



2021-2025 STRATEGY

Foreword

Windle International Kenya achieved strong results in the 2016-2020 strategy but we continue to invest in our refugee and host communities. We have supported beneficiaries from the refugee and host communities through educational opportunities at different levels depending on the need. We are proud that we have continued to provide trained professionals who have taken up economic activities either as employees of organizations or as employers through their own business entities. This resonates with the wish of the Founder Dr Hugh Pilkington Windle who believed that education was the best gift anyone could receive.

In keeping with best practices in corporate governance, and in response to stakeholders' feedback, we work towards making our work add value to our beneficiaries and contribute to human resource development not only for Africa but the world at large.

As we embark on the 2021-2025 strategy we affirm our commitment to our beneficiaries, donors, and partners to ensure that we provide education especially in our areas of operation.

On behalf of the Board I would like to thank our Executive Director, and her senior colleagues for their leadership, as well as each of our employees for their commitment to providing legendary service to our beneficiaries.

Dr. Fred N. Ojiambo

Chairman of the Board

Acknowledgment

Windle International Kenya has been providing quality education for over 40 years and we continue to do so. Over that period, beneficiaries from different nationalities have gone through different levels of education, excelled and are now part of the workforce globally. They have become professionals in their own right despite their circumstances in the refugee camps or marginalized areas. It is for this reason that Windle International Kenya continues to strive to be better at what we do.

As we embark on our 2021-2025 Strategy, we shall focus on the following key result areas:



Education and Training



Peace building and Environmental Sustainability



Communication, Advocacy and Research



Institutional Development

These key result areas build on the experience of the 2016-2020 strategic plan to create a sustainable change through education and advocating for policies that ensure education for all.

I would like to express my deepest appreciation to all those who provided support in this process. A special gratitude I give to our Board of Directors, staff, donors and partners, whose contribution in stimulating suggestions and encouragement helped in the development of this Strategy. Furthermore, I would also like to acknowledge with much appreciation the crucial role of the Consultants in guiding us through this process.

Phyllis Mureu

Executive Director

List of abbreviations and acronyms

BOM	Board of Management
BPRM	Bureau of Population, Refugees, and Migration
DFTAD	Canadian Department of Foreign Affairs, Trade and Development
Dr	Doctor
EFAC	Education for All Children
EU	European Union
HoD	Head of Department
HPCT	Hugh Pilkington Charitable Trust
HR	Human Resources
HRD	Human Resources Development
ICT	Information and Communication Technology
ID	Institutional Development
KRA	Key Result Areas
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisations
PESTEL	Political, Economic, Social-cultural, Technological, Environmental and Legal factors
PTA	Parent-Teacher Association
SDG	Sustainable Development Goals
SOPs	Standard Operating Procedures
SWOT	Strengths, Weaknesses, Opportunities and Threats
TOR	Terms of Reference
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WIK	Windle International Kenya
WI	Windle International
WUSC	World University Service of Canada

Contents

Foreword	2
Acknowledgment	3
List of abbreviations and acronyms	4
Executive Summary	6
1 Background	8
1.1 Rationale of Developing the Strategy	8
1.2 Methodology	9
2 Context Analysis	10
2.1 Organisational Analysis	10
SWOT Analysis	10
2.2 External (PESTEL) Analyses	13
2.3 Risks	15
3 Strategic Focus	16
3.1 Oversight of the Key Result Areas	16
3.2 The Key Result Areas	18
Results Matrix	22
Annexes	34
a. Technical Team	35
b. Board Members	35
c. Consultants	35

Executive Summary

Windle International is a registered UK charity (registration no.1153544). It is a corporate body formed as a Charitable Incorporated Organisation under the provisions of the UK Charities Act 2011. Its head office is located in Oxford, UK. The charity is the umbrella organisation, representing the other constituent members of Windle, including Windle Trust International, Windle International Kenya, Windle International Uganda, and Windle International USA. Windle International Somalia and Windle International Rwanda are registered respectively in Somalia and Rwanda as branches of Windle International. Together these individual parts form the international NGO operating under the Windle International name.

Windle International Kenya is an organisation that is registered in Kenya and focuses on serving refugees and needy Kenyans by enhancing access to quality education and training. The organisation was set-up in 1977 by Dr. Hugh Austin Windle Pilkington who strongly believed that education has an undisputed role in promoting positive lasting change and transformation in Africa. WIK stays committed to this noble call and is determined to develop into a centre of excellence, and a go-to-organisation on matters of education in displacement. In order to achieve this, WIK needed to put together a well thought out approach, which inspired the development of the 2021-2025 Strategy.

This Strategy is a direct product of a rigorous consultative and participatory process and it is a clear statement of intent and commitment to the execution of WIK's mandate. This document will serve as a road map that defines WIK's strategic objectives and approaches in the execution of the set mandate, thus it will serve as a critical tool in guiding programming areas. As such, the broad strategy is divided into four areas of focus:



Education and Training



Peace building and Environmental Sustainability



Communication, Advocacy and Research



Institutional Development

An environmental scan revealed that the development of this Strategy could not have come at a better time than this. The stakeholder consultation came at a time when the world was grappling with spread of COVID-19. Education was one of the sectors that was hugely affected; schools and learning institutions nationwide were closed down in an effort to keep learners and their families safe. While this was done with the best interest of all involved, access to education was gravely affected. This highlighted the importance of technology in ensuring equitable and quality

education in a highly dynamic and globalized world, which explains the decision to give specific focus to e-learning across the various levels. Research that also informed the development of this Strategy also revealed existing gaps in the quality of education being delivered to refugees and host communities hence the need for intentional efforts and innovative approaches to effectively respond to. WIK desires to contribute significantly to global goals by playing a critical role in making access to quality education at primary, secondary and tertiary level possible. In its pursuit of societal transformation, emphasis will be given to girl child education as well as learners with special needs. Cognizant that learning is life long, this Strategy has also given specific focus to adult education.

The education of refugees is a major focus of Windle International Kenya. All humans including refugees and host communities have a right to live in a peaceful, safe and clean environment.¹ In its operations, WIK gives a specific focus to refugees and host communities. Within this strategic planning period, WIK will promote a culture of peace and non-violence thus creating an environment where all can comfortably access quality education, focus on day-to-day activities and contribute to sustainable development. Specific focus will also be given to developing learners into life-long peace ambassadors who can play a vital role in creating a peaceful world. Similarly, a sustainable ecological environment is critical if refugees and host communities are to enjoy enhanced quality of life. As a result, WIK will dedicate resources in building the capacity of stakeholders, creating awareness, inspiring change and directly supporting setting up of measures that ensure the environment in and around the refugee camps are protected and restored.

WIK is fully aware that quality delivery of services does not just happen. It takes a strong support system that requires strategic positioning of the organisation. To provide the required support, in collaboration with other WI organisations, WIK plans to develop into a research and advocacy powerhouse. This will be achieved through targeted development, requisite capacity and by strategic communication with the various stakeholders. WIK also intends to strategically enhance partnerships by strengthening relationships with existing partners and alumni, while still expanding the donor base by establishing new linkages.

At the centre of everything that WIK will do within the strategic planning period, a focus will be on sustainability. This will be achieved by; embracing a holistic perspective of the interventions, building capacity of various stakeholders, engaging the relevant government ministries, and diversifying the resource base. The involvement of the various stakeholders in the strategy development process has gone a long way in enhancing organisational ownership. WIK leadership and management is ready and has made a commitment to support the implementation of the strategies. An arduous task lies ahead but with sacrifice, hard work and more importantly collaboration, the set Vision is within reach.

1 WHO: https://www.who.int/hhr/information/Human_Rights_Health_and_Environmental_Protection.pdf

1 | Background

Windle International – Kenya (WIK) was set-up by Dr. Hugh Austin Windle Pilkington in 1977. The aim of setting up WIK was to support refugees and needy students in Kenya anchored on Pilkington’s belief that education is a key to promoting positive change in Africa. Later in 1988 the Hugh Pilkington Charitable Trust (HPCT) was established in the United Kingdom (UK) with the aim of investing in people and in their training. In 2002, HPCT transferred its operations to Windle Trust International (WTI). In 2011, Windle International (WI) was registered in the UK as a Charitable Incorporated Organisation under the provisions of the UK Charities Act 2011 (registration no.1153544). WI comprises of WIK, Windle International-Uganda (WIU), Windle International USA, WTI, and Windle offices in Somalia and Rwanda. WI and WTI continue to pursue and develop Hugh Pilkington’s vision.

From the humble beginnings of providing support to needy students in Kenya, WIK has grown into an organisation that has spread out its wings towards providing education on a larger scale covering primary, secondary and tertiary education. As part of WI, WIK believes that education can transform societies. WIK is committed to empowering people to make lasting change in their own lives, in their communities and in the wider society.

The success that WIK has recorded would not be possible without strategic partnerships with various stakeholders including bilateral and multilateral donors such as the United Nations High Commissioner for Refugees (UNHCR), United Nations Children’s Fund (UNICEF), European Union (EU), Bureau of Population, Refugees, and Migration (BPRM), UK-AID and the Canadian Department of Foreign Affairs, Trade and Development (DFTAD). Similarly, partnerships with foundations and other international organisations such as DD Puri Foundation, World University Service of Canada (WUSC) have greatly enhanced provision of education to refugees and needy Kenyans in the immediate host communities.

To date, WIK has continued to support and implement education interventions targeting refugees living in the Dadaab and Kakuma refugee camps as well the neighbouring host communities. In the period 2016 – 2020, WIK was actively engaged in meeting the educational needs among the target group through implementing a multi-faceted Strategy based on four (4) Strategic Objectives namely: Education and Training; Research and Development; Human Resource Development; and Partnerships, Investment, Fund Raising & Sustainability. In pursuing realization of the above strategic objectives, WIK was able to avail scholarships to learners from both the refugee and host communities, support the equipping of schools with the right resources, and generally facilitate access to quality education.

1.1 Rationale of Developing the Strategy

The motivation behind WIK has always been the desire to create lasting change and transformation in society by creating the right environment for delivering quality education and training for refugees, the needy and conflict-affected communities in Kenya. WIK operates in a very demanding

and dynamic environment which requires top efficiency and accountability on the part of the organisation if the ambitious vision is to be achieved. The culture of excellence that defines the Windle fraternity, coupled with an increasing demand from internal and external stakeholders, called for the need to pause, reflect and address fundamental questions including: what objectives and areas should the organisation prioritize in order to best serve its stakeholders, and how and what would it take to efficiently achieve these objectives? This Strategy also serves as a way of clearly communicating to stakeholders WIK's intention, clearly defining what role they can play in supporting the organisation execute its noble mandate. WIK will continually communicate its strategic direction and focus areas for the next five years to the various stakeholders, through the streamlined communication channels.

1.2 Methodology

The methodology and approach adopted in the development of this Strategy was deliberately inclusive, informed by the desire to tap into the vast knowledge base as well as cultivate ownership. The process started with the evaluation of the 2016-2020 Strategy with the aim of recording lessons learned and best practices in execution of WIK's mandate. A two pronged approach was adopted with the collection of evaluation data also focusing on gathering input from the various stakeholders to inform future areas of focus. During this process, various stakeholders were reached including the Board, senior management, national staff members, staff members from the refugee communities, and partners were sampled. In addition, a full day session with the Board was held, which mapped-out the broader strategic direction for WIK. This expansive involvement immensely enriched the process as the stakeholders were given an open platform to share their experiences and aspirations.

Articulation of the strategies for the period 2021-2025 started with a full day plenary workshop that brought together the Board. In this meeting, an in-depth value assessment was conducted with the Board clearly articulating the organisation's values and operating philosophy. In this forum, WIK's vision and mission were also reviewed and endorsed, setting a strong foundation on which the strategies were to be built on. In a detailed process, the Board examined the role that the organisation has played in the past, the operational environment, what the expectations are, and how to best meet these expectations. This culminated in the definition of a broad image of what was expected in the next five years, a critical role in the development of this Strategy.

The input from the various stakeholders were synthesised, helping outline the major lines of organisational focus for the period 2021-2025. Environmental scanning which involved critical analysis of various factors in the internal and external environment was also continually done as the lines of organisational focus and the strategies took shape. A technical working group composed of 19 members with different specialities within the organisation was appointed to closely support the process.

2 | Context Analysis

To define the strategic focus for the period 2021-2025, WIK's institutional identity was examined from several fronts. This involved looking at the internal and external environment and how they were inclined towards affecting both the areas of focus and the achievement of set objectives. To gain a better understanding of the internal environment, an analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT) was conducted while an analysis of the Political, Economic, Social-cultural, Technological, Environmental and Legal factors (PESTEL) was used for the external environment.

2.1 Organisational Analysis

Analysis of WIK's internal operational environment was aimed at identifying factors likely to support or hinder the achievement of set goals. The intended aim was to tap in to and fully take advantage of supporting factors while mitigating those that were likely to antagonize the achievement of set objectives.

SWOT Analysis

1. STRENGTHS

1. WIK has a clear focus on education and has vast experience in the implementation of education programmes,
2. The organization has embraced innovative approaches such as the Two Schools in One and remedial classes that have enabled optimization of resources and broadening of impact,
3. A clear and compelling core ideology, values and commitment to the envisioned future,
4. Strong governance structures and efficient systems and processes,
5. Committed professionals in the staff team,
6. WIK has maintained a strong reputation as an accountable organisation that demonstrates impeccable integrity across the board,
7. WIK, as part of the wider Windle family has a regional presence,
8. Focus on refugees is a very specialized area that attracts specific pool of stakeholders and WIK has emerged as a leader on matters of education in displacement,
9. WIK owns the property where the offices are located. Additionally, the grant from Hugh Pilkington Charitable Trust (HPCT) has created a certain level of financial stability,
10. WIK is identified as a Kenyan organization while still having a global aspect and,
11. WIK demonstrates high standards of service that attract various partners and professionals.

Strategies to maintain the strengths

1. WIK will strategically scale up engagement in supporting education in displacement to become a model and the 'to go' organisation in the sector,
2. Through research and collaboration, WIK will adopt creative ways of delivering services and solving emerging challenges,
3. WIK will actively promote commitment to the Windle ideology and vision,

4. The organization will continually build the leadership and governance capacity, strategically mentoring leaders of today and tomorrow,
5. Maintain and improve staff motivation through targeted approaches,
6. Maintain the positive reputation by scaling up accountability measures,
7. WIK will continually collaborate with other WI organisations to expand impact including supporting interventions in Somalia,
8. WIK will synergize with WI organisations to share knowledge, best practices and in scaling up delivery of services,
9. As part of its sustainability initiatives, WIK will seek to optimize use of available resources to boost financial stability,
10. WIK will optimize Windle's global reach to boost visibility and,
11. WIK will strive to retain and boost the quality of service delivery by effective learning and adoption of best practices.

2. WEAKNESSES

1. WIK has not done very well with visibility and branding,
2. External communication has not been optimal,
3. WIK has had a weak focus on advocacy which limits the kind of impact in the service of the communities that the organization serves,
4. The organization is overly dependent on donors for programming support thus limiting areas of focus,
5. A lack of focus on research and development denies the organization a critical facet in knowledge generation needed to inform programming, decision making and advocacy and,
6. WIK has had limited involvement in provision of tertiary education as compared to the demand.

Strategies to address the weaknesses

1. WIK will work with other WI organisations to promote the Windle brand and profile,
2. Alignment of the communication strategy and capacity with the 2021-2025 strategic objectives,
3. Intentionally scale up engagement in advocacy,
4. WIK will collaborate with WI partners for enhanced diversification of resources and sustainability,
5. In a collaborative manner, build up research skills and institutionalize a culture of use of research in decision making, programming and advocacy and,
6. Greater involvement in the provision of tertiary education.

3. OPPORTUNITIES

1. There is huge need and demand for tertiary education within refugee and host communities,
2. There are huge gaps in the quality of education delivered to the refugee and host communities,
3. Bridging English language gaps among learners remains a huge need,
4. The need for virtual learning is huge in a rapidly dynamic and globalized world,
5. There are still a lot to be done in realization of desired levels of retention and transition for the girl child,
6. The number of learners within the refugee camps and host communities in need of education is higher than the capacity of the available learning institutions,
7. There is a dire need for manpower and leadership development in countries that have been affected by conflicts and displacement including South Sudan and Somalia,

8. The larger region that has defined WIK's area of focus since inception is in need for peace and stability and,
9. A combination of the high population of refugees and the arid nature of the environment places a huge burden on the environmental resources.

Strategies to exploit the opportunities

1. In a collaborative way, WIK will seek to boost access to quality tertiary education for the target communities,
2. WIK will bring stakeholders together with the aim of ensuring that the education provided meets acceptable quality standards,
3. WIK will adequately support learners with language training to boost learning outcomes,
4. Build the capacity and scale-up virtual learning,
5. Collaborating with donors to support scale-up of girl child education,
6. Through research and partnership, develop and scale-up innovative approaches to ensure greater access to education,
7. In a collaborative manner, WIK will develop leaders and professionals with the needed capacity to transform their communities and home countries, WIK will get involved in the provision of peace education and in the building of life-long ambassadors of peaceful co-existence and,
8. Give specific focus to environmental sustainability through education and innovative environment oriented programming.

4. THREATS

1. The ever-changing government regulations and actions,
2. There has been a notable change in funding patterns and shift in donors' focus,
3. As WIK continuously grows, it needs to attract and retain top talent. Retaining that type of talent comes with unique demand on resources,
4. WIK operates in areas that are fragile, which poses a direct risk to various stakeholders,
5. Insecurity is a threat to the implementation of projects. External security issues like al-Shabaab cause tension while internal issues like student unrest harm teacher's morale. Security issues pose a threat to the achievement of peace and,
6. The impact of disasters such as COVID-19 compounded by inadequate knowledge on how to deal with it poses a serious threat to operations.

Strategies to mitigate the threats

1. WIK will proactively work to ensure compliance to all emerging regulations and advocate for adoption of best practices,
2. Diversify and adopt innovative resource mobilisation strategies to support programmatic and administrative functions,
3. Continuously adapt a multi-stakeholder approach in security management,
4. Strategically develop the capacity of local community to deliver education and manage the sector,
5. WIK will proactively work with partners to ensure sustainable response to emerging challenges as posed by disasters and delivery of education and,
6. Through advocacy, WIK will strongly defend and represent the interests of the vulnerable within the education context.

2.2 External (PESTEL) Analyses

2.2.1 Political factors

- **Threats to close refugee camps:** In February 2019, the Government of Kenya ordered for the closure of the Dadaab refugee camp within six months citing “national security” concerns.² The constant threats to close down the camp negatively affect provision of education by injecting uncertainty among various stakeholders including learners and development partners.
- **Repatriation and relocation of refugees:** The repatriation and relocation of refugees effectively disrupts education programmes. Between December 2014 and October 2019, UNHCR recorded 80,864 voluntary repatriations from Dadaab.³ On the other hand, 1,240 non-Somali households comprising of 5,833 individuals had been profiled for relocation from Dadaab by August 2019.⁴
- **Political stability:** Kenya is one of the countries that enjoy relative political stability in Africa, which in many ways presents a conducive operational environment. Conversely, the neighbouring countries are faced with certain levels of instability which has for decades resulted in displacement. WIK should actively prepare learners for repatriation or resettlement while still remaining open for any influx.

2.2.2 Economic factors

- **Dwindling donor funds:** Generally, the civil society has been experiencing a general trend of dwindling funds from the traditional donor community. This calls for fundraising diversity and creativity.
- **Economic impact of Covid-19:** The economic recession resulting from Covid-19 pandemic will be felt for a couple of years and this may affect the funding patterns of both multi and bi-lateral donors as resources could be channelled to other priority areas.
- **High poverty levels among the refugees and host communities:** Majority of the refugees and members of the host communities cannot afford quality education or even sustain their children in school. WIK will intentionally work to create an environment that allows high retention rate among learners in the target communities.

2.2.3 Socio-Cultural factors

- **Relationship between refugee and host communities:** The population and concentration of refugees relative to the host communities is clearly skewed. The high refugee population leads to a strain on available natural resources thus leading to tension between host and refugee communities. The host communities at times perceive the refugees as being more privileged while they are abandoned in their own country.⁵
- **Pool of learners:** Majority (55%) of the refugees in the camps are below 17 years.⁶ This means that the number of refugees in need of education and assistance is significant.
- **Culture:** Both refugee and host communities are faced with various cultural factors including Female Genital Cutting and early marriages that facilitate a high drop-out rate. Coupled with the low value placed

2 <https://www.hrw.org/news/2019/03/27/kenya-reverse-move-close-refugee-camp>

3 <https://www.unhcr.org/ke/wp-content/uploads/sites/2/2019/11/OCTOBER-2019-Dadaab-Monthly-Operational-Up-dates.pdf>

4 <https://reliefweb.int/report/kenya/unhcr-kenya-factsheet-01-31-august-2019>

5 http://jirfp.com/journals/jirfp/Vol_5_No_2_December_2017/4.pdf

6 <https://www.unhcr.org/ke/wp-content/uploads/sites/2/2019/09/Kenya-Infographics-31-August-2019.pdf>

on education, these factors threaten retention, access and performance especially for the girl child. This calls for deeper and wider awareness and attitude change campaigns.

- **Influx of Refugees:** Most of the refugees in Kenya originate from Somalia (54%) and South Sudan (25%) and with the continued political instability, it is wise to plan for continued influx of refugees.⁷ This means that the current strain on educational facilities and resources may not experience a relief anytime soon and WIK should strategically plan for this.
- **Youth unemployment and underemployment:** Increasingly, it is becoming more difficult for graduates to secure employment. This calls for an all-round education and training that develops critical thinkers who can think innovatively and nurture creative ideas that will serve community needs while facilitating livelihoods.
- **WASH services and Covid-19:** Covid-19 may change the importance of WASH services in schools from auxiliary to a core necessity. WIK should collaborate with partners to respond adequately to the WASH needs and to emergent regulations.

2.2.4 Technological factors

- **Technological advancement:** Technology has revolutionized how we do things; adaptation is fast moving from being a convenience to an absolute necessity. Technology presents WIK with the opportunity to increase efficiency in various facets of operations including data management, communication and programme management. The delivery of education virtually has increasingly become critical, with Covid-19 potentially serving as a critical turn that fully mainstreams e-learning. WIK must move with the times and strategically work towards reaping the benefits promised by technological advancement.
- **Challenges associated with technological adaptation:** Having noted that technological adaptation is a critical necessity, it is also important to underline that there are huge cost implications related to this. Operationalizing e-learning also needs quality internet connectivity which is currently a challenge in both Dadaab and Kakuma. WIK will work with various stakeholders to ensure that these challenges are adequately addressed.

2.2.5 Environmental Factors

- **Environmental strain:** Refugee camps in Kenya are located in remote, impoverished, semi-arid and politically marginalized areas. According to Turkana County Investment Plan 2016-2020, 95% of the households in the County use kerosene and firewood for lighting; and firewood, kerosene and charcoal as the main source of cooking fuel.⁸ Similar patterns are observed in Garissa County with 84% and 40% of the households respectively relying on firewood and charcoal as the main energy source. This is aggravated by several factors including the prolonged presence, the dense concentration and the cultural-economic characteristics of refugees. This imposes unimaginable strain on the already delicate ecological environment.

7 <https://www.unhcr.org/ke/figures-at-a-glance>

8 <https://www.undp.org/content/dam/kenya/docs/Democratic%20Governance/TURKANA%20COUNTY%20INVESTMENT%20PLAN%20-%202027TH%20NOVEMBER%202015.pdf>

2.2.6 Legal Factors

- **Human and refugee rights:** Kenya is a party to the 1951 Convention, the 1967 Protocol and the 1969 Convention governing various aspects of refugees. In 2007, Kenya also passed the Refugee Act 2006 affirming its commitment to international refugee conventions, setting out the rights and treatment of refugees and asylum seekers in Kenya. This in many ways provides a supportive environment to some extent.
- **Unfavourable policy provisions:** The passing of the Refugee Bill 2016 by parliament raised hopes that refugees would finally get the right to attain Kenyan citizenship, access employment and other important resources and rights like land ownership. With the President of Kenya failing to assent into law the Bill and with the Refugee Bill 2019 still under review, refugees living within Kenya still remain without legal provisions that promote self-sufficiency. Legally, refugees should live in camps and cannot work, which limits their access to opportunities.⁹ Through advocacy, WIK will actively defend the interest of the refugees in education.

2.3 Risks

The 2021-2025 Strategy is cognisant of the fact that WIK operates in a dynamic environment prone to risks, both current and emergent. These risks can be of varying frequency, persistence, magnitude, and impact. For example, in December 2019, a cluster of cases of pneumonia caused by a novel coronavirus was reported in Wuhan, Hubei Province, China. From the time the first cases were reported, the virus spread rapidly across the globe with the World Health Organization declaring a pandemic three months later.¹⁰ The virus reverberated around the globe claiming lives, changing how people lived and destroying livelihoods. Education was one of the sectors adversely affected, Kenya closed down all learning institutions paralyzing access to face to face formal education. The closure of schools exposed the inadequacy of structures that had been put in place support virtual learning. Within the scope of this Strategy, WIK will actively scale up e-learning, making it possible for learners to access quality education as needed. WIK will continually scan for emergent risks and proactively restructure in an effort to ensure that their impact is effectively mitigated.

9 <https://www.businessdailyafrica.com/economy/Uhuru-rejects-bill-giving-refugees-right-to-jobs-land/3946234-4178936-xf36adz/index.html> and-

10 World Health Organization, "WHO Timeline - COVID-19," 27 April 2020, Accessed June 25, 2020. <https://www.who.int/news-room/detail/27-04-2020-who-timeline---covid-19>

3 | Strategic Focus

WIK's strategic focus is premised on a well-defined vision, mission and core values. The strategic direction outlined in this document is a result of a comprehensive process that involved in-depth consultation with various stakeholders, extensive research and a deep analysis of the external and internal context of the organisation. The resultant Key Result Areas (KRAs) are interrelated and they map-out the pathway that will bring WIK closer to realizing the set vision. WIK's stakeholders are strong subscribers of the vision and they have an intimate connection to the mission and the core values.

Vision

A global family of educated empowered and engaged people from conflict affected backgrounds leading peaceful, dignified and productive lives

Mission

To create lasting change and transformation in society by delivering quality education and training, advocating for and influencing education policy for refugees, the needy and conflict affected communities in Kenya

Core values: WIK will continue to be driven by the following core values abbreviated TRACE;

- **Trust:** We conduct business in an honest, trustworthy and transparent manner,
- **Respect:** We value and uphold the dignity, potential, worth and right of every human being,
- **Accountability:** We assure value for money and good stewardship of resources entrusted to us,
- **Commitment:** We strive to attain the highest standards in all that we do and work together effectively to serve humanity
- **Equity:** We uphold and promote elimination of barriers for equitable access to opportunities for all.

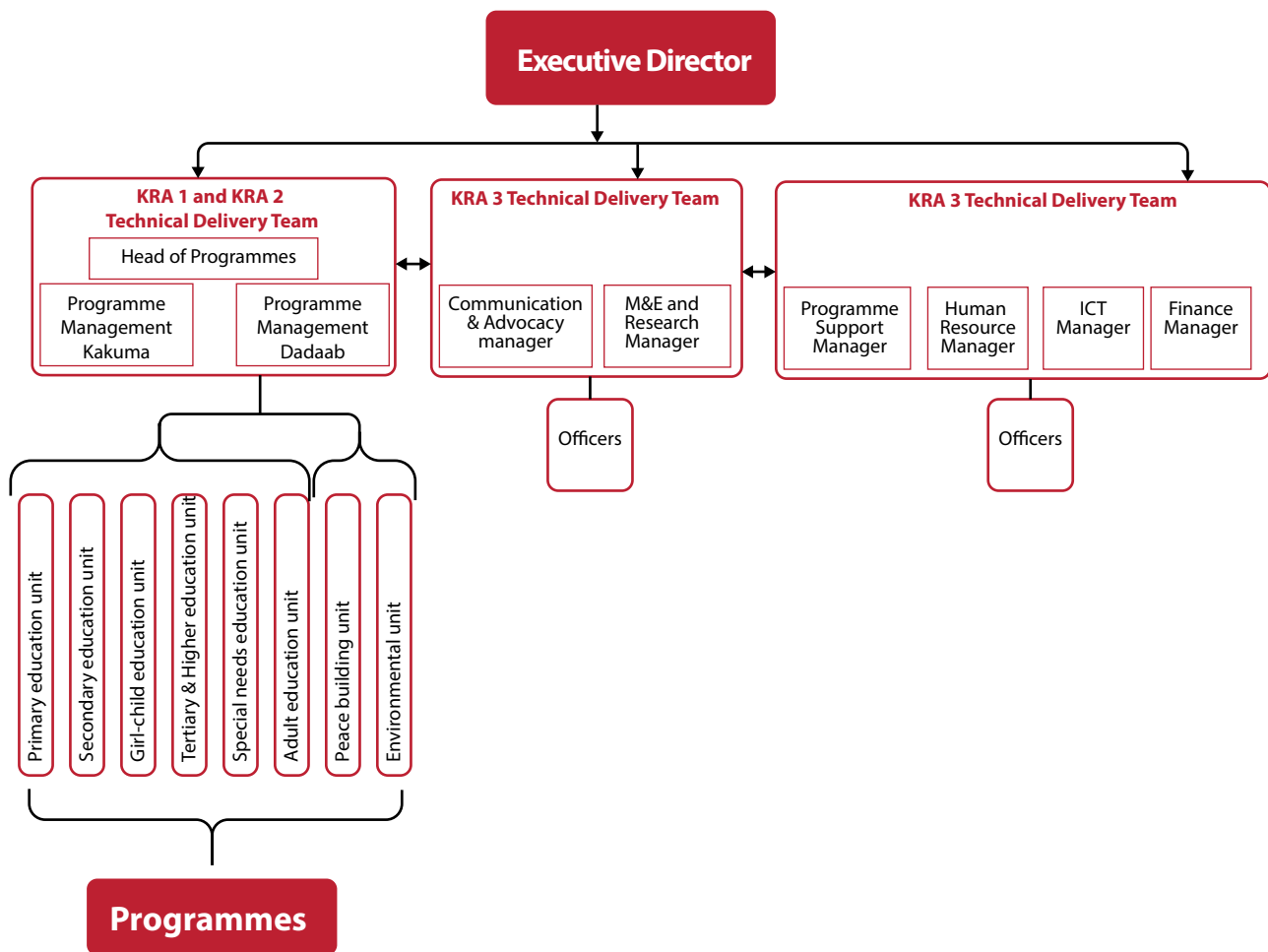
3.1 Oversight of the Key Result Areas

For effective implementation, WIK needs well-ordered organisational and implementation structures that work in harmony optimizing resources. This is only achievable through outstanding leadership that enhances synergy within and across the four KRAs and a cohesive, competent

and motivated team. WIK must utilize the best of available leadership skills within its echelons to make sure key stakeholders are fully engaged and that they remain committed to the implementation of the laid out strategies. With the demands placed upon WIK in delivery of education among the refugees and marginalized communities of Kenya, all stakeholders must play their role diligently if the goals are to be achieved. WIK will continually seek to benchmark and learn from other similar initiatives in the sector with a purpose to progressively improve.

This Strategy will be realized through four KRAs coordinated by Technical Delivery Teams, under the overall leadership of the Executive Director. The Technical Delivery Teams will comprise of respective line managers. This arrangement is summarized in the illustration below:

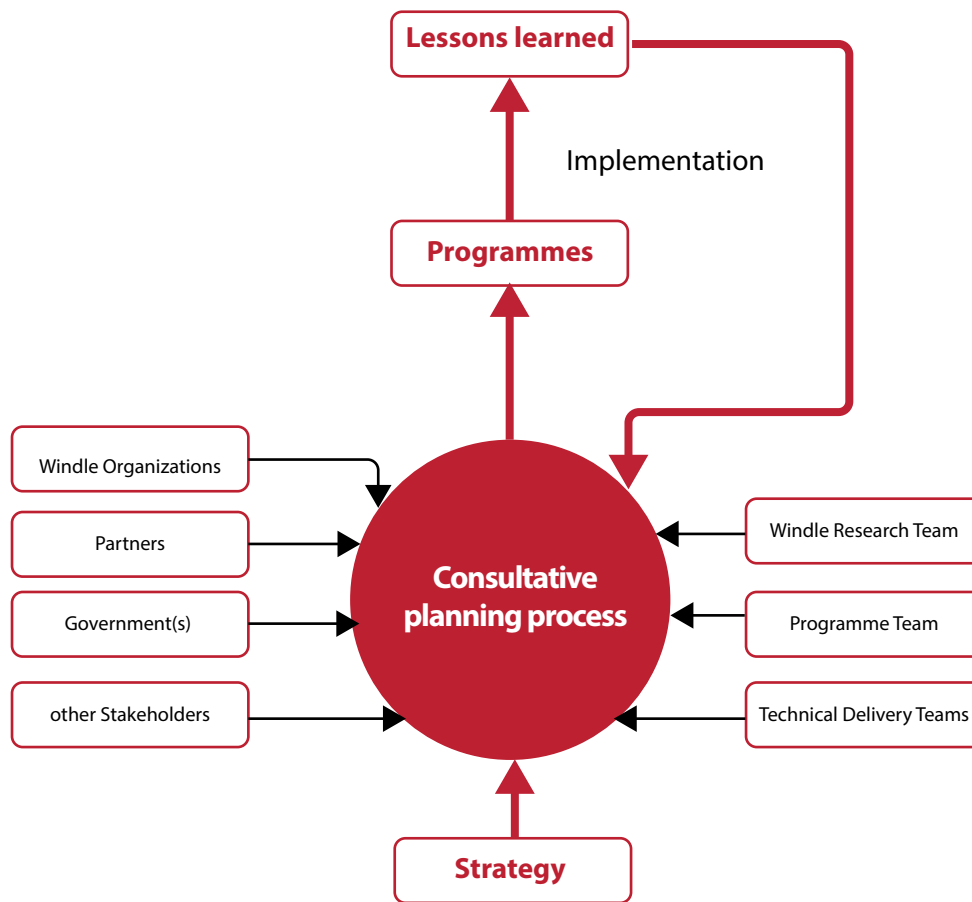
Figure 1: Implementation Structure



3.1.1 Implementation Flow Chart

Implementation of the 2021-2025 Strategy embraces a highly consultative approach drawing on the wealth of information from internal and external stakeholders. WIK will bring together the various stakeholders in a consultative process to inform design of programmes. Subsequent implementation of the programmes will generate impact and lessons learned. The Strategy envisions that lessons learned will feedback and inform future planning.

Figure 2: Implementation Flow Chart



3.2 The Key Result Areas

Developed in a detailed consultative process, the KRAs represent a response to the needs both current and emergent in the education in displacement sector. The KRAs are interrelated in a synergistic manner and can be largely classified into two main groups; programming and supportive. The programming KRAs are Education and Training (KRA 1) and Peace Building and Environmental sustainability (KRA 2). Conversely, the supporting KRAs are Communication, Advocacy and Research (KRA 3) and Institutional Development (KRA 4). The supportive KRAs are designed to provide the structure and enhance processes that will facilitate execution of the set mission, bringing WIK closer to realizing the set Vision.

3.2.1 KRA 1: Education and Training

From its founder Dr. Hugh Austin Windle Pilkington’s conviction and passion for the refugees stranded in Kenya, the organisation places a very high premium on education. This resonates with global perspective that education enables upward socioeconomic mobility and is a key to escaping poverty.¹¹The raison d’être being his belief in that education has the power to equip Africa to meet the challenges it faces. He thus set out to invest in people, in their training over and beyond their immediate needs. Only 50 percent of refugee children

11 <https://www.un.org/sustainabledevelopment/education/>

globally attend primary school.¹² Now more than ever before, education and training will be the fulcrum on which Africa's youthful population and people will rise.

Records show a staggering number of refugees in the country. In June 2020, UNHCR tabulated the presence of 388,978 refugees in Kenya.¹³ Of this number, 84.3 percent were aged 5 – 59 years lending a strong case for WIK's intervention through education. The agency's data shows that refugees aged 18-35 are disaggregated almost equally between male and female. Dadaab is represented by 35.7 percent while Kakuma by 41.2 percent of refugees in the country. It is worth noting that Dadaab's female population is highest in the age bracket of 18 – 59 at 21.5 percent as well as in Kakuma by 19.7 percent. Similarly, both camps have a population of male residents at 18 and 22.5 percent respectively.

Table 2: Refugees and asylum seekers in Kenya by country of origin and location

Country of Origin	2018				2019				2020			
	Dadaab	Kakuma	Nairobi	Total	Dadaab	Kakuma	Urban	Total	Dadaab	Kakuma	Urban	Total
Total	207,341	165,832	48,085	421,258	215,494	170,523	52,884	438,901	215,881	173,097	53,536	442,514
Somalia	200,556	33,534	18,408	252,498	208,091	34,033	15,642	257,766	208,963	34,143	15,833	258,939
S. Sudan	947	108,444	5,811	115,202	887	112,144	8,379	121,410	578	113,098	8,411	122,087
DR Congo	85	8,767	15,734	24,586	71	8,960	19,054	28,085	64	9,305	19,412	28,781
Ethiopia	5,597	7,216	5,302	18,115	6,303	6,986	6,263	19,552	6,154	7,368	6,342	19,864
Burundi	43	3,781	1,048	4,872	42	4,357	1,376	5,775	35	4,889	1,405	6,329
Sudan	44	3,424	114	3,582	31	3,409	128	3,568	18	3,648	125	3,791
Uganda	59	377	407	843	64	372	454	890	64	375	409	848
Eritrea	2	34	671	707	2	24	843	869	2	25	850	877
Rwanda	4	208	436	648	0	187	545	732	0	192	543	735
Other	4	47	154	205	3	51	200	254	3	54	206	263

Source: UNHCR, May 2020

Today, while global literacy levels stand at 86 percent¹⁴, those in the refugee camps are deplorably low. Factors such as country of origin, language of instruction, language spoken at home and the learner's expectation in regards to a return to the homeland contributed significantly to the literacy outcomes. From this, it can be deduced that equal emphasis needs to be placed on improving learning as well as providing access to education.¹⁵

Within the period covered by the Strategy, WIK will seek to scale-up its intervention in provision of education and training among the target communities. Additionally, in collaboration with stakeholders WIK will seek to ensure universal transition to secondary level education in contribution towards realization of the Sustainable Development Goal (SDG) 4 - Education for All Children (EFAC). WIK's strategy is aligned to Kenya's National

12 <https://www.unhcr.org/news/press/2016/9/57d7d6f34/unhcr-reports-crisis-refugee-education.html>

13 Kenya Statistics Package 31 May 2020 - <https://reliefweb.int/sites/reliefweb.int/files/resources/77024.pdf>

14 <https://www.cia.gov/library/publications/the-world-factbook/fields/370.html>

15 Are refugee children learning - https://www.researchgate.net/publication/340214486_Are_Refugee_Children_Learning_Early_Grade_Literacy_in_a_Refugee_Camp_in_Kenya

Education Sector Strategic Plan (NESSP) 2018-2022 strategic objectives, specifically enhance access and equity.¹⁶ The focus will be on improving learning that in turn prepares the learners for life; socially, academically and by extension economically. This will be hugely achieved through innovative approaches grounded on sound research and collaborative partnerships that will facilitate a holistic approach to education and training. The focus will be to avail equitable, accessible and quality education for all learners. Through a broad based approach that embraces, special needs learners, girls and e-learning targeting learners at the primary, secondary and tertiary levels, WIK will seek to ensure that learners receive an all-rounded approach to learning.

3.2.2 KRA 2: Peace Building and Environmental Sustainability

Community participation is a key enabler to enhancing dialogue among conflicting parties and can enable the people overcome prejudices, build bridges among groups, and ultimately contribute to peace.¹⁷ For enhanced peaceful coexistence among the refugees and immediate host community, WIK will need to actively involve the community within and without the camps and scale-up initiatives such as peace markets that enable communities interact in a healthy non-confrontational manner, encourage sporting for peace activities among others. Another enabler is unbiased quality education that contributes to resilience and prepares learners for participation in interconnected societies¹⁸ where learners are taught and mentored on how best to avoid and resolve conflicts.

Realization of the 'green camps' concept, would usher an era of sustainable ecosystems and livelihoods within and around the camps. The concept of 'green camps' promises a new lease of life to the environment in saving of energy sources as well as replenishing the depleted resources. It anchors an alternative to fossil fuel for refugees, humanitarian workers and host community. Additionally, the concept promises to bring a positive change in the atmosphere owing to the presence of trees as well as enhance relationships between the immediate host communities and the refugees. When actualized, camp residents and host communities are likely to also benefit from improved food production.

To realize the desired benefits WIK will need to intentionally raise awareness and build capacity in a structured approach. The engagement and experience of WIK in the provision of education, puts the organisation in a prime position to effectively deliver this KRA.

3.2.3 KRA 3: Communication, Advocacy and Research

For effective and efficient realization of its strategic objectives, WIK needs to streamline both internal and external communication. Internally, management needs to 'hear' what other staff members are saying and vice versa. Therefore, WIK will intentionally address all the barriers that may impede communication between the organisation and its stakeholders. Externally, WIK will seek to communicate articulately and effectively, raising the standard of documentation on its achievements with a view to leverage on gains realized since its inception. The organisation is also committed to ensuring that communication products are developed and disseminated in a timely manner. Additionally, WIK shall reach out to other Windle International offices in the region for collaboration and cross learning.

In this phase 2021 -2025, WIK is committed to engage, speak with and on behalf of refugees, and partner with like-minded players in addressing inequalities and challenges facing they encounter in accessing quality education and learning opportunities. Through advocating for favourable policy enactment, implementation,

16 <https://www.education.go.ke/images/NESSP/NESSP-2018-2022.pdf>

17 <https://www.peacedirect.org/top-5-tips-building-financial-resilience-peacebuilding-organisations/>

18 <https://www.youthpower.org/sites/default/files/YouthPower/files/resources/Refugee%20Education%202030.pdf>

deeper integration of refugee education into the national system, WIK will seek to influence best practices in managing education among the displaced communities. To achieve this, WIK needs to enhance its visibility, be more intentional about and influencing at the sub-national and national levels to earn a seat in decision-making platforms.

Informed decision-making and establishment of new frontiers is anchored on the systematic investigation of phenomena. Sound research is essential for organisations to effectively execute its mandate in a highly dynamic and globalized context. However, WIK has not optimally utilized research and technology in delivery of service to the refugees and immediate host community. Thus, WIK and its beneficiaries have been missing out on the benefits that research and technology presents to the continent's greatest assets, the youthful population. WIK proposes to unlock this potential and prepare its beneficiaries as change agents across Africa. It shall purpose to prioritize research, innovation and adaptation of technology to not only support but drive how education and learning is delivered in Kenya and beyond. Cognizant that technology is highly dynamic, WIK desires to continuously adapt accordingly.

3.2.4 KRA 4 Institutional Development

A broad understanding of Institutional Development (ID) lends that it is the creation or strengthening of an organisation's capacity to acquire, allocate and utilize human and financial resources effectively, to attain its development objectives. It primarily includes the building and strengthening of institutions. Thus, to ensure sustainability, WIK is cognizant that it needs to strengthen organisational effectiveness and efficiency as components of sustainability. This can be expounded to include an institutional development strategy, which determines the necessary priorities and procedures to achieve the vision, are achieved in a measurable and realistic manner.

Several factors have been identified by stakeholders as being impediments to a wider realization of sustainability within WIK. These include; staff management and motivation, organisational systems and policies, financial viability and engagement with stakeholders to mitigate concerns pertaining to the alumni such as 'WIK is missing out by not exploring how to actively engage this pool of critical stakeholders'. Whereas WIK has grown into a middle-sized organisation, to maintain this trajectory, it is imperative to address the above concerns.

Thus, WIK will take a bold stance; will review the organisational structures and the coordination of functions within the same to, streamline leadership and management roles as well as outline clear TORs for the each. While addressing internal capacity to deliver on its mandate, WIK will also look at systems that can be deployed and also review/develop Standard Operating Procedures (SOPs) including review of the Constitution among others.

A very key concern for WIK has been the diversification of its financial base. It has largely depended on funding from donors and a percentage of this to support administrative functions. However, in light of a dynamic donor community and recognition of Kenya as a middle-income country, there is concern that resources may decrease. To mitigate this, it is imperative that the organisation embraces a diversified approach to financial viability that includes development of its property as well as diversification of the donor base. A clear strategy going forward on resource mobilization shall be developed and operationalized. WIK shall also engage the alumni as partners in overall posterity of the organisation.

4 | Results Matrix

Key Result Area 1: Education and Training Strategic Objective: To provide refugee and host communities with relevant learning opportunities needed to equip individuals with transformational competencies.			
Impact area 1: Equitable, accessible and quality education for all persons			
Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Assumption
Expected Outcome 1: Safe and accessible learning environment for all	<ul style="list-style-type: none"> ● % of institutions adhering to internationally recognised child safety practices ● % of learners who feel the school environment respects diversity ● % of learners who feel that the school is a safe and motivating environment 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● There will be no deterioration of peace around and within the camps and schools ● Learners will be willing to seek protection and psychosocial support where necessary
Proposed interventions <ul style="list-style-type: none"> ● Support mainstreaming of protection and safeguarding policies among stakeholders ● Develop or adapt an already tested approach/toolkit meant to assess and improve safety and quality of the learning environment ● Mainstream child-friendly school practices into the routines of the school ● Provide appropriate training to teachers about bullying, violence, harassment and child protection issues ● Targeted restructuring and development of school infrastructure and facilities to ensure they are sensitive to the needs of all groups ● Provide effective hygiene facilities to meet set compliance standards, both current and emergent ● Empower learners and stakeholders to uphold protection standards and to identify and respond adequately to abuse ● Provide necessary mental health and psychosocial support to all learners 	<ul style="list-style-type: none"> ● Level of adaption of protection approaches by stakeholders ● % of institutions recording highest level of safety and quality practices ● % of institutions meeting set hygiene standards ● % of institutions with structures and facilities that are sensitive to the needs of all groups of learners ● % of students and stakeholders with adequate capacity to identify, report and respond to risks and abuse ● Level of capacity of stakeholders to offer adequate and appropriate psychosocial support 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports ● Child protection and safeguarding reports 	<ul style="list-style-type: none"> ● There will be a positive relationship between teachers and learners
Expected outcome 2: Equitable access to quality education and opportunities for girls from refugee and host communities	<ul style="list-style-type: none"> ● Rate of access 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports ● School registers 	<ul style="list-style-type: none"> ● Community leaders and members will demonstrate greater value for girl child education
Proposed interventions <ul style="list-style-type: none"> ● Conduct a comprehensive gender specific needs assessment and develop interventions to bridge identified gaps ensuring a conducive environment for female learners ● Develop a gender equity policy to guide provision of education ● Provide scholarship and support needed to ensure quality access for female learners ● Provide targeted remedial teaching for struggling girls to boost performance and confidence ● Targeted restructuring and development of school infrastructure and facilities to ensure they are sensitive gender needs eg. Safe access to quality separate WASH facilities for boys and girls ● Targeted activities and initiatives that will enhance awareness on and appreciation of the importance of girls' education among refugee and host community members. 	<ul style="list-style-type: none"> ● Clear understanding and response to gender specific needs by stakeholders ● Number of girls directly reached with support ● % of institutions with structures and facilities that are sensitive to gender needs ● Level of involvement of parents/guardians in girl child education ● Value attributed to girl child education among community members 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports ● Performance reports 	

<p>Expected outcome 3: Enhanced access to quality and relevant education for learners with special needs</p>	<ul style="list-style-type: none"> ● Rate of access 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports ● School registers 	<ul style="list-style-type: none"> ● Learners and stakeholders will demonstrate sustained positive change in attitude ● Communities and religious leaders will lend support
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Conduct a needs assessment on specific needs and provide interventions to bridge identified gaps ensuring institutions meet high level of standards in safety and quality ● Scale-up linkages that will support provision of assistive devices ● Ensure learning institutions are equipped with the appropriate facilities and learning resources for learners with special needs ● Provide scholarships and support needed to ensure special needs learners access quality education ● Reach special need learners with appropriate remedial services to boost performance and confidence ● Targeted activities and initiatives that will enhance awareness about special needs and special need education within and without the camps ● Conduct targeted capacity building/empowerment to households with special needs children 	<ul style="list-style-type: none"> ● Number of educational facilities accessible to special need learners ● Number of institutions with adequate curricula, procedures and teaching and learning materials adapted to learners' needs ● Level of awareness and understanding on the learning and social challenges facing special need learners ● % of special need learners with adequate opportunities to build protective peer networks with other learners and families 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports ● School performance records 	<ul style="list-style-type: none"> ● Learners and stakeholders will demonstrate sustained positive change in attitude ● Communities and religious leaders will lend support
<p>Expected outcome 4: Enhanced sustainability of the learning system</p>	<ul style="list-style-type: none"> ● Level of integration of the refugee education system into national system 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports 	<ul style="list-style-type: none"> ● Political narrative will be conducive ● Cooperation and support from stakeholders will be forthcoming
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Advocate for full integration of refugee education/education in displacement into the national system ● Develop a clear community participation and engagement strategy to strengthen the capacity and involvement of target communities in school governance and delivery of education ● Increase awareness on the role and importance of local community participation in education ● Build structures and processes that ensure students participate in decisions involving their own development and well-being ● Build a culture of investing in education and learning among the refugee and host communities ● Scale up mentorship and training of host community members to take up teaching roles ● Create awareness on the value of adult education 	<ul style="list-style-type: none"> ● % of schools with functional Board of Management and Parent-Teacher Association in tandem with set composition guidelines ● % of schools with functional Student Council that meet set guidelines ● % of community members citing education for their children as a top priority ● % of qualified teachers who come from the local community ● Level of student participation in decision making 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Political narrative will be conducive ● Cooperation and support from stakeholders will be forthcoming
<p>Expected outcome 5: Greater empowerment of learners for life in a globalized community</p>	<ul style="list-style-type: none"> ● Level of holistic development 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports ● Programme progress reports 	<ul style="list-style-type: none"> ● Partners will be willing to support the initiative
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Clearly define quality standards to be met by schools under the management of WIK ● Develop and execute an extracurricular curriculum and programme that gives specific focus to leadership development and key soft skills including: self-esteem, resilience to challenges, decision making, time management skills ● Build the capacity of target schools to deliver social and coping skills training 	<ul style="list-style-type: none"> ● % of learners reached with social and coping skills training ● % of institutions with adequate capacity to deliver social and coping skills education 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports ● Programme progress reports 	<ul style="list-style-type: none"> ● Partners will be willing to support the initiative

Expected outcome 6: Improved teaching and learning through e-learning	<ul style="list-style-type: none"> ● Level of effective integration of e-learning at all levels 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports ● Programme progress reports 	<ul style="list-style-type: none"> ● Initiatives will attract adequate support form partners ● Access to good quality internet services will be available as needed
Proposed interventions	<ul style="list-style-type: none"> ● Develop an e-learning strategy ● Collaborate with appropriate partners in supporting e-learning programmes ● Conduct capacity building of teachers and project staff on e-learning ● Ensure that teachers and learners are well resourced to adequately engage in e-learning 	<ul style="list-style-type: none"> ● A well-defined e-learning strategy in place ● Level of capacity of stakeholders to implement e-learning programmes effectively ● Level of resourcing to support e-learning 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports ● Programme progress reports
Impact area 2: Primary education			
Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Assumption
Expected outcome 1: Improved access to primary education among refugee and host communities	<ul style="list-style-type: none"> ● Rate of access 	<ul style="list-style-type: none"> ● Enrolment records ● M&E reports ● EMIS 	<ul style="list-style-type: none"> ● That a peaceful coexistence will continue to prevail within the camps ● Effective coordination among stakeholders will be realized
Proposed interventions	<ul style="list-style-type: none"> ● Enrolment rate ● Attendance rate ● Retention rate 	<ul style="list-style-type: none"> ● School registers ● Baseline report ● Evaluation reports ● Programme progress reports 	
Expected outcome 2: Improved learning outcomes and performance for refugee children in primary school	<ul style="list-style-type: none"> ● Average level of performance 	<ul style="list-style-type: none"> ● Performance reports ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Effective coordination among stakeholders will be realized
Proposed interventions	<ul style="list-style-type: none"> ● % of professionally qualified teachers ● The pupil: teacher ratio comparative to national standards ● Level of teaching and learning quality ● Level of access to adequate teaching and learning materials 	<ul style="list-style-type: none"> ● Teacher Quality Index report ● Baseline report ● Evaluation reports 	
Impact area 3: Secondary Education			
Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Assumption
Expected outcome 1: Universal access to formal secondary level education for refugee and host community learners by 2025	<ul style="list-style-type: none"> ● Rate of access 	<ul style="list-style-type: none"> ● School registers ● Baseline report ● Evaluation reports ● EMIS 	<ul style="list-style-type: none"> ● That a peaceful coexistence will continue to prevail within the camps and schools ● WIK's quality of work in the provision of secondary school education will be attractive to partners
Proposed interventions	<ul style="list-style-type: none"> ● % of primary school refugee learners transiting to secondary level ● Retention rate ● Attendance rate 	<ul style="list-style-type: none"> ● School registers ● Baseline report ● Evaluation reports ● Programme progress reports 	

Expected outcome 2: Enhanced performance and qualification for higher education	<ul style="list-style-type: none"> ● Average level of performance ● Proportion qualifying for university and college education 	<ul style="list-style-type: none"> ● Performance reports ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Effective coordination among stakeholders will be realized
Proposed interventions <ul style="list-style-type: none"> ● Conduct teacher capacity need assessment ● Strengthen teacher quality ● Improve the quality of teaching and learning ● Facilitate in-service and school based professional development targeting teachers to improve quality of instruction ● Offer remedial teaching to struggling learners ● Increase access to teaching and learning materials ● Support extra-curricular activities that exemplify their natural skills i.e. artistic skills 	<ul style="list-style-type: none"> ● % of teachers who are professionally qualified ● % of trained teachers with improved teaching practice ● Level of teaching and learning quality ● The student: teacher ratio comparative to national standards ● % of teachers reporting access to adequate and appropriate teaching materials ● % of learners within national average of access to learning materials 	<ul style="list-style-type: none"> ● Teacher Quality Index report ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Learners with low grades will be positive about interventions to improve their performance
Impact area 4: Tertiary and Higher Education			
Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Assumption
Expected outcome 1: Improved access to tertiary and higher education for refugee youth	<ul style="list-style-type: none"> ● Rate of access 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Access to good quality internet services will be available as needed
Proposed interventions <ul style="list-style-type: none"> ● Expand, strengthen and streamline open and distance learning ● Expand and diversify scholarship programmes ● Strengthen and expand partnerships with local and international academic institutions ● Expand and strengthen support for technical training 	<ul style="list-style-type: none"> ● Effectiveness of distance and open learning ● Number of learners benefiting from scholarships ● Number and level of partnership with institutions of higher learning ● % of potential learners who can afford subsidized rates 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	
Expected outcome 2: Greater marketability of graduates in the world of work within and without their home countries	<ul style="list-style-type: none"> ● % of learners demonstrating ability to operate effectively in the world of work in an increasingly globalized context 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Community members will be attracted to available training and learning activities
Proposed interventions <ul style="list-style-type: none"> ● Close monitoring and support to ensure learners complete studies within stipulated time ● Close mentorship of learners ● Nurturing of an entrepreneurial attitude and culture among learners ● Provision of internship opportunities to learners to give them industry exposure ● Expand partnership with public and private organisations that may offer internship opportunities to graduates Promote and support movement of skilled human resource to home countries 	<ul style="list-style-type: none"> ● % of learners completing their studies with relevant skills, knowledge and competencies ● % of learners benefiting from impactful internships ● % of graduates ready to make an impact in home countries 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	

Impact Area 5: Adult Education			
Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Assumption
Expected outcome 1: Expanded access to adult education	<ul style="list-style-type: none"> ● Rate of access 	<ul style="list-style-type: none"> ● Attendance registers ● Project data base and project records 	<ul style="list-style-type: none"> ● Stakeholders are willing to support adult education
Proposed interventions <ul style="list-style-type: none"> ● Carry out an assessment of barriers to adult education ● Develop and execute initiatives to counter barriers to adult education ● Benchmark with other institutions offering adult education locally and internationally ● Develop curriculum for non-formal adult education ● Incentivize adult learning 	<ul style="list-style-type: none"> ● % of learners meeting set minimum attendance rate ● Level of participation among learners ● Level of relevance of the curriculum to the target learners ● Level of appreciation of the value of adult education ● Level of adherence to sector specific guidelines in adult education 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Community members will demonstrate increased value for adult education
Expected outcome 2: Empowered adult learners	<ul style="list-style-type: none"> ● % of adults with improved literacy skills ● % of adult with improved numeracy skills 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Learners will stay committed to the learning ● Political environment will not disrupt learning
<ul style="list-style-type: none"> ● Proposed interventions ● Execute socially and economically relevant education ● Employment of a well-balanced andragogy approaches ● Encourage attendance through appropriate boosting of intrinsic motivators 	<ul style="list-style-type: none"> ● % of learners demonstrating positive learning outcomes ● % of learners with improved capacity to establish and sustain economic activities ● % of adult learners recording higher capacity to claim their civic and social rights and those of community members ● % of adult learners becoming ambassadors for equitable education and early literacy for children 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	

Key Result Area 2: Peace building and environmental sustainability
Strategic Objective: To foster a generation that respects human rights, peaceful coexistence and the value of a sustainable environment

Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Assumption
<p>Expected outcome 1: Enhanced institutional capacity to deliver peace and environmental sustainability education</p>	<ul style="list-style-type: none"> ● Number of duty-bearers with skills in delivery of environmental sustainability and conflict sensitive education at community and school level ● Quality of training and learning materials 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Partners will be willing to render adequate support
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Conduct a comprehensive conflict analysis to; ● Map out drivers of and common understandings of conflict dynamics, focusing on both school-based and community-based conflicts ● Map out barriers to peace including extremism ● Assess institutional capacity to deliver conflict-sensitive education ● Conduct a comprehensive analysis of environmental challenges facing the target communities and an assessment of institutional capacity to deliver environmental education ● Develop and continuously update a tailor-made peace education and environmental curricular ● Produce relevant learning and teaching materials to support peace and environmental sustainability education ● Build the capacity of duty-bearers in delivery of environmental sustainability and conflict sensitive education ● Incentivize best performance in promotion of peace and environmental sustainability ● Engage in advocacy on peace and environmental sustainability 	<ul style="list-style-type: none"> ● Level of demonstrated and localized understanding of the context of peace and conflict ● Level of demonstrated and localized understanding of environmental challenges facing the target communities ● An adequate curriculum for both formal and informal education ● % of duty-bearers with skills in delivery of environmental sustainability and conflict sensitive education at community and school level ● Level of enthusiasm among learners and educators to record maximum impact in peace and environmental sustainability 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports ● Progress reports 	
<p>Expected outcome 2: Enhanced knowledge, appreciation and practice of social cohesion inter and intra communities</p>	<ul style="list-style-type: none"> ● % of beneficiaries demonstrating non-violent attitude ● % change in incidents of conflict and violence 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● There will be no significant deterioration in peace
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Target community and opinion leaders for attitude change and broader support for initiatives ● Support to peace clubs and creative approaches that strengthen social networks among learners and community members ● Develop and commission peace ambassadors among learners ● Scale-up peace education and peace building programmes in school learning ● Integrate peace education and peace building in to informal education ● Implement extra-curricular activities that promote peace (including sports for peace (both in schools and host communities), peace camps, and peace markets. ● Provide adequate structured psychosocial programmes that allow learners to express and share post-conflict emotions, hopes, and fears 	<ul style="list-style-type: none"> ● Number of community and opinion leaders serving as ambassadors of peaceful coexistence ● Number and quality of peace ambassadors developed among learners ● Quality of peace education offered ● Number and nature of peace building extra-curricular initiatives undertaken ● % change in perceptions among learners and stakeholders of their own ability to prevent, reduce and cope with conflict and promote peaceful learning environment 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports ● School incident reports 	

<p>Expected outcome 3: Enhanced awareness and appreciation of environmental stewardship</p>	<ul style="list-style-type: none"> ● Level of attitude change among learners and community members 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Partners will be willing to render adequate support
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Execute the formal and informal education environmental sustainability curriculum targeting both the refugee and host communities on environmental management ● Support environment protection clubs in schools ● Develop and commission environmental ambassadors among learners ● Build awareness on clean and renewable energy ● Support deeper progressive integration of 'green' camps ● Employ appropriate extra-curricular activities in mobilization and capacity building ● Identify potential partners in environmental management and establish linkages 	<ul style="list-style-type: none"> ● Level of understanding and value of the environmental situation and implications – short and long term ● Number of stakeholders with enhanced capacity on environmental management ● Schools with vibrant environmental protection clubs and systems ● Number and quality of environment ambassadors developed ● Number of environmental partnerships established and strengthened 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports ● Partnership agreements ● Progress reports 	
<p>Expected outcome 4: Reduced negative environmental impact resulting from the presence of refugee camps and settlements</p>	<ul style="list-style-type: none"> ● Level of environmental restoration achieved 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Partners will be willing to give adequate support
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● In partnership with relevant partners, design a creative environmental restoration initiative informed by research and best practices. ● Develop demo centres where host community members can learn on environmental management/rehabilitation/ ● Adopt creative ways of planting trees and nurturing them to ensure high rate of survival ● Promote and lead in planting of trees within and around the camps ● Promote energy saving technologies ● Promote entrepreneurship and innovations that can enhance access and adoption of clean and renewable energy within camps and host communities 	<ul style="list-style-type: none"> ● Level of environmental stewardship demonstrated ● Number of surviving trees ● Change in level of adoption of energy saving and renewable energy solutions ● Level of host community participation in environmental management/rehabilitation 	<ul style="list-style-type: none"> ● Baseline report ● Evaluation reports 	<ul style="list-style-type: none"> ● Environmental conditions will be conducive

Key Result Area 3: Communication, Advocacy and Research

Strategic Objective: To leverage WIK's niche for wider and deeper impact

Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Assumption
<p>Expected outcome 1: Enhanced organisational capacity for research</p> <ul style="list-style-type: none"> ● Proposed interventions ● In collaboration with other WI organisations, conduct research capacity assessment ● Fill the research capacity gaps identified to continually undertake research that enables WIK retain a competitive advantage in the sector ● Establish and strengthen linkages with relevant research institutions ● Inculcate a culture of evidence based programming 	<ul style="list-style-type: none"> ● Level of capacity to conduct meaningful research 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports 	<ul style="list-style-type: none"> ● Funds will be available
<ul style="list-style-type: none"> ● Clear understanding of research capacity gaps ● Level to which the capacity gaps are filled ● Number of linkages established 	<ul style="list-style-type: none"> ● M&E reports ● Capacity building manual/programme 		
<p>Outcome 2: Improved decision making informed by implementation, research and innovation</p>	<ul style="list-style-type: none"> ● Extent to which research informs decision making at WIK ● Quality of research undertaken 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports 	<ul style="list-style-type: none"> ● There will be a paradigm shift
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Embrace innovation and use of relevant technology in data and information management, with a centralized digital repository ● Mainstream a culture of building organisational knowledge and use of knowledge and lessons learnt to inform decision making ● Continually engage in robust and methodologically sound research, developing WIK into a research hub ● Strengthen and streamline collaboration between ICT, research and M&E, and communication department for seamless gathering and efficient sharing of information, internally and externally ● Enhance an environment that encourages and nurtures innovative ideas to boost WIKs innovative prowess 	<ul style="list-style-type: none"> ● Ease of access to organisational data and knowledge ● Extent to which research informs decision making at WIK ● Level of learning from implementation ● Level of innovation within WIK 	<ul style="list-style-type: none"> ● M&E reports ● Research reports 	
<p>Expected outcome 3: Amplified profile and visibility of WIK</p>	<ul style="list-style-type: none"> ● Level of visibility 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports 	<ul style="list-style-type: none"> ● Select media will meet the target audience expectations
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Align the communication strategy with the strategic objectives to upscale visibility and a positive profile ● Clearly state and facilitate understanding of organisational values that reflect the foundation and future of the organisation ● Professionally package WIK's amazing journey and stellar record, and strategically share this for visibility purposes ● Expand the utilization of participatory media platforms to carry forth the Education Transforms Society mission 	<ul style="list-style-type: none"> ● Level of efficiency and effectiveness in internal and external communication ● Scope of reach to stakeholders through the participatory media platforms 	<ul style="list-style-type: none"> ● M&E reports 	
<p>Expected outcome 4: Improved inclusion of education in displacement through an amplified authoritative voice in national fora</p>	<ul style="list-style-type: none"> ● Level of contribution to improved education in displacement through advocacy 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports 	<ul style="list-style-type: none"> ● Voice of WIK will be compelling to stakeholders and decision makers
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Development of a comprehensive advocacy strategy ● Conduct targeted research to identify areas of advocacy and package facts to inform WIK's position on subject matter ● Strategically lobby and advocate for full integration of refugee education into national system ● Progressive positioning of WIK at the discussion table and presence as a centre of excellence in refugee education – the 'go to' organisation in matters education in displacement. 	<ul style="list-style-type: none"> ● Clarity on WIK's advocacy goals and approach ● Level and quality of contribution in key national and sector specific fora 	<ul style="list-style-type: none"> ● M&E reports ● Policy positional papers ● Research reports 	

Expected outcome 5: Equitable access to opportunities	<ul style="list-style-type: none"> ● Level of access to opportunities 	<ul style="list-style-type: none"> ● M&E reports 	<ul style="list-style-type: none"> ● Stakeholders will be cooperative
Proposed interventions <ul style="list-style-type: none"> ● Engage stakeholder in developing a clear framework and goals on gender equity ● Actively engage stakeholders in advocating and promoting the mainstreaming of gender equity 	<ul style="list-style-type: none"> ● Proportion of stakeholders who have mainstreamed gender equity within policies ● Proportion of stakeholders adhering to set gender equity provisions 	<ul style="list-style-type: none"> ● M&E reports 	

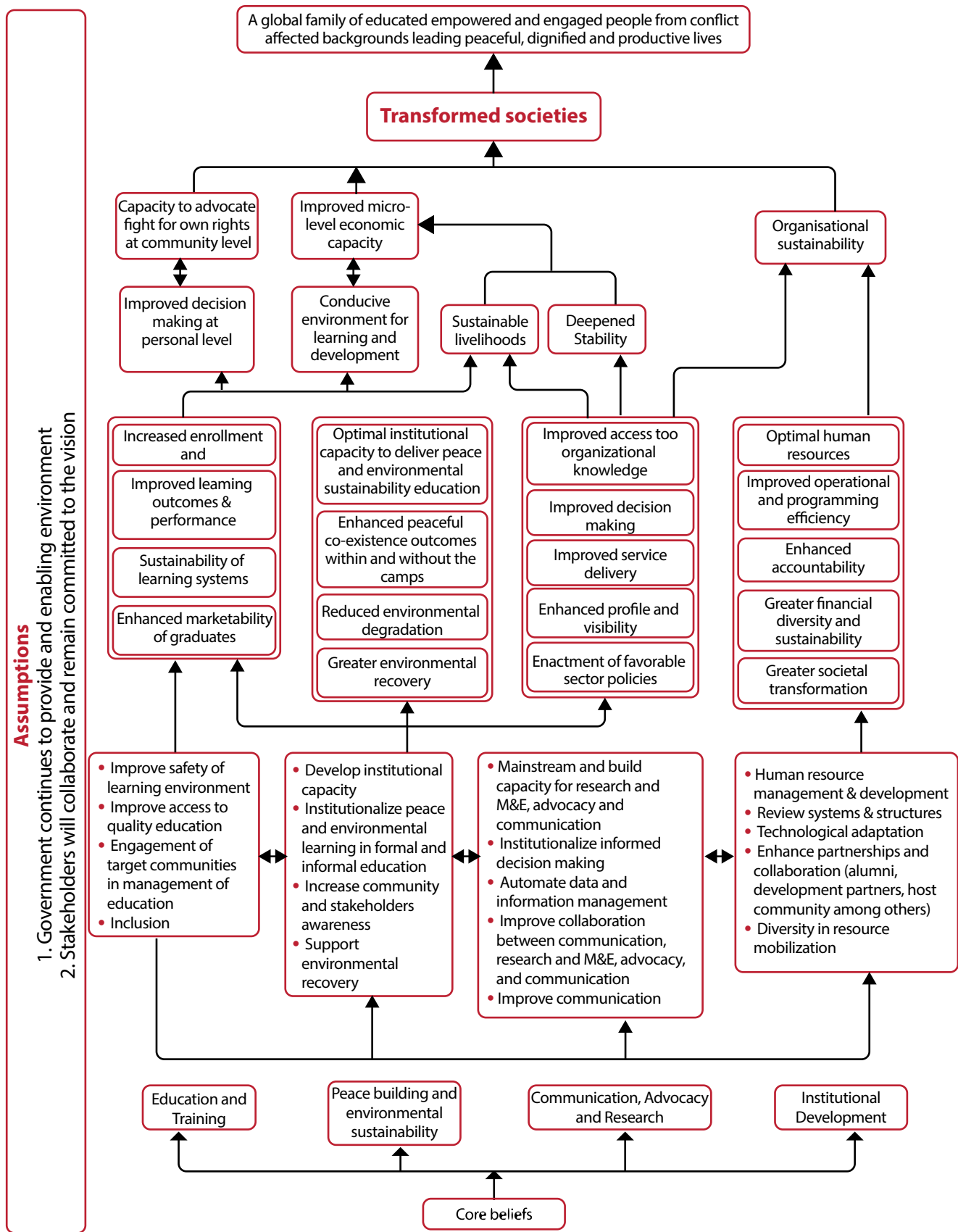
Key Result Area 4: Institutional Development

Strategic Objective: To strengthen organisational effectiveness, efficiency and sustainability

Narrative Summary	Objectively Verifiable Indicator	Means of Verification	Assumption
<p>Expected outcome 1: A competent, cohesive and motivated team</p>	<ul style="list-style-type: none"> ● Level to which national and refugee staff are empowered to deliver on their mandate ● Level to which national and refugee staff are resourced to deliver on their mandate ● Level of personnel motivation 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports ● Employee Satisfaction and Work Environment Survey reports ● Teacher Quality Index report 	<ul style="list-style-type: none"> ● Staff performance will improve ● WIK will be attractive to appropriate talent ● There are no significant unfavourable changes in labour policies nationally
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Conduct an organisational human resource capacity audit ● Design and execute interventions to bridge identified gaps and develop a system driven HR, including: ● Develop a comprehensive HR system with a clear job scale ● Harmonize modalities of talent acquisition, development and retention ● Review appraisal, incentives and recognition systems and adopt a more automated peer review approach ● Integrate KPIs into appraisal, incentives and recognition systems ● Targeted mentorship and development of leadership skills among staff ● Targeted capacity building of staff ● Enhance staff welfare, ownership of the organisation and sense of family (organisational citizenship) 	<ul style="list-style-type: none"> ● Clarity of staff mobility and remuneration ● Updated, efficient and user friendly HR related systems ● Level of personnel turnover ● Level of leadership capacity ● Level of change in organisational culture 	<ul style="list-style-type: none"> ● Human capacity audit report ● M&E reports ● Teacher Quality Index report ● Staff appraisal reports ● HR manual and policy document ● Progress reports 	<ul style="list-style-type: none"> ● There is availability of funds for staff development
<p>Expected outcome 2: Effective structures and systems</p>	<ul style="list-style-type: none"> ● Efficiency of structures and systems ● Increased level of accountability to Trustees, stakeholders and partners 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports ● System review reports 	<ul style="list-style-type: none"> ● Departments will seamlessly work together ● There will be greater appreciation and staff capacity for technological adaptation ● Systems will be user friendly and stakeholders will be open to new thinking
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Assess efficiency of operational structures, systems, policies and SOPs ● Review the current organisational structure in resonance with WIK's strategic objectives ● Design and execute interventions to bridge identified gaps, including: ● Acquire appropriate systems ● Establish a fully-fledged financial audit department ● Mainstream technological adaptation across the organisation to enhance effectiveness and efficiency ● Build staff capacity on optimal utilization of systems ● Align/update the constitution where appropriate ● Adaptation to alternative pedagogical and andragogical approaches in the face of disruptions e.g. COVID-19 	<ul style="list-style-type: none"> ● Level of effectiveness and efficiency in education delivery and operations ● Level of adoption of appropriate technology ● Level of interdepartmental synergy ● Quality of financial reporting and management ● % of staff with adequate capacity on the use of the systems 	<ul style="list-style-type: none"> ● M&E reports ● Audit reports (financial, system) 	
<p>Expected outcome 3: Enhanced financial sustainability</p>	<ul style="list-style-type: none"> ● Level of resources available for programming and operations ● % change in unrestricted funding 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports 	<ul style="list-style-type: none"> ● Partners will be attracted to WIKs strategic objectives and adequately support
<p>Proposed interventions</p> <ul style="list-style-type: none"> ● Develop a resource mobilization strategy ● Conduct a feasibility study and ranking for potential funding sources and income generating ventures options available for WIK ● Build internal resource mobilization capacity ● Mobilize resources to establish ventures that will be a source of solid income for the organisation ● Pursue multi-annual programming 	<ul style="list-style-type: none"> ● A clear consensus on prioritized funding sources and income generating venture(s) ● % of needed capital (to develop the income generating ventures) raised ● Level of completion of income generating ventures ● Number and scale of multi-annual programmes 	<ul style="list-style-type: none"> ● M&E reports ● Feasibility study report ● Partnership agreements 	

Expected outcome 4: Expanded and deepened partnerships	<ul style="list-style-type: none"> ● Level of support rendered to WIK'S strategic objectives 	<ul style="list-style-type: none"> ● Baseline report ● M&E reports 	<ul style="list-style-type: none"> ● Partners will be attracted to WIKs strategic objectives and adequately support
Proposed interventions <ul style="list-style-type: none"> ● Develop a creative alumni engagement strategy. ● Engage alumni in various fronts including: ● Visibility ● Expand partnerships ● Resource mobilization ● Transformation of societies ● Mentorship and internships linkages ● Intentionally diversify and strengthen collaboration with Windle International organisations, development partners and respective government ministries ● Increase collaboration and engagement with host communities ● Develop a functional system of sharing knowledge, best practices and experiences with partners/stakeholders 	<ul style="list-style-type: none"> ● Number of alumni engaged and collaborating with WIK ● % of programming budget dedicated to collaborate with host communities ● Number of partnership agreements or MOUs entered into by WIK 	<ul style="list-style-type: none"> ■ M&E reports ■ Alumni engagement strategy ■ Donors/ partners database 	

Figure 3: Theory of Change





No.10 Amboseli Road, Off Gitanga Road, Lavington
P.O. Box 40521-00100 Nairobi
Mobile +254 721 551 451, Email: windle@windle.org
Website: www.windle.org