WINDLE TRUST
Kenya

EDUCATION TRANSFORMS SOCIETY

Strategic Plan 2016-2020

Strategic Plan 2016-2020

Educated and empowered people from conflict affected and marginalized backgrounds leading peaceful dignified lives

Education and Training

Research and Development

Human Resources Development

Partnerships, Investment, Fundraising & Sustainability

Create lasting change and transform society by delivering quality education and training, advocating for and influencing education policy for refugees, the needy and conflict-affected communities in Kenya

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ACRONYMS AND ABBREVIATION

BHER	Borderless Higher Education for Refugees
BPRM	Bureau of population, Refugees and Migration
DFTAD	Department of Foreign Affairs, Trade and Development
ED	Executive Director
ELP	English Language Programme
HPCT	Hugh Pilkington Charitable Trust
HRD	Human Resource Development
ICT	Information & Communication Technology
KU	Kenyatta University
MDGs	Millennium Development Goals
MU	Moi University
NGO	Non-government Organization
EFA	Education Funding Agency
EU	European Union
SMT	Senior Management Team
UK-AID	United Kingdom AID
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nation Children's Fund
UBC	University of British Columbia
WTIF	Windle Trust International Federation
WTK	Windle Trust Kenya
WUSC	World University Service of Canada
YU	York University
MOE	Ministry of Education
PTA	Parents Teachers Associations
DRA	Department of Refugees Affairs
DEO	District Education Officers

1 EXECUTIVE SUMMARY

The Windle Trust Kenya's Strategic Plan has been developed with the input of its Trustees, senior staff and partner organizations in its area of operation. The strategic plan 2016 – 2020 (five years) focuses on improving Windle Trust Kenya's relationship with the people it serves, its partners as well as its internal structures.

The role of Windle Trust Kenya is to serve the refugees and needy Kenyans by providing education and training. The strategic plan 2016-2020 clearly outlines the various programs that will provide education to children with special needs, the girl child, adults, as well as higher learning education.

To successfully implement the various programmes, it is in line with the plan that WTK will focus on Research and Development so as to understand the needs of the community it serves; benchmark its operation in order to attain a certain desired standard.

The aim of the plan is to ensure successful and optimal growth of Windle Trust Kenya as well as making a positive impact through efficient implementation to meet the needs of its population of concern. In order to achieve this, WTK has planned on how it will develop its Human Resource to ensure that it has the capacity to deliver its promise to the society.

One of the most important aspects picked out in the strategic plan is the sustainability for WTK. Strategic partnerships, funding and investment plans were put in place to ensure that WTK remains sustainable because its existence brings transformation to a society.

The strategic plan will guide Windle Trust Kenya's core operations and enable it to achieve its goals through efficiency and effectiveness in helping conflict affected and needy students. WTK will make a concerted effort to pursue its broad strategies in relation to its future plans.

2   FOREWORD FROM THE EXECUTIVE DIRECTOR

Transformative Power of Education

WTK's Mission is to create lasting change and transform society. We do so by delivering quality education and training, advocating for and influencing education policy for refugees, the needy and conflict- affected communities in Kenya.

Education has the power to lift people out of poverty and empower them to lead a self-determined life. Education helps communities to take charge of their lives, while providing a firm route to success. Just like Mandela said, *"Education is the most powerful tool which you can use to change the World."*

Social change starts with education. Education helps people to appreciate others and recognize that everyone has a right to being, a right to be heard and a right to his opinion. This in essence promotes tolerance and leads to peaceful co-existence.

Our programmes will help communities take charge of their children's education and build stronger education institutions. We shall articulate to stakeholder the intrinsic role education plays in the success of individuals and communities.WTK will achieve its mission by implementing FOUR strategic objectives over the next 5 years:
  o Strategic Objective 1 – Education and Training
  o Strategic Objective 2 – Research and Development
  o Strategic Objective 3 – Human Resource Development
  o Strategic Objective 4 – Partnerships, Investment, Fund Raising and Sustainability

By the end of 2020, 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 development and improved lifestyles particularly to the direct beneficiaries of our interventions.

In the process of drawing up this Country Strategy, wide consultations were held with the staff and the Board of Trustees. I would like to thank them for their most valuable inputs to the identification of key strategies that will enable Windle Trust participate and contribute to the improvement of lives of communities we serve.

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 is the support from our donors, inspiration from our Board of Trustees and the sacrifice, commitment and professionalism of our staff.

We now re-dedicate ourselves to WTK's mission: - *to create lasting change and transform society by delivering quality education and training, advocating for and influencing education policy for refugees, the needy and conflict- affected communities in Kenya*.

Dr. Marangu Njogu, Executive Director, Windle Trust Kenya, Nairobi, Kenya

3   Introduction

3.1 Historical Background

Windle Trust Kenya was set up in 1977 by Dr. Hugh Austin Windle Pilkington. He founded it to support needy students in Kenya. Following his untimely death in 1986, WTK has mainly been used 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.

He believed in the power of education to equip Africa to meet the challenges it faced which he articulates in a letter of intention dated April 1977, " In setting up the Windle Trust, I have the following intentions in mind:- *The Trust should aim to invest in people – in their training, rather than in improving their immediate lot. I.e., I would rather that the Trust sponsored someone's training than that it put food today into the mouth of the hungry, which is not investment…."*

 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 (HPCT) was established in the UK.

The HPCT and Windle Trust Kenya have continued to pursue and develop Hugh Pilkington's vision. Over the years HPCT has established Windle Trust Uganda. In 2002 HPCT transferred its operations to Windle Trust International (WTI).

3.2 Windle Trust Organizations

The Windle Federation is an international network currently comprising:
1.   Windle Trust Kenya: based in Nairobi, Kakuma Refugee Camp and Dadaab Refugee Camp.
2.   Windle Trust Uganda: based in Kampala and Gulu, Northern Uganda.
3.   Windle Trust International: main offices in UK, Sudan and Southern Sudan.

3.3 Windle Trust Kenya

WTK continues to support and implement education interventions in Kakuma, Dadaab and the schools of the immediate host communities. The implementation of these education projects is made possible through the generous support of both bilateral and multilateral donors including UNHCR, UNICEF, EU, BPRM, UK-AID and DFTAD. WTK has also forged lasting partnerships with foundations and international organizations such as the DD PURI Foundation and the World University Service of Canada (WUSC) that have supported the provision of education to refugees and needy Kenyans. The overall impact of these interventions has improved the life chances, economic and social well-being of marginalized girls and boys and an investment in the long term capacity of their communities to build a peaceful future.

WTK operates within Kenya. Its Headquarters are located in Nairobi's Lavington area at No 10, Amboseli Road and P.O. Box 40521 – 00100 – Nairobi with sub-offices in Dadaab and Kakuma. Windle Trust Kenya operates under its well-developed policies and procedures which conform to the statutes and laws of Kenya.

4 Vision, Mission and Core Values

4.1 Vision
WTK's vision is to see educated and empowered people from conflict affected and marginalized backgrounds leading peaceful dignified lives.

4.2 Mission
WTK's Mission is 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.

4.3 Core Values
WTK will continue to be driven by the following core values abbreviated **T.R.A.C.E:-**
- ❑ **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 ensure 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 the dignity of all the people regardless of their background

5 Methodology
The formulation and review of the Strategic Plan process began with the initial discussions with the Board of Trustees and senior managers of Windle Trust Kenya in November 2014. In these discussions, the Board and management explored broad principles of Windle Trust Kenya's future by reference to its past performance. To piece together these broad principles into a strategic plan, the board hired a consultant to facilitate and guide the process.

The consultant held meetings with the Executive Director, heads and members of various departments and the Chairman of the Board of Trustees. An evaluation of relevant documentation such as the WTK Strategic Plan (2011 – 2015), financial statements and organizational structures was carried out and was followed by further meetings with management which focused on specific areas such as: -

- ❑ Audit of Mission and Vision of Windle Trust Kenya.
- ❑ Organization structure / Programme units department's current mandate and functions.
- ❑ Strategic goals, objectives, outputs, and activities – achievements and lessons learnt.
- ❑ SWOT analysis of the current business and way forward.
- ❑ Analysis of stakeholders, partnerships and collaborations.
- ❑ Windle Trust Kenya image and public perception.

The feedback received from WTK staff through the interviews enabled the presentation of the inception report and a work plan whose main import was to develop a common understanding

of what the consultancy entailed with specific deliverables. The inception report was presented to the Executive Director in a face to face discussion with very useful comments adopted.

A select group comprising the senior staff from each of the locations (Dadaab, Kakuma and Nairobi) and the Board of the Trustees were mandated to proceed for a 2 day workshop held at Grace House Hotel, Nairobi, to develop a new strategic plan. The workshop was used as a platform to deliberate, define and refine new strategic objectives to support key activities and come up with critical elements necessary for development of the 2016 – 2020 strategic plan.

Policy inputs of both the Chairman and Executive Director as stated during the opening and closing of the session were noted and incorporated. Indeed these provided the overriding strategic themes.

The approach of the development of the strategic plan   was participatory which ensured involvement of staff at all levels and the Board of Trustees.

6   Achievements, Outcomes and Impact (2011-2015)

The formulation of the WTK strategy for the period 2016-2020 offered a moment to reflect on the cumulative outcomes of the organization's interventions in the previous strategic plan period: 2011-2015 which sought to achieve the following four main aims:

- ❑ **Higher Education:** Facilitating provision of opportunity for Higher Education to deserving children.
- ❑ **Scholarship:** Scholarships for Secondary and Post-Secondary Education
- ❑ **Girl-Child Education:** Facilitation and strengthening of partnerships to support equity, access and attainment of quality basic education for girls.
- ❑ **Communicative English Language Training:** Broaden Training and Learning in English Language and Communication Skills to youth, women, teachers and community leaders.

6.1 Higher Education

During the last strategic period 2011-2015, WTK has supported provision of scholarships to over 300 students in various universities in Kenya funded by UNHCR, DD Puri Foundation. In addition WTK airlifted 250 students to study and live in Canada under the support of World University Services of Canada (WUSC). During this strategic period, one of the most innovative higher education project undertaken is the launch of Borderless Higher Education for Refugees (BHER)

BHER is a unique university education initiative in Dadaab that seeks to provide gender equitable teacher training programmes to working, untrained teachers who can then contribute back to the community, increasing and improving overall education in the camps. BHER is a multi-institutional collaboration within the five-member BHER Consortium bridging Kenya and Canada. In Kenya, these consortium partners are, Kenyatta University (KU), Moi University (MU) and Windle Trust Kenya (WTK).

The Canadian consortium members are York University (YU) and University of British Columbia (UBC). The BHER project is undertaken with the financial support of the Government of Canada, provided through the Department of Foreign Affairs, Trade and Development (DFATD).The project is through a grant for the period of 2013 – 2018, administered through York University in Canada and coordinated by Windle Trust Kenya in Dadaab.

The BHER project offers tuition free university level certificate, diploma and degree programs to participating students and bears all costs associated with the delivery of these programs. The ultimate goal of BHER is to afford refugee youth a greater likelihood of successful and productive repatriation to their home country when possible, and a rise in the quality of education in host/home countries concerned with building peaceful, equitable and socially inclusive societies.

BHER has entered the third year of its implementation. At this time close to 160 students are continuing their studies in the Certificate and Diploma programs of Teacher Education at the primary and secondary level. In 2015 August another 140 students will start their studies in the same fields, bringing the number of students attending BHER programs to 300.

WTK implements the Dadaab refugee secondary education which has 7 secondary schools with nearly four thousand scholars' enrolled. Through this education training the young refugees develop leadership skills and capacities which contribute positively to their communities both in protracted settings and in post conflict reconstruction areas. In addition, WTK commenced implementation of secondary education on behalf of the UNHCR in Kakuma for 2015 in four secondary schools.

6.2 Communicative f English language Training
ELP (English Language Programme) - has been pivotal in promoting co-existence within the camps and enhancing a common unifying language amidst people from different linguistic backgrounds. Young Women with proficiency in English language skills are able to articulate concerns to the authorities and build long-term English language training capacity among the host/refugee population.

The training also imparts teachers with skills and knowledge in implementing education curriculum in schools at both Dadaab and Kakuma camps. Over 2,000 beneficiaries comprising of community leaders, youth, women and teachers benefitted from these trainings between 2011 and 2015.

6.3 Scholarships for Secondary and Post-Secondary Education
Education bursts social barriers and allows refugees to contribute on equal terms like their counterparts, this can be attributed to the 175 refugees WTK supported through university education sponsorship in Kenyan institutions of higher learning with funding from UNHCR (DAFI). The education acquired by the 175 graduates increased their potential, sharpened their leadership skills and improved livelihood possibilities. A further 29 students benefitted from diploma, undergraduate and postgraduate scholarships in local and international universities

with the generous support of WTI, Waterloo foundation, Catholic university of Eastern Africa, BPRM, Highland Foundation, Matawi Foundation and the DD PURI foundation. This propelled them to greater opportunities of improved income and standards of living by working with humanitarian and government institutions within and outside the country.

Since 2000, a total of 750 refugees have been resettled and are accessing tertiary education in Canada in partnership with World University service of Canada. In addition, 500 refugees are accessing secondary education in national and county schools.

6.4 Girl-Child Education
Kenya Equity in Education Project (KEEP): 23,000 girls drawn from 89 schools benefitted directly from support geared towards improved education indicators on learning and retention in both primary and secondary schools in refugee camps and host communities of Turkana west, Dadaab, Fafi and Wajir south districts.

Direct interventions included training of PTAs and school management councils for effective governance, building of classrooms and supply of teaching and learning materials and supporting recruitment and retention of qualified teachers in schools.

A total of 368 Girls were also awarded scholarships to secondary schools through the same programme supported by the UK-Aid Girl Education Challenge initiative. The project was implemented in partnership with WUSC. A further 50 girls were awarded scholarships to secondary schools through the support of UNHCR, Scotties Place, WUSC Alumni, Girl Child Education, and Veronica Valji.
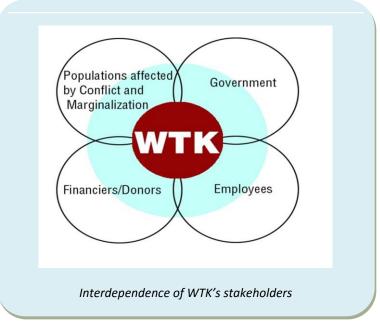
With support from the United States Bureau of Population, Refugee and Migration (BPRM), WTK and WUSC provided catch up classes to a total of 2,700 girls directly enabling them to improve on their performance in school and transition from one grade to the other. A further 3,000 students drawn from the host communities of Dadaab and Kakuma benefitted from support of qualified teachers.

7 Summary of Stakeholders and their Expectations

Stakeholders play important and complementary roles in supporting WTK's future. These stakeholders include among others:

7.1 Populations affected by Conflict and Marginalization

WTK's' most important partners remain at the community level. WTK seeks to learn from their struggles and enhance their space to realize their potential through education. WTK is committed to forging meaningful partnerships with the refugee and host communities where it works. These communities

Interdependence of WTK's stakeholders

remain at the heart of WTK's work that is anchored on delivery of education to mitigate the impact of disruptions occasioned by conflict and marginalization that may have caused their present status. Their active participation in development and implementation of programmes is key to sustainability. Furthermore, WTK's approach to programming is anchored in building on existing community initiatives.

7.2 Government

Government, in collaboration with its regulatory agencies, expects compliance with statutory requirements and job creation. WTK works closely with government both at the national and county level, specifically the Ministry of Education, Science and Technology to ensure statutory compliance, coordination, adherence to quality control measures and in influencing of policy formulation for the benefit of refugees and needy Kenyans. WTK strives to align its development strategies with those of the government.

7.3 Donors

WTK's work is made possible by the generous grants and donations received from bilateral and multilateral donor agencies, foundations and individual donors. WTK has put in place proper measures to ensure transparency and accountability in the utilization of these resources. WTK continually strives to ensure value for money in all areas of its intervention.

The Donors expect quality and innovative approaches to services and products of acceptable value which meet the needs of the beneficiaries as well as adding value to the operations. WTK donors expect not to be exposed to undue risks and that all financial obligations will be met.

7.4 Employees

WTK strives to retain the best talent to ensure effective delivery of its mandate. It has retained professionals drawn from diverse backgrounds including education administration, management, finance, law, Human resource management, supply chain management, security,

monitoring and evaluation and building and construction. WTK is an equal opportunity employer with no bias towards ethnic, religious, race or gender affiliation. WTK recognizes that employees expect secure employment, career growth, competitive remuneration and value.

8   Situation Analysis

A number of countries in Africa have been facing challenges such as severe drought, insecurity, struggle for resources and political power. This has resulted in an acute humanitarian crisis. The crises have a debilitating impact on the welfare of millions of people in the region especially in Ethiopia, Somali and South Sudan.

It threatens lives of those at risk especially young people, children and women. The crises have led to extraordinary refugee flow to Kenya mostly in Kakuma and Dadaab refugee camps. This trend is predicted to continue as long as peaceful solutions are not forthcoming in the foreseeable future. WTK will be needed to continue offering its services to those affected.

WTK together with its partners has worked closely with the community and the government to provide education as means of reducing vulnerabilities amongst the communities affected by these crises. The education and training that WTK offers to the refugees and the affected communities, transforms their society. The education equips the communities with the skills to build a stable future and enable them to graduate from the vulnerabilities.

According to the Kenya Comprehensive Refugee Programme by UNHCR, there are a number of life-saving sectors that need funding. Some of the sectors include; nutrition, child protection, shelter, protection, education, security, logistics, health, food among others. The needs analysis by UNHCR points out the funding gap that exists in these sectors. WTK's work helps to some extent to bridge the funding gap in the education sector.

With continued instability in these countries, the needs of the conflict affected persons remain high. In order to be prepared and to position for appropriate intervention on these needs, WTK has identified 4 pillars to provide a focus and delivery framework.

Each of these pillars is embedded on the WTK programme management principles which have been pivotal in enriching quality successful programmes in the humanitarian sector and to the community as a whole. The Pillars are benchmarks of the road map to   realizing WTK's vision and mission in the next five years.

9   The WTK Programming Principles

A successful project execution and management is essentially grounded on the principles that an organization upholds. WTK as an organization expedites its programmes and projects on the following fundamental truths /law of action based upon desirable ends and objectives.

9.1 Partnerships

WTK has continued to forge lasting partnerships with foundations and internationally recognized organizations such as WUSC, UNHCR, UNICEF, UKAID, DD PURI Foundation among others in support and provision of education to refugees and needy Kenyans. The inter-personal cooperation and partnerships is also exhibited among the regional partners such as the MOE, DRA, County Governments, DEO's and local groups –PTA's and the host communities. All these partners have enhanced development towards realizing educational goals, personal and international peace.

9.2 Sustainability

Sustainability is pertinent to WTK programming and implementation of projects. This ensures that there is a continued project goals, principles and efforts to desired outcomes. The Keep project that WTK & WUSC implement has created a sense of ownership of the project to the host communities thus embracing sustainability before the project winds up after its lifecycle.

The project undertakes *"shilingi kwa shilingi"* initiative which ensures that parents participate and contribute to their daughter's completion of secondary education has solidified not only the partnership but also sustainability of the project. Besides this, the community have partnered with WTK   to contribute the furniture for the WTK constructed classrooms as well as cost shared with WTK in building school latrines.

9.3 Do no Harm principle

WTK employs a do no harm approach to its programmes and projects by not causing problems via its current intervention measures. This ensures that one gender is not disadvantaged by the interventions undertaken to alleviate a problem to another. For instance the BPRM & KEEP projects whose focus is on the girls, care is taken to ensure that the boys do not feel left out but indirectly benefit from the textbooks and the solar lamps issued to the girls. Girls are encouraged to share these items with their brothers at home. The textbooks help to reduce general ration in the class, which general is mixed. The classroom constriction eases congestion both boys and girls.

Building on capacities and community mobilization campaigns through the men and boys as champions of gender equality have ensured equal educational opportunities to both genders.

9.4 Equity

The principle of equity in the WTK's programming have always envisaged providing equal opportunities in resource allocation to both genders without any discrimination on the basis of sex, race, colour or creed in addressing any imbalances in the benefits available. For instance the continuous project intervention of upgrading the existing infrastructures and provision of human resources inform of teachers contribute to achievement and retention of both boys and girls hence providing educational opportunities to all genders. The outcome of this is that the

boys are more likely to be catalysts on changing attitudes towards girls. Equally when boys find out they are also part of the intervention, they became instrumental in providing security for girls and indirectly participate in retention of girls in schools.

10 Strategic Focus
The four pillars of success that shall be the benchmarks of five year strategic plan: 2016-2020 are:
   i)   Education and Training
   ii)   Research and Development
   iii)   Human Resource Development
   iv) Partnerships, Investments, Fundraising and Sustainability.

10.1 Strategic Objective 1 – Education and Training

In the years of its existence, WTK has learnt through experience that there is great need for education that goes beyond giving basic knowledge but also transforms the society. Investment in education is beneficial in a multiplicity of ways, both for individuals and for society as a whole. Education is associated with:

- ❑   Improved health, equity and social conditions.
- ❑   Laying the foundation for democratization of institutions and enhancing civic engagement.
- ❑   Positively influencing primary and tertiary education.
- ❑   Contributing to economic growth and poverty reduction.
- ❑   Giving young people the skills to engage with peaceful developments.

Therefore, WTK needs to focus on four activities under this strategic objective:

10.1.1 Girl Child Education/Balanced education

Widening the access to education has been a major policy goal of Kenya for the past few decades. One of the goals in the MDGs and EFA is to eliminate gender disparity in primary and secondary education and this is where WTK's work is anchored.

WTK still needs to continue the focus on girl-child education. Education improves the health and productivity of both men and women. Investing in girls' education has a positive impact on gender equality, women's empowerment, and women's well-being.

Failing to invest adequately in educating women can diminish the potential benefits of educating men. This failure brings with it high costs in lost opportunities to raise productivity, increase income, and improve quality of life. It is important for WTK to focus over the next five years, on programmes that enhance the education of the girl-child.

Action Plan

Table 10-1 Action Plan for Girl Child Education

No.	Activity	Responsibility	Time
1.	Increase the number of female teachers at the schools	ED/Board	Q1 - 2016
2.	Strengthen policy advocacy efforts	ED/Board	Q3 - 2016
3.	Community mobilization and awareness	ED/SMT	Q3 - 2016
4.	School governance and community leaders training	ED/SMT	Q3 - 2016
5.	Partner with local and international universities for girl child scholarships	ED/SMT	Q3 - 2016
6.	Improve girl friendly school environments	ED	Q4 - 2016
7.	Direct support for female learners	ED	Q1- 2016

10.1.2 Adult Education

As WTK focuses on the girl child, there is also need to cater for the emerging group of adults who are not currently the focus of WTK's education programmes. Attention is needed to help the adults learn and understand that being educated will equip them with skills to build a stable future. WTK shall explore possibilities of establishing adult education programmes in areas where it is currently working

Action Plan

Table 10-2 Action Plan for Adult Education

No.	Activity	Responsibility	Time
1.	Set Up Adult education classes in select camps	ED/Board	Q1 - 2016
2.	Establish adult secondary schools	ED/Board	Q3 - 2016
3.	Conduct adult education awareness campaigns	ED/SMT	Q3 - 2016
4.	Identify relevant M&E systems – scalability is key	ED/SMT	Q3 - 2016
5.	Partner with local and international academic institutions for the adults either through TVETs or	ED/SMT	Q3 - 2016

10.1.3 Children with Special needs

A distinctive unique group has slowly emerged and this may need the attention of WTK. Many Children affected by the conflict have hearing impairment, sight challenges or mobility problems. This group of children may need to be catered for through focusing on their special needs.

10.1.4 Basic, Secondary and University Education

Education is a long-term investment that empowers and transforms the society. In line with the vision of WTK, there is need to develop programmes that cut across all age groups in communities which are in its target group to support. This will entail catering for basic (primary), Secondary and University education for them. The current programmes need to be enhanced to be more inclusive. Organizations that have in the past partnered with WTK need to be encouraged to invest more in all areas of education. This will entail the action plan as depicted in the table below:

Action Plan
Table 10-3 Action Plan for Basic, Secondary and University Education

No.	Activity	Responsibility	Time
1.	Develop and manage scholarships at all levels of	ED/Board	Q1 - 2016
2.	Identify programmes that encourage enrolment	ED/Board	Q2 - 2016
3.	Provide alternative means of access to education and training such as Distance and Open learning	ED/SMT	Q2 - 2017
4.	Identify relevant M&E systems – scalability is key	ED/SMT	Q3 - 2016
5.	Partner with local and international academic institutions for all levels of education provision	ED/SMT	Q3 - 2017

10.2 Strategic Objective 2 – Research and Development

One of the objectives of WTK is to form a Research and Development unit which will be tasked with carrying out research and as a result form a basis for WTK to identify opportunities and provide solutions to problems. The findings of the research will enable WTK to maximize on the opportunities available. The research unit will aid WTK in implementing current and future programmes effectively with reference to their findings.

At Windle Trust Kenya, we believe that our stakeholders must have a good experience with our services and the service delivery process since only a truly satisfied stakeholder will return to engage us in future and also recommend our services to others. This is a sure way to grow the organization's funding base as well as contribute to long-term relationships.

This unit will also be responsible for Data management. Data for measurement, evidence, decision making, reporting, planning, accountability, management, monitoring, resource allocation and strategic intervention is a cornerstone for good project management. Provision and access to accurate, timely and essential data can help strengthen delivery of services more efficiently.

Therefore strategic Research and Development objective for Windle Trust Kenya will be:-

"To surpass set Quality Standards, Bench Marks and communicate findings."

10.2.1 Research into the needs of community

WTK needs to actively engage the community it works with in order to get the support to successfully implement its projects. This will be achieved following the action plans below.

Table 10-4 Research into the needs of community

No.	Activity	Responsibility	Time
1.	Create a forum for direct community engagement	ED/Board	Q1 - 2016
2.	Community survey	ED/Board	Q2 - 2016 Q2 - 2017 Q2 - 2018

10.2.2 Quality Standards and Bench Marking

Technology-driven innovation in the management of projects is getting more and more advanced. With constant changes in the environment and increasing complexity, Windle Trust Kenya must constantly strive to remain innovative. Partnerships and collaborations are critical and cost effective factors of success.

Action Plan

Table 10-5 Action Plan for Research and Development

No.	Activity	Responsibility	Time
1.	Develop a Research and Development Unit	ED	Q1-
2.	Develop a Monitoring and Evaluation Department	ED	Q1-
2.	Identification of standards for quality control	ED/Board	Q2 -
3..	Identify Benchmarking parameters	ED/Board	Q1 -
4..	Beneficiary satisfaction surveys	ED/SMT	Q1 –
5..	Identity and customize relevant M&E systems – scalability	ED/SMT	Q2 -
6..	Partner with local and international universities for	ED/SMT	Q2 -

For WTK to remain relevant to its stakeholders there is need for a feedback system that allows for discussion into areas of policy, programmes and capacity building. The research unit will be able to fulfil these needs and create an avenue for feedback and credibility. It will hinge on:

10.2.3 Publications

WTK will need to establish a system for production of publications that can be used to store and disseminate the information gathered over the years. This will enhance visibility for WTK and ensure long term sustainability through contacts generated by both contributors and the audience.

The publications will also be a platform for WTK to share its experience with others, advocate for effective investment in the education of refugees and others affected by conflict. It will also make WTK accountable to donors and stakeholders.

10.2.4 Monitoring and Evaluation

WTK will, in the plan period, establish resource and operationalize a Monitoring and Evaluation Department which will be the focal point for continuous monitoring and evaluation of all its programmes. There is growing recognition among practitioners and scholars that good project management is integrally linked to well-designed monitoring and evaluation systems. Most NGOs have attempted to develop and implement monitoring and evaluation systems, often with mixed results. One problem seems to be that organizations are trying to build their systems from scratch, overlooking lessons learned from the many efforts to develop useful and practical monitoring and evaluation approaches. WTK will need to deploy best practice in this field either through an off the shelf system or customized system that is scalable.

10.2.5 Information and Communication

The research and development unit will be able to ensure that information and data from the field is captured, documented, analysed and reported in a results-based and timely manner. It

will also ensure effective communications, visibility and knowledge management. The unit will be key to shaping the direction of WTK and guide in policy advocacy work.

10.2.6 Internal Capacity Building

Improving the quality of project locations and offices is attracting increasing policy interest in the world. This raises questions about the appropriate governance capacity to deliver such improvements. WTK will need to focus on the research outcomes that enhance capacity and the quality of local policy cultures. This will generate well integrated, well connected, and well informed policies that can be readily mobilized to capture opportunities and enhance local conditions.

10.3 Strategic Objective 3 – Human Resource Development

WTK will establish a Human Resource Development (HRD) framework for helping its employees improve their personal and organizational skills, knowledge and abilities. These shall include employee training, career development, performance management, coaching, mentoring and succession planning. The Frameworks are not only aimed at motivating staff but equipping them to deliver good performance and results for the organization. The strategic

Human Resource Development for Windle Trust Kenya will be-
"To attract, motivate and retain an optimal and productive work force." The milestones that will help in actualizing this very important objective include:-

10.3.1 Talent Acquisition, Training and Retention

The issue of talent has been crucial to the organization and significant in the country. Numerous challenges abound including, recruiting the right talent, developing the workforce and retaining them. WTK understands the necessity to develop and retain them, therefore offers compensation that is beyond monetary terms. WTK recruits the right people who have long-term commitments and are keen to help the needy in the society. In order for WTK to deliver the strategy, it retains its talent as stated in the action plan below.

Action Plan

Table 10-6 Action Plan for Talent Acquisition, Training and Retention

No.	Activity	Responsibility	Time
1.	Re-structure the organization to the new strategy and Recruit relevant staff to the key positions	Board/ED	Q1 – 2016
2.	Identify needed talent	ED/SMT	Q2 – 2016
3.	Recruit Talent	ED/SMT	Q3 - 2016
4.	Employee Orientation	HRO	Q3- 2016
5.	Employee Training	HRO	Q3- 2016
3.	Develop and implement plan/schedule for leadership and management training	ED/SMT	Q1 – 2017
5.	Employee Coaching and Mentoring	HRO	Q1 - 2017
6.	Develop and implement incentive schemes for	ED/SMT	Q1 - 2017

10.3.2 Succession Planning

Succession planning is a process whereby WTK ensures that employees are recruited and developed to fill each key role within the organization. The succession planning process enables recruitment of superior employees, develops their knowledge, skills and abilities, and prepares them for advancement or promotion into more challenging roles.

As part of the succession plan, WTK will develop an elaborate programme for volunteers, interns and university attachments as part of development of potential future employees. The young volunteers and Interns will be a major resource and have the capability to make a vital contribution to our strategic objectives.

The Board of Trustees will take an active role in development of a succession plan that cuts across the entire organization. Effective, proactive succession planning will ensure that WTK employees, volunteers and interns are constantly developed to fill each needed role. WTK loses key employees and provides promotional opportunities as it expands, the succession planning will guarantee that WTK has employees at hand ready and waiting to fill new roles.

In order to achieve this particular area of focus in the planning period, WTK will need to implement the Action Plan below.

Action Plan
Table 10-7 Action Plan for Succession Planning

No.	Activity	Responsibility	Time
1.	Develop a recruitment strategy	ED/Board	Q1-2016
2.	Develop a succession plan	ED/Board	Q1-2 -2016
3.	Develop a volunteer and internship program	ED/Board	Q- 2016
2.	Develop a mentorship program	ED/Board	Q1-2 - 2017
3.	Execute the plan	ED	Q3 - 2017

10.3.3 Performance management

In light of the opportunities emerging in the sector, performance of the team members is key in order to improve the chances of delivering projects to the satisfaction of the stakeholders. Therefore it is important that a robust performance management framework is put into place which includes periodic appraisal within the organization.

Action Plan
Table 10-8 Action Plan for Performance Management

No.	Activity	Responsibility	Time
1.	Customize a Human Resource Performance	ED/SMT	Q1 - 2016
2.	Define clear parameters for the Human Resource	ED/SMT	Q3 - 2016
3.	Set up parameters and reporting structures for	ED	Q1 - 2017
4.	Conduct regular scheduled reviews to appraise staff	ED	Q2 - 2017
5.	Finalise job evaluations and descriptions	ED	Q3 - 2017

10.3.4 Organizational Structure

The organization structure (Appendix 1) that is currently in use at Windle Trust Kenya will be optimized to cater for the emerging needs.

Action Plan

Table 10-9 Action Plan for Organization Structure

No.	Activity	Responsibility	Time
1.	Review the organizational structure to align with the	ED/Board	Q1 - 2016
2.	Identify the roles that need to be put in the structure	ED/Board	Q1 - 2017
3.	Define the new roles	ED	Q2 - 2017
4.	Implement the new structure	ED	Q3 - 2017

10.3.5 Sustainability to stakeholders

Sustainability to stakeholders is important for the motivation of the staff especially the employees who are in constant touch with the stakeholders. Annual employee retention and capacity building programmes will be a factor of sustainability. How successfully the organization implements them will determine the amount ploughed back to fund various employee talent retention schemes.

Action Plan

Table 10-10 Action Plan for Sustainability to Stakeholders

No.	Activity	Responsibility	Time
1.	Develop projected annual stakeholder plan.	ED/Board	Q2 – 2016
2.	Introduce an Investment Centre	ED	Q1 – 2017

10.4 Strategic Objective 4 – Partnerships, Investment, Fund Raising and Sustainability

The organization is coming from a backdrop of challenges in meeting key financial targets particularly funding and sustainability of future programmes and projections. This Strategic Plan, therefore, will set the stage for a clear financial growth plan for the organization and its beneficiaries. There are four milestones to actualize this strategic objective:

- ❑ Strategic partnerships
- ❑ Fundraising
- ❑ Investment
- ❑ Sustainability

Getting into strategic partnerships will enable WTK mobilize resources, invest in various areas and thus become sustainable.

10.4.1 Strategic Partnerships

A strong and cooperative relationship between the government, private sector and development partners makes it conducive to attracting funding and investments.

Partnerships are what enable many organizations make continuous improvements that address the demands of the beneficiaries, while sharing the risks and expenses. Organizations may combine their efforts for a variety of purposes by leveraging knowledge, expertise, logistics, infrastructure and expenses. The strategic Partnerships objective for Windle Trust Kenya will be:-

"To maintain existing and enter into new strategic alliances with parties whose partnerships are critical to the success of WTK, critical to the development or maintenance of certain core competencies, those who create or maintain strategic choices for WTK and those who mitigate significant risks to our services."

Action Plan
Table 10-11 Action Plan for Strategic Partnerships

No.	Activity	Responsibility	Time
1.	Establish high level contacts within Governments and	ED/SMT	Q1 - 2016
2.	Establish contacts with all County project officers	ED/SMT	Q1 - 2016
3.	Enter into contractual arrangements with county WTK	ED/SMT	Q1 - 2017
4.	Propose and enter into capacity building projects and training with county governments	ED/SMT	Q3 - 2017
5.	Develop a mutual roll out plan with county Governments	ED/SMT	Q1- 2018
6.	Identify key partners in each country or region	ED/Board	Q3 - 2017
7.	Develop a shared Vision Model	ED/Board	Q3 – 2017
8.	Leverage partners strength	ED	Q3 – 2017
9.	Roll out Strategic Partnership Framework	ED	Q2 – 2018
10.	Establish a stakeholder model	ED/Board	Q3 - 2017
11.	Establish funding and expenses sharing model	ED	Q3 - 2017
12.	Develop a network of business professionals	ED	Q1 - 2018
13.	Establish a robust country entry plan for high risk	ED/Board	Q3 - 2017
14.	Evaluate levels of investment in high risks countries	ED	Q1 - 2018
15.	Develop a long term exit plan	ED	Q2 - 2018

10.4.2 Fundraising

Projects that assist the conflict affected areas and needy students are often extremely capital intensive. However under the current normal working environment, operational costs associated with the provision of the necessary services can only be met from the funds generated through donors who support the envisaged project work. There are challenges on the expenditure associated with running of regional offices. In an effort to minimize these challenges, it is proposed that our funding strategy be expanded to include other sources of funds that are currently not targeted.

Presently WTK does not have a formal framework that allows for efficient fundraising for all its projects. WTK relies on fundraising efforts done through single and joint proposal development by its management and the Windle UK office. Some players in the sector have resorted to various other options in order to efficiently finance their development projects. Some of these options include real estate investments, crowd funding and e-philanthropy.

The board and senior management will plan to interrogate the various funding options of other organizations in order to choose best practices that would be suitable for WTK. A long term

solution needs to be developed. In our opinion, investing in real estate will help ease the operating expenses burden in the long term.

The real estate venture could potentially have offices, shops and conference facilities that would cater for other NGOs.

Action Plan

Table 10-13 Action plan for fundraising

No.	Activity	Responsibility	Time
1.	Explore other avenues of funding such as alumni, real	ED	Q2 - 2016
2.	Evaluate Windle Trust Kenya's capability to meet financial	ED	Q3 - 2016
3.	Establish contract terms with funding partners	ED	Q1 - 2017
4.	Implement the funding plan	ED	Q2 - 2017
5.	Develop a detailed strategy for alternative sources of	ED/Board	Q1-2018

10.4.3 Investment: Generating own Wealth

WTK should start generating its own wealth at the same time minimizes on consumption of wealth and donor dependency. Although donor aid is useful in contributing to human development projects, dependency on donor aid can be more problematic both to the beneficiaries and to Windle Trust Kenya. The donor dependency undercuts the ability to chart own development strategies, sometimes priorities and continuity of projects.

WTK will develop strategies to mobilize funds for supporting projects and funds to invest and use returns to fun activities. This is a proven method towards sustainability.

10.4.4 Sustainability Management

Sustainability is key to the success of Windle Trust Kenya and this will be a key pillar in ensuring success. Accurate and beneficial investment will be driven by the need for sustainability. A long term project management model which suits Windle Trust Kenya may have to be developed or improved to ensure sustainability of each project.

Projects sustainability shall be planned at the development stage in order to incorporate elements that are relevant for 'sustainability'. Sustainability should concern itself with:

- ❑ Community ownership: Community involvement, participation and ownership for continued operation and maintenance of projects.
- ❑ Institutional stability: Establish adequate institutional requirements and provisions so that management support to activities continues during and beyond the life of the projects.
- ❑ Changes stimulated / caused by the project.
- ❑ New initiatives arising from by the project.

Action Plan

Table 10-14 Action for Sustainability Project Management

No.	Activity	Responsibility	Time
1.	Identify core sustainability benchmarks.	ED/Board	Q2 - 2016
2.	Identify sustainability measurement tools	ED/FM	Q3 - 2016
3.	Implement Project sustainability monitoring tools	ED/FM	Q1 - 2017

The milestones that will help in actualizing this objective looks at various methods for funding and investments:-

11 Assumptions and Risks

11.1 Assumptions

- ❑ All plans and projects will proceed as planned.
- ❑ International arena will take time to improve from the economic meltdown.
- ❑ Political goodwill will remain in the country and Africa region.
- ❑ Trade and funding partners' commitments will remain.

11.2 Risks

- ❑ Cultural & trade barriers in cross border activities
- ❑ Political instability
- ❑ Insecurity
- ❑ Future of refugee presence in Kenya
- ❑ Economic instability
- ❑ Conflicting stakeholder interests
- ❑ Corruption and economic mismanagement
- ❑ Global economic meltdown will reduce funding
- ❑ High cost of operations and strong assault by innovative groups
- ❑ Competing emergencies in other parts of the world