



Blooming World

INTERNATIONAL

Research, Science & Innovation



**ALL CHILDREN AND YOUTH GROWING,
LEARNING AND BLOOMING**

**THE STRATEGY
2026 - 2030**



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Acronyms and Abbreviations

ALiVE	Assessment of Life Skills and Values in East Africa
CBC	Competency Based Curriculum
CBET	Competency-based Education and Training
CBO	Community Based Organisations
COVID-19	Coronavirus Disease 2019
ICAN	International Common Assessment of Numeracy
ICARe	International Common Assessment of Reading
KICD	Kenya Institute of Curriculum Development
MELS	Monitoring, Evaluation, Learning and Sharing
PAL Network	People's Action for Learning Network
RELI	Regional Education Learning Initiative
RFP	Request for Proposal
TVET	Technical and Vocational Education and Training
WCD	Whole Child Development
WYD	Whole Youth Development
TaRL	Teaching at the Right Level
BWI	Blooming World International

Who are we?



We are an **evidence-driven**, African-led, not-for-profit organisation committed to strengthening the foundations of learning for children and youth furthest behind. Blooming reflects the moment a plant opens into full flower: the reward of a seed well planted, roots well nourished and care given at every stage of growth. We envision a strong start for every child from birth, where they are nurtured with care and early stimulation; strong foundations in the early grades, where every child reads and calculates with confidence; and a smooth transition for all youth, where they are equipped with the skills and values for life and work.

We are **inquisitive** by nature, always asking why children are not learning and searching for practical answers to the complex challenges facing education in Africa. Evidence is at the heart of everything we do. We gather and generate data to understand what children know and can do, from their earliest years through to adolescence. We begin by adapting innovations already proven to work, then enrich them with local knowledge and the experience of the families, educators and communities closest to the child. We are committed to continuous learning, and stay closely connected to local, regional and global developments in early childhood, foundational learning and skills for the future.

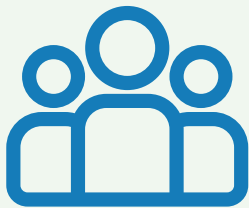


We believe no single organisation can transform learning alone. We work in **partnership** with governments, civil society, communities, researchers and the private sector to build a strong, connected movement for children's foundations. Drawing on our trusted relationships with government and our established network across East Africa, we act as a bridge, connecting policymakers with practitioners, and linking the education, health and social protection sectors that together shape a child's early years. By bringing together diverse expertise, resources and commitment, we accelerate progress for every child, especially the most marginalised.

We believe that **quality education** and **early childhood care** are a **public good** and a **basic right**, and that governments hold the primary responsibility for ensuring every child receives them. We use evidence to strengthen accountability, helping governments, partners and communities track progress on the commitments made to children at national, regional and global levels, including the Sustainable Development Goals and the African Union's goal of foundational learning for all. We believe in transparency: we share our data, tools and findings openly, and we are honest about what works, what doesn't and what we are still learning.



Our work is driven by five main assets



People

We consider people as the foundational resource, which we use towards building relationships within and across the borders, and towards responding to emerging challenges. We are well connected to many people both at the grassroots (communities, schools, CBOs) and at the top (government, regional and global institutions). We have and continually build a team of committed and passionate staff. We recognize and use our potential power of connections with staff, communities and grassroots, partners, government and regional and global institutions.

Capacity

We have built strong institutional capacity in research, innovation and data generation, learning assessment, government engagement, policy advocacy, programme design and delivery, and convening partners and high-level dialogues. As we expand into education, we are deliberately strengthening our specialist expertise in early childhood development, foundational literacy and numeracy, and future-ready skills. We recognise that capacity is never fixed; it grows as we learn and as the needs of children and systems change. We therefore regularly assess our strengths and gaps, and invest intentionally in our people, systems and partnerships to stay ready for the work ahead.



Voice

We engage with our stakeholders through evidence and amplify voices to influence policy and practice. We are listened to by the government, civil society and the media, and our opinion is highly sought after.

Financial Resources

We are trusted by funding partners. We use our networks to connect to new and innovative ways of funding our work. We are prudent with resources and strive to allocate them efficiently to achieve the most impact.



Systems

We have invested in strong learning and management systems that ensure efficiency, transparency and accountability in the management of the resources bestowed on us. We have a Board that is committed to sound organizational governance and that is passionate in driving our cause.

Our Key Achievements

The work of Blooming World International began in March 2019, inspired by a simple question: **What would it take for every child to bloom?** Rooted in years of community work and research across East Africa, Blooming World has built trusted partnerships with governments and communities, and now turns its focus to the foundations of learning from birth. The organisation is proud to pursue five key commitments:

Sustaining advocacy for youth competences

30

TVET institution
partnerships

20 Counties in

Blooming World International is expanding its work to the very beginning of life. Working with more than 10,000 mothers, 3,000 caregivers, 2500 daycare centres and community health workers, we will support children from birth to age three with nurturing care, early stimulation and safe, quality childcare. Through home visits, mothers' groups and training for daycare providers, especially in informal settlements and rural communities, we will equip caregivers to talk, play, read and respond to young children in ways that build strong brains. We will also help identify developmental delays early, and generate evidence to inform county and national policies on early childhood care and development.

10,000



The foundation has accelerated the learning of more than 17,000 children in over 120 primary schools in three counties in Kenya. Supported by a private foundation and the Safaricom Foundation, Blooming World has adapted the Teaching at the Right Level (TaRL) methodology to the Kenyan context, and trained more than 10 civil society partners on TARK. Results of learning camps show that with only 30 days of intervention, 50 percent of children can move up to two levels in their reading and numeracy competences thus regaining hope for learning and thriving.

The organization has energized civil society advocacy efforts and supported the establishment of two networks in TVET, with over 100 member institutions. The external evaluation conducted by World Economic Forum, (2020) concluded: BWI has contributed to increased interest, awareness, and understanding of the importance of integrating Whole Youth Development (WYD) in TVETs in Kenya. The organization has delivered effectively and efficiently and is generally viewed as a trusted and reliable partner.

The Organization has impacted over 20,000 youth, in partnership with over 20 TVET institutions in 20 counties in Kenya. The key focus of BWI's interventions has been equipping youth with the holistic competences demanded for work and life, with the support of Porticus and the Safaricom Foundation. Through research, the foundation has deepened understanding on skills for life and work, suggested a conceptual framework for understanding youth facing extreme adversity and informed the competency framework for the Competency-based training curricula in Kenya.

Accelerating Learning

17,000



In over

120

Championing Localised Assessment from Birth

Blooming World International is committed to measuring what matters most, from a child's first years of life through to adolescence. While learning assessments in Africa have grown in recent years, very little is known about how young children are developing before they start school. We aim to fill this gap by adapting and contextualising global tools, such as the World Health Organization's Global Scales for Early Development (GSED), for use with families and communities in East Africa.

Building on our research expertise and established networks, we will develop open, locally relevant assessment tools covering early childhood development, foundational literacy and numeracy, and future-ready skills and values. Using household- and community-based assessments, we will generate evidence on children's development and learning, and use it to inform policy, strengthen accountability and focus systems on the foundations that matter from birth. We will seek to collaborate with regional and global learning networks, such as the People's Action for Learning (PAL) Network, and with governments to ensure our work complements and strengthens existing national and regional assessments.

Convening Partners Across Sectors for Children's Foundations

Blooming World International brings people together to strengthen children's foundations from birth. Drawing on our established network across East Africa, we will convene governments, civil society, researchers, funders and the private sector from the education, health and social protection sectors, which too often work in isolation even though they serve the same child.

Through a **Birth-to-Learning Platform**, we will create a space for partners to share evidence, learn from and with each other, and advocate together for policies and investments that connect early childhood to foundational learning and beyond. We will also seek to join and contribute to existing networks, such as the Regional Education Learning Initiative (RELI) and the Africa Early Childhood Network (AfECN), so that our convening complements rather than duplicates the work already under way.

Convening Partners Across Sectors for Children's Foundations

Blooming World International is committed to making the first 1,000 days count for every child. We will work with ministries of health, education and social protection, and with county and district governments, to embed nurturing care and early stimulation into the services families already use. By training community health promoters, home visitors and parent groups, we will equip caregivers to talk, play, read and respond to their young children in ways that build strong brains. Alongside this, we will support early identification of developmental delays and disabilities, so that children who need extra help receive it when it makes the biggest difference. Our goal is to show, through rigorous evidence, that investing from birth is one of the smartest and most cost-effective investments a government can make.

Accelerating Foundational Learning

Blooming World International is committed to ensuring that **every child reads with understanding** and **calculates with confidence** by the end of the early grades.

Working hand in hand with governments and teachers, we will adapt proven approaches, such as teaching at the right level, structured pedagogy and mother-tongue-based learning, to the realities of East African classrooms. We will focus on catch-up learning for children who have fallen behind, coaching teachers to assess and teach children at their actual level, and engaging families to support reading and numeracy at home. Through structured pilots and careful measurement, we will generate evidence on what works and support governments to scale successful models across public school systems.

Preparing Africa's Next Generation to Thrive

Blooming World International is committed to preparing Africa's children and young people for a rapidly changing world. We believe the skills that matter most for the future, including problem-solving, creativity, collaboration, resilience and integrity, begin in early childhood and grow throughout life. Working with governments, schools, TVET institutions and communities, we have integrated **character** and **values, social-emotional skills, digital and AI literacy** and **green skills** into everyday teaching and learning, in line with national reforms such as the Competency-Based Curriculum (CBC) and Competency-Based Education and Training (CBET). We will develop and adapt practical tools to assess these skills, equip teachers and caregivers to nurture them, and create pathways from learning to meaningful work, especially for young women, youth with disabilities and those out of school. Our aim is a generation of young Africans who are confident, capable and grounded in strong values, ready not just to find jobs, but to create them and lead Africa's future.

Our limitations and threats

Standing Out in a Crowded Field

Many organisations work to improve learning, and more of the same will not change outcomes for children. By starting at birth and connecting education, health and social protection, we fill a gap others leave, and we choose to collaborate rather than compete.

Beyond the Grant Cycle

Like most African organisations, we rely heavily on donor funding, which leaves us exposed when priorities shift or aid is cut. We are diversifying through multi-year partnerships, unrestricted funding and earned income from our research and technical expertise.

Isolation

The last decade has witnessed gradual weakening of civil society in Education. Capacities are low and many organizations now work at the community level, with little attention and access to the top. COVID-19 has worsened the situation, with diminishing funding and digression of priorities. The capacity to collaborate, support and grow with others is needed more than ever before, to avert the risk of isolation.

We are bothered by three problems

Education and early childhood care in Sub-Saharan Africa have seen remarkable progress over the past two decades, yet deep challenges remain. The COVID-19 pandemic widened existing gaps, from disrupted childcare and health services for the youngest children to lost learning in classrooms. Blooming World International is especially bothered by four challenges we cannot ignore:

1.The Lost Beginning

A child's first years are the most powerful window for learning in their entire life. In the earliest years, the brain forms more than a million new neural connections every second, laying the foundations for language, thinking, emotional security and the ability to relate to others.¹ Yet across low- and middle-income countries, an estimated 250 million children under the age of five, around 43%, are at risk of not reaching their developmental potential because of poverty, poor nutrition, stress and a lack of early stimulation.² Sub-Saharan Africa carries one of the heaviest burdens. Nearly a third of young children in the region are stunted,³ a sign of deprivation that affects not only growth but also the developing brain. When foundations are weak in these early years, children arrive at school already behind, and most never catch up.

Education systems, however, largely begin at age six, long after the most important window has closed. Globally, around 175 million children are not enrolled in pre-primary education, and in low-income countries fewer than one in five children attend.⁴ These countries also allocate only a tiny share of their education budgets, around 2%, to the early years.⁴ For children aged 0 to 3, there is often no structured public support at all. In Kenya, for example, the Competency-Based Curriculum begins with pre-primary education at age four, and responsibility for the youngest children falls between the health, education and social protection sectors, with no single system accountable for their early development. Parents and caregivers, a child's first and most important teachers, rarely receive the knowledge, support or tools to talk, play, read and respond to their babies in ways that build strong brains.



The consequences are also deeply unequal. The children most likely to miss out on a strong start are those born into poor households, those living in rural and arid regions, children in refugee and displaced communities, and children with developmental delays or disabilities. Many delays go unnoticed until a child enters school, when the chance for early intervention has already passed. The COVID-19 pandemic deepened these gaps, disrupting health services, nutrition programmes and household incomes at the very moment when young children most needed stable, nurturing care.

Yet the evidence on what works is compelling. In a landmark study in Jamaica, toddlers whose mothers received home visits to encourage play and early stimulation earned about 25% more as adults than their peers two decades later.⁵ Economists estimate that high-quality early childhood programmes can deliver returns of around 13% per year for every dollar invested,⁶ among the highest returns of any investment in human development. The WHO, UNICEF and World Bank Nurturing Care Framework now provides governments with a clear roadmap for supporting children from birth.⁷ What is missing is the will, the evidence and the partnerships to turn this knowledge into action at scale for Africa's youngest children.

1.Center on the Developing Child, Harvard University. *Brain Architecture*.

2.Black, M. et al. (2017). Early childhood development coming of age: science through the life course. *The Lancet*, 389(10064).

3.UNICEF, WHO & World Bank. *Joint Child Malnutrition Estimates* (latest edition).

4.UNICEF (2019). *A World Ready to Learn: Prioritizing Quality Early Childhood Education*.

5.Gertler, P. et al. (2014). Labor market returns to an early childhood stimulation intervention in Jamaica. *Science*, 344(6187).

2. Too much schooling, too little learning

Sub-Saharan Africa has achieved one of the greatest expansions of schooling in history, yet learning has not kept pace. Nearly nine in ten 10-year-olds in the region cannot read and understand a simple text,¹ the highest rate of learning poverty in the world. Millions of children sit in classrooms for four, five or six years without learning to read for meaning. In Kenya, citizen-led assessments have repeatedly found that many children in the early grades of primary school cannot read a story at the level expected of a child two years younger.² Reading is the gateway to all other learning. A child who cannot read by the end of the early grades struggles in every subject that follows, and is far more likely to repeat classes, lose confidence and eventually drop out.



The roots of this crisis lie in how reading is taught and supported. Around a third of children in low- and middle-income countries are taught in a language they do not speak or understand at home,³ asking them to learn to read and learn a new language at the same time. Classrooms in the early grades are often overcrowded, many teachers receive little practical training in how to teach reading, and many homes have few or no books.

Education systems have long placed examination scores above genuine understanding, producing learners who can recite and copy but cannot comprehend. The prolonged school closures during COVID-19, which lasted around nine months in Kenya,⁴ deepened these gaps, especially for children without books, electricity or support at home.

Learning outcomes are also deeply unequal. Children in the poorest households, in rural and arid regions, and in refugee and displaced communities are far less likely to read than their peers in towns and wealthier families. Children with disabilities face additional barriers: they are less likely to enrol in school, and when they do, classrooms and teaching materials are rarely adapted to their needs.⁵ Girls in communities where their education is undervalued face early withdrawal from school. Most of the children furthest behind attend public schools, which is why lasting change must come through government systems, not around them



1. World Bank learning poverty data, as summarised by Co-Impact, *Teaching at the Right Level (TaRL) in Africa*.

2. Uwezo Kenya. *Are Our Children Learning? Annual Learning Assessment Reports*.

3. World Bank (2021). *Loud and Clear: Effective Language of Instruction Policies for Learning*.

4. Government of Kenya, Ministry of Education. *School calendar announcements, 2020–2021*.

5. UNESCO (2020). *Global Education Monitoring Report: Inclusion and Education*.

6. Global Education Evidence Advisory Panel (2020, updated 2023). *Cost-Effective Approaches to Improve Global Learning: What Does Recent Evidence Tell Us Are "Smart Buys"?*

Yet this crisis is solvable. Global reviews of the evidence now identify a small number of approaches as "great buys" for improving foundational learning, including structured teaching with clear lesson plans and quality materials, and teaching children at their actual level rather than their grade.⁶ Kenya's own Tusome national literacy programme showed that structured pedagogy, delivered through government systems at scale, can significantly improve early-grade reading.⁷ Reforms such as the Competency-Based Curriculum and the African Union's commitment to end learning poverty create an opportunity to build on this evidence.⁸ What is needed now is sustained focus on the children who are still being left behind, in their own languages, in their own classrooms, with teachers who are equipped and supported to succeed.

3. The Numbers Gap

If reading is in crisis, numeracy is in even deeper neglect. Across Sub-Saharan Africa, 83% of children lack basic mathematics proficiency,¹ and many reach the upper primary grades unable to subtract, divide or solve everyday problems involving money or measurement. Yet numeracy has received far less attention and investment than reading, and leading funders now acknowledge the need to close the numeracy evidence gap.² Mathematics is often taught abstractly, through memorisation and in a language children are still learning, leaving many anxious about numbers from an early age.

The foundations of numeracy begin long before school, through counting, sorting, play and conversation with caregivers. Early mathematics skills are among the strongest predictors of later achievement,³ yet few families receive support to build them at home. As technology and AI reshape work, children who cannot reason with numbers will be locked out of tomorrow's best jobs.

The good news is that numeracy can improve quickly when teaching meets children at their level.⁴ The challenge is to give it the priority it deserves.

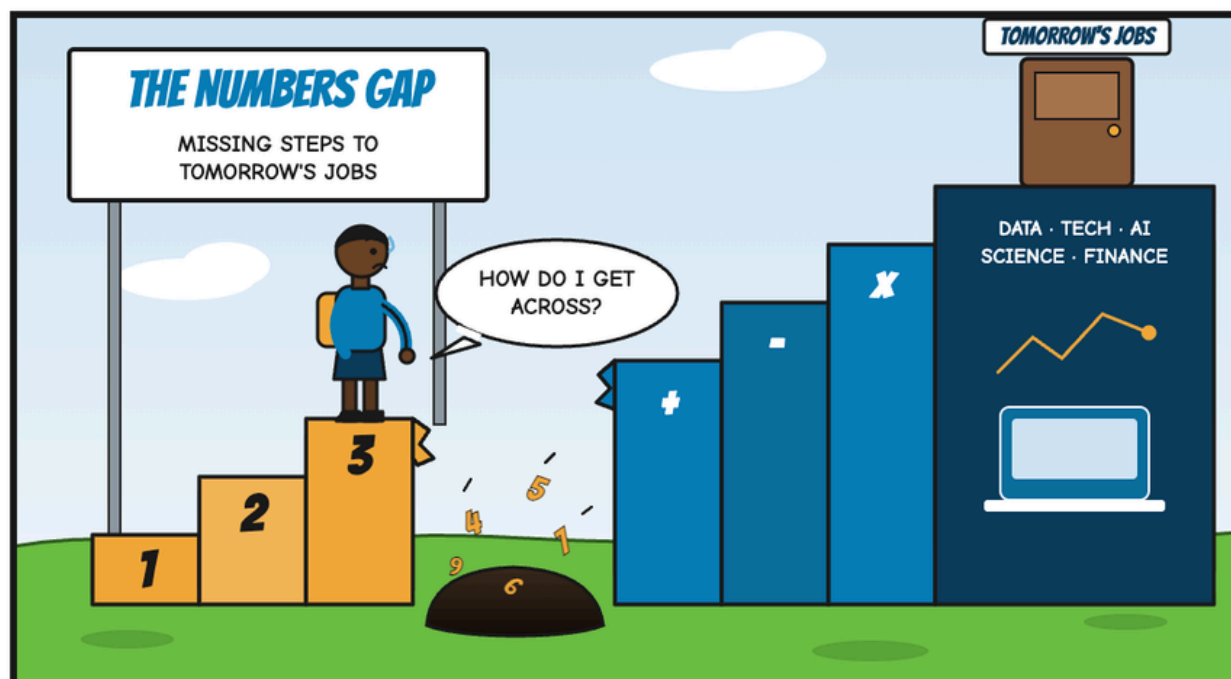


Image: Missing steps, without strong foundations in numeracy, children are left stranded, unable to reach the jobs of tomorrow.

1. Regional learning data, as summarised by Co-Impact, *Teaching at the Right Level (TaRL) in Africa*.

2. Bill & Melinda Gates Foundation, *Global Education Program*.

3. Duncan, G. et al. (2007). *School readiness and later achievement*. *Developmental Psychology*, 43(6).

4. Banerjee, A. et al. (2017). *From proof of concept to scalable policies*. *Journal of Economic Perspectives*, 31(4).

4. Youth unemployment and the future of work

The World Bank's World Development Report 2019 identifies three kinds of skills that matter more and more in today's labour markets: advanced thinking skills like solving complex problems, social and behavioural skills like teamwork, and the combination of skills that helps people adapt, such as reasoning and self-belief. All three, it argues, rest on strong early foundations and continued learning throughout life

Youth unemployment in Africa remains stubbornly high, and much of the work young people do cannot sustain them. Economies are not creating enough decent jobs, and many young people also lack the competencies to find, create and keep good work. Africa will supply a growing share of the world's new workers in the coming decades,¹ an opportunity that could power the continent's prosperity, or confine its youth to low-wage, insecure work while the greatest value of their labour flows elsewhere. At the same time, artificial intelligence is transforming work, automating the routine, entry-level tasks young people have long relied on, while AI and big data become some of the fastest-growing skill areas worldwide.



We are educating children today for jobs that may not yet exist. Academic knowledge alone is no longer enough. Young people need human skills that AI cannot replace, such as critical thinking, creativity, collaboration and adaptability. They also need digital and AI literacy, and strong values to navigate a changing world with integrity. These capacities are rooted in the earliest years of life and in strong foundations in literacy and numeracy. This Blooming World International strategy responds by working with governments, communities and partners to strengthen learning from birth, so every child grows into a young person ready to thrive in life, in work and in an AI-shaped future.

1. Evans and Popova 2016. *What really works to improve learning in developing countries? An analysis of divergent findings in systemic reviews.*

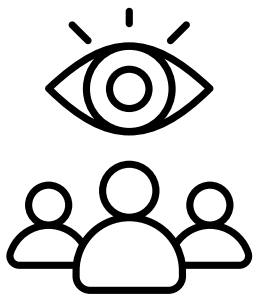
World Bank (2019). *World Development Report 2019. The Changing nature of work.* Ibid.

1. World Bank (2019). *World Development Report 2019: The Changing Nature of Work.*

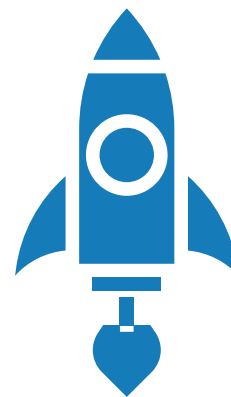
2. World Economic Forum (2025). *The Future of Jobs Report 2025.*

OUR VISION

A world where all
children and youth
grow, learn and bloom



We generate evidence, build
partnerships and drive innovation to
shape policy and practice, so every
child, from birth, has the foundations to
learn, live and thrive.



OUR CORE VALUES

Among others, Blooming World International is driven by five core values:



Belonging

We believe every child, family and colleague matters, and that no one should be left out. Rooted in the spirit of **“Utu”**, our shared humanity, we put the most marginalised children at the centre of our work, including girls, children with disabilities, and those in poor, rural and displaced communities. We celebrate diversity and treat everyone with dignity and respect.



Learning

We are inquiry-led and always learning. We ask hard questions, listen to those closest to the problem, and let evidence guide our decisions. We take calculated risks to test new ideas, learn from what does not work, and keep improving how we serve children.



Openness

We are honest and transparent in everything we do. We share our data, tools and findings openly, speak truthfully about our successes and failures, and are accountable for every resource entrusted to us, to our partners, our funders and, above all, the children and communities we serve.



One Team

We cannot succeed alone. We work as one team with governments, communities, partners and each other, sharing credit, building on the strengths of others, and giving a voice to those working closest to children. Together, we achieve more than any of us could alone.



Mutual Care

We protect and care for everyone we work with. We are committed to safeguarding children and vulnerable people, creating safe and nurturing environments for learning and working, and supporting the physical, emotional and mental wellbeing of our staff, partners and communities.

Theory of Change

Blooming World International will contribute to raising a generation of children and youth who are nurtured from birth, read and calculate with confidence, and carry the skills and values they need to thrive in life and work.

Our Theory of Change is built on an ecological approach, recognising that every child grows within four connected circles of influence: the child, the family and caregivers, the community, and the systems of education, health and social protection that serve them. Lasting change must take root in each of these circles. Together, they shape the three strategic approaches of this strategy:

Evidence & Learning | Partnership | Innovations for Practice

Ultimately, when our vision is achieved, every child, from birth to young adulthood, will develop strong foundations in early development, literacy, numeracy, and future-ready skills and values, regardless of where they are born or the challenges they face. Families and caregivers will become children's first and most powerful teachers, creating homes where children are loved, stimulated and supported to learn. Communities will value, protect and champion every child's learning, and hold leaders and services accountable for results. Systems across East Africa and beyond will work together to deliver equitable, quality care and learning from birth, backed by sound policy, adequate budgets and strong evidence. Above all, African societies will become places where every child can bloom, and where skills, values and opportunity open the door to a thriving future for all.

To achieve this, evidence will provide the firm foundation for both policy change and improved practice. Partnership will carry what works into government systems and communities, and innovation will turn proven ideas into practical solutions that reach children at scale. These three approaches must move together, like roots, stem and branches of the same growing plant, supported by eight strategies to reach the desired change.



Evidence generation and learning

First, generating, consolidating and sharing evidence will be a key ingredient to the desired changes in policy and practice. This will be achieved through two strategies. One, studies and assessments of learning will be conducted to generate evidence on the development of the whole child, and used to address the crisis of learning. Two, the evidence will be packaged, shared and communicated to influence learning, practices and policies (internal & external). The first key-most question will be on understanding the whole child development competences in the context of East Africa.

The second question will revolve around the holistic development of competences needed for youth to meet the rapidly changing demands of 21st century working and living. The third question is on the methods that would work best for assessing and nurturing these competences in the context of East Africa, to reach the children and youth furthest behind. The fourth question is on what works in achieving system change for the equitable development of competences. Lastly, will be the question on what works in establishing impactful and sustainable local organizations in Africa, and how to support this for The Foundation and her partners.



Partnership for Policy and Systems Change

Secondly, the vision of Blooming World International will be achieved by working with others to shape policy and strengthen the systems that serve every child. This will be pursued through three strategies. First, we will use evidence to inform and influence decision-makers, engaging governments directly across the education, health and social protection sectors, and through networks and collective action with civil society and the private sector. We will build strong relationships with key policymakers, focusing especially on early childhood development, foundational learning and competency-based education. Second, we will convene partners across sectors and serve as a platform for joint learning and advocacy for children's foundations. Third, we will empower caregivers, teachers and communities to:

1. Understand why early development, foundational learning, and future-ready skills and values matter;
2. Recognise their role in nurturing these foundations; and
3. Hold systems accountable for delivering them for every child.

Innovations for improved practice

Lastly, innovation will turn evidence into practical solutions that change children's lives. Our innovations will build on what is already proven to work, and in turn generate new evidence to inform policy and practice. First, we will adapt tested approaches, such as nurturing care home visits, structured teaching of reading and mathematics, and teaching at the right level, to local contexts, offering quick wins for the most marginalised children. Through careful piloting and quality monitoring, we will test, refine and strengthen promising models so they provide reliable evidence for learning, influence and scale. Second, we will build a strong base of caregivers, teachers, community health workers and volunteers equipped to drive change, through hands-on training, mentoring and coaching. Third, we will take what works to scale through two pathways: adoption by government systems, and adoption by community-based and school-focused partners. Throughout, we will use low-cost and appropriate technology to reach more children, without leaving the most marginalised behind.

Key outcomes, Impact and Strategies

STRATEGIC PILLAR	By 2030	STRATEGIES
Evidence Generation and Learning 	Studies and assessments reach at least 150,000 children, caregivers and young people, from birth to adolescence At least 10 evidence products shared with policymakers and practitioners each year	Research & Evidence – conducting strategic studies and assessments on early development, foundational learning, and future-ready skills and values
		Sharing and using evidence – Packaging, communicating and applying evidence to inform policy, practice and public accountability
Advocacy for policy change and implementation 	Convene a cross-sector platform of at least [100] member institutions, reaching at least 2 million children and youth Active collaboration with at least 10 national, regional or global initiatives At least 3 policies, plans or budgets influenced, reaching 5 million children and youth	Evidence-led advocacy - Using evidences to mobilize and or empower; persuade and convince target audiences to support, challenge or act in a way that furthers aspirations and goals
		Engaging government - Mechanisms of engaging with government throughout the process are established and jointly monitored; multi-stakeholder partnerships and engagements that add value to the strategic goals of BWI are pursued. This mechanism is to broker and leverage engagements that deepen learning and influence policy and practices of all stakeholders.
		Community/Parental Engagement - Engagement models that facilitate community/parents empowerment, support and accountability for children/youth acquiring WCD competences, and such opportunities and spaces are identified, documented and amplified.
Innovation for Improved Practice 	Test innovations on Workforce Development (WCD) competences including at least 100 TVETs, 20 Universities and 1,000 schools At least 30,000 caregivers, teachers and community health workers trained and supported	Structured pilots to inform big change - Models, curricula and frameworks that improve WCD competences are piloted, monitored and adapted as a basis of quality evidence for learning, influence and scale
		Scaling through community-based partners and civil society organisations – Tested models and innovations are pushed for adoption by community-based partners (including youth)
		Skills building – Skills and capacity gaps of target are intentionally identified and strengthened through capacity building and consistent support Teachers, caregivers, health workers, learners and youth, partners, and parents/Community groups

ENABLERS

Our Theory of Change, and the achievement of our vision, depend on strong enablers within a stable, thriving and learning organisation. Over this strategic period, Blooming World International aspires to be among the most respected African organisations championing strong foundations for children from birth. To achieve this and our overall vision, we will focus on four enablers:

PEOPLE

By 2025

80%

Staff retention, while

FUNDING

By 2030, at least

15%

*Budget growth
per year.*

20%10

Unrestricted

Active funders.

STRATEGIES

Attract and retain talented specialists in early childhood, literacy, numeracy, future-ready skills, research and policy.

Give staff opportunities and resources for personal and professional growth, strengthening institutional capacity.

Create a safe, healthy and supportive workplace where staff are valued and thrive.

Maintain a committed and diverse Board that provides strong governance and steers the organisation towards its vision.

STRATEGIES

Diversify income through multi-year grants, unrestricted funding, consortium bids, partnerships and earned income from research and technical services.

Align policies and systems to support long-term financial sustainability, including building reserves.

Manage resources prudently, transparently and efficiently to maximise impact for children.

Monitoring, Evaluation, Learning and Sharing

By 2030

Effective MELS system established.

Efficient reporting biannual and annual system.

Combined reach of at least 10 million through media.

STRATEGIES

Strategic MELS framework finalized in 2026.

Well-resourced MELS team established by 2026 .

MELS and Communications mainstreamed by 2026.

Monitoring and sharing fully institutionalized by 2026.

TECHNOLOGY

BY 2026

Paperless office
operations.

BY 2026

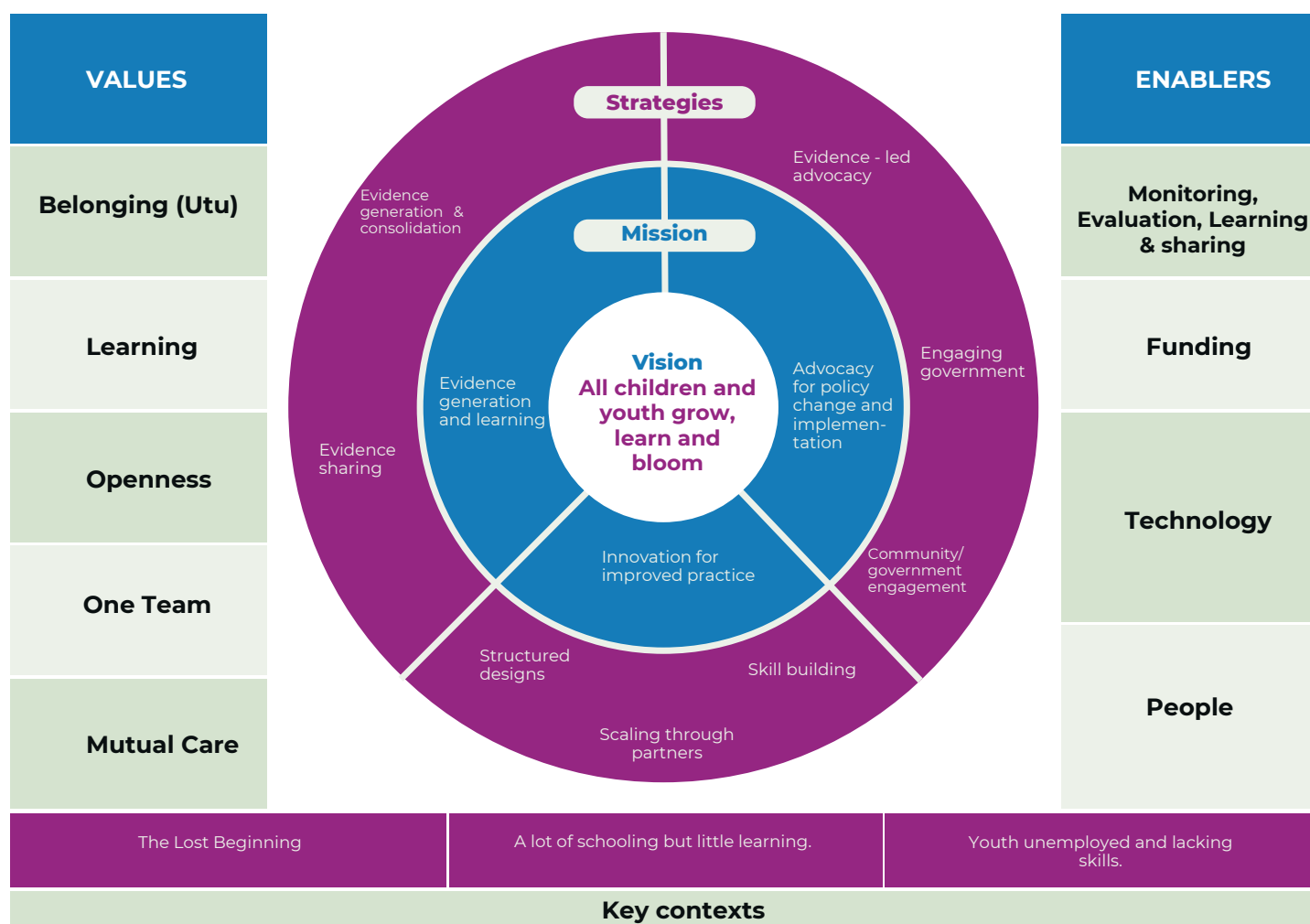
Paperless research

Integrating technologies and emerging digital and mass media approaches that support research.

Innovating solutions for technology-supported learning/training, while promoting equity in access to technologies.

Investing in organizational management systems for present and future.

Theory of Change



Key Assumptions

- Assumption 1:** When children and young people are supported, they will learn and gain holistic development competences for work and life.
- Assumption 2:** When evidence is generated and intentionally utilized, it can empower, strengthen accountability and positively influence policies and practices.
- Assumption 3:** When stakeholders are appropriately identified and meaningfully engaged, they build a common ground, and develop and implement policies and practices that equitably support skills for learning, work and living for all children and youth.
- Assumption 4:** Engaging and nurturing relationship with government technocrats from the onset lays ground for influencing decisions and eventually shaping policies and strategies for improving learning.
- Assumption 5:** There will be sustained interest in improving learning in the sector and the operating environment will support fidelity.

Risks and Mitigation

Our risk mitigation strategy is based upon the unlocking of key enablers:



COMPETING INTERESTS BY STAKEHOLDERS

Different stakeholders will always have interests, in some cases competing or in departure.

Proactive, intentional and evidence-based engagement with stakeholders throughout the process of change/transformation.



DONOR DEPENDENCY (SUSTAINABILITY)

>50%. Need to diversify the donor base through enhanced resource mobilization mechanisms and high standards of accountability & integrity, but also seek alternative income streams/sources (including expertise areas)-Role of Board in RM should be thought through.



EFFECTIVE CAPACITIES LOSS

Strengthening institutional knowledge, staff capacity development, learning management and staff incentivization framework.



EVIDENCE & IMPACT UNCOMMUNICATED

Institutionalize a culture of learning through evidence, documenting and communicating the impact of the organization.



MISSION DRIFT

Systematically deprioritize project funding mechanisms to strategic orientation & strategic funding negotiated with new and old funders.



COMPLEXITY UNAWARE

Education as a sector is only as successful as all sectors that touch on wellbeing. Partnerships and programming should therefore be conscious of a holistic approach, be multi-sector and multi-stakeholder founded.



TECHNOLOGY AS A DOUBLE-EDGED SWORD

Technology integration is a strategy to pursue, but unless tactically used, can also entrench inequalities for those left behind.

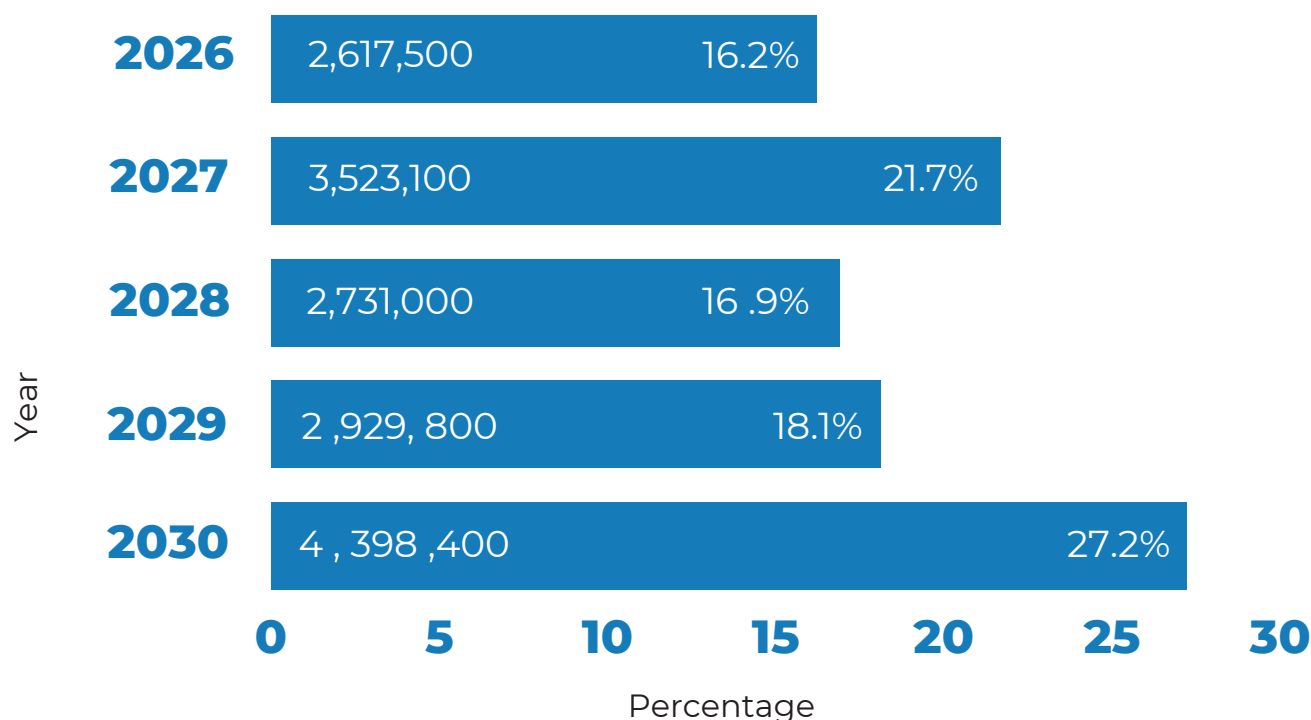
Result Area	Result Statement	Indicators
IMPACT 	Improved, child care, skills for learning, work (employment outcomes) and living for at least 5 million children & youth, at least 20% of them defined as furthest behind.	1.1. Proportion of children & youth furthest behind (a) learning and (b) earning incomes through skills & work 1.2. Changes (& How) made to support inclusive and quality ; (a) learning for children and (b) Skills for work and life for youth, and their impacts.

Result Area	Result Statement	Indicators
LEARNING & DATA EVIDENCE 	Functional & adaptive learning systems generating and communicating evidence on what works or not to influence policy and practice (internal & external), reaching at least 100,000 children and youth.	2.1. Nature of evidence generated through research and data of structured pilots 2.2. Extent to which data/evidence is quality and informing policy and practice 2.3. Types of innovations that enhance capacities of learning, living and working piloted. 2.4. Nature of capacity building/skills building initiatives and efficacy in strengthening policy and practice 2.5. What works or not, How and Why?
INFLUENCE TO POLICY & PRACTICE 	Generation and use of evidence from learning, programming and engagements to shape practices and policies that are supportive to learning and skills for the furthest behind, and influencing at least 3 policies to reach at least 5 million children and youth.	3.1. Evidence-based learning products targeted to influence policy & practice (by audience) 3.2. Most effective initiatives that have influenced policy and or practice (and How ?) 3.3. Extent of BWI contribution to policies & practice changes around learning and work for children & youth furthest behind
PARTNERSHIP AND COLLABORATION 	Expansion and sustenance of meaningful and value adding partnerships and networks that facilitate learning, support scale, resource mobilization opportunities, involving at least 100 active members institutions and reaching at least 2 million children and youth.	4.1. Proportion of new partnerships entered into (either formal or informal). 4.2. Extent to which partnerships and collaborations contribute to policy and or practice influencing. 4.3. Value-added of existing (active) partnerships in terms of ; (a) longevity, (b) resources mobilized/ leveraged, (c) Influence & credibility. 4.4. What makes partnerships effective and sustainable? (and How?).

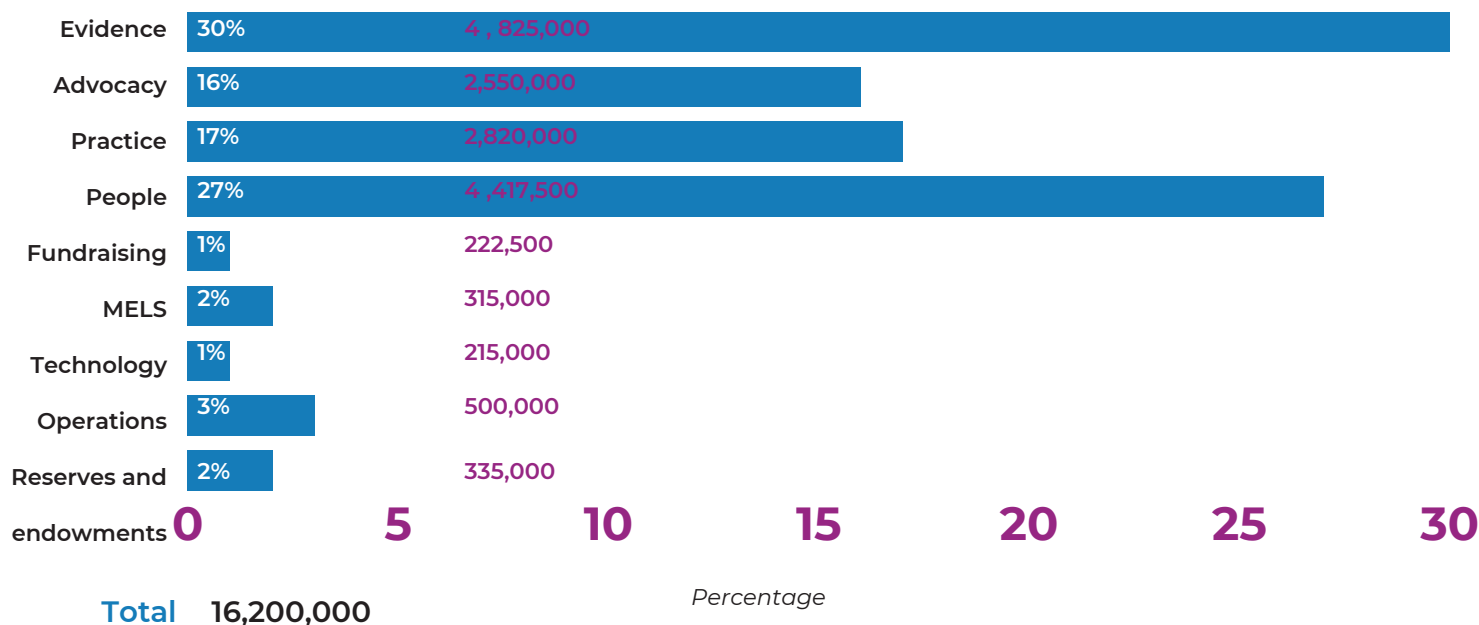
Result Area	Result Statement	Indicators
INSTITUTIONAL CAPACITY DEVELOPMENT 	Effective internal capacities, adequate resources and credibility to implement the strategic plan and build a resilient and sustainable institution for posterity, to be among the top 3 most respected civil society organizations promoting holistic development competences in Kenya.	5.1. Level of existing capacities (policies, people & funds) to effectively implement the strategic plan. 5.2. Extent and value of funds (resources) mobilized and utilized to achieve strategic goals (bysource). 5.3. Mechanisms used to implement resource mobilization and sustainability frameworks and their efficacy (Facilitators and constraints analysis).

Budgets

Total 5-yearbudget–**USD16,200,000**



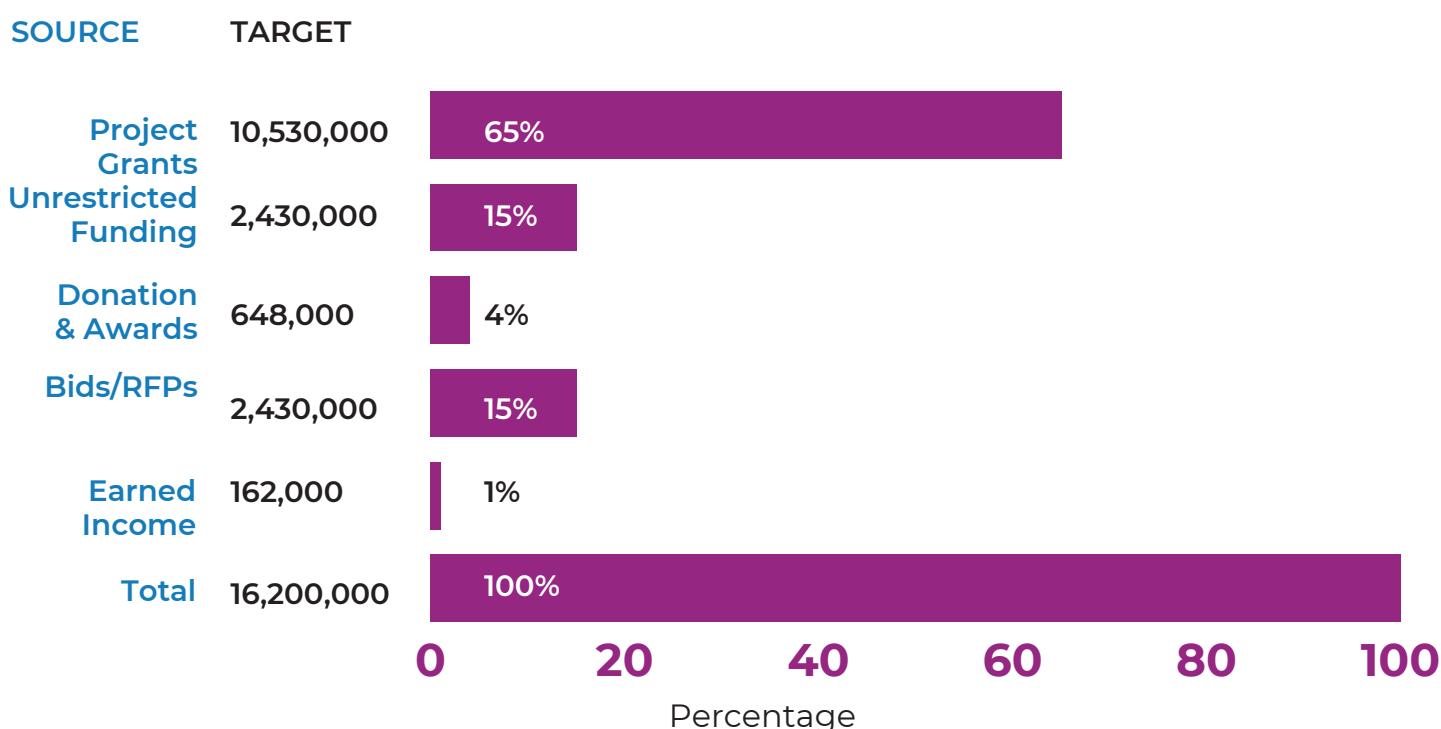
Budget allocations (USD)



Funding sources

Currently, Blooming World International is running on nearly 100 percent project-based funding. The fundraising strategy will involve targeted marketing of the strategy, to secure unrestricted funding to provide greater flexibility in funding the strategic pillars and enablers. The organization will also invest more in applying for bids and calls for proposals, especially those that involve collaboration with other entities. Rather than have available funds lie idle in bank accounts, secured investments (fixed deposits) will be made for earned income to complement the budget with full disclosure to the funders.

The targeted 5-year income streams are estimated as follows:





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