



WOMEN EDUCATIONAL RESEARCHERS OF KENYA

Linking Research to Advocacy and Action

2023-2025 STRATEGIC PLAN

2.0 VISION, MISSION, AND STRATEGIES

DONORS & PARTNERS



1.0 BACKGROUND AND CONTEXT



The goals of WERK are firmly rooted in global initiatives aimed at promoting education and social development outcomes for girls and women. The organization works purposively within a well defined global, regional, and national context, guided by the United Nations 2030 *Agenda for Sustainable Development of 2015*, particularly SDGs 4 and 5.

Why does education matter?



Education improves the quality of life. It enables upward socio-economic mobility and is a key to escaping poverty. Education is essential to achieving many other SDGs.

Why does gender equality matter?



Women and girls represent half of the world's population and half of its potential. Due to gender inequality social progress is stagnating.

According to World Economic Forum report (2022), Kenya ranked 95 among 156 countries in last year's overall rankings. Kenya ranked 57th among 146 countries in the gender gap rankings the same year. According to the report, women education empowerment remains particularly low in Kenya even as the country attained average scores in access to health and political empowerment. The report, which tracks progress toward gender equality in the fields of economy, politics, education, and health, noted only 13.20 per cent of firms in Kenya have female majority ownership. Only 30.90 per cent of Kenya's parliamentarians were women while a mere 18.10 per cent of firms have female top managers.

This strategic plan draws from the lessons of the previous strategies; different research papers; and interviews with the WERK team and stakeholders. It has three sections namely: background and context; vision, mission and strategies; and strategic plan implementation matrix which includes a monitoring framework.



OUR VISION

A society in which women and girls enjoy the right to quality, inclusive and equitable life.



OUR MISSION

A society in which women and girls enjoy the right to quality, inclusive and equitable life.



OUR VALUES



We uphold research ethics



We are rights-based



We champion inclusion



We work in partnership



We pursue excellence

STRATEGIC OBJECTIVES

STRATEGIC OBJECTIVES	SO1 Advocacy	SO2 Advisory Services	SO3 Action
	Using our research-based evidence, we influence government, private sector, donors, and individuals to design interventions informed by evidence	We have vast experience in educational and social research, and through our members we offer professional advice to institutions and organizations	We initiate change by implementing projects, in partnership with others, we design, implement, monitor, and learn from research on education and social projects. Our research is guided by equity, inclusion, and the right to education for sustainable development
Key Priority 1	Identify policy, budget, and program gaps in ECDE education and develop & implement advocacy action for change	Carry out education policy analysis and its impact on girls' education	In partnership with other organizations, design and implement projects that demonstrate equity, inclusion, quality, and affordability for early childhood education (ECDE) in at least 5 counties
Key Priority 2	Identify policy, budget, and program gaps in TVET education and develop & implement advocacy action for change	Provide technical advice to the national and county governments on the design and implementation of gender responsive laws, policies, budgets, and plans	In partnership with other organizations, design and implement projects that demonstrate equity, inclusion, quality and affordability for Technical Vocational and Education Training (TVET) 2 at national level and 6 in the counties
Key Priority 3	Identify policy, budget, and program gaps in public and private special needs education and develop & implement advocacy action for change	Conduct online trainings, webinars, conferences and workshops on gender responsive education policies and practice	In partnership with other organizations, design and implement projects that demonstrate equity, inclusion, quality, and affordability for public and private special needs education schools
Key Priority 4		Offer consultancy services to government, Civil Society Organizations and private sector on education and social development issues	In partnership with other organizations, pilot projects that use technology to enhance education for girls
Key Priority 5	Identify gender barriers that result from lack of 21st Century Skills (life skills, SRHRs etc) and advocate for its implementation in primary & secondary schools and TVETs		Design and implement projects that incorporate 21st Century Skills e.g life skills, SRHRs for girls in primary & secondary schools and TVETs to assess its impact on equity, inclusion, and gender responsiveness

ENABLING OBJECTIVES

EO1: Our reputation and communications: We strengthen our profile as a leading organization in research to help us initiate change, grow partnerships, and bring in resources.



Priorities

1. Increased presence in more counties and marketing ourselves as the go to organization on education and social research.
2. Holding Webinars and sharing training modules and project models.
3. Develop a communication strategy and ensure regular updates of WERK social media presence.

EO2: Our governance, management, and collaboration: We review our decision-making and collaborate for greater impact and lasting change.



Priorities

1. Regular revision and update of the risk register and sharing to the Board
2. Regular refresher trainings on our internal policies to all staff, volunteers, and interns
3. Board Members meet regularly and visit project sites to observe interventions and get to meet project participants
4. Board members are inducted and use relevant tools to provide oversight to management.

EO3: Our impact and standards: We improve our systems.



Priorities

1. Ensure effective MEAL Framework including regular case studies, baseline and endline surveys and routine reporting

EO4: Our people: We hire and support skilled and committed staff.



Priorities

1. Ensure competitive pay ranges to members of staff
2. Support staff take professional development courses as well as regular staff capacity development
3. Share knowledge across WERK Family through members/management meetings

EO5 Our fundraising, membership and finances: We raise more income and strengthen finance systems.



Priorities

1. Develop and implement a fundraising strategy
2. Develop a membership recruitment and retention plan
3. Strengthen finance systems, policies, and procedures

3.0 STRATEGIC PLAN IMPLEMENTATION MATRIX AND MONITORING FRAMEWORK

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
SO1 Advocacy: Using our research-based evidence, we influence government, private sector, donors, and individuals to design interventions informed by evidence					
1. Identify policy, budget, and program gaps on gender in ECDE education through literature review, interviews and surveys with government officials and other stakeholders, and develop & implement advocacy action for change in Kwale, Kilifi, Narok, Tana River and Garissa counties.	<ul style="list-style-type: none"> Number of gender responsive county level polices, budgets and programs on ECDE education reviewed and implemented (5) 	Program Team and board committee responsible for programs	✓	✓	✓
2. Identify policy, budget, and program gaps on gender in TVET education through literature review, interviews and surveys with government officials and other stakeholders, and develop & implement advocacy action for change in Kisumu, Siaya, Busia, Mombasa, Kwale, Kilifi and Lamu counties.	<ul style="list-style-type: none"> Number of gender responsive county level polices, budgets and programs on TVET education reviewed and implemented (7) 	Program Team and board committee responsible for programs	✓	✓	
3. Identify policy, budget, and program gaps on gender in public and private special needs education through literature review, field visits, interviews and surveys with government officials, parents, caregivers, learners and other stakeholders, and develop & implement advocacy action for change in Nairobi, Kwale, Kilifi, Narok, Tana River and Garissa counties.	<ul style="list-style-type: none"> Number of gender responsive county level polices, budgets and programs on special needs education reviewed and implemented (7) 	Program Team and board committee responsible for programs	✓	✓	✓
4. Identify gender barriers that result from lack of 21st Century Skills (life skills, SRHRs etc) through literature review, field visits, interviews and surveys with government officials, parents, caregivers, learners and teachers and advocate for their mitigation in primary, secondary schools and TVETs in Kitui, Elgeyo Marakwet, Homabay, Turkana and Nyamira Counties	<ul style="list-style-type: none"> Number of counties implementing 21st Century gender responsive skills programs in primary, Secondary and TVET institutions (7) 	Program Team and board committee responsible for programs	✓	✓	

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
SO2 Advisory Services: We have vast experience in educational and social research, and through our members we offer professional advice to institutions and organizations					
1. Carry out education policy analysis and its impact on girls' education by:					
• conducting market research on the need for education advisory services	• number of market surveys on demand for educational advisory services (1)	Program team, board committee members and volunteers	✓		
• developing work guidelines on the provision of advisory services	• number of operational guidelines on advisory services (1)	Secretariat	✓		
• forming a committee to lead on the provision of advisory services.	• number of committees formed to lead on the provision of advisory services (1)	Board	✓		
2. Provide technical advice to the national and county governments on the design and implementation of gender responsive laws, policies, budgets, and plans by:			✓		
• conducting a scoping study for the national and county governments to identify gaps,	• number of studies conducted (5)	Program team, board committee members and consultants	✓		
• produce guidelines, toolkits, and manuals on effective implementation of gender responsive policies, programs, and plans,	• number of guidelines, toolkits, and manuals produced (5)	Program team, board committee members and consultants	✓		
• conduct trainings for county and national government officials on gender responsive policies, programs, and plans,	• number of trainings conducted (20)	Program team, board committee members and consultants	✓	✓	✓

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
3. Conduct online trainings, webinars, conferences and workshops on gender responsive education policies and practice by:					
• designing and developing an online training platform with requisite content,	• number of operational training platforms developed (1)	Secretariat	✓		
• recruit facilitators and train them on content delivery,	• number of trained facilitators (30)	Secretariat	✓		
• conduct the training programs	• number of training programs conducted (30)	Secretariat and facilitators	✓		
4. Offer consultancy services to government, Civil Society Organizations and private sector on education and social development issues by:			✓		
• developing guidelines to scope for consultancy services,	• number of scoping guidelines developed (1)	Secretariat and members	✓		
• developing a database of consultants	• number of databases developed (1)	Secretariat	✓		
• Carrying out consultancies	• number of consultancies carried out (2 per quarter)	Secretariat, members, and consultants	✓	✓	✓

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
SO3 Action: We initiate change by implementing projects, in partnership with others, we design, implement, monitor, and learn from research on education and social projects. Our research is guided by equity, inclusion, and the right to education for sustainable development					
1. In partnership with other organizations, design and implement projects that demonstrate equity, inclusion, quality, and affordability for ECDE in at least 5 counties by:					
<ul style="list-style-type: none"> identifying organizations that implement ECDE related projects and sign MOUs 	<ul style="list-style-type: none"> number of organizations forming partnership for joint ECDE related program implementation (at least 5) 	Secretariat	✓		
<ul style="list-style-type: none"> establish project committee working group 	<ul style="list-style-type: none"> number of active project committee working groups formed (1) 	Secretariat	✓		
<ul style="list-style-type: none"> jointly conduct ECDE needs assessment. 	<ul style="list-style-type: none"> number of ECDE needs assessment studies carried out (1) 	Program Team	✓		
<ul style="list-style-type: none"> fundraise for ECDE projects. 	<ul style="list-style-type: none"> number of ECDE projects implemented (at least 1 per quarter) 	Secretariat, Board members and fundraiser	✓	✓	
2. In partnership with other organizations, design and implement projects that demonstrate equity, inclusion, quality, and affordability for Technical Vocational and Education Training (TVET) 2 at national level and 6 in the counties by:					
<ul style="list-style-type: none"> identifying organizations that implement TVET ¹ related projects and sign MOUs, 	<ul style="list-style-type: none"> number of organizations forming partnership for joint TVET related program implementation (at least 5) 	Secretariat and partner organizations	✓		

1 For instance Colleges Institutes Canada (CICan), GIZ, Cheshire Disability Services Kenya (CDSK), RTI, NIRAS etc

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
<ul style="list-style-type: none"> establish project committee working group 	<ul style="list-style-type: none"> number of active project committee working groups formed (1) 	Secretariat and partner organizations	✓		
<ul style="list-style-type: none"> Jointly conduct TVET needs assessment 	<ul style="list-style-type: none"> number of TVET needs assessment studies carried out (1) 	Secretariat and partner organizations	✓		
<ul style="list-style-type: none"> fundraise for TVET projects. 	<ul style="list-style-type: none"> number of TVET projects implemented (at least 1 per quarter) 	Secretariat and partner organizations	✓		
3. In partnership with other organizations, design and implement projects that demonstrate equity, inclusion, quality, and affordability for public and private special needs education schools by:			✓	✓	✓
<ul style="list-style-type: none"> identifying organizations² that implement projects that demonstrate equity, inclusion, quality, and affordability for public and private special needs education schools and sign MOUs 	<ul style="list-style-type: none"> number of organizations forming partnership for joint special needs education related program implementation (at least 5) 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> establish project committee working group 	<ul style="list-style-type: none"> number of active project committee working groups formed (1) 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> Jointly conduct special needs education needs assessment 	<ul style="list-style-type: none"> number of special needs education needs assessment studies carried out (1) 	Secretariat	✓	✓	✓

2 Such as Sight Savers International, Sense International, CBM Global, Action for Children with Disabilities, Light for The World, United Disabled Persons of Kenya etc

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
<ul style="list-style-type: none"> fundraise for special needs education projects 	<ul style="list-style-type: none"> number of special needs education projects implemented (at least 1 per quarter) 	Secretariat and Board	✓	✓	✓
4. In partnership with other organizations, pilot projects that use technology to enhance education for girls			✓	✓	✓
<ul style="list-style-type: none"> identifying organizations³ that implement projects that use technology to enhance education for girls and sign MOUs 	<ul style="list-style-type: none"> number of organizations forming partnership for joint program implementation on use technology to enhance education for girls (at least 5) 	Secretariat and Board	✓	✓	✓
<ul style="list-style-type: none"> establish project committee working groups 	<ul style="list-style-type: none"> number of active project committee working groups formed (1) 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> Jointly conduct needs assessment on the use of technology to enhance education for girls 	<ul style="list-style-type: none"> number of needs assessment studies carried out on the use technology to enhance education for girls (1) 	Program team	✓	✓	✓
<ul style="list-style-type: none"> fundraise for projects on use of technology to enhance education for girls. 	<ul style="list-style-type: none"> number of projects on use technology to enhance education for girls implemented (at least 1 per quarter) 	Program team/ partners/ Board	✓	✓	✓

³ Examples include Microsoft, Techno Serve, Google, Facebook, Mercy Corps etc

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
5. Design and implement projects that incorporate 21st Century Skills e.g. life skills, SRHRs for girls in primary & secondary schools and TVETs to assess its impact on equity, inclusion, and gender responsiveness by:			✓	✓	✓
<ul style="list-style-type: none"> identifying organizations⁴ that implement programs that incorporate 21st Century Skills e.g., life skills, SRHRs for girls in primary & secondary schools and TVETs to assess its impact on equity, inclusion, and gender responsiveness and sign MOUs, 	<ul style="list-style-type: none"> number of organizations forming partnership for joint 21st Century Skills e.g., life skills, SRHRs for girls in primary & secondary schools and TVETs related programs implementation (at least 5) 	Program team	✓	✓	✓
<ul style="list-style-type: none"> establish project committee working group, 	<ul style="list-style-type: none"> number of active project committee working groups formed (1) 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> Jointly conduct needs assessment on 21st Century Skills for girls in primary & secondary schools and TVET institutions. 	<ul style="list-style-type: none"> number of needs assessment studies carried out (1) 	Program team/	✓	✓	✓
<ul style="list-style-type: none"> fundraise for projects on 21st Century Skills for girls in primary & secondary schools and TVET institutions 	<ul style="list-style-type: none"> % of girls with improved 21st Century Skills in primary & secondary schools and TVET institutions (at least 75%) 	Secretariat and Board	✓	✓	✓

4 Media Focus Africa, Akili Dada, Abasha Kenya, One Child, Inua Dada Foundation, KEFEADO, Girl Child Network, FAWE, One Girl Can, BOMA project etc

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
EO1: Our reputation and communications: We strengthen our profile as a leading organization in research to help us initiate change, grow partnerships, and bring in resources.					
1 .To increase presence in at least 15 counties and market ourselves as the go to organization on education and social research by:			✓	✓	✓
<ul style="list-style-type: none"> Developing simple easy to read materials e.g., brochures, fact sheets, flyers. 	<ul style="list-style-type: none"> number of brochures, flyers and factsheets developed and disseminated (10,000) 	Program and Communication teams	✓	✓	✓
<ul style="list-style-type: none"> Form county-based work champion groups to promote and market our work. 	<ul style="list-style-type: none"> number of champion groups formed and operationalized (at least 15) 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> Join professional research bodies or networks to increase learning and strengthen reputation. 	<ul style="list-style-type: none"> number of subscriptions to research professional bodies or networks (at least 6) 	Secretariat	✓	✓	✓
2. Holding webinars and sharing training modules and project models by:			✓	✓	✓
<ul style="list-style-type: none"> Conducting needs assessment to identify training gaps among staff. 	<ul style="list-style-type: none"> (1) 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> Developing a framework for staff training 	<ul style="list-style-type: none"> number of needs assessment studies conducted (at least 1) 	Secretariat	✓	✓	✓
3. Developing a communication strategy and ensuring regular updates of WERK social media presence by:	<ul style="list-style-type: none"> number of frameworks for training and inducting webinar facilitators developed. 		✓	✓	✓
<ul style="list-style-type: none"> Establishing a communication and fundraising subcommittee at the board level 	<ul style="list-style-type: none"> number of active committees established to coordinate and market online trainings (1) 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> Conducting an assessment of the current work and communication strategies to identify gaps. 	<ul style="list-style-type: none"> number of assessment reports produced (1) 	Secretariat	✓	✓	✓

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
<ul style="list-style-type: none"> Developing a clear communication strategy guided by the communications gaps assessment report. 	<ul style="list-style-type: none"> number of communication strategies developed and being implemented (1) 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> Training staff, members, and board on effective communication in line with the new communication strategy 	<ul style="list-style-type: none"> percentage of staff, members, and board members with increased capacity to effectively communicate about WERK (at least 75%) 	Secretariat	✓	✓	✓
EO2: Our governance, management, and collaboration: We review our decision-making and collaborate for greater impact and lasting change.					
1. Undertake regular revision and update of the risk register and sharing to the Board by:			✓	✓	✓
<ul style="list-style-type: none"> reviewing and developing a clear (easy to understand) risk register tool 	<ul style="list-style-type: none"> number of risk register tools/ templates developed (1) 	Secretariat and Board	✓	✓	✓
<ul style="list-style-type: none"> inducting management and board on the use of the developed risk register template 	<ul style="list-style-type: none"> percentage of management and board members with increased knowledge on the use of risk register (75% and above) 	Secretariat/ Consultant	✓	✓	✓
<ul style="list-style-type: none"> providing for a standing agenda for risk review and updates during board meetings 	<ul style="list-style-type: none"> minutes and agenda of board meetings covering risk register presentation (on quarterly basis) 	Board	✓	✓	✓
2. Regular refresher trainings on our internal policies to all staff, volunteers, and interns by:			✓	✓	✓
<ul style="list-style-type: none"> developing an easy-to-read staff induction manual on WERK policies, procedures, and systems 	<ul style="list-style-type: none"> number of manuals produced and being used (at least 1) 	Secretariat	✓	✓	✓

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
<ul style="list-style-type: none"> identifying champions amongst staff and members to lead on training, monitoring, and reporting on each policy-safeguarding; finance; gender, inclusion, and diversity 	<ul style="list-style-type: none"> staff/members with capacity to provide leadership on specific policy areas (at least 70%) 	Secretariat	✓	✓	✓
3. Board Members meet regularly and visit project sites to observe interventions and get to meet project participants by developing a plan to enabling the board members conduct field visits.	<ul style="list-style-type: none"> staff/members with capacity to provide leadership on specific policy areas (at least 70%) 		✓	✓	✓
4. Board members are inducted and use relevant tools to provide oversight to management by:	<ul style="list-style-type: none"> number of field visits conducted by board members (at least on a quarterly basis) 	Board and Secretariat	✓	✓	✓
<ul style="list-style-type: none"> developing a board induction pack (board charter, constitution, policies, summary of SP) 	<ul style="list-style-type: none"> number of board induction packs developed and being used (1) 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> training of current and existing board members on their mandate 	<ul style="list-style-type: none"> percentage of board members with increased understanding of their roles (at least 80%) 	Secretariat	✓	✓	✓
EO4: Our people: We hire and support skilled and committed staff.					
1. Ensure competitive pay ranges to members of staff by:			✓	✓	✓
<ul style="list-style-type: none"> carrying out staff salary surveys to ensure that staff are remunerated well 	<ul style="list-style-type: none"> number of salary survey reports implemented (1) 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> implement the staff salary recommendations in line with available budgets 	<ul style="list-style-type: none"> report on staff salary changes (1) 	Secretariat and Board	✓	✓	✓
2. Support staff take professional development courses as well as regular staff capacity development by:			✓	✓	✓

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
<ul style="list-style-type: none"> conducting staff professional development gaps assessment 	<ul style="list-style-type: none"> number of staff professional development reports developed (1) 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> identify professional development opportunities for staff e.g., webinars, subscriptions to professional courses, peer to peer coaching etc 	<ul style="list-style-type: none"> number of training courses identify 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> allocating budget for staff development where required 	<ul style="list-style-type: none"> percentage of financial resources allocated for staff professional development 	Finance team	✓	✓	✓
3. Share knowledge across WERK family through members/ management meetings by:			✓	✓	✓
<ul style="list-style-type: none"> developing a knowledge management hub 	<ul style="list-style-type: none"> number of knowledge management hubs effectively being used 	Secretariat	✓	✓	✓
<ul style="list-style-type: none"> developing a plan for knowledge sharing at WERK 	<ul style="list-style-type: none"> number of staff with increased knowledge because of knowledge sharing 	Secretariat	✓	✓	✓

Key Activities	Indicators and Targets (In Brackets)	Person Responsible	TIMELINES		
			YR 1	YR 2	YR 3
EO5 Our fundraising, membership, and finances: We raise more income and strengthen finance systems.					
1. Develop and implement a fundraising strategy by:			✓	✓	✓
• identifying a fundraising consultant to develop a comprehensive fundraising strategy	• number of fundraising strategies developed and implemented (1)	Secretariat	✓	✓	✓
• hiring fundraising personnel to lead on the implementation of fundraising strategy	• number of fundraising personnel on board (1)	Secretariat	✓	✓	✓
3. Develop a membership recruitment and retention plan by:			✓	✓	✓
• identifying a consultant to develop a comprehensive membership recruitment and retention plan	• number of membership recruitment and retention plans developed (1)	Secretariat	✓	✓	✓
• implementing and monitoring the membership recruitment and retention plan	• level of implementation of membership recruitment and retention plans developed (below average, average, above average)	Secretariat	✓	✓	✓
4. Strengthen finance systems, policies, and procedures by:			✓	✓	✓
• reviewing current finance systems, policies, and procedures to ensure that they are in line with current standards.	• number of revised finance systems, policies, and procedures	Finance team	✓	✓	✓
• implementing the findings of the report	• number of reports produced and implemented.	Finance team	✓	✓	✓





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