



KESHO ORGANISATION SECONDARY SCHOOL PROGRAMME



SOCIAL RETURN ON INVESTMENT ASSESSMENT August 2010

Assurance Statement

"This report has been submitted to an independent assurance assessment carried out by The SROI Network. The report shows a good understanding of the SROI process and complies with SROI principles. Assurance here does not include verification of stakeholder engagement, data and calculations. It is a principles-based assessment of the final report"

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The assistance of Ms Queen Gari has been invaluable. Queen is a past Kesho student who is now studying law at Nairobi University

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The SROI methodology¹

¹ The SROI methodology used adheres to current SROI-UK and SROI-Europe principles

- Determine a monetised equivalent for the indicators

Boundaries

- Deciding which part of the organisation or individual project to measure.
- Background information and how the project works

The measurement period.

- Identify stakeholders whose costs and benefits are to be measured.
- Distinguish key stakeholders and objectives - materiality is used in the selection of stakeholders and objectives
- Identify common or overriding objectives

Impact Map

- Engage stakeholders to create the Impact Map. (The Impact Map demonstrates the connections between inputs and activities, the outputs and how these affect the outcomes of the stakeholders)

Indicators

- Identify appropriate indicators to typify an outcome

Data Collection

- From legitimate sources only, to ensure accurate measurement of costs and benefits

Calculations

- Computing the present value of benefits and investment with the total value added
- A sensitivity analysis to identify the relative significance of the calculations
- Identify other factors that have benefited the stakeholders and subtracting for, deadweight displacement and attribution, calculate the SROI ratio and payback.

Reporting

- Benefits divided up between stakeholders
- Key factors that affecting the SROI ratio
- Recommendations (if required)

NB

It must be stressed that SROI financial figures are not intended to reveal what has happened or what is necessarily going to happen. The figures are there as part of valuing things that we normally do not value, like hope. What is the value of feeling hopeful about the future? How much would you pay to have some?

In the same vein, how much would you need to be paid to take a job in a danger zone? Would £100k a year be enough or perhaps £200K a year? By looking at the amount, you would go for, and the amount you would not go for, a value can be attributed to your safety. There is a hybrid method used in this report. Both direct actual costs, as well as the use of financial proxies for intangible outcomes.

Those not familiar with Kenyan society may find it useful to read the general facts and conditions section starting on page 37, before embarking on the body of the assessment, as this SROI endeavours to be culturally specific to the stakeholders and provide insight to outside readers

Executive Summary

The Kesho Organisation's aim is to improve the life chances through the education of disadvantaged young people in the Kilifi, Bahari and Ganze district in Coast Province, Kenya. The SROI analysis sets out to forecast the effect that the Kesho Organisation's, Secondary School programme will have on the community. All forecast student data is based on past results.

The results:

SROI Ratio 2009/2010

90 students are sent to secondary school for a total investment of GBP 36,944. It is forecast that the social capital generated over 20 years will be GBP 697,915.93, concluding that for every one-pound invested, GBP 18.89 of social capital is created. An SROI ratio of 18.89. This exceptionally high ratio, is unsurprising in the Kenyan setting where no other opportunities to improve life chances exist.

Who are the Beneficiaries

Eleven stakeholders were identified as potential beneficiaries, but only **four stakeholders** were taken forward as those that will materially benefit from the project. These are:

- **The students**
- **The students' families**
- **The project staff**
- **The Republic of Kenya**

39% of the benefit goes to the secondary school students, who are given the long term chance of increased social mobility, and economic activity. An additional 39% of the benefit goes to the students' families whose lives change as a reflection of their

offspring's success. As the sensitivity analysis demonstrates, the higher the number of Kesho students that progress to university, the better the life chances - increased education and health care - for the students' families, the extended family and even the whole village in some cases.

5% of the benefit is produced by the creation of two new jobs. Against a background of a country with no safety net and where official rates of unemployment range between 40% to 83%, this project gives the two staff members the opportunity to improve the lot of their families. An average of 27% of net salaries is spent on their siblings education and family welfare.

17% of the benefit is felt by the Republic of Kenya which benefits because an average secondary school graduate will produce five times the average GDP. Capacity will be built so that Kenya can fulfil its own goals of being a middle income economy by 2030

The Millennium Development Goals challenges the world to eradicate extreme poverty and hunger and promote gender equality and empower women by 2015. This project, in its small way, contributes to these goals.

The benefit of this type of SROI forecasting is that it enables donors to see beyond the simple unit cost of how many students are served per administrator, and focus on the long-term effect of the activity that they are funding. This SROI demonstrates value for money. Donors can be assured that their Grants will permanently improve the life chances of the 90 students, the 2 project staff and their families, totalling well over 500 people. The assessment

EXECUTIVE SUMMARY

will also inform the Kesho Organisation of the areas and activities where maximum benefit can be derived.

It is intended that an SROI evaluative analysis for the Kesho organisation will become a regular report, and it is recommended that setting up a system to keep contact with Kesho students, once they graduate from secondary school, will greatly help data collection.

Project Outline

Introduction:

Kesho (meaning tomorrow in Kiswahili) is a Community Based Organisation started by a group of women in 2004 and exists to find funding from individuals and organisations, such as the Rotary Club, to create educational opportunities for school age children in the Kilifi district of Kenya.

Starting with seven students, Kesho now finds money for 181 students from 86 sponsors in East Africa and Northern Europe. Since 2004, 110 different sponsors have supported 255 students.

In 2008, the Jovinas and Berkley Trusts awarded funding grants on a yearly basis for the administration of Kesho. Until that time, all work had been voluntary. Kesho now employ two full time coordinators and have two small offices

Kesho has developed and is continuing to develop a support infrastructure for its students. This includes academic and personal mentoring, career guidance, life skills, sexual health education, and pre university overseas experiences.

PROJECT OUTLINE

The organisation has two distinct areas of work: the family programme, supporting destitute families and helping them send their children to primary school and the secondary school programme

Comment [1]:
Sally Bagenal Apr 10, '11, 2:37 PM

The Secondary school programme

Kesho raises funds to send very able, highly motivated, but extremely poor students to a National or Provincial secondary schools, the cost of which is £600/year and £350/yr respectively.

These students have excelled against an environment of extreme poverty. Usually living in a one room mud house where water is carried several times a day sometimes from a mile away, where darkness falls at around 6.30 each evening and where there would be little or no money for a kerosene lamp to study by. Usually there are no tables, chairs or beds on which to place books and study and yet these young people have gained over 350 marks out of a total of 500, in the highly competitive Kenya Certificate of Primary Education (KPCE) examination.



PROJECT OUTLINE

Following an interview with both pupils and parents Kesho will consider finding sponsors for boys who have marks above 350 marks and girls who have marks above 320. The use of positive discrimination is used.

After attendance at either secondary school in 2009/2010 38.8% of Kesho students went to university, with a government assisted place, having achieved a B+ in their final exam (KCSE). In Kilifi district the average number of students achieving this level in 2009/2010 was only 2%.

During this period the money invested in the secondary school students' from sponsors was GDP 28,989. The proportion of the grant from the Jovinas and Berkley Trusts used for the administration of the secondary school programme in 2009/2010 was GDP 6,147. The total investment including the contribution by the parents, was GDP 36,944.

This SROI forecasts the affect of the SECONDARY SCHOOL PROGRAMME using data on student numbers, staffing and salaries based on figures given by Kesho for 2009/2010. No growth, therefore, of student numbers or increased staffing has been factored in for future years.



Comment [2]:
Sally Bagenal Mar 19, '11, 5:06 AM

Importance of Stakeholder engagement

SROI considers that stakeholders are best placed to identify where value has accrued. Stakeholders are people, organisations or entities that experience change, whether positive or negative, because of the activity that is being analysed. Without this input the analysis is unlikely to capture what really matters to people and be relevant to their lives.

Stakeholder engagement

Eleven stakeholders were identified as being connected to the programme. These were:

- **90 current students**
- **18 past students**
- **The students' families**
- **The project staff**
- **The project committee**
- **The uniform shop**
- **Local employers**
- **Jovinas Trust**
- **Berkeley Trust**
- **Student sponsors**
- **The Republic of Kenya.**

Only four groups of stakeholders, however, are considered relevant beneficiaries for this forecast. For example, the Jovinas & Berkeley Trusts are very important, but do not receive benefits from the organisation's activities and are therefore not material.

The 90 current student were split into eight sub groups following their four years at secondary school, because there are potentially eight different job outcomes

The table below gives the reasons why stakeholders are included or excluded.

STAKEHOLDER ENGAGEMENT

TABLE 1. STAKEHOLDER AUDIT TRAIL - INCLUSION OR EXCLUSION

STAKEHOLDER	RATIONALE
90 current students	Included as primary beneficiary.
Students' families	Included because of the significant impact by way of their children as current students
2 project staff	Included (although only 1 engaged due to contract termination)
Republic of Kenya	Included because of gains and savings across a range of areas
18 past students	Excluded because they are not material or direct beneficiaries in 2009/2010,, but their contribution in forecasting has been significant
Project committee	Excluded because they are not material - the committee members' would have worked in other voluntary organisations,if Kesho had not exist
Uniform shop	Excluded because the shop is not material - the contract to make uniforms is only for one year at a time.
Local employers	Excluded because it is difficult to quantify benefit
Jovinas Trust & Berkley Trust	Excluded because they are not material - no benefit is derived for the organisations activity
Student sponsors	Excluded because it is difficult to quantify benefit

A significant challenge to any Forecast SROI is that it is difficult to predict the change that stakeholders will go through without full retrospective data from the organisation in question or another similar. Through stakeholder engagement, however, actual and potential changes (outcomes) and the relative significance of those changes, have been identified and corroborated.

Between May and August 2010 a number of stakeholders were engaged during the research to understand the change that the Kesho Organisation, secondary school programme was creating. By revealing past changes, both positive and negative, a forecast of the likely outcomes is constructed.

The following methods of engagement were used:

- Focus type group - instigating discussion topics and listening to students of the same age, sex and academic ability about the Kesho secondary school programme
- Semi structured interviews - instigating discussion through set questions either face to face or on the telephone
- Standard structured interview
- Internet surveys - Well being at work and Happy Planet index

STAKEHOLDER ENGAGEMENT

It is suggested that unlike personality, attitudes are expected to change as a function of experience

TABLE 2 - STAKEHOLDER AUDIT TRAIL. ENGAGEMENT METHOD AND NUMBERS

STAKEHOLDER	METHOD OF ENGAGEMENT	TOTAL ENGAGED
90 current students	Focus type group	6 males 9 females
18 Past students (although excluded)	Semi structured interviews, face to face and by telephone	4 males 2 females
Students' families	Through current and past students' focus groups and semi structured interviews the affects on the students' families was understood.	As above
2 Project staff	Structured interview, plus well-being at work survey and Happy Planet Index survey	1 member of staff only, due to the assistant project coordinator's contract not being renewed
Republic of Kenya	Policy documents, available data and interviews	n/a

The majority of the information from stakeholders is qualitative data, taken by the methods described above, together with observational data corroborated by my assistant, who is herself an ex Kesho student, now studying law at Nairobi university.

TABLE 3 - DATA COLLECTION

STAKE-HOLDER	TYPE OF DATA	METHOD/ RATIONALE
Current students (Group 1 to 6)	Forecast and evaluative	Qualitative (interviews, focus groups, observational) information on past and current students' life stories, beliefs, aspirations and what has changed in their lives since going to secondary school. (Extensive telephone interviews with J Mina, HR consultant, on employment statistics, because no government stats are generated.
Students' families	Forecast and evaluative	Qualitative (interviews, focus groups) information on students families and what has changed in their lives since Kesho helped to send their child to secondary school
Project staff	Forecast and evaluative	Qualitative (interviews) information on project staff outcomes Quantitative information: On line, Well being at work survey. Conducted Happy Planet Index survey (to identify current ecological footprint and work out increased CO2 emission from the average Kenyan. Used as information only)
Republic of Kenya	Forecast	Based on current students, their families and project staff forecasts.

NB:

It should be pointed out that there is a degree of variability in the qualitative data collected although the same stories by the students were being told over and over again. The culture of rural Kenya is one of ritual politeness and a country where young rural people, especially girls, do not routinely voice their opinions or preferences. It was therefore decided that there would be issues with self evaluation, as not only would this be

STAKEHOLDER ENGAGEMENT

unfamiliar to them, but that there would be a danger of socially desirable reporting to look good in Kesho's eyes.

To corroborate the stories, both male and female past Kesho students, who have already started at university and gained increased confidence, have been interviewed to lend their perspectives to the outcomes of the current students, as well as telling their own story.

The forecasts are based, in each instance, on actual things said and seen, however, there is still a risk that changes (Outcomes) have been either over or under estimated.

Kesho have captured quantitative data relating to sponsors numbers, fees and academic results, but no data, has been captured on what has happened to students who finished secondary school but did not go to university, for instance. As there is a low incidence of robust and corroborated statistics about the numbers of people unemployed in Kenya, the outcome numbers in the economic model should be treated as indicative only.

The Story of Change - the difference the programme makes

Through the various forms of stakeholder engagement the story of the changes that the Kesho Secondary School Programme has generated can be told

The students' collective stories

Were it not for the Kesho Organisation, not one of the 90 students would be at secondary school. Many parents knew that the task of finding the school fees for a provincial or national school was prohibitive and their bright child became resigned to not taking up his or her place at the designated secondary school. These children can be seen wondering around not knowing what to do next still in disbelief that after their effort and success in the KPSC, they cannot now go on to secondary school. Other parents will beg and borrow money to get the first school fees installment, buy the uniform, bedding, mattresses, mosquito nets and stationery and send them off on the bus to their new school - (99% of secondary schools are boarding). The parent's just hope that a miracle will occur and they will be able to continue the installments. Kenyan schools, however, are ruthless in sending home students if fees are not paid and this can happen at any time during the four years. The dread for the student of this happening is intense and combines with the guilt of knowing that their parents and other siblings are going without food and schooling to try to pay the fees.

When Kesho agree to take on a student and find the funding there is an enormous sense of relief and excitement for the whole family, as

the bright child is their hope and insurance for a better future. These students want to be doctors and lawyers, although it has been revealed that many do not really know what a lawyer does. They know that a lawyer has a job that can earn a great deal of money. Once the student has been taken on by Kesho, regardless of whether they have started at school or not, they will now be able to focus on studying and play a full part in the school activities

At secondary school, the Kesho student will receive three meals a day of a more balanced diet and have access to tap water for both washing and drinking. This ensures an overall increase in growth and development with less sickness, which further improves their chances of a B+ in the KCSE, a government assisted place at university and the potential of a well paid job².

Statistically it is borne out that progression to a secondary school encourages better sexual habits and lowers the incidences of HIV/Aids amongst male students by 0.4%, and female students by 2.4%, compared to their contemporaries who have only attended primary school.³

The incidences of pregnancy in under 19 years old girls in Kenya is 10%. To date no female Kesho secondary school student has left school due to a pregnancy: Anecdotally, this is a better result than is found with other secondary school students.

² European Journal of Clinical Nutrition (2001). An association between chronic under nutrition and educational test scores in Vietnamese children

³ Kenya AIDS indicator survey 2007

Kesho ensure that the girls are provided with sanitary towels so that they can play an active part all the time. The use of sanitary towels and the influence of more well off students means that the Kesho student will now be exposed to the use of other personal hygiene products and washing techniques which remain fundamental to her personal confidence and freedom.

Kesho students, by attending a Provincial or National school, meet other students from different ethnic communities. This provides the students with a larger network of contacts and friends, and helps to break down prejudices, still common amongst peoples from different communities and believed to be one cause of the violence in the last elections in 2007/2008. Without exception Kesho students apply to universities in Nairobi or Eldoret, which are over 500 km away.

Once the students leave secondary school the students are broken down into eight groups, to represent the different success levels that are predicted to happen.

Those students that achieve a B+ and above, continue their studies on a government assisted place at university one and half years later. Once at university, the girls tend to change quickly from wearing modest waxed cotton handmade two piece suits, to wearing jeans and T-shirts. The rural girl student joins modern Kenya!

On completion of four years at university, besides medics and law students (0.90%), who continue with their studies then go into an undersupplied job market, only 10% of the other students will get jobs in the first year, these students will be from those studying

maths, business or computer science, and are chosen while at university by the large financial institutions. These students have the potential now to rise to the very top of Kenyan society (Group 1). A further 30% will find jobs within three years. Their prospects are good, they can look to going into middle or senior management through management training schemes (Group 2), and a further 30% will have jobs within five years. These students will have fair prospects, but as they will be competing with more recent graduates for jobs their sights will be set lower, at jobs like a bank clerk (Group 3). Up to 40% will never find employment unless the country's ability to create jobs increases. It is possible that, 10% of this group will become disillusioned and may join the ranks of heroin and cocaine addicts that live in Coast Province⁴ but there is no data to support that Kesho students will form part of this 10%, but anecdotally, it is understood drug users are better educated young men. The 40% will eventually return to their villages and take teaching jobs in unregulated private schools at a lower salary than that of a labourer, (Group 4)⁵

The students that graduate from secondary school but do not get a B+ currently will have fewer options. 7.4% will join the army, police force or the growing supermarket industry (Group 5). The remaining students (Group 6), who will still feel optimistic that their secondary school education will take them further and will try to find the money to attend a diploma course in tourism, business management, nursing or medical officer - however the

⁴ USAID Secure project

⁵ J Mina. HR consultant, Nairobi, Kenya

costs are high and currently few students get continued support from Kesho. Some will look for an apprenticeship as mechanics or a beauticians, and some will try to get funds to take driving lessons so that they can drive lorries or taxis.

Students' families

Kesho will relieve the pressure for bright students' families, because, if a child has done well in their primary school exams, there is a terrible decision that parents have to make. Whether to concentrate the family resources on this one child and send them to a good secondary school, or send the child to a district school, where the chances of doing well are minimal, but being able to send their other children to primary school.

So when a student is supported by Kesho, the families and their village/community are hopeful and excited that this child will get the opportunity to a more prosperous life. They know they will all benefit from it too as the child will make sure that the siblings are educated and the parents are supported in old age, once he or she has a job, as well as helping those in the community by enlarging their network of contacts.

Now that the parents are not trying to save the secondary school fees for one child, the other family members benefit by having a little more money. There is more money for clothes and food at home, with the result of better family health, growth and development. Increased chances of the other children going to primary school therefore enhancing their life prospects. In some cases parents with HIV can now af-

ford the bus fare to collect the HIV anti-retroviral.

The student's parents find that they have joined a 'club' and benefit from meeting other parents whose children are also sponsored by Kesho. 85% of parents attend the open days. They meet the project committee members, some of whom are from overseas and others who work at Kemri, the Wellcome Trust HIV Malaria research centre, and may also come from other ethnic communities. The increased network of contacts provides more opportunities for employment. The students' siblings also benefit through the increased network, which provides a framework for future openings.

The long term benefit to the families mirrors the success of their offspring in gaining jobs. These students fall into the first three groups -

Project staff

Kesho has created two new jobs and as has plans to create another. These jobs give two extra people the chance to also make new contacts and further their careers. New jobs mean that more people are now able to support their parents in their old age reducing the need for food aid⁶, and pay for siblings education, just as the students hope to do. They increase Kenya's economic activity - the project coordinator said when he came to Kilifi he could put all his possessions in a plastic bag, he now has kitchen equipment, a bed, a TV and DVD, a sofa, some easy chairs and table. The Project Coordinator's ecological footprint has in-

⁶ UN. World Food Programme. 1.6 million people in Kenya were in need of Food Aid in March 2010

STORY OF CHANGE

creased to 1.48 planets (Happy Planet Index) - closer to that of a citizen from a Middle Income economy, rather than to average Kenyan's footprint of less than one planet per person. This is noted for information only. The Kenyan Revenue Authority report that in 2009 there was a 2% growth in salaried jobs, and calculations put those eligible for work but not in salaried employment at 12,352,500.

Republic of Kenya

IIASA Policy Brief No 3. Economic Growth in Developing Countries: 'Education proves Key',

reports that secondary school educated people have a GDP of five times that of non- secondary educated people. Kesho contributes to their aims of becoming a Middle Income economy by 2030. The increase in those able to support themselves and their extended family reduces the international community's budget to provide Kenya with food aid, which can then be transmuted away from emergency requirement to longer term inward investment.

Impact Map. Phase 1

The stories of what has changed, as a result of past Kesho activity is translated into abbreviated outcomes with appropriately identified indicators to corroborate the change. The process of as-

An impact map visually demonstrates how through the activity and the events that have or will take place (outputs), a change (outcome) has occurred or is likely to occur.

sessing their significance and forecasting their benefits is performed by creating the Impact Map

. TABLE 4 - LIST OF ALL OUTCOMES AND INDICATORS

STAKEHOLDER	OUTPUT	OUTCOME	INDICATOR
All students	90 attend secondary school	<ul style="list-style-type: none"> • Increased focus because the school fees are paid through Kesho and they cannot be sent home • Better balanced diet with school meals • Better sexual habits • Increased education • More confidence though better personal hygiene • Increased confidence and social status and exposure to other ethnic groups 	<ul style="list-style-type: none"> • No of students who participate more in school activities • Less cases of sickness with improved school performance • Reduction in under 19 pregnancy (10% National av. Under 19) • Reduced incidences HIV (F) • Reduced incidences HIV (M) • No of students who would not have gone to secondary school without Kesho • Buying of toothpaste & sanitary products & change of washing of clothes process • No of eligible students who apply to universities over 400 ml from home

STAKEHOLDER	OUTPUT	OUTCOME	INDICATOR
Student Group 1	38.8% of Kesho students will go to University on a government assisted place	Secondary school education, University education and excellent job prospect	Number of students that graduate and are employed within 1 year
Student Group 2	38.8% of Kesho students will go to University on a government assisted place	Secondary school education, University education and good job prospect	Number of students that graduate and are employed within 3 years
Student Group 3	38.8% of Kesho students will go to University on a government assisted place	Secondary school education, University education and good job prospect	Number of students that graduate and are employed within 5 years
Student Group 4	38.8% of Kesho students will go to University on a government assisted place	Secondary school education, University education but do not find jobs and return to their villages	Number of graduates who return to their villages when no jobs are found and take low paid teaching jobs in unregulated private schools
Student Group 5	61.2% of Kesho students do get a B+ in the KCSE and qualify for a govt. assisted place at university	Secondary school education only with job prospects	Number of secondary students who join the army police force or supermarket chain

STAKEHOLDER	OUTPUT	OUTCOME	INDICATOR
Student Group 6	61.2% of Kesho students do get a B+ in the KCSE and qualify for a govt. assisted place at university	Secondary school education, only with few jobs prospects besides menial work	Number of secondary students who take low paid for casual work
Students' families	100% of families give encouragement and support to their Kesho sponsored relative	<ul style="list-style-type: none"> • Increased wealth for all members of family now that Kesho are paying for one bright child's secondary school fees • Increased network via Kesho, improves job prospects • Improved life chance for all family members 	<ul style="list-style-type: none"> • Better nutrition for those at home • More money for other children • More money for critical medical care (HIV) • 85% of parents attend Kesho Open Days • Number of siblings and relatives education and medical costs paid for by graduate and better quality of life in parents old age

IMPACT MAP

STAKEHOLDER	OUTPUT	OUTCOME	INDICATOR
Project staff	75% of time looking after Kesho secondary school students	<ul style="list-style-type: none"> • Increased social status • More contacts and network of friends • Increased experience in salaried work • Increased economic activity • Better sibling work prospect • Parents financially supported 	<ul style="list-style-type: none"> • Number of time asked to speak to publicly comment • Percentage increase in job prospects • Graduate employment statistics • No. of electrical goods and household goods • 30% of new graduates are employed within 3 years • Reduction in food aid
Republic of Kenya	Kesho find fees to send 90 students to secondary school	<ul style="list-style-type: none"> • A better educated workforce • Increased overseas money for investment rather than for emergencies 	<ul style="list-style-type: none"> • Secondary school graduates produce 5 times the average GDP • Increased money for capital projects

IMPACT MAP

Besides the forecast outcomes, a consensus of comments from the current students is recorded below:

That Kesho made them feel special, proud and privileged to be sponsored, not ashamed that their parents were poor.

That Kesho were sensitive because they gave the school fee cheque to them to give to the school bursar, like other normal fee paying students.

There was a feeling of unease because they were having three meals a day at boarding school, when they knew that their family had no money and little food at home.

They valued the support that their parents were showing them by sometimes sending them a little pocket money when some was available. They appreciated the fact that in the holidays their parents gave them time to study and that they did not have to work full time in the shamba (small holding), digging and weeding or fetching water and firewood.

That at the Kesho career days they met professors and professionals who offered them guidance.

That at the sexual health day, they had the opportunity to discuss personal sexual health and activity issues openly with young Kenyan medical professionals.

That they had the opportunity to meet people from overseas and possibly travel under the Kesho gap year scheme. Many would love to travel and work outside Kenya for a time.

Impact Map. Phase 2. The Economic Model

The five key elements of the economic model are:

- **Materiality of outcomes**
- **The outcomes described in monetary terms**
- **Who or what else contributed to the outcomes**
- **Establishing the duration of the outcomes**
- **Projecting the future value of the outcomes**

2.1 Materiality

Approach: Materiality, in SROI, means only using information about issues that are significant to the matter in hand, and that without this information a reader's decision may be affected

The OUTCOMES recorded for each stakeholder are checked for materiality.

For example: it would not be material to include, as an outcome, that some Kesho girl students were in the first football team. The reason is that the organisation, Moving The Goal Posts (MTG), run the football coaching and not Kesho Organisation. By including this change, therefore, the reader would be misled into thinking that the secondary school programme was affecting this change.

Approach: SROI use the term financial proxy where no actual direct cost or saving can be used, but where a change has occurred, that needs to be recorded. The proxy will represent an approximation of value because an exact measure is impossible to obtain.

2.2 Outcomes converted

The OUTCOMES are displayed in monetary terms by either using DIRECT COSTS, where available, or using FINANCIAL PROXIES. The financial proxies in this SROI are culturally specific and agreed by the stakeholders as representing the value of the change.

TABLE 5 - EXAMPLES OF DIRECT COSTS AND FINANCIAL PROXIES

STAKE-HOLDER	OUTCOME	DIRECT COST OR PROXY	SOURCE	RATIONALE
Current Kesho students	Increased education	Kenya GDP multiplied by five	IIASA Policy Brief No 3. Economic Growth in Developing Countries: 'Education proves Key'	Because of a secondary school education the student will have better job prospects and a higher earning capacity.
Current KESHO students	Better sexual habits	Market price of HIV anti retroviral for 35 years	Saunders. Dr E. HIV specialist. Wellcome Trust	Physically being at a secondary boarding school, which is normally a single sex school, means there is less opportunity to have sexual relations. There is also increased exposure to facts about HIV, plus a future that looks more hopeful.
Students' families	Reduction in stress as school fees are being paid by Kesho	Actual cost of newer shoes and clothes for family	Interviews and local knowledge	In spite of many living without running water and electricity, Kenyans always appear well ironed and well dressed. Secondhand clothes and shoes are sold at markets in all sizable villages. A favourite Christmas present for family members is a brand new garment.
Project staff	Able to support parents in old age	Cost of food aid per person per year	UN. Food aid programme	1.6 million people in Kenya were in need of food aid in March 2010, because of the drought, which drove up the price of the staple diet ingredient, maize. The actual cost per year per person for food aid, according to UN figures, is just under GBP 70

2.3 Establishing the impact

To make sure that all the outcomes are the direct result of the Kesho Secondary School programme, an SROI assessment subtracts, DEADWEIGHT, DISPLACEMENT and ATTRIBUTION.

DEADWEIGHT : the term used to measure what would have happened anyway, without this activity

DISPLACEMENT: the term used to assess where costs or benefits are moved from one place to another, i.e. if somebody acquires a job at the expense of somebody else

ATTRIBUTION: the term used to assess how much the changes are caused by the contributions of other organisations, people or events.

This will determine the change that can be credited to the programme.

TABLE 6 - EXAMPLES OF DEADWEIGHT, DISPLACEMENT & ATTRIBUTION APPLIED

STAKEHOLDER	OUTCOME	DEADWEIGHT	DISPLACEMENT	ATTRIBUTION
Current Kesho student	Increased education	0%	10% An additional 10% of students that were eligible for a Kesho sponsorship were unable to find a sponsor.	0%
Current Kesho students (Groups 2)	Secondary school education, university education and a good prospects	0% Students would not have gone to secondary school without Kesho	100% Because unemployment is so high each job taken displaces another person	0%

IMPACT MAP

STAKEHOLDER	OUTCOME	DEADWEIGHT	DISPLACEMENT	ATTRIBUTION
Current Kesho students	Reduction in HIV/AIDS	<p>2.4%</p> <p>Reduction in secondary school female graduates (KAIS 2007)</p> <p>0.4%</p> <p>Reduction for secondary school male graduates.(KAIS 2007)</p>	0%	<p>96%</p> <p>66% to success of Govt. campaign backed by US AID</p> <p>30% to success of Moving the Goal</p> <p>(12% of Kesho. female students attend the MTG sexual health peer education programme</p>
Students' families	Increased network and connections	<p>0%</p> <p>Kesho have created the network</p>	0%	0%
Project staff	Increased economic activity	<p>2%</p> <p>Additional salaried employment created yearly in Kenya (Kenya Revenue Authority)</p>	0%	0%
Republic of Kenya	Additional tax revenue from Kesho's job creation.	0%	0%	<p>0%</p> <p>Although the funds for salaries comes from the Jovinas and Berkley Trusts, the job creation would still have taken place as the organisation expanded. Salaries, however, would have to be siphoned away from the student funds. Kesho prides itself that 100% of money given to students, goes on their education</p>

IMPACT MAP

2.4 Determining outcome period

Some changes are more momentous than others and last longer. The term **BENEFIT TIME** is used to indicate the reach of the activity on the stakeholder at the initial stage. For instance, 20 years implies that the effect is very significant for the stakeholder. Over time, however, other factors, such as new contacts or additional qualifications reduce the significance of the initial activity on the stakeholder. This is called **DROP OFF**.

TABLE 7 - EXAMPLES OF THE BENEFIT TIME AND DROP OFF PERIOD

STAKEHOLDER	OUTCOME	BENEFIT TIME IN YEARS	DROP OFF AS A PERCENTAGE	RATIONALE
Kesho students	Increased focus at school because the school fees are paid through Kesho and they cannot be sent home for non payment	4 The time spent at secondary school	50%	Being sent home is a terrible prospect, it is the end of hope, and something that the Kesho student will be surrounded and constantly reminded of daily as it happens to other class mates and family members at different institutions
Kesho students	Increased social status and exposure to other ethnic groups	7	10%	The feeling of pride in their secondary school achievements and the making of friends from other ethnic groups will not easily be dissipated
Students' families	Increased wealth for all members of the family now that Kesho are paying for one bright child's secondary school fees	4 The time spent at secondary school	25%	The student will be at boarding school for four years releasing more money for other family members during that time.

IMPACT MAP

STAKEHOLDER	OUTCOME	BENEFIT TIME IN YEARS	DROP OFF AS A PERCENTAGE	RATIONALE
Project staff	Increased social status	2	33%	Although the contract with Kesho is currently yearly, the project coordinators status in the community grows each year and will not diminish straight away
Republic of Kenya	Better educated workforce	20	10%	The significance of having a better educated workforce should encourage investment and jobs. Skills acquired lead to larger middle class and general economic and political stability.

2.5 Projecting future value

It is standard SROI practice to discount any future benefit using an official discount rate.

The assessment takes into account inflation and the future value of money. The Kenyan Central Bank discount rate is not available through any source, and instead the Kenyan Central Bank (indicative) lending rate of 6.8% is applied.

A note of caution: The Kenyan inflation rate has dropped from a high of 30% in 2008 to a low of 4.67% in August 2010. Kenya's inflation rate is severely affected by its annual rainfall and the price of oil. Not only through food price inflation but also through increased power costs. Water is needed to produce electricity through hydroelectric power, which if not available has to be produced using imported oil.

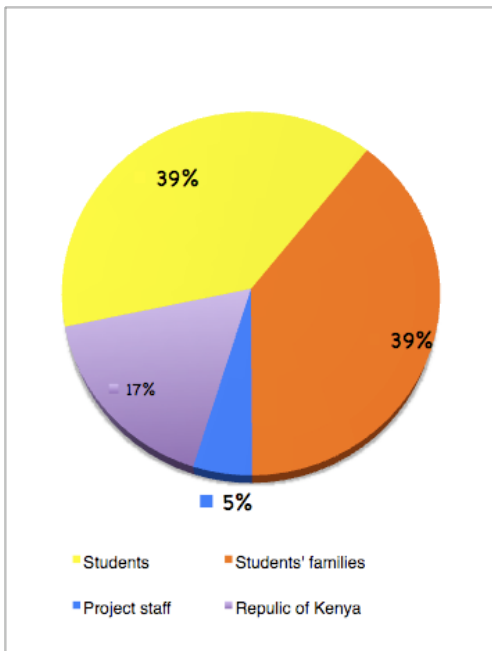
Conclusions

To calculate the SROI ratio, the total value created, minus deadweight, displacement and attribution and the future value of money, is divided by the total invested,

Social return on Investment ratio and benefit breakdown

The forecast using the 2009/2010 financial data and accounting for deadweight, displacement, attribution and NPV over 20 years, generates social capital of GBP 697,913. Producing GBP 18.89 for every £1 invested. A Social Return on Investment ratio of 18.89: 1.

CHART 1. THE BENEFIT BREAKDOWN



The top beneficiaries of the programme are the students themselves and their families. The students' families benefit is closely linked to their offsprings' success, and those families whose children are in student group 1,2 and 3 can look forward to being helped in their old age and the other siblings being supported. As shown in the sensitivity analysis below, the more students who go to university, the more families are given additional life chances.

The Republic of Kenya gains significant value through an increased number of young people who are educated to secondary school level.

CONCLUSIONS

For the modest investment of just £6,147, the creation of two new jobs generates an SROI of just over 8:1.

Sensitivity analysis

Financial proxies

Because of the exceptionally high ratio, a very critical look was taken at financial proxies.

If the financial proxy for increased focus at school because the school fees are paid through Kesho, and they cannot be sent home, is decreased from GBP 500 to GBP 100 the following happens:

SROI RATIO DECREASES FROM 18:89	BENEFIT PERCENTAGE TO STUDENTS REMAINS THE SAME AT 39%	BENEFIT PERCENTAGE TO STUDENTS' FAMILIES REMAINS THE SAME AT 39%	BENEFIT % TO THE REPUBLIC OF KENYA REMAINS THE SAME AT 17%
17.89	39%	39%	17%

The reduction in proxy does not significantly alter the ratio or alter the distribution of benefits, and a proxy of GBP 100 over two years again does not reflect the alteration in the students focus over four years.

For recommendation purposes, a sensitivity test is carried out on the percentage of Kesho students that continued to university. If the number of students attending university increases to 50% from the current 38.8%, the following happens:

SROI RATIO INCREASES FROM 18.89 : 1	BENEFIT PERCENTAGE TO STUDENTS INCREASES FROM 39%	BENEFIT PERCENTAGE TO STUDENTS' FAMILIES INCREASES FROM 39%	BENEFIT % TO THE REPUBLIC OF KENYA DECREASES FROM 17%
19.51:1	40%	40%	16%

If the number of students decreases from 38.8% to 10%, the following happens:

SROI RATIO DECREASES FROM 18.89:1	BENEFIT PERCENTAGE TO STUDENTS DECREASES FROM 39%	BENEFIT PERCENTAGE TO STUDENTS' FAMILIES DECREASES FROM 39%	BENEFIT % TO THE REPUBLIC OF KENYA INCREASES FROM 17%
18.89:1	39%	39%	17%

SENSITIVITY ANALYSIS

SROI RATIO DECREASES FROM 18.89:1	BENEFIT PERCENTAGE TO STUDENTS DECREASES FROM 39%	BENEFIT PERCENTAGE TO STUDENTS' FAMILIES DECREASES FROM 39%	BENEFIT % TO THE REPUBLIC OF KENYA INCREASES FROM 17%
17.29 : 1	37%	37%	21%

These tests show the positive impact that a larger number of students attending university can have on the families and the student's wider community, this is because more students will have the potential of helping their families. The increased figure for the Republic of Kenya is irrelevant, as all employment is displaced, so there are no increase or decrease in tax receipts. The majority of benefit to the state comes from the value put on more people having a secondary school education. No value has been attributed to having a university education.

Attribution

None attributed, except for 'HIV reduction' where only 3% is credited to the Kesho Secondary School programme.

Deadweight

Except for the two new jobs created by Kesho, all employment is displaced. The figure that would have to alter significantly is the lowering of the unemployment rate. Regrettably, this seems unlikely, with one million new people being available for work each year from 2014 until 2024. (Kenya Census 2009 reporting one million births a year from 1999 - 2009)

Recommendations

The SROI ratio is an important indicator of value, but needs to be understood within the context of how a given intervention set out to make a difference. It was probably not envisaged by the founders of Kesho that the value created by sending one pupil to secondary school was so significant to the families. It has further been identified, by the sensitivity analysis, that this value to the families increases when the student attends university and has the opportunity of gaining professional status and a better paid job. While this link is readily understood in Kenya, overseas donors may not appreciate the connection.

The SROI process enables us to make several policy and measurement recommendations.

Policy recommendations

- Greater emphasis on students achieving a B+ and above in the KCSE, so that a place at university is guaranteed.
- That Kesho appreciate the significant affect it has and considers how to assist the other students in the district, not currently assisted by Kesho.

Measurement recommendations

- The implementation of a system for collection of data on past students' achievement and experiences.
- The routine collection of data on the relative merits of different secondary schools to ensure that Kesho students' maximise their potential for advancement.
- The routine collection of any government statistics found in newspapers, pertinent to a full evaluative SROI in the future.

-

Introduction to Kenya

The strategic context in which Kesho operates

General Facts

- Results of the 2009 census recently released states the Kenyan population in August 2009 as 38,610,097 with the average growth in the last ten years of 1 million per year. One year later, it is assumed that the population stands at 39,600,000.
- 63.45% of the population in 2009 were under 25 years of age.
- Average life expectancy is 54 years of age.
- Kenya GDP per capita is US\$ 1,240. It is ranked 148 out of 177 countries and is classified as a “medium human development” country. (2007 World Bank report)
- £80 per month is the overall average wage for all salaried workers in Kenya. (Kenyan Revenue Authority)
- 1.6 Million people were in need of food aid in March 2010 (UN WFP)
- There are 1.2 Million people infected with HIV. (Kenya Aids Indicator Survey - KAIS 2007)
- There are 48 different local languages. Most people speak their own local language, Kiswahili and English
- Coast Province. The Kilifi district has an official poverty percentage of between 54- 64%; in the Ganze district the percentage is 74%. (Kenya Bureau of Statistics/World Bank report)
- 10% of young people, mostly men, are heroin or cocaine addicts in Coast Province. (USAID)

- In The Happy Planet Index 2009. Kenya is ranked 125th out of 143 countries.

Employment

The World Bank states that the unemployment rate in Kenya is 40%, but no official figures are available. Figures from the Kenya Bureau of Statistics for 2008 show that the Kenya Revenue Authority (KRA) had tax receipts from only 1,943,500, 13.5% of the adult population. The electoral role, where non-registration in 2009 was illegal, records 14,296,180 people over the age of 18 and assumed eligible for work.

TOTAL REGISTERED AS EMPLOYED
(KRA)

	2007	2008
Male	1,334,300	1,356,700
Female	575,500	586,800

12,352,500 people are not registered as employed. The official annual increase in salaried jobs is 2% per year.

It is estimated that half of the remaining, 86.5%, some 6 million people work in the informal economy working as Jua Kali (literally meaning in the hot sun) carpenters, welders and market stall holders, or as casual labourers. Any job is at a premium and worker rights are often ignored.

The other half of the eligible workforce, are subsistence farmers, battling with mineral depleted soils (Kenya has some of the oldest soils in the world), drought, flood and lack of infrastructure to market their produce.

Recent data from The Millennium Development Goals', state that because of the high growth in population, the percentage of unemployed people in Africa has remained constant since 2000.

Education

School age

Free primary school education was introduced in 2002. The educational system is based on 8 years at primary, 4 years at Secondary and 4 years at university. In primary school the average class size is about 70 and can be as large as 100. Books and desks are shared and where there are no desks, children sit on the floor and write on their laps.

There are no rules in Kenya about what age people can go to school. The eldest person to enrol was 83 years: he made the national news. It is a common sight to see students in their teens and twenties in primary school and into secondary school. At Kilifi Primary School, one student in his late teens worked as a night watch man and came to school by day.

The usual starting age for primary is about 6 years old. To gain admittance there is a test pupils have to pass. At least a year spent at a nursery school is mandatory before the test, but nursery schools are not free, costing approximately £3 per month. All primary school lessons are taught in English and some do not allow other languages to be spoken, even in free time.

Once students get to secondary school, which are boarding schools, no language other than English is to be used at all and students are given a physical punishment, such as digging a hole and filling it in, if they disobey. They are expected to work very hard. The following daily timetable is common.

Secondary school timetable

4.00	Wake up
4.30	Prep
6.00	Breakfast

7.00	School cleaning
8.00	Lessons start
9.25	Break
9.35	Lessons resume
12.00	Lunch
13.00	Prep
14.00	Lessons continue
16.00	Games
17.00	Evening meal and free time!
19.00	News. TV or radio
19.30	Prep until bedtime
22.00	Bed

Perhaps this Timetable should be put on the notice board of every school in the developed world.

Secondary education is only partially funded in Kenya, with schools divided into three categories: National, Provincial and District. Students sit the KCPE (Kenya Certificate of Primary Education) at the end of their eight years at primary school and depending on the result; students are offered a place at one of the above school categories.

National pass rates in KCPE - all marks out of 500

Eligibility

> 391 - 500 for a National school

> 301 - 390 for a Provincial school

> 250 - 300 for a District school

< 250 – Students either go into private education, if they can afford it, or more commonly go into the already overcrowded job market

(There is positive discrimination on a national basis for students from poor areas, Kilifi being one. There is also positive discrimination for girls. At present 41% of students going to Provincial or National schools from the district are girls.)

Currently, National school fees will cost the student an additional £600 a year. Being the top schools, with excellent teachers and facilities, they almost guarantee a university place. Provincial schools cost an additional £350. District schools, where the poorest results are obtained, are at a minimal cost.

Education is seen as the route out of poverty and parents will go to extraordinary lengths to get and keep their children in school. The priority is primary education and although this is now free the direct cost to parents is considerable – books, uniform and exam fees.

Very often, if a child has done well in their primary school exams, there is a terrible decision that parents have to make. Whether to concentrate the family resources on this one child and send them to a good secondary school, or send the child to a district school, where the chances of doing well are minimal, but being able to send their other children to primary school.

It is common to find students at a district school who were eligible to go to a National or Provincial school. There is no data available as to the number of these students.

TOTAL SECONDARY SCHOOL ENROLLMENT
(Kenya Bureau of statistics)

	2007	2008
Male	638,000	746,500
Female	541,600	634,700

University students
ENROLLMENT OF UNIVERSITY STUDENTS

(Kenya Bureau of Statistics)

	2007	2008
Male	70,800	73,500
Female	47,500	49,300

There are no official figures for Kenya’s university graduate employment rates.

Conversations with Jonathan Mina, an HR graduate and consultant in Nairobi, indicate the following:

- That 10% of graduates will get jobs straight from university: these are in finance, banking and IT and will be picked while at university by the large corporations.
- Those trained as doctors or lawyers, where there is still a need, will progress with their careers without problems.
- Those trained in education will have to wait. Accordingly, almost zero new teachers have been employed since 1998. It is said that most of the top administrators have teaching degrees because their university training is less formal, creating a more flexible and practical employee.
- A further 20% of all graduates will get a job within three years, possibly on a graduate scheme with prospects and a starting salary of circa GBP 5,332.80/yr net of tax
- A further 30% will get a job within five years, but it is likely to be a clerical job, on a salary of circa GBP 1,686.96/yr net of tax, in a bank for instance, with no prospects of getting into a graduate management scheme, as newer graduates will be given preference.

- It is estimated that one percent of crime is committed by this latter group, who have become disaffected and envious of their peers and wish to have the same standard of living

This has resulted in fierce competition for all jobs. Following an advert for one graduate intern job at The Wellcome Trust, in Kilifi, 1500 applications were received in a week.

Kenya is committed to becoming a middle-income economy by 2030. Currently the economy is growing at 5.46%. The state will benefit by having a better-educated workforce and a growing middle class to enlarge the economy. Tax receipts and the Kenyan Diaspora remittances will contribute to a more prosperous country.

In the Kilifi, Ganze and Bahari district the population is 544,304 and unemployment is higher than the rest of the country. The daily minimum wage for the lowest grade of casual workers in this region is 182 Kenya shillings a day (just under £1.50/day) (2009 Wages Guide)

It is against this backdrop that making sure you have a competitive edge in the job market is essential if you do not have personal contacts, and education is seen as the key. As one young woman comments, in the excellent book by Sarah Forde about coastal teenage girls, "... You know, in the future, even qualifying for sweeping the roads will need a KCSE (Kenya Certification of Secondary Education) certification".

Sexual health data

The Kenya Aids Indicator Survey 2007 report states that:

'National HIV prevalence was estimated to be 7.1% among adults aged 15-64 years. Women were more likely to be infected (8.4%) than men (5.4%), and young women aged 15-24 years were four times more likely to be infected (5.6%) than young men of the same age group (1.4%).

The overall HIV prevalence in adults aged 50-64 was 5.0%. Significant differences in HIV prevalence were found across provinces. HIV prevalence among adults aged 15-64 years in urban areas was 8.4% and in rural areas was 6.7%.

An estimated 1,027,000 adults living with HIV in Kenya resided in rural areas and 390,000 lived in urban areas.

HIV prevalence among women with secondary education or higher (6.2%) was significantly lower than the prevalence observed among women with less education (7.7%-9.6%). Among men, there were no differences in HIV prevalence by education level, with rates ranging from 4.1% to 5.0%.'

It is understood that ARV, which is free and paid for by US Aid has only about one-third uptake. This lack of uptake is understood to be that sufferers lack the bus fare to the clinic, as well as the stigma of being seen at the clinic.

Family life

Polygamy in rural areas is still common in Kenya. From local interviews, it seems that polygamy is the norm for 50% of the older generation, but it is also understood that the same 50% would not want their daughters to enter into a polygamous relationship.

Education, urbanisation and consequences of HIV/AIDS are the main driver of change and young adults are much more likely to be monogamous and practising 'Come-stay', a trial period of living together, where no dowry is paid to the women's family. Dowries paid by men are still the norm when a legal marriage takes place, and is paid back should the couple break up. If the break up is the woman's fault then the dowry must be paid back immediately by the bride's family. If it is the man's fault then it is paid back when the woman remarries.

Family size

Since the onset of HIV/AIDs, the contraceptive pill and other woman-centred solutions have given way to a wholesale conversion to the use of condoms. They are given away free but it is understood that only 39% of men use them. Of the 61% who do not use them, it is believed that the majority have not been to school. Hence, the 2009 census concludes that the number of children per woman has only fallen slightly in the last 10 years from 4.9 children per woman, to 4.6.

For under 19 year old girls, the pregnancy rate is 10%, most of which are unplanned. Abortion is illegal in Kenya and back street termination's are commonplace.

Family ties

Unemployment levels are very high and wages are very low but the cost of living is not cheap (consumer prices in Kenya are 11.2% higher than in Thailand. www.numbeo.com). There is no social security system in Kenya. People therefore rely on family networks to survive while looking for monied work. When anyone is successful in gaining employment they are expected to provide money, school fees and medical care to family members including supporting their parents in their old age. It is very different from the developed world, where not only is there state support in many forms, but increasingly parents' are able to give financial help to their adult offspring. It could be argued that the lack of state support and strong family commitments have fuelled endemic corruption by those employed. When a Kilifi carpenter was asked if paying a police man a higher salary would stop bribery. He said wearily, 'It would never be enough'. The implication being, that there are always more and more relatives that need medical expenses or school fees paid.

Other school sponsorship organisations in Kilifi

There are only three other organisations in Kilifi district sponsoring secondary education.

Kilifi Plantation/Barhari Girls School: sponsor about 40 female students in total. No academic or personal support is offered

Northern Magic: sponsor about 40 new students a year who have attained 300 marks or more. No academic or personal support is offered.

Sante: Recently started and concentrating on Primary school education but sponsors are given the choice of continuing sponsorship into secondary school.

Appendix 1 - Impact Map (see Excel file attachment)

A Purchasing Price Parity figure is not available between the British Pound and the Kenyan Shilling.

A three-year (12 August 2007 - 11 August 2010) average exchange rate of 124.45 Kenyan Shillings to the British Pound has been applied.

Appendix 2 - List of sources

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Daily Nation, Kenya

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New Economics Foundation. UK

Social Networks and Labour Market Outcomes by Axel Franzen and Dominik Hangartner

The Standard Newspaper, Kenya

Wellcome Trust, Kemri, Kilifi, Kenya

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Uwezo (Kenyan Primary School report) 2010

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World Bank

World Food and Agricultural Organisation

World Travel and Tourism Council