

Approved Meeting Minutes
Maasai Education Foundation Board of Directors Meeting
Sunday, 25 October 2020
10am – 11:45am EST
Via Google Hangouts

Action Items are shown below **bold, italicized and underlined**

Call to Order

Theo called meeting to order @ 10:04am

Attendance

Theo Dillaha – Board Chairperson

Brian Benham – Co-Treasurer, Board Member

Karen Scalf-Benham, Co-Treasurer, Board Member

Randy Stith – Secretary, Board Member

Rebecca Caldwell – Board Member

Margie Lee, Board Member

Hallie Tucker – Service Without Borders

Audrey Spielmann – Board Member and MEF Canadian Representative

Martha Olemisiko - Tanzanian Liaison

Essra Kibler – Development Committee Co-Chair

Daphne Kibler - Guest

Approval of last meeting's minutes

Randy moved for approval of July minutes, seconded by Brian. Approval was unanimous

Treasurer's report, Brian Benham

- Received \$32,619.69 in donations since last meeting
- Received \$3,180 in IRS refund plus \$85.67 in interest
- Total income YTD \$108,721.44 so over \$100,000 budget
- Balance on hand is \$22,318.03
- Current pending and potential donations amount to \$36,365.03
- The Summer Matching Fundraiser raised \$15,935 plus \$10,120 in matching funds, for a total of \$26,055
- The EEMPS Business Plan has MEF providing \$49,000 in scholarships and \$60,000 in construction costs for 2021 and an additional \$10,000 in scholarships for each of the next two years.
 - Theo and Martha hope school will become more self-sufficient in 5 years with paid tuitions from urban boarding students.
 - Audrey wondered what plans there are for students once they graduate from our primary school. Those who pass test can go to government schools which vary in quality, but Martha feels to keep up the quality of education, an additional school will be needed for 4 more years of secondary school on the land they already have. Best 10 students could go to best schools.
- **Theo moved that the proposed MEF contributions in the EEMPS Business Plan for the next 3 years be adopted as our goals, seconded by Randy. Approval was unanimous**
- 2020 SCC Annual Report completed

Tanzania Update - Martha Olemisiko

- School Update
 - No big issues – No one sick – Oct. 1 started new syllabus.
 - Teachers have been training to be election officials for upcoming national election.
 - One current challenge is the school's water supply. It is now low a couple of days per week.
 - Completed making 19,000 big bricks and 5,000 small bricks for next dormitory.
 - Had fire training and obtained fire extinguishers
 - Sold 39 sheep and goats contributed by parents to support the school.
- Randy asked about COVID-19 in Tanzania. Martha said that government does not report cases and she does not know of any in Tanzania.
- EEMPS Long Term Business plan
 - They plan to invest more from their side and have more paying students.
- Phase I of new dormitory proposal
 - Should not have students living in classrooms
 - New dorm proposed is modular with central core, entrance and 5 wings. Can be built in stages. Phase I would include central core, entrance and one wing. Additional wings added as funds are available. Each wing accommodates 24 students.
 - Central core includes reading and matron's rooms.
 - Total cost of \$118,000 with five wings.
 - Within 3 years would need a second new dormitory.
- Results of tests of new cellular modem
 - Download speed of 4.42 Mbps and upload speed of 2.46 Mbps.
 - Martha signed into this meeting from school and she had a much better connection than usual.
- Theo thinks we should have an updated newsletter for fundraising purposes
- Martha has increased postings to the school's Facebook page but would like help in updating the ENCO website. Theo thinks Nina Tarr or SWB students could help with this.

Maasai Education Society Update – Audrey Spielmann

- Close to finishing application for Canada Revenue Agency charity registration.
- Got a needed new name – Working on a needed website - Getting a bank account
- Have interested donors for as soon as they get registered – Hope to fundraise soon.
- They can still work side by side with MEF but legally must be independent and handle own funds.
- MES has permission to use any of MEF's website or other information.

SWB Update – Hallie Tucker

- Received \$1600 from Student Engineering Council and plan to buy two computers and other audiovisual equipment and satellite TV for the school.
- Doing percentage nights – Will start to notify board members beforehand.
- Hoping to connect with school virtually this semester
 - Making video logs for the students about occupations.
 - Working on logistics of doing spelling bees and story reading with students.
- Martha thinks perhaps a monthly satellite subscription, or a large TV would be helpful for the school.

Fundraising -Theo Dillaha

- #GivingTuesday coming up December 1
 - In 2019 we raised for a total of \$30,408 with \$13,482 Facebook match for a total of \$43,890
 - Facebook has not said it will match this year. Theo doubtful that they will.
 - Need to establish our goals for 2020? Sponsorship goal? Construction goal for additional wing?
 - Theo and Rebecca will match up to \$3,526 and Kiblers will also donate.
 - New newsletter to promote #GivingTuesday to send out with fundraising appeal
 - Daphne Kibler has raised money to donate to MEF for matching funds to go to TV for school
 - Margie asked how we promote #GivingTuesday – Facebook, website, email to previous and potential donors, personal Facebook posts, personal asks.
- Need to expand database of donors and ensure thank you notes go out – Brian needs names & info
 - Essra will look up best practices for thanking Facebook donors
- Randy contacted Rob Crane and sent him 2019 Annual Report and latest newsletter. Found out next Crane Family meeting is in April with Rob's brother in charge of agenda so will contact him and propose MEF make a specific ask to present at that meeting, perhaps for some wings for the new dormitory.

Other Items:

- Randy working on 2018 Annual Report
- Essra will ask Colin to audit 2019 books
- Martha working on a new idea for thank yous.
- Margie Lee wonders when some of her friends and potential donors might be able to visit school and go on safari, but with COVID it is too early to know. Essra will get together some information on what an itinerary might look like when the time is right.
- In the future Essra can pull together info for presentations at board meetings if all info is given to her by noon the day before.
- Theo asks everyone to look over business plan and get back to Martha with any suggestions.

Date and Time for Next Meeting: Sunday, January 24 at 10:00 AM EST

Meeting adjourned at 11:46 AM

Respectfully submitted, Randy Stith, Secretary

Treasurer's Report
Maasai Education Foundation

July 19, 2020 to October, 22 2020

MEF WELLS FARGO CHECKING ACCOUNT

BALANCE ON HAND: 7/19/2020 \$6,756.01				
INCOME	Current	Previous	YTD	Budget
Donations	\$32,619.69	\$72,836.08	\$105,455.77	
IRS Appeal Refund for late submission of 990	\$3,180.00	\$0.00	\$3,180.00	
Interest on IRS Refund	\$85.67	\$0.00	\$85.67	
TOTAL INCOME	\$35,885.36	\$72,836.08	\$108,721.44	\$100,000
EXPENSES				
Contributions, gifts, grants paid out				
Grants to ENCO	\$20,222.87	\$63,900.00	\$84,122.87	
Grants to SWB		\$2,005.79	\$2,005.79	
Total Contributions...	\$20,222.87	\$65,905.79	\$86,128.66	
Professional Fees				
Total Professional...	\$0.00	\$0.00	\$0.00	
Printing, publications, postage, and shipping				
Total Printing...	\$0.00	\$0.00	\$0.00	
Any expense not otherwise classified, such as program services				
PayPal Fees	\$2.50	\$13.60	\$16.10	
International Wire Transfer fee	\$90.00	\$135.00	\$225.00	
US Treasury (fine for failure to file 2018 990-EZ form on time)		\$3,180.00	\$3,180.00	
Network for Good annual subscription		\$1,200.00	\$1,200.00	
Network for Good fee	\$2.97	\$0.99	\$3.96	
Bank Fees	\$5.00	\$0.00	\$5.00	
Total Any expense not otherwise classified, such as program services	\$100.47	\$4,529.59	\$4,630.06	
TOTAL EXPENSES	\$20,323.34	\$70,435.38	\$90,758.72	\$100,000
BALANCE ON HAND: 10/22/2020 \$22,318.03				

PENDING AND POTENTIAL DONATIONS

	Checking			
	Construction	Scholarships	SWB	Total
SUB-ACCOUNT BALANCES	\$21,676.37	\$641.66	\$0.00	\$22,318.03
Pending Donations				
FACEBOOK (10/2 - 10/22)	\$1,240.00	\$0.00		
PayPal Giving Fund	\$0.00	\$0.00		
SWB	\$7,080.00	\$710.00		
Total Pending...	\$8,320.00	\$710.00	\$0.00	\$9,030.00
Potential Donations				
Monthly payments via PPGF for Kalley Loiborkeju Laitetei sponsorship	--	\$117.00		
Monthly bank transfer for Mary Thomas Laizer sponsorship	--	\$150.00		
SWB (VTF Donation 2020 corporate Match)	\$4,750.00	--		
Total Potential...	\$4,750.00	\$267.00	\$0.00	\$5,017.00
TOTAL PENDING & POTENTIAL DONATIONS	\$13,070.00	\$977.00	\$0.00	\$14,047.00
WELLS FARGO CHECKING + PENDING & POTENTIAL DONATIONS: 10/22/2020				\$36,365.03



Brian Benham

10/22/2020

Date

Engaruka English Medium School (EEMPS)
Progress Report for Maasai Education Foundation
August 1, to October 23rd, 2020

Introduction

This is a quarter narrative report for Engaruka English Medium School (EEMPS) for the period ending October 2020. This report covers students wellbeing and academic progress, EEMPS long term business plan, New dormitory plan proposal, SWB project, News for Newsletter, EEMPS facebook and challenges.

As we approach toward the end of the year, we dare to say it couldn't be possible to come this far without a helping hand of our genuine partners and donors. As we all know that this has been and continuing to be very difficult year for everyone due to COVID-19 pandemic and it's impacts on world's economy; however, our donors continued to work very hard to ensure that our goals are achieved as planned. On behalf of the community I would like express my heartfelt thanks for their generosity and their continuing support for EEMPS.

We also acknowledge great collaboration of our education partners from village level to regional level for their regular monitoring and follow ups on our school progress. Through district education office our school has been participating in different educational meetings and seminars to improve the academic performance and administration of schools.



Student Wellbeing and Academic Performance

For the reporting period we have experienced some sort of calmness and well progression of all school activities. On students wellbeing; quite a big % students are healthy and happy, only few illness cases which received medical attention from our government healthy officers and our matron. We have continued to improve their diet by adding more vegetables on their daily menu, fruits, sweet potatoes and milk from the goats and more special diet for some children who have critical health issues. Life skill training, health life and exercise trainings are conducted once a week and this has contributed to improved health of the students.

Academically, the teachers continued to work hard to achieve their short-term goals of completing their syllabuses on time. In Mid-September all grade one to three were able to complete their syllabuses and started doing revision for two weeks before starting their new grade syllabuses on October 1st. Our teaching team took a responsibility and committed to plan for better academic achievement by applying new study habits such as extra lesson hour to slow learners, weekend programs, weekly and monthly tests, reading program, conducting debates and morning speech; All these have justly increased the performance of our children.

EEMPS Long term Business Plan

After three years of operating Engaruka English Medium school we thought its not too late to develop a business plan for our school as we know how important it is for this investment. Just few month ago we have started developing one, we believe that this business plan will keep us focus on the objectives of the school and state exactly how it operates and become sustainable in the future. In summary, in the proposed Business Plan, EEMPS will require an average annual income of US\$ 238,895/- and a total of US\$ 1,194,475/- for 5 years. Planned expenditure in all school programs activities will takes 75% of the total budget while institutional strengthening will take 25% of the total budget.

New Dormitory plan Proposed;

We have always believed in innovation, cost cutting and quality work, based on few years of experience in the construction, we have learnt that it is very possible to construct quality building, durable and within a reasonable cost. We also hope that this plan proposal will have a significant impact on fundraising plans of our donors. The following reasons have convinced us to propose this plan;- The new proposed plan will cost the same amount (US\$118,000)as the previous dorm plan,

- The new plan has five wings (cubes) and each one takes 24 students, making a total of 120 students per building upon its completion. The first one had only a capacity for 64 pupils.
- This new plan can be constructed on phases depend on how much money is raised while the old plan demand full amount to complete so that can be used. That's to say, the new design can

allow certain amount to be raised to finish let say three wings ready for use at same time more funds are being raised to complete the whole dorm.

- This new plan has extra facilities compared to the previous plan; washroom & shower in each wing, multipurpose courtyard in the middle and small reading room.

We have prepared about 19,000 burnt bricks to start the construction of this dormitory, might need more than these to finish the whole building.



SWB Project for EEMPS 2020/21

After our meetings with SWB students we ended up deciding for the viable project for the school, distance learning project will be of great help for our students and teachers. Laptops computers, cellular modem, Satellite Television, power point projector, microphone, are among the items required to implement the distance learning project. We hope the learning program will take off soon as these items are obtained.

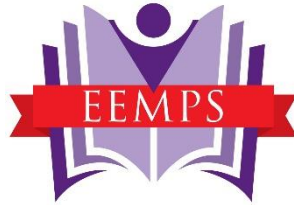
Newsletter and Face book activities for EEMPS

Will like to incorporate various activities on the upcoming newsletter and Facebook pages of EEMPS and ENCO. Number of clubs and extra-curricular activities have been part of our students school life. Art and music club, reading club, and sport club have actively raised a more of other students to join in different clubs. Through extra-curricular many students have been able to demonstrate their true talents and capacities, develop their social skills, and become more confident in communicating e.t.c. These activities included, hand crafts, livestock rearing, composition of songs, stories writing, organizing debates and school assembly e.t.c. All these activities have greatly improved the academic performance most of our students and enhance learning spirit.



Challenges

So far, we have not experienced many complicated challenges that are beyond our capacity however, water scarcity has been a problem some days in a week. Poor water lines maintenance and management has been a cause of water shortage in school and this is because it is a public line. The school has continued to pay someone to fix the problems once it occurs.



ENGARUKA
ENGLISH MEDIUM
PRIMARY SCHOOL

ENGARUKA ENGLISH MEDIUM PRIMARY SCHOOL (EEMPS)

FIVE YEARS BUSINESS PLAN

2021-2025

LOCATION:

**ENGARUKA WARD, MANYARA DIVISION
MONDULI DISTRICT**

CONTACTS:

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JULY 2020

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2.0 Executive Summary

Tanzania has prioritized education because it is considered as an important tool for human development. The right to education is guaranteed by the Constitution of the United Republic of Tanzania 1977 which observes that, *“every person has the right to self-education, and every citizen shall be free to pursue education in a field of his choice up to the highest level according to his merits and ability.”*

Despite the government efforts, education situation is generally worse for rural communities, and among the Maasai living in rural districts in Arusha and Manyara Regions, girls continue to be disadvantaged relative to boys in school. The net enrolment rate (NER) for Monduli district in 2019 was 31.9% for girls and 37.7% for boys with a ratio of 126:98 (boys: girls)¹. Most girls who are enrolled in primary schools do not complete seven years of primary education. This is because of the existing cultural values that restrict girls to attain education. Another major problem is the limited number of secondary schools in the Maasai communities. The illiteracy rate in Maasai community is almost 90% illiterate- among the highest in the nation and less than 5% of Maasai children are enrolled in secondary schools.

Therefore, development of this Business Plan is also in alignment with the Country’s Education and Training policy (2014), in which it clearly emphasizes that quality education is the pillar of national development, for it is through education that the nation obtains skilled manpower to serve in various sector in the nation’s economy. It is through quality education; Tanzania will be able to create a strong and competitive economy which can effectively cope with the challenges of development and which can also easily and confidently adapt to the changing market and technological conditions in the region and global economy.

The proposed business plan is based on the results of the organizational self-assessment, which has considered the views of a wide range of stakeholders, including community members, like-minded organizations, members of the organization as well as external experts. The organizational assessment exercise revealed a demand for the Business Plan that addresses three key gaps:

- **Thematic gap:** Few institutions specifically target availing education opportunities to the pastoralist marginalized communities as a key component for community empowerment. This suggests a need for an institutionalized Business Plan to support the development of inclusive strategies and successful community-based education interventions.
- **Geographic gap:** While some relevant initiatives exist at the sub-regional or country level, there are very few initiatives which take a district and/or village perspective.
- **Service gaps:** There is little coordination, collaboration, public-private dialogue and exchange of knowledge and best practice on education for the empowerment of marginalized Maasai children.

In implementing the proposed Business Plan, EEMPS will require an average annual income of US\$ 238,895/- and a total of US\$ 1,194,475/- for 5 years. Planned expenditure in all school programs activities will takes 75% of the total budget while institutional strengthening will take 25% of the total budget.

¹ United Republic of Tanzania President's Office, Regional Administration and Local Government, Pre-Primary, Primary, Secondary, Adult and Non-Formal Education Statistics Report, 2018

2.1 Foreword

Engaruka English Medium School (EEMPS) is a result of Engaruka Community Initiative Organization's education program. EEMPS with support from the community and other partners decided to establish an English Medium Pre-primary School at Engaruka village "The Engaruka English Medium Pre-Primary School" which focuses on bridging the education access gap among the vulnerable Maasai community in Monduli district. The school is earmarked to provide the best education for the Pastoralist Maasai children, laying the best foundation for education excellence and efficacy whilst flagging high the educational competitiveness and performance among the vulnerable Maasai children in Tanzania. The school and its approach are very niche and exceptional only to be found and managed by EEMPS organization in Tanzania.

The Engaruka English Medium Primary School commenced pre-school classes in February 2018 enrolling about 48 girls and boys from very remote villages of Monduli, Longido and Ngorongoro districts. Currently the school has up to grade three students making a total of 110 students and 20 teaching and non-teaching staffs. The school serves poor disadvantaged Maasai youth in Engaruka and surrounding districts. EEMPS target beneficiaries come from very poor families with little or no economic means to provide them with basic need as education and above all these, families and societies have to overcome customs and traditions which denies children from attending school and access to education. As such, the proposed business plan is expected to guide EEMPS towards its goal of supporting the local Pastoralist communities to attain sustainable and equitable human development. We consider this to be fundamentally rewarding work as it reflects our purpose-driven mission.

At this juncture, it is evidently clear that a big task requires dedicated and devoted people to be accomplished. Many of you have been involved to the dot in the work and processes of the EEMPS from the beginning, with varying degrees of effectiveness. For this reason, we are particularly grateful to our Donors whose generous support have enabled us to touch the lives of the poor and at-risk groups and individuals. Similarly, we highly acclaim on the excellent collaboration that has existed between EEMPS and local government authorities at all levels. Your support continues to strengthen our efforts to support pastoralist Maasai communities to access better and quality education services.

Likewise; we strongly acknowledge the support given by different partners, local and traditional authorities, different consulting firms, women groups, individuals and community members. I would also like to recognize the endless efforts and support provided by EEMPS through ENCO Management team and staff who have been working tirelessly without limitations to ensure successful achievements of this noble initiative.

Thank you all!

Martha Ole Misiko
Executive Director

3.0 Governance

EEMPS 's Education Committee is a primary decision-making body of the school. This committee is made up of ten members representing diverse groups of people including school Management, parents, school neighborhood and some influential figures from the community. Education committee members are appointed through government guideline and they can serve in the committee for the three years after that they may be re-elected for three more years. The committee is led by chairperson who get elected by committee members though secret ballot.

4.0 Internal and External Analysis and Critical Issues

4.1 Review Internal Environment

Analysis was undertaken to understand EEMPS's strengths upon which it could pursue its evolving mandate. The results showed that internal challenges remained in the internal capabilities to respond to the growing needs and expectations of the communities especially in the core program of Education. The strengths and weaknesses are presented in Table 1 below:



Table 1: Strengths and Weaknesses

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ High level of trust from the communities we serve ▪ Credibility among key partners and stakeholders 	<ul style="list-style-type: none"> ▪ Limited availability of funds ▪ High dependency on external funding from donors

Accountability and sustainability

Accountability is expressed in form of reporting at different levels and effective use of the monitoring and evaluation systems. The school structure defines the lines of accountability and they are to a large extent adhered to. Financial sustainability however faces some challenges due to changes in trends of donor funding as well as limited skills on the part of EEMPS staff with regards to resource mobilization.

4.2 Review of External Environment

Table 2: Opportunities and Challenges

Opportunities	Challenges
<ul style="list-style-type: none"> ▪ Existing huge demand for EEMPS educational services from beneficiaries ▪ Existing potential partners in the program area ▪ National policies relevant to EEMPS intervention activities in place 	<ul style="list-style-type: none"> ▪ Prevalence of culture and traditional barriers to EEMPS interventions (early marriages, male dominated families, school drop-outs due to pregnancies and other reasons) ▪ Prevailing poverty among Maasai communities.

<ul style="list-style-type: none"> ▪ Potential for change especially with regards to girls’ education exists in the target community ▪ Supportive policies on education ▪ Increased community awareness on the value of education 	
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4.3 Critical Issues

Through the SWOT analysis, the following critical issues were identified as prominent and priority issues for EEMPS in the next five years.

- Inability to implement priorities due to limitation of resources and accessibility to donor funding. There is a need to develop a comprehensive fundraising strategy taking into consideration strategies for local fundraising (community fundraising) in order to improve financial sustainability
- Strengthening the human resource function by improving the school policies and ensuring that professional teachers are employed.
- Existence of some cultural, traditions and customs hindering socio-economic development.
- Enhancing EEMPS’s position as a learning community school through documentation/communication, establishment and effective utilization of data bank, M&E system, research and development.



School Vision

To provide disciplined, educated and suitably qualified candidates for tomorrow’s job market.

5.0 The Proposed Business Plan 2021-2025

5.1 Intermediate Results and Objectives

5.1.1 Intermediate Results

- Improved access to quality education among the vulnerable children in Monduli district.
- Physical and emotional safe learning environment through development of personalized learning structures enhanced.
- Supported and empowered teachers utilizing effective instructional/pedagogical teaching practices based on data and research
- Strengthened EEMPS's organizational capacity to provide professional and quality education services.

5.1.2 Objectives

Objective 1	Increasing access to quality education opportunities for Maasai children in Monduli district through the Engaruka English Medium Pre- and Primary School
Objective 2	Enhancing physical and emotional safe learning environment through development of personalized learning structures
Objective 3	Supporting and empowering teachers to utilize effective instructional/pedagogical teaching practices based on data and research

5.2 Engaruka English Medium Primary School (EEMPS)

EEMPS aims to promote education opportunities among vulnerable Maasai children through availing pre and primary education opportunities for approximately 240 Maasai children. EEMPS. The school is earmarked to provide the best education for the pastoralist Maasai children, laying the best foundation for education excellence and efficacy whilst flagging high the educational competitiveness and performance among the vulnerable Maasai children in Tanzania. The school and its approach are very niche and exceptional only to be found and managed by EEMPS organization in Tanzania.

The EEMPS continues to unfold with tangible successes. The implementation of the program activities is now firmly on the ground with visible successes. With 108 children enrolled in this program in 2020, EEMPS is ensuring quality of education is provided by the school while simultaneously tackling issues on equity, retention, and improved performance. We focus to accelerate creating more space for children to obtain quality education. Our aim is to increase enrollment and retention rates in school beyond grade 5 so as to achieve higher numbers of children graduating for secondary levels and beyond.

Similarly, the organization shall embark on capacity building and community sensitization campaigns which have proven to be of great value in ensuring that children are being supported by their parents and community to complete studies. It is expected that, this will result into more parents understanding the value of education and triggering deliberate efforts to support children especially girl's access to education.

In addition to the above, EEMPS will also implement further activities to ensure that the children receive quality education through increased media activities to promote education activities and fundraising. This will be achieved by utilizing locally available media and radio stations to promote its program activities. EEMPS will also increase community participation in the program in order to ensure sustainability and further ownership of the program. In this component, community leaders, local government and peer educators would be involved in the process of mentoring and counseling supported children. These activities will up-scale mentoring and counseling activities to ensure retention of children in school.

5.2.1 School Location

The school is located at Engaruka Juu village, in Engaruka ward, Monduli district in Arusha region. Inhabitants of ENGARUKA and nearby villages are generally very poor compared to its nearby more urban areas of Mto-wa-Mbu and Karatu, since most of the villagers mainly depend on livestock keeping as sole mean of livelihood. Engaruka ward has 3 government schools (Engaruka Juu boarding primary school, Engaruka chini primary school and Oldonyo Lengai Secondary School) and all of these are 2-4Km from EEMPS. The mentioned primary schools serve a population of about 11,000 people hence the need of additional school with proximity to the local community remains of great importance. EEMPS owns a land of 27 acres, which was donated by one of EEMPS's board member and other community members?

5.2.2 School Management

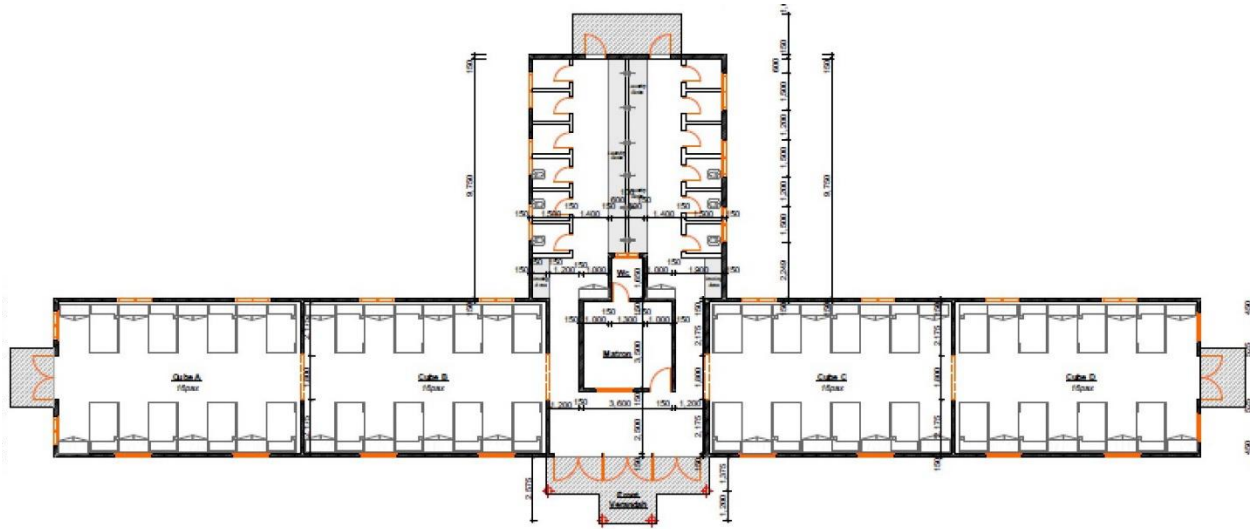
The school is headed by the School Manager, Martha Olemisiko, who is the Executive Director of EEMPS. The school has a Board of Directors made up of members selected from various community sectors e.g. education, administration, public service, influential people from the community, a school neighbor and parents, which sets school policies and oversee effective performance of the school. The school Headmaster is responsible for the day-to-day management of the school with the support from the Second Master/Mistress and the Academic Master who manages the school's academic affairs. The School Bursar oversees all financial aspects.

5.2.3 Summary of Future Plans

In 2021-2025, EEMPS is planning to implement the following major interventions:

Completion of School Infrastructure:

- **Dormitory I:** Our highest priority is the construction of a 100-bed dormitory with girls' and boys' restrooms, which will cost approximately \$118,000. The dormitory will be needed in 2021 to replace classrooms that are currently being used as dorm rooms but will need to be converted back to classrooms.



Picture 1: Draft Proposed Dormitory Structure

- **Water System:** As the school continues to expand each year by adding another grade, the current water supply will no longer be sufficient. Our estimated requirement for this component stands at US\$ 40,000/-. Tourists visiting the school in February 2019 donated \$11,000 as seed money for a new water supply for the school (a waterline from the Engaruka River to the school) and a Tanzanian engineering firm has designed the new waterline and water reservoir. The estimated cost of the new water system is \$40,000 and it will probably be needed by 2022.
- **Dormitory II:** The school would require at least three dormitories of a capacity of 120 children per dorm in the coming five years. The school management propose a new design (*Architectural design to be submitted*) for simple construction. Upon the completion of the two dormitories the school will be able to open up for paying students from different places and that will boost our financial status.
- **Staff Housing:** Currently, we have about seven teachers and four of them are staying within the school premises sharing the accommodation with pupils while two female teachers share the matron room. Our school is located 2.4km from Engaruka chini town making it hard to walk to school daily unless motorcycle transport become an option. In this case the school plan to have servant quarters for some of our teachers. As the school grow, we expect to recruit more people (more likely outside of Engaruka) who must need an accommodation assurance. So far, four (4) acres of land have been purchased close to the school for the construction of servant quarters.
- **Guest House:** Our school receive a number of guests and volunteers each year and for a while they have been camping at Babu Mathew's home which has saved as a kind of accommodation to our volunteers. In this case we will collaborate with Boutique Safari LTD to see a possibility of having simple guest villas for volunteers as well as for paying/private visitors. This will generate income for the school. The school also has sufficient land for this project.

5.2.4 Successful Strategies

- Mentoring of girls, providing health education, life skills training including educational exchange learning.
- Ensure quality relationship with all parents and guardians to support student academic achievement.
- Provide a physical and emotional safe learning environment through the development of personalized learning structures where caring adult supports each student.
- Analyzes data from multiple sources to provide option to improve and enrich the learning environment for all children
- Continuous communicate with the community about the schools' accomplishments progress and challenges. Invite parents for open days and give them data on pupils' performance.
- Establish functional relationships with other education institutions
- Conduct regular monitoring, evaluation and documentation of results for all program activities

6.0 Organization Capacity Development

6.1 Human Resources Plan

The aim of the human resource strategy is to recruit and retain professional program and support staff. This intervention is to support its strategy of maintaining its present position as a highly ranked and competitive NGO in Tanzania. EEMPS' human resource plan is important because education personnel are the major instrument for achieving educational goals and consequently, school development. For the past three years EEMPS has been integrating and maintaining the teaching staff in the school so that the school can achieve their purpose and as well as meet the goals for which they were established. Following recruitment guideline from Tanzania education's ministry a total of seven (7) teaching staffs have been recruited to serve four grades (Nursery class to grade three) and twelve (12) supporting staffs. As the schools expand more personnel are required to meet the growing population as can be seen from table below.

YEAR	NEW GRADE	TEACHING PERSONEL	SUPPORTING STAFF	PART TIME STAFF	TOTAL PERSONEL	NEW VACANCE
2020	GRADE III	7	12	2	21	
2021	GRADE IV	9	14	1	24	1 Fundraising and Marketing officer 1 Accountant/ School bursar
2022	GRADE V	11	17	1	29	2 farm attendants 1 Livestock keeper

2023	GRADE VI	13	17	1	31	Cleaner for new dormitory
2024	GRADE VII	15	17	1	33	
TOTAL PERSONEL BY 2024					33	

In 2021 the school may need to recruit two important personnel; Marketing and fundraising officer and Organization Finance Officer (School bursar). **Marketing and fundraising officer** will be focusing on marketing activities of the school including writing impactful stories to raise awareness of the ENCO and EEMPS school through a range of channels. The officer will also collaborate with school manager to research fundraising opportunities and writing grant applications from local and international charitable trust as well as solicit and gather monetary donations or other gifts for the school.

Finance Officer/School bursar, the school requires a qualified candidate who will carry out financial and administrative duties of the organization and the school. We expect the finance officer will take a charge of the financial health of our organization by administering accounting operations to meet legal requirements and Tanzania financial policies

6.2 Human Resource Capacity Development

EEMPS recognizes the importance of developing its existing staff to the desired level of professionalism; hence the establishment and implementation of a staff development plan. Deliberate efforts will be made to mobilize funds for the implementation of this intervention. In recognition of the need for professional and effective governance, EEMPS will also work to strengthen the capacity of its Board members to meet professional standards in accordance and compliance with EEMPS's five-year plan. EEMPS Policies and procedures manual would also be updated, reflective of the needs/demands of the changing environment and that all staff are appropriately oriented.

7.0 Financial Plan

The following ways are proposed to sustain financial base of EEMPS and controls to ensure effective use of financial resources:

- Strengthen the proposal writing section/function so as to come with competitive grants proposals.
- Improve contacts between EEMPS and EEMPS and the donor community.
- Strengthen effective implementation of the identified new income generating projects which include exploration of potential opportunities in agriculture particularly for maize and livestock (buying, fattening and selling). This will be achieved through securing EEMPS farm and direct engagement in agribusiness projects.

Having the focus of soliciting funds from external funding for its various programs, EEMPS finds it necessary to build its internal capabilities to mobilize resources to support implementation of its programs. Some of strategic activities under this section shall include effective engagement in the

identified income generating projects and training of staff on effective proposal writing, resource mobilization and fund-raising skills.

Through diversifying the number of donor and funding sources, we hope to expand our financial base, which entails going beyond the traditional donors who have funded projects over the last 2-3 years. EEMPS/EEMPS will investigate potential donors and will work to find relevant organizations to apply for funding to support relevant programs under this business plan. EEMPS will also work to increase the incomes own projects and develop closer relations with relevant government ministries to determine the areas where it could work jointly with government agencies or government funds that could be tapped for development programs.

8.0 Past, Current and Anticipated Partners/Donors

Since the inception of ENCO in year 2016 to-date a number of donors and individuals has generously made their donations for various projects. we would like to recognize and appreciate contributions made by TX Foundation, Maasai Education Foundation, Service without Borders, Brand G Vacation, Boutiques Safari and Crane Foundation.

- **TX Foundation** is an international private philanthropic foundation that builds education facilities and supports programs that have positive and lasting impact on the lives of children, women and families around the world. Between 2016/2017 TX founder and the team visited Tanzania (Engaruka village) to see a possibility of funding ENCO for the construction of EEMPS school. After various meetings with ENCO's management and Engaruka community, they then decided to approve sum of US \$70,000 for the construction of two classrooms, two staffroom/office rooms, one matron room, three bathrooms and five restrooms.
- **Maasai Education Foundation;** Maasai Education Foundation, a US 501(c)(3) public charity which was formed in November 2016 to support education of disadvantaged Maasai youth in the Arusha region of Tanzania, the mastery of the English language by Maasai children and adults, and educational exchange opportunities between Tanzania and the U.S. All Foundation personnel are unpaid volunteers and less than 3.7% of Foundation expenses are non-program expenses. Since the year 2016 to 2020 MEF has been able to raise more than US\$300,000 from its board of directors, friends, Pay pal, Facebook and other sources to make possible the construction of the existing EEMPS; buildings and support the operation costs of the school.
- **Service Without Borders;** is transdisciplinary, student led organization whose mission is to share the spirit of Virginia Tech's motto, UT Prosim, locally and globally by providing assistance to communities in need. This organization has been members of ENCO since 2017 to date. SWB has been our main volunteers for the past three years, their financial and physical support has helped Engaruka English Medium School meet the required standards. In various times SWB has contributed about US\$18,638 to support the construction of classes, purchase of solar system and construction of playground and sport facilities. All the times they have physically participate in all the projects they have funded. Some of these students have been permanent sponsors of some students.

- **Crane Family Foundation;** Through Maasai Education Foundation EEMPS was received a donation of US\$20,000 from the Crane family Foundation of Columbus Ohio. The donation helped to finish six classrooms and that enabled EEMPS to acquire its accreditation as a full functioning primary school.
- **Boutique Safari Limited;** Is Maasai owned safari company operating in Tanzania. Abby Olemisiko a member of MEF's Advisory committee and EEMPS Facilities Director and Farm Manager is among the directors of boutiques Safari. Some of this company's profit has supported purchase of various plots for school projects and supported the construction of fourteen rooms washroom and construction of powerhouse.
- **Brand G Vacation;** Through Boutique Safari LTD the school gets safari visitors often and in 2019 we were privileged to be visited by Brand G Vacation. The water scarcity was among the problems shared. About US\$11,000 out \$44,000 of amount require to finish the project was raised among the group.

9.0 Financial Resource Needs

The total operating budget requirement for the next five years is estimated at a total of **US\$ 1,194,475/-** an increase of 7% as compared to the last three years organizational financial forecasts. Planned expenditure in all school programs will take 75% of the total budget while institutional strengthening will take 25% of the total budget. Operating budget as an assumed inflation rate of 2% and an averaged increase of privately sponsored pupils of 35 pupils per year

The costing of the activities is based on the market price trends. Some other assumptions were taken into consideration to make sure that the budget gives the reasonable picture of the need of the organization. The assumptions like inflation; rising cost of living and timing were also considered while preparing the budget. It has been generally assumed that 2% increase be applied throughout programmatic and institutional support for five years. In future the rate might change depending on the inflation and other variables.

10.0 Monitoring and Evaluation

The Monitoring and Evaluation framework shall be developed to monitor and evaluate the implementation of the 2021-2025 business plan and shall therefore serve as a guide for the successful implementation of the plan. The tool will also be used to measure progress of all school program activities through effective monitoring and assessment tools developed. The main objective of the M&E System is to provide the necessary information and insights for the school Management to perform school based management effectively and efficiently and for the teachers to manage based on standards the teaching and learning process. Specifically, the M&E System is expected to provide the following information and insights on:

- Learners' progress and achievement of desired learning competencies and potentials of learners to meet the requirements of the next learning level
- Status and effectiveness of curriculum implementation, school programs and the overall progress of academic performance
- Quality of the teaching and learning process and that these meet the standards set by the Ministry of Education

- Difficulties, problems, issues or risks that hinders efficient implementation of school academic progresses.

10.1 Monitoring

Monitoring aspect will focus on the following issues:

- Completion or the number of pupils who are able to complete standard 7 education
- Retention or learners who stayed in school. EEMPS effectiveness will be measured in terms of its ability to encourage learners who are in school to “stay in school.” The primary measure of success in this area is retention rate. Other indicators like drop out rate and school leavers' rate will also be used.
- Quality of the teaching and learning process. Focus on teacher’s performance and capability to manage the teaching and learning process
- Improvement in the access of learners to learning facilities and learning materials
- Teachers performance. Management of the teaching and learning process. This will include lesson planning, classroom management, use of appropriate teaching methods, use of learning materials and student assessment.

10.2 Evaluation

Evaluation shall be conducted to assess achievements, effects and impact of the business plan. On the other hand, evaluation shall serve to capture key elements of learning for improvement and decision-making. Evaluation shall also be conducted in fulfillment of the requirements of donors and other stakeholders including EEMPS Board of Directors as a means of enhancing the credibility and legitimacy of the school.

11.0 Appendix 1: Financial Projections

EEMPS BUSINESS PLAN 2021-2025 Five Years Financial Projection

	Year 1: 2021	Year 2: 2022	Year 3: 2023	Year 4: 2024	Year 5: 2025	Cumulative Totals
INCOMES						
Scholarship Grant from MEF	\$49,000	\$60,000	\$70,000	\$80,000	\$140,000	\$399,000
Donations from other foreign sources	\$20,000	\$-	\$-	\$-	\$-	\$20,000
Construction Grant from MEF	\$60,000	\$60,000	\$60,000	\$60,000	\$-	\$240,000
Construction Grant from SWB	\$-	\$-	\$-	\$-	\$-	\$ -
Boutique Safari Limited	\$10,000	\$10,000	\$15,000	\$15,000	\$20,000	\$70,000
Tuition fees paid by parents	\$10,500	\$17,400	\$24,400	\$35,200	\$43,000	\$130,500
Release of capital grant	\$-	\$-	\$-	\$-	\$-	\$-
Other Sources (Grants)	\$67,000	\$67,000	\$67,000	\$67,000	\$67,000	\$335,000
Total Income	\$216,500	\$214,400	\$236,400	\$257,200	\$270,000	\$1,194,500
EXPENDITURES						
	Year 1: 2021	Year 2: 2022	Year 3: 2023	Year 4: 2024	Year 5: 2025	Cumulative Totals
1. Operating Expenses		2%	2%	2%	2%	
Staff Salaries	\$50,553	\$54,564	\$58,656	\$62,829	\$64,085	\$290,688
School Food Costs	\$62,536	\$63,787	\$65,062	\$66,364	\$67,691	\$325,440
Other Educational Costs	\$11,733	\$11,968	\$12,207	\$12,452	\$12,701	\$61,061
Direct pupils costs	\$16,672	\$17,005	\$17,346	\$17,692	\$18,046	\$86,762
Staff welfare	\$100	\$102	\$104	\$106	\$108	\$520
Scholarships	\$-	\$-	\$-	\$-	\$-	\$-
Training	\$2,850	\$2,907	\$2,965	\$3,024	\$3,085	\$14,832
Internet and Telephone	\$440	\$449	\$458	\$467	\$476	\$2,290
Transport expenses	\$850	\$867	\$884	\$902	\$920	\$4,423
Medical charges	\$1,000	\$1,020	\$1,040	\$1,061	\$1,082	\$5,204
Office supplies	\$1,000	\$1,020	\$1,040	\$1,061	\$1,082	\$5,204
Bank charges	\$10	\$10	\$10	\$11	\$11	\$52
						\$-
Sub Total 1 (Operating Expenses)	\$147,745	\$153,700	\$159,774	\$165,969	\$169,288	\$796,475

2. Construction Expenses	Year 1: 2021	Year 2: 2022	Year 3: 2023	Year 4: 2024	Year 5: 2025	
Construction of a 100-bed dormitory with girls' and boys' restrooms (\$118,000)	\$85,000	\$33,000	\$-	\$-	\$-	\$118,000
Water System (\$40,000)	\$11,000	\$ 29,000	\$-	\$-	\$-	\$40,000
Dormitory II (\$120,000)	\$-	\$60,000	\$60,000	\$-	\$-	\$120,000
Guest House (\$10,000)	\$10,000	\$-	\$-	\$-	\$-	\$10,000
Classroom (1) /Administration (\$50,000)	\$-	\$-	\$50,000	\$-	\$-	\$50,000
Teacher/Staff Housing (\$60,000)	\$-	\$-	\$-	\$ 60,000	\$-	\$60,000
						\$-
Sub Total 2 (Construction Expenses)	\$106,000	\$122,000	\$110,000	\$60,000	\$-	\$398,000
Total Expenses	\$253,745	\$275,700	\$269,774	\$225,969	\$169,288	\$1,194,475
Surplus for the year	\$ -37,245	\$ -61,300	\$ -33,374	\$31,231	\$100,712	\$25
Other comprehensive income Foreign currency translation reserve	\$-	\$-	\$-	\$-	\$-	\$-
Total comprehensive income	\$ -37,245	\$ -61,300	\$ -33,374	\$31,231	\$100,712	\$25

Please find attached Excel Sheet of the Financial Projection

MEF Fundraising Ideas List

FACEBOOK (see breakdown next page)

#GivingTuesday

- 2018 (\$35,153 with \$7,650 match)
- 2019 (\$43,890 with \$13,482 match)

#GivingTuesdayNow2020 (\$2,460 with \$1230 match)

Birthday Fundraisers

Peter Ozolin's memorial fundraiser (\$945)

Holstein Cow for the Children! (\$653)

2020 Matching Fundraiser (\$26,055)

Personal Facebook fundraisers

GRANTS

Crane Family Foundation (\$20,000)

PRESENTATIONS

Woodland Heights (≈\$1000)

Lectures at the Lair (\$1000)

Evelyn's 2019 family reunion fundraiser
(≈\$5000 plus Evelyn's match?)

SALES

Take My Bling

eBay charity sales

Facebook Market Place (Karen)

Maasai Beadwork

New River Computing donated laptops

Up Scale Attic (Karen)

PERCENTAGE NIGHTS

Cabo Fish Taco

Zeppoli's (\$167)

Palisades (Karen)

Chipotle

EVENTS

2018 Gala (≈ \$17,000)

MEF sponsored trips (safari, Kili hike, etc.)

*Wine tasting at Zeppoli's or Vintage Cellar
(Rebecca)*

MISCELLANEOUS

Hokie Half Marathon and 5K station

AmazonSmile: \$386 (60% Theo & Rebecca)

Vehicle Donations

*Elementary school sponsorships (books,
shoes, etc.)*

BOARD MEMBER DONATIONS (#1 funding source)

SOCIAL MEDIA/CARITABLE GIVING WEBSITES

Facebook donate button

Website donate button

Network for Good donate button

PayPal donate button

American Express Just Giving (points to \$)

INDIVIDUAL FACEBOOK FUNDRAISER RESULTS

2018 Brian's #GivingTuesday	\$2,635
2018 EEMPS Phase II Classroom	\$2,760
2018 Emaleigh's SWB	\$100
2018 Essra's ?	\$750
2018 Karen's ?	\$345
2018 Mary's Birthday Fundraiser for MEF	\$245
2018 MEF ? (probably #GivingTuesday)	\$26,595
2018 Unknown	\$960
2019 Brian's GivingTuesday	\$200
2019 Eliza's Birthday Fundraiser for MEF	\$140
2019 Fundraiser to Complete Peter Ozolins Dining Hall	\$945
2019 Holstein Cow for the Children!	\$653
2019 Karen's Birthday Fundraiser for MEF	\$685
2019 Maasai Education Foundation Donate Button	\$9,337
2019 MEF ?	\$1,263
2019 MEF's Phase II Classroom Building Fundraiser	\$585
2019 Randy's Birthday fundraiser for MEF	\$775
2019 Ruby's fundraiser for MEF	\$675
2019 Seki Post Donate Button	\$143
2019 Unknown	\$50
2020 Kerry's Birthday Fundraiser for Maasai Education Foundation	\$1,500
2020 Maasai Education Foundation Donate Button	\$1,054
2020 Margie's birthday fundraiser	\$3,360
2020 MEF #GivingTuesdayNow Matched Donations	\$280
2020 MEF's Summer Matching Fundraiser	\$565
2020 Scholarship Fund for EEMPS Students	\$27,508
2020 Unknown	\$250
Total	\$84,358

New pictures that Martha sent 10/25/29020



The children had different outdoors activities yesterday and today. Traditional dance, milking, football and beading

9:12 AM



9:12 AM



9:12 AM







We have got a new female cave and two more cows are pregnant

9:13 AM



9:17 AM



9:17 AM





