact and value addition. This will involve developing strategies and systems to guide networking, exchange of experiences, knowledge, and skills.

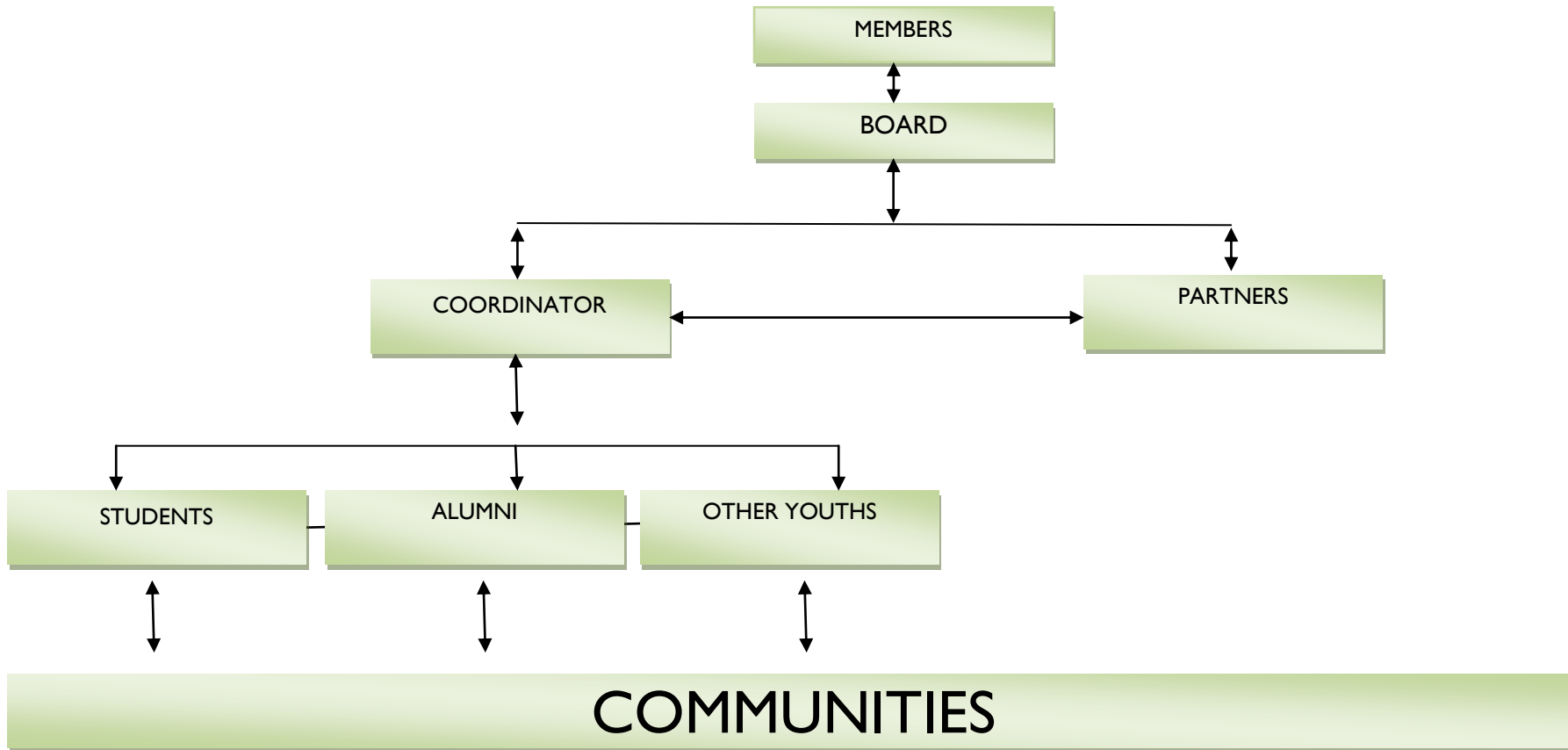
## **Systems review and policy development**

- ◆ Improve systems, work procedures, activity definition and organizational structure as essential *hardware* to provide a strong foundation for action, decision making and effective operational efficiency.

## **Finances**

- ◆ Implementation of this strategy has huge implications for resource mobilization and utilization. TYTF to develop a resource mobilization strategy aimed at increasing and diversifying income streams;

# Organizational Structure





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