

MTGK Strategic Plan January 2008- December 2010

Final draft

Goal:

To achieve sustainable improvement in the status of women and girls in Kilifi and Kaloleni Districts, Kenya

Purpose:

To provide girls and young women with opportunities to develop important transferable life skills¹, knowledge, and resources² through participating in, developing and managing women's football and associated health, education, community and small business initiatives

Purpose indicators

1. A significant increase in the % of girls in league teams demonstrating an improvement in life skills over the duration of the programme
2. A significant increase in the % of girls with increased knowledge and skills to plan, implement and organise activities
3. A significant increase in the % of girls who report having improved access to resources (social support, networks, potential income, health information) through involvement in MTG programmes
4. A significant % of peer educators report ability to form safe and fulfilling relationships

Outputs:

Output 1

To enable girls and young women to create and benefit from opportunities to fulfil their potential as **football** players, leaders, and organisers of football activities

Output 2

To equip girls and young women with information and peer support to promote safe and fulfilling **relationships**

Output 3

To promote **economic independence** among young women

Output 4

To provide opportunities and incentives for MTG girls and young women to be **good role models** for their own benefit and for the benefit of their communities

¹ A group of psycho social and interpersonal skills, such as confidence and self efficacy, which may help people to lead a healthy and productive life

² Social support, leadership awards, economic opportunities

Output 5

To develop MTG as a **strong and sustainable organisation** with girls and young women actively involved in management, well defined internal regulations, and a diverse and strong financial base

Output 1: Football

To enable girls and young women to create and benefit from opportunities to fulfil their potential as **football** players, leaders, and organisers of football activities

Indicators

1. Number of girls playing football in school tournaments and out of school leagues by 2010: 5000
2. Number of trained girl leaders by 2010:
 - a) Coaches, referees, first aiders: 500
 - b) Field committee members: 168
3. By 2010 MTG United and divisional super teams at open age, under 16 and under 13 levels training and playing regularly

Detailed Indicators

	2008	2009	2010
Players in under 13 league	450	558	770
Players in under 16 league	540	540	828
Players in over 16 league	594	759	990
Players in primary school	1260	1620	1980
Players in secondary school	360	414	450
Trained coaches	50	75	105
Trained advanced coaches/instructors	20	32	46
Trained school coaches	25	50	75
Trained referees	56	92	110
Trained referee instructors	10	22	36
Trained first aiders	44	72	104
League fields	10	12	14
Field committees	10	12	14
Trained Field committee members	120	144	168
Players in divisional super teams	182	240	288
Training sessions of divisional super teams	50	60	70
Matches played by divisional super teams	60	72	84
MTG United players	48	48	48
Training sessions of MTG United	22	22	22
Matches played by MTG United	12	24	36
Coaching training manual developed	1		

Football Activities

Field Committees

- 1.1 Organise field committees at all existing fields
- 1.2 Train field committee members in leadership
- 1.3 Provide ongoing support to field committees
- 1.4 Recruit new players at each field

1.5 Establish fields in new Divisions (Chonyi 2008, Kikambala 2009, Bamba 2010)

Leagues

1.6 Organise u13 league at each field

1.7 Organise u16 league at each field

1.8 Organise over 16 league where possible

1.9 Organise for first aiders to be equipped and active at all matches

Tournaments

1.10 Organise annual primary school team tournament

1.11 Organise annual secondary school team tournament

1.12 Organise annual Out of School team tournament (2008: APHIA II)

Training

1.13 Conduct basic CTC courses (5:2008, 9:2009, 7:2010)

1.14 Conduct intermediate CTC courses (1:2008, 1:2009, 2:2010)

1.15 Conduct advanced CTC courses (1:2008, 1:2009, 1:2010)

1.16 Conduct TOT for coaching instructors (1:2008, 1:2009, 1:2010)

1.17 Organise workshop for school coaches (1:2008, 1:2009, 1:2010)

1.18 Conduct refereeing course (1:2008, 2:2009, 3:2010)

1.19 Conduct TOT for refereeing instructors (1:2008, 1:2009, 1:2010)

1.20 Conduct course for first aiders (1:2008, 1:2009, 1:2010)

1.21 Follow up trained coaches, referees and first aiders

MTG United and Divisional Super Teams

1.22 Select and train divisional Super teams

1.23 Organise divisional fixtures

1.24 Select and train district MTG United team

1.25 Organise MTG United fixtures

Football development

1.26 Organise annual MTG Camp

1.27 Network with KFF, KRE, MoE

1.28 Host an international tournament (2009, 2010)

1.29 Organise for MTG referees to officiate in non MTG matches

1.30 Organise for MTGK to be represented in some capacity in 2010 World Cup

Football: Financial resources

Current donors:

- Alistair Berkeley (2007-9)
- Safaricom (2007-9)
- UK Sport (2007-8)
- APHIA II (2007-8: Open Age tournament, open age teams)
- Engage the Danes (2008-12)
- Ford Foundation (2008-9)

Football: Staffing

Football coordinator

- Oversee all football activities

- Organise field committee training
- Coordinate Annual camp
- Network with KFF, MoE etc.
- Coordinate opportunities to participate in national, regional and international events

Divisional Officers

- Organise and support field committees
- Establish fields in new divisions

Field Committees

- Recruit new players
- Organise leagues

Tournament Coordinator

- Organise primary and secondary school teams tournaments

Football Training Coordinator

- Organise and conduct training for coaches, referees and first aiders

MTG United Coordinator

- Coordinate selection, training and fixtures for Divisional Super teams and for MTG United

APHIA II Coordinator (2007/8)

- Organise open age teams tournament

Responsibility currently not clear

- Coordinate referees
- Coordinate first aiders

Output 2: Peer Education

To equip girls and young women with information and peer support to promote safe and fulfilling **relationships**

Indicators:

1. 90 trained and experienced peer educators by 2010
2. 30 trained and experienced counsellors by 2010
3. 5000 girls in schools and at fields completed 36 peer education sessions by 2010
4. Regular counselling services provided at 14 football fields by 2010
5. Peer educators report greater ability to form safe and fulfilling relationships

Peer education indicators	Targets		
	2008	2009	2010
Trained and experienced peer educators (30 Newly trained every year)	30	60	90
Trained and experienced counsellors (every year to train 10 new	10	20	30

counsellors)			
Weekly counselling sessions – group and individual <i>(every month a counsellor should meet 4 people. so we took the current 12 trained counsellors plus 10 new to be trained in 2008 that's makes 22*4@per month*12month which gives us this figures)</i>	1056	1536	2016
Standard sessions in the Peer education manual. The manual will be used every year during peer sessions but with different participants	36	36	36
Peer education sessions in schools The first figure stands for number of pairs of peer educators, the second figure is the number of participates reached out to per year (30 in each group).	20/600	35/1050	50/1500
Peer education sessions at fields (25 in each group). Sessions to be done every Saturday before the matches starts.	20/500	35/875	50/1250
Video shows at schools reaching out to participants	1000	2000	3000
Peer educators meetings	12	12	12
Counsellors' meetings (with supervisor)	12	12	12
Exchange visits	2	3	4
Attend conferences and meetings	4	5	6
Theatre used during tournaments to reach people with information rather than video show	1500	3000	4500
Producing fact sheets (to perhaps go in sanitary pads packets?)	3	3	3

Peer education Activities

Peer education

2.1 Recruit and train new peer educators (30:2008, 30:2009, 30:2010)

2.2 Hold monthly meetings of existing peer educators inviting resource people and including peer learning sessions

2.3 Agree Peer Educator Code of Good Practice, including guidance on appropriate dress and language

2.4 Develop and update set of standard peer education sessions

- 2.5 Develop peer education Fact Sheets based on questions asked in peer education sessions
- 2.6 Hold regular peer education sessions in schools (36 sessions)
- 2.7 Hold regular peer education sessions at fields (36 sessions)
- 2.8 Video shows
- 2.9 Theatre, poetry and music shows
- Counselling
- 2.10 Select and train new counsellors (2008:10, 2009:10, 2010:10) and Support existing counsellors
- 2.11 Conduct weekly counselling sessions – group and individual
- 2.12 Monthly meeting of counsellors
- Peer education development
- 2.13 Network with other institutions
- 2.134 Participate in national and regional conferences
- 2007/8 APHIA II
- 2.14 Organise 4 community meetings (Oct 07)
- 2.15 Set up 20 Out of School teams with 25 players each (Oct/Nov 07)
- 2.16 Do monthly monitoring visits to Out of School teams (Nov 07 – Oct 08)
- 2.17 Select 20 existing Out of School Peer Educators for 2 day refresher training (Oct/Nov 07)
- 2.18 Select 3 counsellors for 4 week residential training (Oct/Nov 07)
- 2.19 Conduct weekly peer education sessions with Out of School teams (Nov 07 – Oct 08)
- 2.20 Select 30 new peer educators for 5 day residential training (Nov/Dec 07)
- 2.21 Select out of school coaches for 5 day residential course (Dec07/Jan 08)
- 2.22 Select Out of School referees for 5 day course (Dec 07 – Jan 08)
- 2.23 Organise for Out of School teams to participate in leagues (Mar – Nov 08)
- 2.24 Organise Out of School team tournament

Peer education: Financial resources

Current donors

- Safaricom (2007-9),
- UK Sport (2007-8),
- APHYA II (2007-8: additional training for peer educators and counsellors, counselling sessions at fields)
- Engage the Danes (2008-12)
- Ford Foundation (2008-2009) on improving peer education by exchange with GPI Nigeria, Pemba and Kakamega

Peer education: Staffing

Peer Education Coordinator

- Select new peer educators and counsellors
- Organise peer education and counselling training
- Organise monthly support/training meetings
- Coordinate production of training materials and fact sheets
- Coordinate Code of Good Practice

- Network with other organisations

Peer Educators

- Conduct peer education sessions at schools and at fields
- Arrange video and theatre displays

Counsellors

- Conduct counselling sessions

Staffing for Aphia II

APHIA II Coordinator

- Organising community meetings
- Setting up Out of School teams
- Monthly monitoring visits to Out of School teams
- Coordinating/monitoring weekly peer education sessions with Out of School teams
- Monitoring participation of Out of School teams in leagues
- Organising Out of School team tournament

Peer Education Coordinator

- Selecting 20 existing peer educators for refresher training
- Selecting 3 counsellors for 4 week residential training
- Selecting 30 new peer educators for training

Football training Coordinator

- Selecting out of school coaches and referees for training
- Conducting coaching and refereeing training

Field committees

- Ensuring involvement of out of school teams in leagues

APHIA II

- Providing training for peer educators and counsellors

Output 3: Economic empowerment

To promote **economic independence** among young women

Indicators:

- 1.15 small businesses established by 2010 with MTG support
2. 20 MTG girls with savings above 2000ksh by 2010
3. 20 teams with savings above 5000ksh by 2010
4. Individual young women report and describe increased economic independence

Economic empowerment: Activities

3.1 Appoint part time staff member with responsibility for economic empowerment activities (2008)

3.2 Develop 2008-2010 work plan and targets including the following:

- Assisting MTG girls to start income generating activities
- Assisting MTG girls to save money

- Assisting MTG teams to save money for team expenses
- Linking with organisations providing training, credit and support to small businesses
- Arranging for girls to meet and learn from successful women
- Assisting girls with writing CVs

Economic empowerment: Financial resources

Current donors

- Alistair Berkeley Trust (2007-9)
- Engage the Danes (2008-12)
- Ford Foundation (2008 2009)

Economic empowerment: Staffing

Economic Empowerment Coordinator *(to be appointed 2008)*

- Identifying MTG players/volunteers to participate
- Liaising with organisations supporting small business with savings, loans and training
- Organising training
- Supporting MTG girls with savings, loans and income generating initiatives
- Organising for MTG girls to learn from successful women
- Organising for MTG girls to learn about writing CVs

Output 4: Community service and role modelling

To provide opportunities and incentives for MTG girls and young women to be **good role models** for their own benefit and for the benefit of their communities

Indicators

- 1.50 leadership awards per year
2. 24 community services activities per year
3. External recognition of MTG girls being good role models eg from community members (other girls, boys, parents, teachers, leaders) or people outside the community (donors, partners, supporters)
4. Self recognition amongst girls of being a good role model: demonstration of self awareness of skills and attributes

Community service: Activities

Community liaison

4.1 Organise meetings with communities/parents to communicate the work of MTG

4.2 Organise District wide MTG Day

Community service

4.3 Organise for each football team to conduct 2 community service projects each year

4.4 Organise for each football team to help maintain their football field

4.5 Initiate and operate a team points system for community service projects

Role models and leaders

4.6 Organise visit to MYSA to learn about the operation of their leadership scheme

4.7 Develop leadership/role model work-plan, learning from MYSA experience and adapting to MTG context

4.8 Operate leadership/role model scheme

Financial resources

Current donors

- Engage the Danes (2008-12)

Staffing

Responsibility not clear – need for a staff member to head the community service and leadership scheme?

Output 5: Organisational management and development

To develop MTG as a strong and sustainable organisation with girls and young women actively involved in management, well defined internal regulations, and a diverse and strong financial base			
Indicators			
1. By 2010 MTG to have at least 7 different sources of funding			
2. MTG recognised as a transparent and open organisation			
3. By 2010 girls in management positions			

Indicators	2008	2009	2010
Biannual appraisals for all staff and divisional volunteers/officers	2	2	2
Meetings of advisory board	4	4	4
Meetings of field committees			
Divisional offices operating	4	6	7
MTG HQ open and operating	1		
MTG owns its own field			1
Annual report produced and distributed to all donors	1	1	1
Annual financial audit undertaken and distributed to all donors	1	1	1
Annual General Meeting	1	1	1

External evaluation			1
Life stories book published	1		
M&E database established and maintained	1	1	1
Staff/volunteers trained in database management	3	2	2
Regional M&E meeting at MTG	1		
Research project initiated	1	2	2
Consultancy opportunities identified	2	2	2
Exchange visits for staff and volunteers	3	5	7
Staff training/capacity building course	1	1	1
Participation in national and regional fora	6	8	10
Internships with other organisations	5	5	5
Members trained in brand/MTG girl qualities	200	250	300
New logo, organisation colour t shirts etc	1		
Website regularly updated			
MTG featured in the media	10	12	14
Target for number of donors/sources of funding	5	6	7
Income generating activity launched and managed			

Activities

Management

5.1 Staff management and appraisal

5.2 Liaison with partner organisations eg. MTG UK, Ford Foundation project partners (Pemba, Calabar, Kakamega)

5.3 Liaison with government

5.4 Organising/managing the MTG Board

5.5 Organising/managing Divisional and field level Girls' Committees

Premises and equipment

5.6 Establish and equip Divisional offices

5.7 Organise building and equipping of MTG HQ (2008)

5.8 Develop plans for MTG field (2009/10)

5.9 Investigate possibilities for MTG transport

Reporting and Accounts

5.10 Write MTG Annual Report

5.11 Coordinate writing of Annual plans and budgets

5.12 Manage MTG finances

5.13 Financial reporting to donors

5.14 Coordinating activity reporting to donors

M and E, Research and Consultancy

5.15 Implement and develop participatory M and E system

5.16 Promote MTG participatory M and E with other organisations (host sport and development M&E meeting for region)

5.17 Finish Life Stories project

5.18 Establish and maintain M and E data base

5.19 Identify consultancy opportunities

5.20 Identify research opportunities

5.21 External evaluation in year 3

Staff and volunteer development

5.22 maintain volunteer database

5.23 Organise staff/volunteer exposure/exchange visits

5.24 Organise staff/volunteer participation in national and regional fora

5.25 Organise staff/volunteer training/capacity building

5.26 Organise staff/volunteer internships

MTG promotion and branding

5.27 Redesign MTG brand – logo, colours, products

5.28 Maintain and update MTG website

5.29 Publicise MTG and MTG events in media – newspapers, radio, TV etc.

Fundraising/income generation

5.30 Identify and contact donors

5.32 Write funding proposals

5.33 Apply for company sponsorships

5.34 Maintain supporters' data-base

5.35 identify income generating possibility (Feasibility study for Sanitary towels project 2008)

5.36 Manage any MTG income generating activities

Organisational management and development: Funding

Current donors:

- Alistair Berkeley (2007-9) (M and E, Divisional staff costs, bookkeeper, staff training)
- Safaricom (2007-9) (M and E pregnancy rates, staff and training costs)
- UK Sport (2007-8) (M and E, staff development)
- Mama Cash (2007-8 (M and E, Divisional staff, staff training)
- APHIA II (25% Programme Manager salary, 2 Field Coordinators, 25% Accountant)
- British High Commission (building costs)
- Ford Foundation (building costs, life stories)
- Engage the Danes (2008-12)
- Ford Foundation (2008-9)

Organisational management and development: Staffing

MTG Coordinator

- Staff management/appraisal
- Liaison with organisational partners (MTG UK, Ford Foundation partners)
- Organising/managing MTG Board
- Organising building and equipping of MTG HQ
- Investigate possibilities for MTG transport
- Write MTG Annual Report
- Coordinate writing of Annual plans and budgets

- Coordinating financial and activity reporting to donors
- Identify income generating possibilities (Commission feasibility study for Sanitary Towels project 2008)

M and E Coordinator

- Implement and develop participatory M and E system
- Promote MTG participatory M and E with other organisations
- Finish Life Stories project
- Establish and maintain M and E data base (with consultancy support)
- Identify consultancy opportunities
- Identify research opportunities

MTG Coordinator and M and E Coordinator jointly

- Identify and contact potential new donors
- Write funding proposals
- Apply for company sponsorships
- Establish and maintain supporters' data-base

MTG Accountant (to be appointed)

- Manage MTG finances
- Financial reporting to donors

Responsibility not clear - new senior post?

- Establishing and equipping MTG Divisional Offices
- Establish and maintain volunteer database
- Organise staff/volunteer exposure/exchange visits
- Organise staff/volunteer participation in national and regional fora
- Organise staff/volunteer training/capacity building
- Organise staff/volunteer internships
- Design MTG brand - logo, colours, products
- Maintain and update MTG website
- Publicise MTG and MTG events in media - newspapers, radio, TV etc