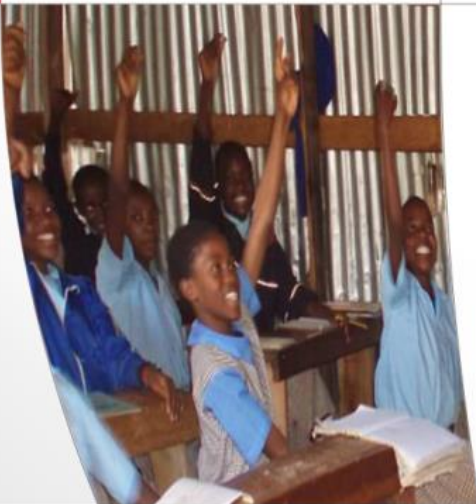




# MARGARET OKARI

CHILDREN'S FOUNDATION  
STRATEGIC PLAN  
2015-2019





*If you want to go quickly, go alone;  
If you want to go far, bring everyone.*

*— African Proverb*



## MESSAGE FROM THE BOARD

Dear Friends,

This year marks the sixth anniversary since we founded the Margaret Okari Primary School as a school and home for orphans in Kisii, Kenya. Since our initial launch with 60 children, we've more than tripled in size. We've added a preschool, doubled our teaching staff, expanded our infrastructure, and become known as one of the top-performing schools in the region. We now support more than 200 orphans and vulnerable children between the ages of three and 15, and every year since we opened, we've ranked in the top 8 percent of 135 schools in our district on national exams.



**With an annual budget of \$60,000, this means we consistently deliver one of the highest quality academic programs in the region – and also provide our kids with a nurturing home, food, and medical care – for approximately \$0.80 per child per day.**

While we are proud of what we have accomplished with limited funds, we are working hard to grow our budget in the years ahead. Doing so will enable us to do more, and do it better, while still maximizing the impact of every \$0.80 we spend.

This strategic plan outlines a set of goals and objectives that will drive our agenda over the next five years. Among priorities discussed in the pages that follow, we aspire to:



- ❖ Serve more orphans and vulnerable children;
- ❖ Attract and retain a top-quality faculty;
- ❖ Introduce extracurricular programs that teach life skills;
- ❖ Deepen our community impact with a focus on health and the environment; and
- ❖ Expand financially self-sustaining activities in Kenya.

An African proverb says: "If you want to go quickly, go alone; if you want to go far, bring everyone." As a foundation, we are committed to providing poor, marginalized children with the opportunity to grow into educated, engaged, self-reliant citizens of Kenya and the world. We hope you will join us!

Sincerely,

U.S. Board of Directors,  
The Margaret Okari Children's Foundation

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## EXECUTIVE SUMMARY

### WHO WE ARE

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The Margaret Okari Children's Foundation (MOCF) is a 501(c)3 non-profit organization dedicated to educating and caring for orphans and vulnerable children in rural Kenya.

MOCF started in 2003 as an outgrowth of Kwamboka Okari's efforts to address the needs of a growing orphan population in her home community of Kisii. Today, we operate a residential school where we serve more than 200 orphans and vulnerable children from preschool through eighth grade, providing them with a home, food, medical care, and one of the best academic programs in the region.



We function as an all-volunteer organization in the U.S. and employ more than 20 local teachers and support staff responsible for implementing our programs in Kenya.

### WHAT WE DO

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Some people might think of us as an orphanage. We prefer to think of ourselves as a specialized educational institution – an organization determined to unlock the potential of orphans and vulnerable children by providing them with a quality education, a supportive living environment, and the tools to participate constructively in their communities.

We work to provide a highly marginalized group of children with the best education we can while respecting and preserving their cultural integrity and encouraging them to work hard, dream big, and hold themselves to high standards.



### WHY WE DO IT

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In the words of Founder and Executive Director, Kwamboka Okari:

“We believe that educating our orphans has the power to shape not only their destinies, but that the collective power of educated individuals can influence the destiny of Africa herself.”

## WHERE WE'RE GOING

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This document outlines a set of strategic goals that will guide our work over the next five years. Each goal is further divided into a set of objectives and key performance indicators, discussed in detail in the pages that follow. While we believe these goals have long-term relevance, our strategy remains flexible. We will continually assess progress and adjust priorities in response to changing conditions and/or new information.

### **Goal 1: Maintain and advance excellence in education**

**Objective 1.1:** Invest in teachers and teacher training to promote educational excellence

**Objective 1.2:** Expand extracurricular activities to build life skills, encourage volunteerism, and foster creativity

### **Goal 2: Increase the number of children we serve.**

**Objective 2.1:** Expand size of primary school

**Objective 2.2:** Increase support for secondary school students

### **Goal 3: Broaden our community impact**

**Objective 3.1:** Expand access to a safe, reliable water source

**Objective 3.2:** Provide training in organic, high-yield farming

### **Goal 4: Improve infrastructure and facilities**

**Objective 4.1:** Build new classrooms

**Objective 4.2:** Build a new boys' dorm

**Objective 4.3:** Identify and undertake other infrastructure upgrades

### **Goal 5: Strengthen our financial position**

**Objective 5.1:** Expand our operational budget

**Objective 5.2:** Expand our donor and volunteer base

**Objective 5.3:** Increase financially self-sustaining activities in Kenya



## INTRODUCTION

### OUR STORY

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Kwamboka Okari was born and raised in Kisii, Kenya, a rural farming community of rolling hills and maize fields. In the 1980s, she moved to the United States and established a successful business importing soapstone carvings native to the Kisii region. When the AIDS pandemic struck, carvers Kwamboka worked with began dying, leaving behind children with no one to care for them. So Kwamboka stepped in, providing stipends for young children to remain with struggling relatives and placing older children in area boarding schools, a common form of schooling in Kenya.



Initially, Kwamboka supported orphans from the Kisii community out of her own savings. Over time, she acquired more children than she could reasonably care for on her own. To enlist support from friends and family, Kwamboka established the Margaret Okari Children's Foundation in 2003, naming the foundation in honor of her late sister, Margaret, who had also supported orphans. A few years later, recognizing Kwamboka's contribution to the Kisii community, the local government provided MOCF with a land grant to build a home for orphans. Kwamboka moved back to Kenya in June 2008 to dedicate herself fully to the effort, and MOCF opened its residential primary school in January 2009 with 60 students.

Today, the Margaret Okari Primary School serves more than 200 orphans and vulnerable children from preschool through eighth grade, providing them with food, medical care, a supportive living environment, and a quality education. We have helped dozens of children attend secondary school and have two university graduates. In addition, we employ more than 20 local teachers and support staff, all Kenyan. We have no paid U.S. staff and operate with an all-volunteer board and team of supporters.

### EMPHASIZING EDUCATION

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Building on Kwamboka's belief in the importance of education, we strive to provide our children with the best academic foundation possible. As a small-budget organization, this means carefully weighing financial decisions and foregoing investments in areas like infrastructure in order to build the best teaching staff we can. Fortunately, our focus on education is paying off.



**Each year since opening our school, we have ranked in the top 8 percent of more than 135 schools in the district on national exams. With over 200 children and an annual budget of \$60,000, this means we consistently deliver one of the highest quality academic programs in the region – while also providing a nurturing home for a marginalized group of children – at a cost of roughly \$0.80 per child per day.**

Going forward, we will maintain our focus on educational excellence, working to build an increasingly qualified and dedicated faculty committed to our children's academic and personal growth.



## MISSION

To empower orphans and vulnerable children through education.

## VISION

To transform poor, marginalized children into self-reliant adults, engaged citizens, and inspired leaders of their communities, their country, and the world.

## GUIDING BELIEFS

- ❖ We believe all children have the right to a quality education and a safe living environment.
- ❖ We believe the path to reducing global poverty requires empowering individuals to transform their communities from within.
- ❖ We believe the world is a better place when we respect the dignity of all and strive to care for the vulnerable among us.

*“We believe that educating our orphans has the power to shape not only their destinies, but that the collective power of educated individuals can influence the destiny of Africa herself.”*

—Kwamboka Okari,  
Founder and Executive Director

## CHANGING LIVES



Yvonne (right) in 2015.

**Yvonne** arrived at Kwamboka’s door in May 2009 at the age of three. Her parents had died and relatives had sold her older sister to work on the farm of another family. The aunt who brought Yvonne to Kwamboka said she could not afford to take care of her niece but feared for the girl’s future. She heard we had a school for orphans and wondered if we could help. At the time, our school started in kindergarten, and Yvonne was too young. But we took her anyway.

Six years later, Yvonne is a thriving third grader who likes hopscotch more than soccer and science more than social studies. Without MOCF’s support, she likely would spend her days working as a domestic laborer for a family that viewed her as property. She may never have attended school and would almost certainly be on a path to early marriage and childbearing.

As a foundation, we are humbled to be in a position to help Yvonne and more than 200 other children with their own stories.

## STRATEGIC ENVIRONMENT

### HIV/AIDS IN KENYA

Kenya has one of the highest HIV/AIDS concentrations in the world, with an estimated 6.3 percent of the adult population infected. Prevalence rates vary considerably across the country. Nyanza Province, where MOCF operates, has by far the highest HIV prevalence in Kenya, with 13.9 percent of the adult population infected.<sup>1</sup> With a total population of 44 million, Kenya is home to more than 2 million orphans, including more than 1 million children orphaned by AIDS.<sup>2</sup> The vast majority of so-called “AIDS orphans” are healthy and do not carry HIV.

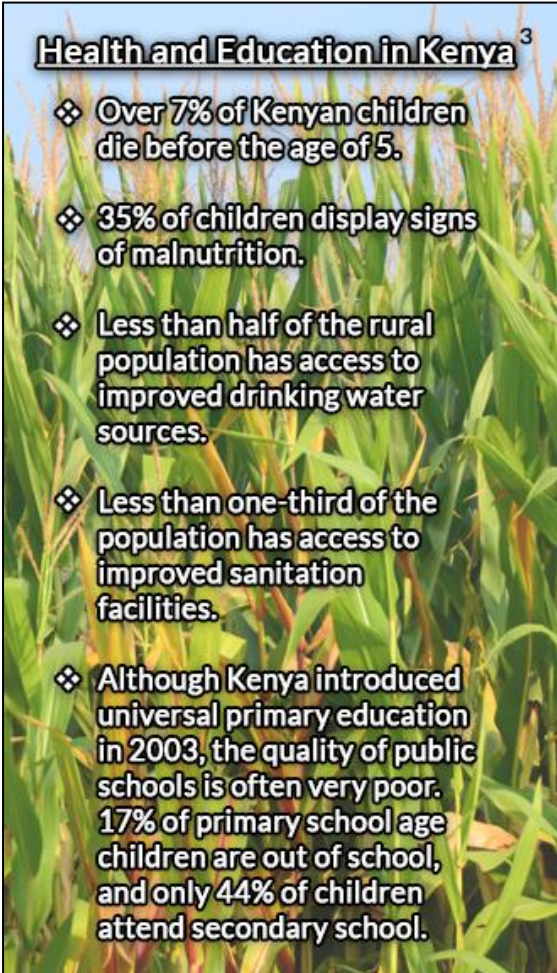
### ORPHANS IN NEED

Orphans in Kenya face numerous challenges. In poor communities where people struggle to provide for their own basic needs, taking in a relative or neighbor’s orphaned child, or often orphaned children, can pose severe hardship. Orphans frequently leave school, either unable to afford school fees and uniforms or forced to spend their days working for wages or engaged in household chores. In many cases, orphans are subject to emotional and/or physical abuse. Children orphaned by AIDS may also face social stigma and find themselves shunned by relatives or peers because of their parents’ cause of death.

### WHERE MOCF COMES IN

MOCF intervenes to:

- ❖ Free orphans from child labor, abuse, and early marriage;
- ❖ Ensure they are well fed and cared for;
- ❖ Empower them with an education and the tools to build a secure future;
- ❖ Provide them with a safe place to live, to learn, and to grow; and
- ❖ Inspire them to work hard, to achieve, and to give back to their communities.



**Health and Education in Kenya<sup>3</sup>**

- ❖ Over 7% of Kenyan children die before the age of 5.
- ❖ 35% of children display signs of malnutrition.
- ❖ Less than half of the rural population has access to improved drinking water sources.
- ❖ Less than one-third of the population has access to improved sanitation facilities.
- ❖ Although Kenya introduced universal primary education in 2003, the quality of public schools is often very poor. 17% of primary school age children are out of school, and only 44% of children attend secondary school.

<sup>1</sup> Kenya National Bureau of Statistics and ICF Macro. 2010. “2008–09 Kenya Demographic and Health Survey: Key Findings.”

<sup>2</sup> UNICEF. “State of the World’s Children 2015 Country Statistical Information.” Available at: [http://www.unicef.org/infobycountry/kenya\\_statistics.html](http://www.unicef.org/infobycountry/kenya_statistics.html). Last accessed July 13, 2015.

<sup>3</sup> Ibid.

## GOALS AND OBJECTIVES

In collaboration with MOCF's Kenyan leadership, we have identified five strategic goals to guide our agenda over the next five years:

1. Maintain and advance excellence in education;
2. Increase the number of children we serve;
3. Broaden our community impact;
4. Improve infrastructure and facilities; and
5. Strengthen our financial position.

Each of these goals is further divided into a set of objectives and key performance indicators, which are outlined in more detail below. This plan is flexible, and we will continually assess our progress and adjust our strategy to respond to changing conditions and/or new information.

### Goal 1

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#### Maintain and advance excellence in education

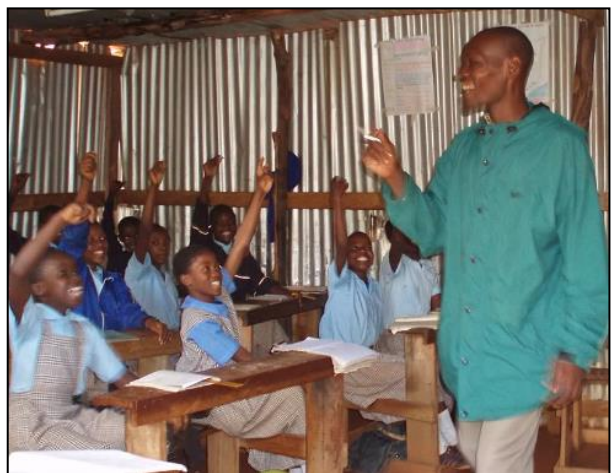
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##### *Objective 1.1: Invest in teachers and teacher training to promote educational excellence*

Over each of the last five years, we have ranked in the top 8 percent of approximately 135 schools in our district on national exams. Still, our district trails the nation, and we know we can do better. Offering competitive salaries and teacher training opportunities will enable us to attract and retain a higher quality teaching staff. As a foundation committed to empowering orphans and vulnerable children through education, we believe this is the most cost-effective investment we can make.

Currently, the average teacher at our school earns \$100-125 per month. Increasing salaries by as little as \$60 per month would allow us to hire more selectively. Offering training opportunities would further enhance our ability to cultivate a teaching team dedicated to our children and sensitive to their unique needs.

Additionally, Kenyan corporations increasingly are offering secondary-school scholarship assistance to high-performing orphans and vulnerable children. The better our teachers, the more likely our students will be to pass their eighth-grade exit exams with scores of 350 or higher that will qualify them for assistance and/or enable them to access alternative sources of financial support (e.g., community sponsors, informal tuition assistance). In this sense, investing in teachers is also a key part of our strategy for ensuring as many of our eighth-grade graduates as possible continue onto secondary school (see Goal 2, Objective 2.2).





## Objective 1.2: Expand extracurricular activities to build life skills, encourage volunteerism, and foster creativity

Over the next five years we will expand our extracurricular offerings to both enhance the educational experience of our students and ensure they graduate from Margaret Okari Primary School with a broader base of life skills than those taught in the traditional classroom curriculum. We are currently working to:

- ❖ Establish a **demonstration organic farm** on our property that will: (1) engage our students in the process of food production and provide a space for them to practice hands-on horticulture and livestock rearing; (2) enhance the nutritional content and variety of our children's diets; (3) generate revenue for the school through sale of cattle, eggs, and select crops; and (4) educate members of the surrounding community on organic, high-yield, income-enhancing farming techniques. (See Goal 3, Objective 3.2 for more information.)
- ❖ Introduce **fine arts programs**, including a music program and training in the local craft of soapstone carving. Carving, in particular, is a skill that could provide secure livelihoods for children who, for various reasons, may not advance to higher levels of education.
- ❖ Engage our older students in establishing and running a small **bakery business** that would enable students to learn both basic business and cooking skills while generating modest revenues for the school.
- ❖ Ensure our students perform periodic **volunteer work** in order to instill in them a sense of social responsibility and community engagement. While volunteerism is not common in Kenyan schools, particularly in poor, rural areas, our students recently performed volunteer clean-up work, and we would like to make giving back – both on campus and in the wider community – a pillar of the Okari student experience.



### Measuring Impact

Key Performance Indicator	Measurement Schedule	Target
Performance relative to other schools in the district	Annual	Top 5%
Percent of students passing KCPE exam* with 250 points or more	Annual	100%
Percent of students passing KCPE exam* with 350 points or more	Annual	50% by 2020
Expansion of extracurricular activities (e.g., farming, music, art)	Annual	Establish and maintain programs

\* The Kenya Certificate of Primary Education, or KCPE, is a national exam administered at the end of eighth grade. Results determine whether students gain admission to secondary school as well as which secondary school they will attend, with higher scores earning admission to better schools.

## Goal 2

### Increase the number of children we serve

#### *Objective 2.1: Expand size of primary school*

During the 2015 school year, we enrolled 208 students from preschool through eighth grade. This is more than triple the number of students we served when we first opened our primary school in January 2009. Still, many orphans and vulnerable children in the community need assistance, and our waitlist consistently numbers in the hundreds.

With additional funding, we believe we can expand our class sizes to serve closer to 300 children in need without compromising the quality of care we provide. Over the coming years, we will endeavor to expand our average class size to 25, and we will investigate the potential to grow beyond that. As we grow, we will maintain our focus on delivering an educational program that caters to the needs of individual students while simultaneously creating a living environment that fosters a sense of community and belonging, so that our children take comfort in knowing they are part of an extended Okari family.



#### *Objective 2.2: Increase support for secondary school students*



Lack of funds currently limits our capacity to support eighth-grade graduates in secondary school. While we have connected many of our graduates with sponsors, both Kenyan and American, some still struggle to continue their education. By investing in our teachers (see Goal 1, Objective 1.1) we aim to build the best quality faculty we can. In doing so, we seek to increase the number of our eighth graders who pass national exams with marks high enough to qualify for external sources of financial support (e.g., Kenyan bank scholarships for high-performing at-risk children). Recognizing that not all of our children will perform at that level, we also intend to establish a fund for secondary school students to ensure all of our graduates are able to continue their education.

#### *Measuring Impact*

Key Performance Indicator	Measurement Schedule	Target
Number of orphans and vulnerable children served by Margaret Okari Primary School	Annual	250 by 2020
Percent of eighth-grade graduates attending secondary school	Annual	100% by 2020



## Goal 3

### Broaden our community impact

#### ***Objective 3.1 Expand access to a safe, reliable water source***

The neighborhood surrounding our primary school includes a medical dispensary, a polytechnic school, a public primary school, a public secondary school, and hundreds of community members. For water, most people rely on a combination of sources, including: rainwater catchment systems, shallow wells, a river, and a spring. Rainwater catchment systems and shallow wells are reliable only during rainy seasons, and the river and spring are at the base of steep hills, requiring people to expend considerable time and energy hiking down to the water source and carrying heavy loads back up. None of the common water sources offers protection against contamination.

Working with the Rotary Club of Andover, Massachusetts, we have developed plans and secured funds to install a deep borehole well on our property. The well will be powered by solar technology and will include a filtration system to ensure a steady supply of safe water for our school as well as other neighborhood schools and the medical dispensary. A local safe water committee (SWC) will manage and operate the system, establishing a small retail water business where community members can purchase low-cost, potable water using Kenya's mobile banking system, M-Pesa. The SWC will determine equitable pricing schemes, train community representatives as water, sanitation, and hygiene (WASH) educators, and use funds generated from the sale of water to cover operational and maintenance expenses.

In addition to serving the community, the well will save our children from making daily trips to the river to fetch water during the dry seasons, freeing their time to participate in extracurricular activities, study, and play.



Community members bathe and wash clothes at a local water source.



MOCF students carry water from a local spring back to school after class one afternoon.

### **Objective 3.2 Provide training in organic, high-yield, farming**

In partnership with a local NGO, the Kisii Rural Education and Empowerment Coalition, and a local for-profit company, Kisii Organics, we are developing plans to establish a demonstration farm on our property that will become a center for organic farming education. The demonstration farm will educate community members on:

- ❖ Organic farming principles (e.g., crop rotation, green manure, companion planting, composting, mulching)
- ❖ Environmental conservation techniques (e.g., ditch and berm, integrated pest management)
- ❖ Animal husbandry (e.g., chickens, rabbits)
- ❖ Income-enhancing opportunities (e.g., beekeeping/honey production, oyster mushroom cultivation)



By promoting a wider variety of crops than those traditionally grown on family farms, we also hope the demonstration farm will help to diversify local diets and, over time, improve community nutrition and health outcomes.

### **Measuring Impact**

Key Performance Indicator	Measurement Schedule	Target
Installation and maintenance of deep borehole water well	By 2016	Successfully install, operate, and maintain
Number of people with access to improved source of drinking water	Annual	500-1000
Establishment and operation of demonstration organic farm	By 2016	Successfully establish, operate, and maintain
Number of people educated by demonstration farm	Annual	100-500

## Goal 4

### Improve infrastructure and facilities

#### Objective 4.1: Build new classrooms

Our students currently learn in temporary classrooms constructed of tin sheets and wooden stakes. While we believe what goes on inside the classroom is vastly more important than the quality of the physical structures, we also recognize that our teachers would be happier and our students better served by larger classrooms, thicker walls that reduce noise, and a design that provides better protection from the sun and rain. Over the next five years, we intend to raise funds to upgrade our classrooms in a manner that is functional, durable, and cost-effective.



#### Objective 4.2: Build a new boys' dorm

The boys' dorm currently consists of two prefabricated steel structures erected more than six years ago. At the time they were constructed, the structures were intended to serve as temporary dorms (one for the boys, one for the girls) to be converted to other uses in the future (e.g., staff rooms, office space, art rooms, computer rooms, libraries). While the structures continue to provide shelter for our boys, they have become increasingly cramped as the size of the student body has grown. The structures also reveal significant wear and tear.

In 2010, we built a two-story structure on campus that now houses our early childhood education (ECE) classes on the ground floor and the girls' dorm on the second floor. Over the next five years, we intend to build a second, similar structure to serve as the boys' dorm. We will then be able to repurpose the steel structures for other uses. As we build new classrooms, we will also move the ECE classrooms out of the girls' dorm, which will enable us to house more vulnerable girls.

#### Objective 4.3: Identify and undertake other infrastructure and facility upgrades

In addition to building new classrooms and dorm space, we will explore opportunities and take action, as we are able, to make other improvements to our infrastructure and facilities. This may include: replacing worn-out furniture in dorms, classrooms, the staff room, and the dining hall; exploring the potential for solar power to replace an unreliable grid connection; and considering opportunities to bring computers and other advanced technology to the school.

#### Measuring Impact

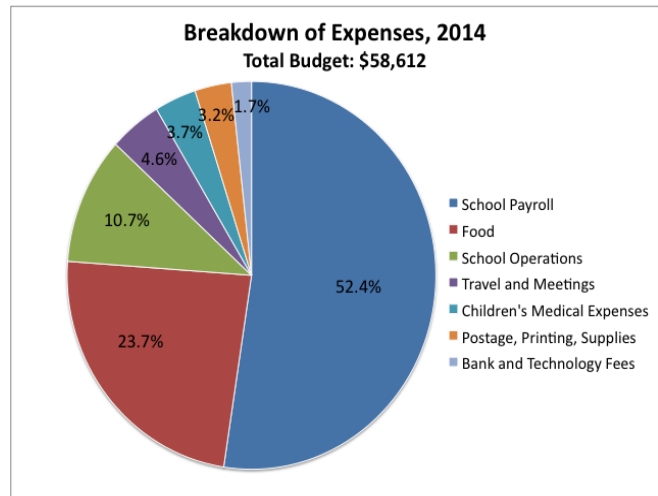
Key Performance Indicator	Measurement Schedule	Target
New classrooms constructed	By 2020	Improved classrooms to accommodate 30 children per class
New dorm constructed	By 2020	Permanent dorms to accommodate 250-300 children
Other infrastructure and facility upgrades	Ongoing	Undertake additional improvements as able/appropriate

## Goal 5

### Strengthen our financial position

#### **Objective 5.1: Expand our operational budget**

Achieving the goals and objectives outlined in this plan will require additional funding. Currently, we operate with a budget of approximately \$5,000 per month. This translates into roughly \$0.80 per child per day to cover food, shelter, medical care, and one of the best educations available in the district. Growing our budget will enable us to do more, to do it better, and to reach more children. Over the next five years, we will focus on cultivating and expanding our donor base (Objective 5.2) and increasing financially self-sustaining activities in Kenya (Objective 5.3).



#### **Objective 5.2: Expand our donor and volunteer base**

Historically, we have relied on the generosity of individual and family donors, many of whom give in the range of \$20 to \$500 per year. Over the next five years, we will work to expand this donor base and also tap into larger donors (e.g., foundations, corporate donors) with a goal of ensuring more stable sources of funding. In addition, we will work to expand our team of active partners by developing new volunteer opportunities. We will also investigate and seek to establish ongoing relationships with U.S. schools in order to broaden our base of support while also engaging American schoolchildren and inspiring them to get involved.

#### **Objective 5.3: Increase financially self-sustaining activities in Kenya**

While the majority of our funding comes from U.S. donors, we are also focused on expanding financially self-sustaining activities in Kenya. Currently, a number of in-country programs are helping us generate revenue and cut costs for a total savings of nearly \$10,000 per year. Over the next five years, we will work to encourage the growth of financially self-sustaining projects in Kenya, including:

- ❖ **School fees from a small minority of paying students:** A couple of years ago, we opened our school to a small number of paying students as a means to generate revenue and promote financial sustainability. During the 2015 school year, we have 17 paying students. Five of these students live at the school as boarders and 12 attend as day scholars, returning to their family homes every evening. While our focus is educating orphans and vulnerable children whose relatives lack the means to support them, we believe admitting a small percentage of paying students is an effective way to balance our mission with the imperative of financial sustainability. In addition, it deepens our community ties and broadens our base of local stakeholders and advocates.



- ❖ **On-site food production:** We currently grow maize and a variety of vegetables on our campus and a nearby piece of land. This helps to offset food costs and insulate us from fluctuations in food prices. Still, nearly 25 percent of our annual budget goes toward food-related purchases. Over the next five years, we will work to become increasingly self-sufficient in food production. Establishing a demonstration organic farm on our property will contribute to this goal and also help to diversify our children's diets. (See Goal 3, Objective 3.2.)



- ❖ **In-kind contributions:** The vast majority of our children come from very poor families and pay no school fees, but we ask their relatives/guardians to contribute what they can in the form of toiletries (e.g., soap, toilet paper, Vaseline) and maize, a local staple crop that most people grow on their own small plots of land. While some of our children's extended families are not able or willing to contribute in this way, most are very grateful for the services we provide. They appreciate the opportunity to feel they are participating, even if their means are limited and their contribution is little more than soap and a few kilograms of homegrown maize. While these contributions may seem modest, they add up quickly, helping us cut our food budget by approximately 20 percent and enabling us to avoid an additional \$1,000 per year in toiletry costs, all while fostering a relationship of mutual respect with our children's relatives.

- ❖ **Other revenue sources and avoided costs:** Over the next five years, we will work to identify and implement additional programs to reduce operational costs and generate revenue. For example, we are currently investing in our own "posho mill," where maize is ground into flour; this relatively minor, one-time investment will save us more than \$50 per month in operational expenses for many years to come. On the revenue side, we are also investigating the financial viability of raising chickens and cows for local sale (last year we raised one cow and sold it at a \$200 profit) and growing mushrooms for sale under purchase agreement to a local company. We will weigh the potential risks and benefits of income-generating opportunities carefully, will consider anticipated payback periods, and will invest only in those activities we believe are most likely to succeed.



### Measuring Impact

Key Performance Indicator	Measurement Schedule	Target
Growth of operational budget	By 2020	Increase budget by 100%
Number of donors	Annual	Increase donor base by 10% per year
Value of Kenyan-generated income and in-kind donations	Annual	Increase value by 10% per year



## APPENDIX

Table 1: Summary of Five-Year Strategic Goals and Objectives

Goal	Objectives	Key Performance Indicators
1. Maintain and advance excellence in education	1.1 <i>Invest in teachers and teacher training to promote educational excellence</i> 1.2 <i>Expand extracurricular activities to build life skills, encourage volunteerism, and foster creativity</i>	<ul style="list-style-type: none"> <li>• Performance relative to other schools in the district</li> <li>• Percent of students passing KCPE exam with 250+ points</li> <li>• Percent of students passing KCPE exam with 350+ points</li> <li>• Expansion of extracurricular opportunities</li> </ul>
2. Increase the number of children we serve	2.1 <i>Expand size of primary school (preschool through eighth grade)</i> 2.2 <i>Increase support for secondary school students</i>	<ul style="list-style-type: none"> <li>• Number of orphans and vulnerable children served by Margaret Okari Primary School</li> <li>• Percent of eighth-grade graduates attending secondary school</li> </ul>
3. Broaden community impact	3.1 <i>Expand access to a safe, reliable water source</i> 3.2 <i>Provide training in organic, high-yield farming</i>	<ul style="list-style-type: none"> <li>• Installation and maintenance of deep borehole water well</li> <li>• Number of people with access to improved source of drinking water</li> <li>• Establishment and operation of demonstration organic farm</li> <li>• Number of people educated by demonstration farm</li> </ul>
4. Improve infrastructure and facilities	4.1 <i>Build new classrooms</i> 4.2 <i>Build a new boys' dorm</i> 4.3 <i>Identify and undertake other infrastructure and facility upgrades</i>	<ul style="list-style-type: none"> <li>• New classrooms constructed</li> <li>• New dorm constructed</li> <li>• Other infrastructure and facility upgrades</li> </ul>
5. Strengthen our financial position	5.1 <i>Expand operational budget</i> 5.2 <i>Expand donor base</i> 5.3 <i>Increase financially self-sustaining activities in Kenya</i>	<ul style="list-style-type: none"> <li>• Size of operational budget</li> <li>• Number of donors</li> <li>• Value of Kenyan-generated income and in-kind donations</li> </ul>



## **MARGARET OKARI CHILDREN'S FOUNDATION**

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