so they can

Strategic Plan

2020- 2030



‘Everyone has the right to education’, stated the Universal Declaration of Human Rights in 1948, yet today more than 250 million children are out of school globally, with 50 percent living in Sub-Saharan Africa.

Our challenges.

In 2024, 251 million children and youth were not in school worldwide, and more than half of them were in the sub-Saharan African region. The share of out-or-school children in sub-Saharan Africa has increased from 32% in 2000 to 51% in 2023.

UN data shows that despite years of steady growth in enrolment rates, non-proficiency rates remain disturbingly high. They are highest in sub-Saharan Africa, where 88% of children (202 million) of primary and lower secondary school age were not proficient in reading, and 84% (193 million) were not proficient in mathematics.

Girls are most likely to be the ones majorly disadvantaged by non-schooling.

Increases in out-of-school and dropout rates are directly linked to many poverty factors such as health issues, unemployment and parents who are illiterate.

Some children are forced to drop out of school for health problems or the need to provide support for their household. Another factor increasing risks of non-schooling (out of school or drop out) is the lack of financial resources needed for schooling materials, school construction, and recruiting and training teachers.

Globally, 44 million additional primary and secondary school teachers are needed to meet Sustainable Development Goal (SDG) 4 - the attainment of quality education for all by 2030. One out of three of these teachers is needed in sub-Saharan Africa alone. In 2022, sub-Saharan Africa had 21% of the global school-age population but received only 1.6% of global public education expenditure.

Who we are.

Education is our focus.

We believe it is the key to breaking the poverty cycle and sustainable development. Every child matters and has the right to an education.

Our Education Program applies our 3 stage model (foundation, core and sustained) over an 8 year cycle to support communities and their governments to create, and then sustainably operate, these public education facilities, enabling us to move to more needy areas.

We take a holistic approach to ensure the success and sustainability of our Education Program. Our Community Development Program covers our 3 thematic areas; Community Development, Child Wellbeing, and Health.

We are guided by the belief that every child matters, and we believe everyone should have equal access to our programs, regardless of their gender, ability, ethnicity, culture, sexuality, or religion. We apply an inclusive lens to our programming.



Our business is comprised of two vital + interconnected parts:

01

Operations + Fundraising

02

Our Programs

Our strategy will be implemented and monitored by our teams, guided by an Operations and Fundraising Business Plan, and on the Program side, by Country Plans, Program and Project Plans, and ongoing Monitoring, Evaluation and Learning.

Our strategy informs our plans, all of which are approved by So They Can's Board of Directors, who provide governance and guidance to our team.

Together we have a roadmap to achieve So They Can's operational and program goals. Monitoring the progress of the strategic plan and reviewing the plans against implementation will be an ongoing process.

Our vision + mission.

Vision

To empower children and communities to break the poverty cycle.

Mission

We aim to break the poverty cycle by providing children with access to quality education. Our three staged sustainable model achieves this through improved learning environments, well-trained and supported teachers, holistic child development, empowered local communities, and strong partnerships with governments.



"In short, education powerfully advances the World Bank Group's twin strategic goals: ending extreme poverty and boosting shared prosperity. Given that today's students will be tomorrow's citizens, leaders, workers, and parents, a good education is an investment with enduring benefits."

– Jim Yong Kim, President, The World Bank Group,
World Development Report on Learning 2018

Our values that guide us.

Collaboration

Nurturing respectful relationships and working in partnership

Commitment

Delivering the outcomes we promote in order to make a positive change in the lives of people living in poverty.

Courage

The determination to take on hard projects and stand for what we believe in.

Connectedness

Being true to the African philosophy of Ubuntu - I am because of you.



So They Can is committed to human rights for everyone, and to the meaningful inclusion and representation of people who are vulnerable or affected by intersecting forms of marginalisation and exclusion. These may arise from, but are not limited to, race, religion, ethnicity, Indigeneity, disability, age, displacement, caste, gender, gender identity, sexuality, sexual orientation, poverty, class, and socio-economic status.

Our strategy.

Focus on 5 goals:

1. Impactful Programs

2. Fit for purpose governance

3. A sustainable operating model

4. Communications that engage, inspire and clearly demonstrate our impact

5. Financial Growth and Sustainability

In 3 communities:

- **Nakuru, Kenya**
- **Baringo County, Kenya**
- **Manyara, Tanzania**

To achieve our 2030 long term objectives:

Education: Improved teaching and learning conditions in government primary and secondary schools means an increased number of students move through key transitional points of their education enabling them to break the poverty cycle and provide for their own needs.

Child Development: Children are safe, healthy and actively consulted on their aspirations, their needs, and their rights to education.

Women's Empowerment: Women have the skills and opportunities to support the health, wellbeing, and education of their children.

Community Development: Communities are healthy, literate and able to take a proactive role in supporting education of their children.

Donors: Donors are informed and engaged.

Goal 1:

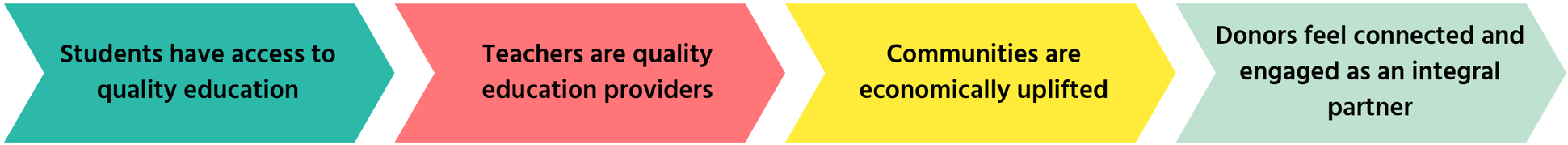
Where we want to be:
Impactful Programs

This means: Young people in East Africa develop the skills and competencies they need to manage their livelihoods; make choices about their own lives; and become responsible community leaders for the future.

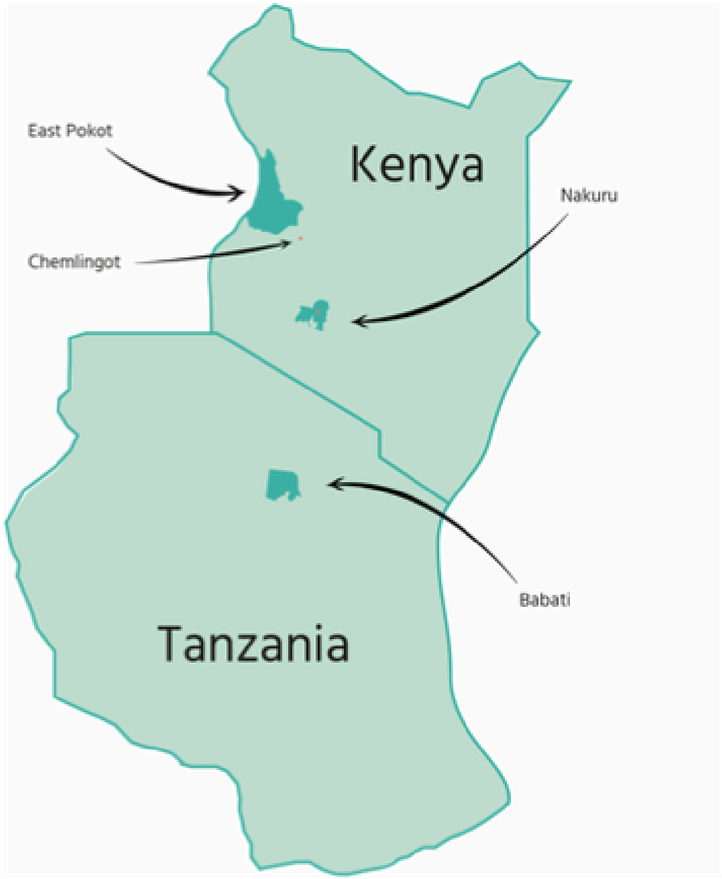
- Children have access to learning institutions which develop their literacy, numeracy and emotional intelligence and life skills.
- Children are safe, healthy and actively consulted on their aspirations, their needs, and their rights to education.
- Women have the skills and opportunities they need to support the health, wellbeing, and education of their children.
- Communities are healthy, literate and able to take a proactive role in supporting education of their children.

And eventually...

- The future of children and communities living in poverty is changed through education.



Impactful Programs.



1 vision

Educate to empower

For 3 communities

- Nakuru, Kenya
- Baringo County, Kenya
- Babati, Tanzania

In 2 countries

- Kenya
- Tanzania

Delivered through 2 impactful programs:

1. Education Program
2. Community Development Program

Effective Programs.

So They Can is committed to delivering programs that have high potential for creating intended sustainable change, to evaluating its work to improve effectiveness over time, and to disseminating and using the lessons learnt for strategic decision making.

One of So They Can's four core values is 'commitment to delivering the outcomes it promises in order to make a positive change in the lives of people living in poverty'.

So They Can is guided by an Effectiveness Framework which aligns with international commitments including the United Nations Sustainable Development Goals, and national commitments, including ACFID's quality principle 4 – Quality and Effectiveness.

So They Can is committed to our sustainability plan that ensures each of our partner schools and community development projects has the required infrastructure and resourcing to ensure sustainability after So They Can exits in accordance with our 3 phase development model.

We monitor and evaluate our work continuously and report on it annually. Through monitoring and evaluation we measure our impact and learn how to improve our work.



Education Program.

Education Program	Target participants impacted in and by 2027	2030
Primary schools supported by So They Can's Education Program	44	44
Secondary schools supported by So They Can's Education Program	15	15
Primary and secondary pupils supported in active and sustained schools	**56,692**	**64,192**
Primary and secondary teachers with access to professional development and capacity building	976	1,051
Newly qualified teachers at Mamire Teachers College and through teaching scholarships	1,365	1,755
Primary, secondary and tertiary scholars supported through So They Can scholarships	190	199
Total Education Participants (Current and Exited)	**59,223**	**67,197**

Community Development Program.

	Target participants impacted in and by	
Community Development Program	**2027**	**2030**
Children and their families supported through So They Can's child wellbeing initiatives	1,186	1381
Women economically empowered via issuance of loans	841	991
Women economically empowered via business skills training and financial literacy	2,556	3,156
Children and adults with access to improved medical care at supported clinics and medical camps (annually)	32,500	32,500
Number of medical clinics supported	3	3
Education & Community Development Program		
Number of girls rescued from child marriage and Female Genital Cutting	500	800

Goal 2:

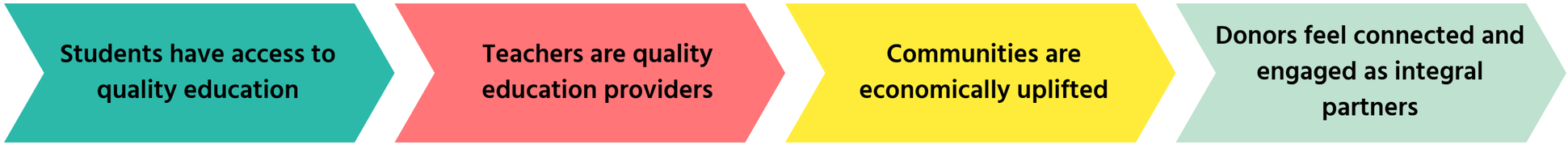
Where we want to be:
Fit for purpose governance

This means:

- Highly effective Boards across all entities
- Board directors that have general governance skills but can also input into specialised focus areas
- Active implementation of policies
- Robust internal and external monitoring and evaluating

How do we get there?

- Govern in accordance with our Strategic Plan
- Implement and monitor our strategy, guided by a Financial and Fundraising Business Plan; Country Plans, Program and Project Plans; and Monitoring, Evaluation and Learning Plans
- Utilise Board tenure
- Invest and cement comprehensive monitoring, evaluation and monitoring
- Maintain a strong management team





Governance:

International Structure

So They Can Group

Global Alliance Agreements

So They Can International Board Sub-Committees:

- **Audit + Risk**

So They Can Kenya

So They Can Tanzania

So They Can USA

So They Can Australia

So They Can New Zealand

So They Can England & Wales

Goal 3:

Where we want to be:
Sustainable operating model

This means:

- A sustainable organisation structure capable of delivering our strategic plan
- A workplace where people thrive, feel valued and are empowered to do their best work in service of our mission
- Market based remuneration
- Maintainment of a quality team of management and leaders
- Enhancement of in-country resource mobilisation



How do we get there?

- Responsive and collaborative leadership
- Locally led approach to our programming
- Clear and achievable fundraising and marketing plans
- Strong fundraising, marketing and finance teams
- Confident, supported and empowered staff

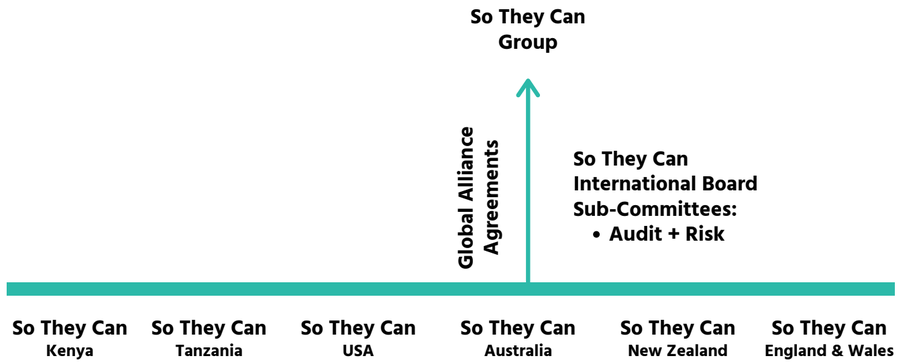
Students have access to quality education

Teachers are quality education providers

Communities are economically uplifted

Donors feel connected and engaged as integral partners

International Organisation Chart



Goal 4:

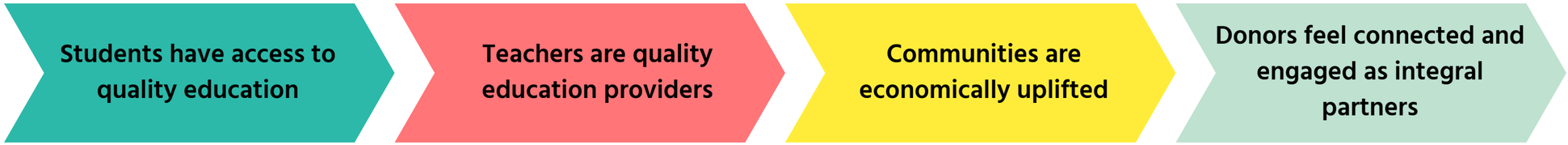
Where we want to be:
Communications that engage, inspire and clearly demonstrate our impact

This means:

- Our funders have the opportunity to be engaged partners through an active, informative and inspiring communications strategy
- Communications help to grow income streams and ensure donor retention
- Multiple communication channels are utilised to connect all stakeholders and staff
- Consistent and clear communications

How do we get there?

- Grow database and adopt current technology and innovative communications strategies
- Regular, targeted and engaged donor communication
- Utilise multiple communication channels to connect with audience
- Utilise video and audio conferencing or face to face meetings for communications



Goal 5:

Where we want to be:
Financial growth and sustainability

This means:

- Build and nurture corporate partnerships
- Foster government partnerships
- Create an impact fund (Radiate) that makes a significant contribution to administrations costs
- Maintain our DFAT accreditation

How do we get there?

- Expand regular giving and event income streams
- Take a global approach to fundraising
- Strive to achieve corporate engagement
- Maintain consistent external communications
- Utilise engaging peer-to-peer fundraising campaigns



Students have access to quality education → **Teachers are quality education providers** → **Communities are economically uplifted** → **Donors feel connected and engaged as integral partners**

Where we want to be:

$6m income by 2030

Financial Year	2026	2027	2028	2029	2030
Projected Income	$5,200,000	$5,400,000	$5,600,000	$5,800,000	$6,000,000



By 2030
So They Can will:

- Be an internationally recognised, locally led organisation.
- Deliver high-impact education programs with significant reach in regions where education is a clear priority for local leaders, and where other NGO partners seek to collaborate, learn, and contribute.
- Be highly sought after for our leadership and advocacy, for sharing valuable knowledge, and for demonstrating the power of effective private–public partnerships to achieve education excellence. Our well-evidenced model will be replicated by others, enabling many more communities to benefit.
- Be known for our innovative approach—driven by intuition and passion, and strengthened by financial discipline, experience, and rigorous impact evaluation.
- Be recognised for our philosophy, compelling stories, and distinctive brand.
- Have alumni who are graduates actively giving back to their communities, with families that are supported and thriving.
- Have established sustainable schools in line with our three-phase development model.

