



## Country Strategy: 2011 to 2015



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## Acknowledgements

On behalf of the Board of Trustees I record deep gratitude of Windle Trust Kenya to the donors who have made it possible for us to serve refugees and needy Kenyans for over three decades: - Hugh Pilkington Charitable Trust (HPCT), Highland Foundation - UK, Comic Relief International - UK, Department for International Development (DFID), Swiss Development Corporation (SDC), DD Puri Foundation – USA, UNHCR – Kenya, Waterloo Foundation – UK and Film Aid International.

We thank the beneficiaries of our work, including students, teachers and communities in and near refugee camps, who have taught us a great deal and guided our thinking on both programme and strategy issues.

We thank our other stakeholders, notably partners in Government, educational institutions, international agencies and development organizations, for all their help and encouragement.

We thank Peter Moore for taking our staff through the strategy development process and thereafter agreeing to working with us in writing this country strategy.

The Board is also most grateful to the Executive Director and his staff for their commitment and hard work, both in delivering programmes and in developing this Country Strategy.

We trust that this document will justify the confidence and support of all our stakeholders by describing our past and future role, guiding what we do and how we work and providing targets against which we can measure our future success.

**Fred N. Ojiambo SC**  
**Chair of the Board of Trustees**  
**Windle Trust Kenya**

## Foreword

### Education Transforms Society

The **Motto** of our Country Strategy is 'Education Transforms Society'. It reflects our continued commitment in nurturing and developing human capital for tomorrow. We believe education has the capacity to improve lives and transform communities in the world. Windle Trust Kenya has a reputation for provision of high quality education services to refugees and needy Kenyans.

Exploiting our distinctive strengths and responding to the need to continue building human capital for a better tomorrow, WTK will focus on FOUR strategic objectives over the next 5 years:

- Girl Child Education
- Scholarships
- English Language Training
- Higher Education<sup>1</sup>

By the end of 2015, WTK's work on these strategic objectives will have had a measurable and sustainable impact on the personal development of refugees and neighbouring communities in Kenya, resulting in a substantial contribution to regional peace and mutual understanding.

In the process of drawing up this Country Strategy, we held wide consultations with the staff and the Trustees. I would like to thank them for their most valuable inputs to the identification of key strategies needed to meet the new challenges ahead.

We are humbled by the trust and confidence our beneficiaries have in Windle Trust. This confidence has come about as a result of combination of many factors; key amongst them, the support from our donors, encouragement from our Board of Trustees and the professionalism of our staff.

We now re-dedicate ourselves to WTK's primary mission: - to provide, promote and coordinate quality education and training for needy Kenyans and refugees for their sustainable development because Education creates knowledge, understanding and transforms life and society.

Marangu Njogu  
**Executive Director**

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<sup>1</sup> **Higher education** for this country strategy limits itself to a level of education that is provided at secondary school, colleges, vocational schools, trade schools and universities.

# 1.0 Introduction

## 1.1 Windle Trust

### 1.1.1 Historical Background

In 1977, Hugh Austin Windle Pilkington set up the **Windle Charitable Trust** in Kenya mainly to support needy Kenyan students but also to assist refugees in Kenya. In addition, inspired by his contact with refugees stranded in Kenya, Hugh Pilkington personally assisted refugees to study in Kenya and elsewhere, including British universities. Hugh believed that good education was essential if Africa was to meet the challenges it faced. In 1986 Hugh was tragically killed in a car accident in Canada. Before his death he had made arrangements for his personal estate to be used to set up a foundation to promote the education of refugees and in 1988 the **Hugh Pilkington Charitable Trust** was established in the UK.

The Hugh Pilkington Charitable Trust (HPCT) and the Windle Charitable Trust have continued to pursue and develop Hugh Pilkington's vision. Over the years HPCT has established Windle Trust Uganda and has supported the development of HPT (Ethiopia) by a former beneficiary of Hugh Pilkington's support. In 2002 the HPCT transferred its operations to Windle Trust International (WTI) and HPCT is no longer operational. Since 1994, and in partnership with the Southern Sudanese community HPCT and WTI have developed "Skills for Southern Sudan" which was launched as an independent organization in 2002.

### 1.1.2 Windle Trust Organizations

The Windle Trust family comprises:

- Windle Trust Kenya: based in Nairobi, Kakuma Refugee Camp and Dadaab Refugee Camp
- Windle Trust Uganda: based in Kampala and in Gulu, Northern Uganda
- Windle Trust International: main offices in Oxford, UK; Khartoum and Juba, Sudan
- HPT(Ethiopia) and Skills for Southern Sudan are associate organizations of the Windle Trusts

### 1.1.3 Windle Trust International UK

WTI currently implements programmes in the United Kingdom, North and Southern Sudan, and provides advice and fundraising support for sister Windle Trusts in Kenya and Uganda

## 1.2 Windle Trust Kenya

Windle Trust Kenya (WTK) is a registered non-governmental organization in Kenya, registration number OP. 218/051/915/65.

### 1.2.1 Motto

"Education Transforms Society"

### 1.2.2 Vision

Our Vision is to bring inspiration, empowerment and hope to every WTK student.

### 1.2.3 Mission

Our primary mission is to provide, promote and coordinate quality education and training for refugees in Kenya and for needy Kenyans, particularly and thereby to transform both their lives and that of their communities.

### 1.2.4 Core Values

Our core values have the acronym TRACE – Trust, Respect, Accountability, Commitment, and Equity. They embody what WTK stands for, what drives us, what we believe in and what directs our decisions, actions and relationships with others on a daily basis. The core values are important mechanisms for motivating staff as they engage in programmes that build human capital amongst refugee communities and needy Kenyans. The table below presents core value indicators that help to expound their character in a more complete manner.

Core Value	Indicators and Character
<b>Trust</b>	<ul style="list-style-type: none"> <li>Trust is a relationship of reliance.</li> <li>Seeks to fulfil policies, ethical codes, law and regulations</li> <li>Seeks to fulfil and keep any promises given, dependable and reliable.</li> <li>Upholds good character and high moral standing</li> <li>Conducts business in an honest, trustworthy and transparent manner</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Values and upholds the dignity, potential worth and right of every human being</li> <li>Recognizes and nurtures diversity of opinion amongst staff, partners, and communities.</li> <li>Promotes positive and effective staff interactions and interpersonal relationships</li> <li>Cultivates team spirit to achieve shared results</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>Ensures prudent and transparent allocation and control of Trust's resources</li> <li>Good stewardship of Trust's donor resources</li> <li>Demonstrates good governance</li> </ul>
<b>Commitment</b>	<ul style="list-style-type: none"> <li>Affirms total commitment to the people we work with.</li> <li>Strives to attain the highest standards in all that we do.</li> <li>Sets high standards in our governance and management</li> <li>Learning from past experiences to inform our future approaches (flexibility).</li> <li>Creates opportunities for staff and communities to realize their potential.</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>Fairness to all regardless of ethnic background, race, religion, ideology, gender and age.</li> <li>Justice in relationships between children, youth, adults, tribe, and gender,</li> <li>Upholds and promotes the dignity of all the people</li> <li>Advocates for and pursues attainment and enjoyment of the human rights of the people we serve and work with</li> </ul>

### 1.2.5 About this 2011 -2015 Country Strategy

This document is a 5 year Country Strategy for WTK. Its purpose is as follows:

- a) To make our identity explicit to ourselves and others including donors: what we do and why
- b) To guide changes in the content of our work: whom we work with, what and where to expand, what to start, what to drop
- c) To guide how we work: what methods we use, based on our values and what we do well
- d) To assess our progress: providing targets against which we measure ourselves. What we do with whom, where, how and why add up to who we are. Our distinctive strengths and the support of the people we work with give us the right to continue and expand our work.
- e) It describes our direction and plans in more detail, based on our achievements, our distinctive strengths and the opportunities and threats we face in our operating context.

## 2.0 Achievements and Impact

The work of WTK to date has focused on scholarship and English language programmes with a particular emphasis on opportunities for girls and women throughout. This section reviews the achievements and impact of these programmes in order to draw out the distinctive strengths of WTK.

### 2.1 Scholarship Programmes

WTK has had a tremendous impact on building human resources through its scholarship programmes. Our graduates are making major contributions to the development of their countries, as evidenced by those working in Southern Sudan, Somalia, Rwanda, Burundi and the rest of Africa.

#### 2.1.1 Teacher training

In 2005-2006, WTK trained 300 South Sudanese refugee teachers at Kakuma Teachers College. They have since then repatriated and are now teaching in schools in Southern Sudan, some as head teachers and education officers.

### 2.1.2 Tertiary Scholarships

In the last five years, WTK has provided 293 students with scholarships at Kenyan universities and middle level colleges in various disciplines.

### 2.1.3 External Scholarships

In addition, 378 students were taken for undergraduate studies in Canadian universities, with the benefit of resettlement opportunities. A further 27 students benefited from WTI postgraduate scholarships in the UK.

Many of WTK's beneficiaries have returned home and hold strategic positions in the government and development organizations. The box to the right lists some of those who are participating in various development activities.

Although WTK's vision is to support both refugees and needy Kenyans, financial constraints have restricted our support for Kenyans. However WTK is currently providing tuition fees to 145 secondary school students in Migori and Kuria districts as well as providing diploma scholarships to 5 Kenyan students from Dadaab.

In summary, the impact of the scholarship programmes includes the following:

Fostering students' educational development to their full potential

Transformation of the society by the scholars whenever they live, whether in camps, home countries or elsewhere such as Canada, both economically and through reduction in conflict resulting from wider experience.

Initiatives developed by scholars such as a scheme for sending books from Canada to Dadaab.

The mutual support of the networks created among scholars.

#### Some beneficiaries of WTK scholarships include:

##### *In Government:*

- Benjamin Goro Gimba, Director General, Office of the President, Southern Sudan
- Wanji John, lecturer in Computer Organization and Assembly Language, Juba University

##### *In UN Organizations:*

- Anna Michael Hadjixiros, Project Officer –UNICEF, Southern Sudan
- Fatty Kalsum Acen, Education Manager, UNICEF
- Mukhtar Ahmed Mohamed, Programme Officer, World Food Programme in Somalia
- Abdullahi Sheikh Osman, Administration Officer, WFP Somalia programme in Somalia
- Alred Orono Orono, Associate Legal Officer, UN ICTR, Tanzania

##### *In Health NGOs:*

- Juba, Kidaga Joseph Bonda, Primary Health Care Supervisor, Health Association (SUHA) in Kajokeji County - Central Equatoria State
- Loro Fredrick Beden, Health Coordinator, Save the Children, USA, Southern Sudan,
- Nyariel Marco Makur, Animal Health trainer with FARM AFRICA in Wau, Southern Sudan,

##### *In Banking:*

- Anne Kennox Akwii, operations and administrative officer, World Bank, Juba
- Oketch Ben Taban, Kenya Commercial Bank, Juba
- Akoy William, Relations Officer, Equity Bank, Juba

##### *Other:*

- Sall Salamata, Citizen TV, Nairobi
- Asha Flara, policy analyst, Federal Government of Canada.



## 2.2 English Language Programmes

The English language is critical for unifying refugees who come from different linguistic backgrounds. As there is no other agency that is addressing this need in the camps, Windle Trust Kenya plays a central role in tackling the urgent need presented by the poor levels of English language skills and communication in Dadaab and Kakuma refugee camps.

### 2.2.1 Educational Impact

The educational impact over the last six years is substantial. Many teachers in the refugee camps are not from English-speaking countries and their training in the English language has improved education and training standards in the camps. The teacher upgrading programme is an outstanding success, as manifested by the numbers of both



direct and indirect beneficiaries. More than 30,000 pupils in 23 primary schools in the Kakuma refugee camp and more than 38,000 pupils in 18 primary schools in Dadaab refugee camp benefit from teachers with refined English language communication skills.

Improvements in English for all students, both teachers and others, enable them to access other training and to study further through books and the internet.

### 2.2.2 Economic Impact

The programmes have had a direct economic impact. There are many cases of refugees who have found employment as nurses, interpreters, community development workers and store keepers, among others, because they are now able to communicate fluently in English. The majority of those who have gone through the language training have become employed and those already employed have been promoted in their work places.

### 2.2.3 Social Impact

The wide-ranging social impact of the programmes includes empowering women, improving representation and reducing conflict. The language training has empowered more women by making it possible for them to get employment. It has also enabled them to express themselves to agencies' employees and thus enjoy better services. English language skills have become a tool for survival and protection.

Community leaders who have undergone the English language upgrading and training are now better placed to represent their people to the different agency staff working in the camps. They have also become better interpreters and thus communicate more accurately to the agencies and the communities they represent.

Inter-community interaction has improved because individuals are better able to communicate with and understand others from different communities and cultural backgrounds. Attending the English classes has created opportunities for adult members of society from diverse communities to sit side by side, observe things from a common point of view, learn together, follow instructions from one leader in class, visit each other, borrow books and discuss similar matters collectively. This has resulted in closer interaction, mutual trust, a sense of belonging together, unity, solidarity and peaceful coexistence as



a single community regardless of differences in ethnicity, religion, language and nationality.

Finally, the fact that agencies can now have a larger pool of refugee staff to choose from has improved service delivery because staff are more readily available and trainable, making it possible for refugees to serve each other better in different capacities.

**In summary** English Language programmes have become the life blood of refugee camps in Kenya. They have helped the refugee community and a smaller number from surrounding communities through the following **impacts**:

**Better education:** The training of teachers in English has improved the quality of teaching, resulting in better education for tens of thousands of primary school pupils.

**Opportunities for study:** Access to other training and further study through books and the internet. The donation of books and other reading materials from Book Aid International to the refugee camp libraries has promoted a culture of reading and helped raise the levels of literacy.

**Enhancing livelihoods:** Many refugees have been able to secure jobs with the NGOs working in the camps.

**Self advocacy for women,** enabling them to access camp services more easily and with greater confidence.

**Improved representation** of refugee views by community leaders and other English language students.

**Understanding and peaceful coexistence:** Better understanding among the diverse communities in and near camps.

**Better camp services** from a larger pool of potential staff for agencies.

## 2.3 Girls and Women

WTK seeks to emphasize opportunities for girls and women in all its work in order to help correct their poor access to educational opportunities. WTK is currently providing remedial training to 480 girls in their final primary class in Kakuma and Dadaab in order to increase their opportunities to access

secondary education. Similarly WTK has provided solar lamps to girls in primary and secondary schools to increase their opportunities for study in the evenings. At the same time WTK provides English language training to vulnerable refugee women and Kenyan women in order to make it possible for them to access services more easily and also as a tool for protection.

## 2.4 Dadaab Secondary School Education

In 2010, WTK was appointed by UNHCR to implement secondary education. Dadaab secondary education has 6 secondary schools with a total of 2,692 students in which 23% are girls. There are 112 teachers, 50 % of the teachers are qualified and the other 50% comprises of untrained teachers.

Each of the three camps (Dagahaley, IFO and Hagadera) has two schools. The 6 secondary schools are feeder from 19 primary schools in the camps. Out of the 2,414 students who completed primary education and sat for the Kenya Certificate of Primary Education (KCPE in November 2009 only 28% (678) students got admission into secondary schools. The number of girls admitted to form one was 114, constituting 17% of the total admissions to form one. Out of 112 secondary school teachers only 13 are female

The 6 six schools were not started together. Three schools were started in 2000 with only 119 students. In 2008 through refugee community initiative a further three schools were established to increase access to secondary school by primary school graduates. The refugee community did not want their children to graduate into the idle camp life which could potentially lure them into anti-social activities.

Secondary education is a gateway to opportunities to university, middle level college education, and professional development as well as to economic and social development. As such it is the most critical stage in the academic development of the young refugees. It holds to their future. The refugee parents expect the young students to one day use their skills and knowledge to contribute to the reconstruction and rehabilitation of their motherland and bring peace and democracy.



### 3.0 Distinctive Strengths

The review of our work in the previous section suggests that WTK has three distinctive strengths:

WTK's **value and respect for beneficiaries**, who are seen as human with potential and not just as "cases" or "incentive workers." We take the time to listen to and counsel people as individuals.

The professionalism and integrity of WTK **staff** means that they are trusted and effective.

WTK's reputation for provision of **high quality services**: scholarships and English language training where the Windle Trust English Language certificate is sought by employers.

Among all agencies providing services to refugees in the camps, WTK is the only organization specializing in provision of one professional field: Education. WTK has distinguished itself as the leading education agency providing quality education. Its key related strengths are as follows:

Experience in refugee education and specialization in English language training

Good and realistic partnerships with local agencies and international agencies including UNHCR

High moral standing of the organization in the camps and among the refugees

### 4.0 Operating Context

In pursuing our mission, we recognize fully that success in provision of education is dependent on many factors such as regional and global developments in politics, economies, society, the environment, education, technology and the status of refugees. These factors all influence the development of education. WTK will consistently seek to understand all these aspects of the context in which we operate. WTK will work in partnership with donors and other stakeholders to respond to changes in the context and achieve shared goals.

This section reviews major trends in each of the factors mentioned above.

#### 4.1 Political Factors

The political context in which WTK operates continues to be overshadowed by conflict. Somalia's problems are resulting in a large influx of refugees into Kenya, much greater than the flow of refugees returning to southern Sudan. The referendum in Sudan in 2011 may lead to peace but could also result in greater conflict or even a return to war. Meanwhile conflicts in Darfur and DRC are driving refugees into Kenya.

The Kenyan government has enacted the Refugee Act recognizing refugees as a long term feature of the country.

#### 4.2 Economic Factors

Global economic problems overshadow the start of the strategy period, with effects on both aid resources and the local economy in Kenya. Besides threats to the volume of international aid there are changes in its nature as follows:

- Greater focus on conflict prevention
- More use of commercial rather than humanitarian NGO routes for aid spending
- Questioning of the value of aid
- Relative growth in aid and influence from China and India
- Fight against terrorism has greater attention of international political decision makers

#### 4.3 Social Factors

A perception of growing inequality in Kenya raises tensions and this makes life more difficult for the fast-growing numbers of refugees in Kenya.

Refugees in the Diaspora are sending money to their relatives in camps creating wealthy business people within camp society. This provides an opportunity to influence refugee business leaders to contribute to the educational programmes of refugees.

The concentration of support on refugees by humanitarian organizations over the last two decades has greatly improved their general level of livelihood whilst that of the host communities has remained stagnant. This has created an unhealthy imbalance in development against the host Kenyans.

#### 4.4 Environmental Factors

The Turkana and Dadaab regions that host refugees are located in the arid and semi-arid range lands of the Northwestern and Northeastern regions of Kenya They are among the 10 most marginalized districts in

Kenya, that have traditionally been identified as Arid and Semi-Arid Lands (ASAL).<sup>2</sup> The ASAL constitute 84% of the land mass of Kenya. The climate of these districts is dry, with sporadic “flash” rainfall that ranges between 200-550 mm annually and is too little to sustain rain-fed agricultural farming. Characterized by bi-modal rainfall, a moderate drought is experienced approximately every 4 to 5 years, with a major drought expected once per decade.

#### 4.5 Education Factors

An analysis conducted to map schooling levels of all persons aged six and above indicates that only 16.3 % (16.3% male & 6% female) from the Turkana county and 19.5% (29.8 male & 7.8 female) from the Garissa county have ever enrolled in school against a national average of 76.8%.<sup>3</sup> The net enrolment rates of the two counties have remained constant since 2003<sup>4</sup>. The two focus counties, Turkana (16.8% male & 19.9% female) and Garissa (2.5 % male & 6% female) have significant dropout rates particularly for the girls. Analysis of 2007 rates indicates that only 43.9% and 62.7% of students completed their primary school cycle in Turkana and Garissa counties respectively.

The two counties are some of those with the lowest ratio of trained teachers. In 2007, Turkana ratio of trained teacher per pupil was 1:123 while Garissa was a little better at 1:68. Subsequently, the performance in national examinations is equally poor. This is critical because cultural restriction, low retention rates, long distance to schools coupled with and poor teacher ratio, poor performance in national examination, increased illiteracy all build upon one another to perpetuate a downward spiral of marginalization of the people in ASAL regions.

While continuing with its mandate to support the refugees it will be necessary for WTK to expand our programming capacity and scope to address development initiatives of local communities. Over the

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<sup>2</sup> Sara Jerop Ruto, Zipporah Nyamauncho Ongwenyi and John Kabutha Mugo, 2009, *Reaching the marginalized Educational Marginalisation in Northern Kenya - Background paper prepared for the Education for All Global Monitoring Report 2010*,

<sup>3</sup> Kenya National Bureau of Statistics, Analysis Section 2008

<sup>4</sup> Sara Jerop Ruto, Zipporah Nyamauncho Ongwenyi and John Kabutha Mugo, 2009, *Reaching the marginalized Educational Marginalisation in Northern Kenya - Background paper prepared for the Education for All Global Monitoring Report 2010*,

last two decades the host communities have hosted refugees, the international community have given greater attention to the refugees. Now the refugee community seem to be leading a better life than the local community. The refugees have good hospitals, good schools, potable water and well-established community services amenities in the camps. This makes the hosting community feel neglected despite their hospitality. As a result, the local communities are becoming more hostile and often times have tried to paralyze the agencies work. It is therefore, important to try and narrow the quality and access disparities between refugee education and host community education.

#### 4.6 Technological Factors

The continuing advance of mobile telephones and the internet, including new international connections in 2009, is opening up new possibilities in refugee camps. This could be useful for distance learning and closer networks among students. However the cost involved continues to be an obstacle for refugees.

#### 4.7 Refugee Factors

##### 4.7.1 Kakuma Refugee Camp – Changing Times

Although nearly two-thirds of the southern Sudanese refugees have left the camps, there is still one third left behind. Some of the Sudanese left behind are reluctant to go back home before the 2011 referendum which will determine whether southern Sudan becomes an independent state or continues being part of Sudan. Recent developments suggest tensions between the Government of National Unity in Khartoum and the semi-autonomous Government of Southern Sudan. These developments tend to delay the repatriation process.

Meanwhile the number of Somalis in Kakuma continues to rise, reaching 58.9% of the 65,423 refugees in the camps. Sudanese have taken second position with 28.3%. The increase in the Somali population is due to the relocation from Dadaab refugee camps towards the end of 2009.

##### 4.7.2 Dadaab Refugee Camps – the Influx

The original Dadaab refugees have been in the camps for nearly 18 years now, ever since the flight of Somali refugees into Kenya in 1991, with an average of 130,000 refugees. Since the Somali conflict in 1991 erupted over 14 peace talks have been held in unsuccessful attempts to bring normalcy to Somalia. The country's parliament elected a new president in

2008 but he seems ineffective because, like his predecessor, he has no army to exert power. The proposed African peace-keeping army has not been formed except for a few Ugandan soldiers whose mandate is basically to protect the president. The lack of military control has resulted in insurgency by warlords and merchants' militia.

The new fighting has renewed the flight of Somali refugees to Dadaab camps. The population which is 279,331 is predominantly Somali (94.3%) which includes 25,129 new refugees registered in 2010 as at June. Two decades ago, Dadaab refugee camps were established to accommodate only 90,000 refugees.

#### **4.7.3 The Youth Phenomenon**

An emerging feature that will undoubtedly influence development and humanitarian work, particularly in Dadaab refugee camps, is the phenomenon of young people born or coming of age in the camps. These young people pose a challenge for all humanitarian agencies in contributing to their educational and training needs, their integration into a foreign culture and their development into a significant human resource - both here while staying in Kenya and following repatriation or resettlement. For them, life in the camps is not just about food and water, important though these are. Humanitarian and development agencies, WTK included, have to address the youth agenda in relation to building a human resource ready to take on the responsibilities of rebuilding Somali society upon repatriation. This includes provision of technical and vocational education, leadership training and expansion of refugee initiatives such as computer schools, language classes and distance learning initiatives.

In Dadaab, in 2008, the refugee community established three secondary schools to absorb qualified primary graduates who could not make it into UNHCR funded secondary schools. The schools host 800 students in form one and two which is 38% of the total students in UNHCR- sponsored secondary schools.

Perhaps the time is ripe for WTK to re-engineer its programming in regard to youth. WTK, which nurtured Skills for Southern Sudan, could mid-wife "Skills for Somalia". It may not be farfetched to consider designs for increasing and expanding provision of technical and professional training for young people who complete high school in the camps. The graduates returning to the camps could be helped to hone their professional skills through attachments, shadow

refugee officers paired with national staff and refugee volunteer-ship. It would also be beneficial to encourage refugee initiatives to establish educational institutions.

## **4.8 Opportunities and Threats**

In summary, the operating context presents the following opportunities and threats to WTK:

### **4.8.1 Opportunities**

The refugee camps are likely to remain in Kenya for a long time, with growth in numbers from Somalia more than compensating for returns to Sudan.

Basic education and scholarships are highly regarded by refugees, who generally view education as the only take away item from refugee camps. Within education, WTK's English language training is unique and highly appreciated.

Diaspora money and refugee business leaders create opportunities for local support. Similarly, refugee students getting into Canadian universities could be great advocates for their compatriots in the camps.

The falling costs of communication by mobile telephones and the internet present new educational opportunities.

There may be an opportunity to prepare future Somali leaders for a time of greater stability, including young people who have grown up in refugee camps.

### **4.8.2 Threats**

Donor fatigue is a key threat. The refugees have been in the camps for nearly two decades. The international community has either exhausted initial resources or redefined their priorities. The global recession has cut the resources of many donors. Donors are discouraged by the seemingly bleak future for Somalia's political stability.

Changes to international aid programmes present threats to past sources of funds though in principle also create new potential sources.

The 2011 referendum in Sudan could cause instability.

Acute needs of host communities for education and other support, exacerbated by climate change. Without greater government attention these needs pose threats to WTK's work in and near camps.

Greater reluctance among Kenyan government and society to host refugee camps



## 5.0 Strategic Focus

Based on the analysis above of our strengths and the operating context, the focus of WTK remains education for needy Kenyans and refugees. Education has the capacity to improve and transform society. By investing in education, WTK is giving society a powerful tool that will change communities over the next one or two decades.

Over the past three decades, WTK has provided scholarships, English language training, teacher education, secondary education and education counselling to refugees. During that period of time, WTK has built strong networks with various education players. It has solid networks and relationships with the Ministry of Education, universities, training institutions, examination bodies and humanitarian organizations. WTK has distinguished itself as the only agency focused on providing quality education services to refugees in the camps.

Without losing this overall focus, WTK's analysis shows the need for greater emphasis on two directions within its strategy. First, it is obvious that, due to cultural and social biases, girls lag behind in education in both refugee and local communities. Secondly, it is evident that there exist big disparities between the education of communities hosting refugees and the refugees themselves.

Therefore, while continuing with educational support to all refugees, Windle Trust Kenya will re-emphasize its work on the **education of girls** and expand its educational programming capacity and scope to contribute to the educational initiatives of **communities hosting refugees**. This emphasis is guided by one of our core values: Equity. To guarantee "Education for All", WTK will advocate for and assure the right to education for marginalized groups, such as girls, women, refugees and needy Kenyans living in arid and semi-arid districts, particularly those hosting refugees.

In addition to these changes in emphasis, there is considerable scope for expanding WTK's contribution to basic education, including primary as well as secondary education. This is a way in which WTK can help to meet huge needs based on its educational skills, experience, reputation and relationships. It also offers major opportunities for teaching girls and supporting host communities.

Exploiting our distinctive strengths, responding to the opportunities and threats we face and renewing our strategic focus, WTK will focus on FOUR strategic objectives over the next 5 years:

1. Girl Child Education
2. Scholarships
3. English Language Training
4. Higher Education

By the end of 2015, WTK's work on these strategic objectives will have had a measurable and sustainable impact on the personal development of refugees and neighbouring communities in Kenya, resulting in a substantial contribution to regional peace and mutual understanding.

The following chapter describes the strategic objectives in more detail.

## 6.0 Strategic Objectives

### Strategic Objective 1: Girl Child Education

#### Empowerment of Girls and Women in all WTK Activities

The lack of equity in access to and attainment of education is placing an increasing number of social groups at a disadvantage in terms of productively negotiating the changes that accompany rapid global development. More often than not, because of gender disparities in all sectors of society, girls and women find themselves placed at the bottom of social groups considered to be at risk. This leads to their increasing vulnerability as they find themselves ill-equipped to deal with changes in their own societies. Access to education provides essential tools to negotiate and participate in an increasingly knowledge-based and technology-based global society, leading to an increase in social, economic and political wellbeing. Research has shown that access to and attainment of education can lead to decreases in infant, child and maternal deaths, increases in family income and higher levels of autonomy and self-esteem as a result of informed choices.

The skills, knowledge and perspectives of women are essential to societies but globally have been undervalued. Refugee and neighbouring communities have everything to gain by committing themselves to non-discrimination and achieving equal

access to resources, opportunities and rights for all people. Ironically, in refugee camps, female intellectual resources are often not thought to be useful compared to the value of women for domestic chores and marriage:

- Domestic work: As household survival depends on girls' domestic work, it is given priority over attending school. Domestic work also limits girls' time for studying at home or attending extra classes.
- Early marriage: Many girls are removed from school upon reaching puberty for protection while awaiting marriage. Alternatively, if

married at an early age, they drop out of school to take on the burden of bringing up a family.

In order to help girls break these barriers, WTK will deliberately mainstream gender in all educational programming and provide more learning opportunities and educational experiences for girls and women. This is a challenging objective owing to entrenched attitudes and cultural practices.

The following box presents activities that are planned to implement this strategic objective:

<p><b>Plans for Strategic Objective 1: Girl Child Education</b></p> <p>Facilitate and strengthen partnerships to support equity, access and attainment of a quality basic education for girls.</p> <p>Participate in policy discussions to push for policies that are favourable to girls          Use advocacy and capacity building as well as development of key partnerships to push for support for girl child education          Provide remedial training and coaching to girls          Avail motivational talks and role models to girls, particularly professional women e.g. educators, scientists, emergency managers          Provide solar lamps to girls          Teach students to resist stereotypes and base decisions on knowledge of differences and specific cultural, economic, political and sexual contexts, not on false generalities          Create meaningful opportunities for girls' participation and leadership in school          Introduce human rights discussions in schools          Conduct extensive awareness campaigns with the community to promote the roles, rights and responsibilities of the girl child          Encourage the increase of female teachers in schools          Encourage female PTA members in school committees</p>
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**Strategic Objective 2: Scholarships**

**Scholarships for Secondary and Post-Secondary Education**

Secondary and post secondary education increases academic maturity in students. It prepares them to take up professional and leadership responsibilities. This level of education gives the students the capacity to improve lives and transform communities in the world. WTK will provide opportunities for students to pursue education at secondary schools, universities and middle level colleges.

However, provision of this level of education is most challenging. It costs more and takes long to complete. Furthermore, in emergency situations like refugee camps, education is not given top priority. This makes mobilizing funding a great challenge. Education is a long term investment in human capital development. In order for WTK to continue providing support to deserving students, it will require innovative and strategic management that can focus on key strategies and tasks to help us achieve the vision we have set for ourselves.

The following box presents activities that are planned to implement this strategic objective:

<p><b>Plans for Strategic Objective 2: Scholarships</b></p> <p>Scholarships for Secondary and Post-Secondary Education</p>
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Provide university and middle level education to deserving secondary school graduates within Kenyan institutions  
Lobby for external scholarships in Canadian universities for qualified refugee secondary school graduates  
Lobby for post-graduate scholarships for outstanding undergraduate refugee students  
Develop innovative fundraising strategies  
Advocate for long term investment in human capital development through university education

### **Strategic Objective 3: English Language Training**

#### **Broaden Training and Learning in English Language and Communication Skills**

The official language of communication in Kakuma and Dadaab refugee camps is English. Use of English helps to promote communication and harmony among the many different tribes and clans in the camps as well as opening up opportunities for training and employment.

Windle Trust Kenya is the only agency at the camps offering English language training. As a result there has been a continuous demand for English language classes, creating a serious need for expansion. In the next 5 years WTK will focus on the following activities:

- Broaden the project objective relating to upgrading English language and communication skills for refugee teachers to include strengthening English teaching methods. In addition to upgrading teachers' English language skills the project indirectly benefits over 60,000 refugee children in 40 schools in Kakuma and Dadaab who gain access to better skilled teachers of the English language. This exposure improves students' overall performance in school, as it helps them access quality education.
- Make a deliberate move to increase women's enrolment in classes. English language training for women is vital for enhancing their protection and enjoyment of human rights.
- Expand English language training beyond the current advanced level. This is especially important for older learners who do not stand a chance to get the scholarships on offer. The determined and committed among them should be provided with a chance to advance their studies. With the current liberalized academic

situation in Kenya, it is possible for WTK to enter into partnerships with institutions that could offer a higher level of training targeting English language for specific purposes such as business among others.

- Start English language classes for school girls to enhance their capacity to perform better in national examinations and by extension increase their opportunities for higher education. Teachers being trained could be encouraged to develop strategies to support the targeting of school age girls to prepare them to complete their education and perform better in national examinations.
- Develop long-term language training strategies related to repatriation. These should be developed with refugees to support the sustainability of the skills they are taught and to better prepare them for implementing these skills on return. This could include introducing a Training of Trainers (ToT) course to equip returning refugees with the skills to set up their own English language training schools for teachers and/or other students.

Despite its popularity and the clear need, English language training faces significant challenges:

- Lack of continuity/flow of lessons due to turnover of staff
- Lack of a developed curriculum
- Disruption and dropout rate due to repatriation exercise
- Inadequate funding
- Inadequate operational capacity – transport, accommodation and communication facilities
- Low enrolment of female students due to social and cultural practices

The following box presents activities that are planned to implement this strategic objective:

### Plans for Strategic Objective 3: English Language Training

Provide English language and communication training to youth, women, teachers and community leaders

- Improve the quality of teaching in refugee camp schools by upgrading the English language and communication skills of refugee teachers
- Help vulnerable women refugees access camp services more easily and with greater confidence by improving their English language and communication skills.
- Equip refugee community leaders (including women leaders) with English language and communication skills to support inter-community links within the camps and to help leaders function more effectively in advocating the needs of the people
- Address the development and training needs of young refugees (men and women) through improved English language and communication skills which enhance their opportunity to access further training and education
- Train in English language within a repatriation package
- Provide English language to the new influx of Somali refugees into Kakuma camp
- Expand the English language programme in Dadaab to cover youth, women, teachers, community leaders and professionals
- Expand beyond current advanced level
- Start English language classes for school girls

### Strategic Objective 4: Higher Education

Higher education for this Country Strategy limits itself to a level of education that is provided at secondary school, colleges, vocational schools, trade schools and universities. Secondary education is key to development of human resource. It is a gateway to the opportunities to tertiary education as well as economic benefits and social development. Demand for access to higher levels of education is growing dramatically in the refugee camps. Higher education is also important in enhancing poverty eradication initiatives the refugee camps.

The ultimate objective of higher education is to improve student achievement so that individual students may contribute to development of the world and live their own dreams

Education is the most important tool in the needy Kenyans and refugee lives. It holds to their future and it's a great equalizer. It creates knowledge, understanding and the capacity to transform life and society. In the fight to eradicate poverty, education is one of the most efficient tools because it enables individuals to participate more effectively in the economy.

Expansion in higher education fits well with WTK's distinctive strengths and responds to repeated requests for more involvement from refugee camp communities. The following box presents activities that are planned to implement this strategic objective:

### Plans for Strategic Objective 4: Higher Education

Facilitate provision of opportunity for Higher education to deserving children

- Strengthen the secondary education
- Encourage universities to start satellite campus in Dadaab
- Network with International universities for admission of refugee and needy Kenya students
- Establish E-learning centres to enable students access on-line education
- Document successful educational practices
- Boost distance-learning for students
- Design and consistently apply implementation, monitoring and evaluation tools.
- Work on assuring quality education

- ❑ Lead in student-focused and outcome-based learning
- ❑ Design incentive systems that will recognize outstanding performance by teachers and students
- ❑ Nurture students to be intellectually active, socially caring and globally aware
- ❑ Foster students' whole person development and holistic learning experience, and nurture their leadership capacities through formal and informal educational experiences in both local and cross-cultural contexts
- ❑ Support our students to become independent, analytical, critical and creative learners and thinkers
- ❑ Broaden our students' national and international outlook through development of cross-cultural and multi-ethnic understanding.

## 7.0 Strategic Outcomes

Working with partners and stakeholders, we will draw on our strengths and experience to provide education to refugees and needy communities as described in our strategic objectives. At the end of the life of this Country Strategy, WTK hopes to achieve the following main strategic outcomes.

**Outcome 1:** Increased number of girls accessing secondary and university education.

**Outcome 2:** Increased number of refugees and Kenyan secondary graduates accessing university education locally and internationally.

**Outcome 3:** Improved ability to communicate in English by refugee community, especially women, youth and leaders.

**Outcome 4:** Improved quality of basic education among refugee students.

## 8.0 Implementing and Monitoring the Country Strategy

WTK will implement the Country Strategy through its field offices in Kakuma and Dadaab. Strategic objectives will be implemented through formulation of annual Country Operation Plans. The Country Strategy will be reviewed annually to determine progress and also check emerging issues, concerns or challenges of significance to the strategic objectives.

## 9.0 Origins of Country Strategy

This Country Strategy is the result of consultative forums with staff and the Board of Trustees over the past two years that culminated in a strategy workshop in Nairobi on 1 August 2009. It was approved by the Trustees of WTK on 20 November 2010.