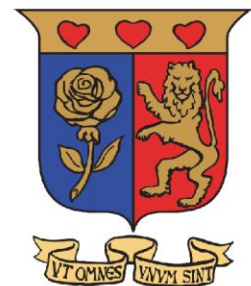


UN GLOBAL COMPACT 2014 COMMUNICATION ON ENGAGEMENT REPORT

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Strathmore
UNIVERSITY

University statement

Strathmore University wishes to declare its continuous support to the Ten Principles of the United Nations Global Compact in the areas of Human Rights, Labour, Environment and Anti-Corruption. In this first annual Communication on Progress, we describe our daily operations, which integrate these Global Compact principles into our strategy and culture. Strathmore University is committed to The United Nations' Global Compact agenda, to regular Communication on Progress (COP) reporting and to the UN Principles for responsible education management.

Yours sincerely,

Prof. Izael Pereira Da Silva

DVC Academic and Student affairs

STATEMENT FROM CHAIR OF UNIVERSITY COUNCIL

It is my great privilege to present to our diverse stakeholders, the first Communication of Engagement (CoE) report highlighting strides made since joining the United Nations Global Compact initiative. Sustainability is a global concern for all organisations and on behalf of the Strathmore University Council, I laud all efforts; governance and/or policy matters made to ensure the fruition of the few initiatives carried out at Strathmore in the last two years.

Policy frameworks

The leadership of the institution takes cognisance of the fact that true sustainability must be hinged on sound policy and governance frameworks. In this respect, the Council has approved policies drafted by the Management Board to reinforce Strathmore's commitment in upholding tenets of the UN Global Compact Initiative. Key among the policies approved is the Strathmore University Environmental Policy (2014) that outlines key commitments, over and above legal compliance, to incorporate sustainability in all business operations and demonstrate that environmental sustainability is one of our key priorities.

The University Council has also approved other policies that serve to enhance staff working conditions such as Disability Equality policy, Sexual Harassment policy, Occupational Safety & Health policy and policy on Conflict of Interest among others. The management is committed to inculcating an organizational culture that will institutionalize ways that uphold human rights and environmental concerns among staff and students.

Green Buildings

Whilst planning the expansion of capacity for the University, the consideration for environmental sustainability is a key factor and this has seen half the buildings in the current campus being green buildings. In pursuit of the Leadership in Energy and Environmental Design (LEED) certification, features such as UBOT structural system, an evaporative cooling system to improve indoor air quality utilizing the collected rain water and innovative and modern waste water technologies are but a few of the aspects that were incorporated in the new buildings. Winning the

continental African Real Estate & Housing Finance (AREHF) Academy Award in the category of Best Green Development in Africa for the SBS building served to confirm that the efforts towards going green are worthwhile.

Clean Energy

In the last two years, the University Council actualized its plans to invest in solar energy and reduce carbon emission through commencement of a project to set up a solar energy system. The 600 KW solar energy project saw the installation of over two thousand solar panels on the roof tops of the campus buildings. It commenced in November 2013 and was completed in June 2014 and has been in use since then. To cap it all, the recent signing of the Power Purchase Agreement with Kenya Power Company will bring to fruition the savings anticipated with the execution of this project.

It is the conviction of the council that Strathmore University as an institution of higher learning will help building Kenya citizens who are concerned about the UNGC principles and thus ready to take Kenya into the 21st Century.

Mrs. B. Musundi

Chair, University Council

EXECUTIVE SUMMARY

Strathmore joined UNGC in 2013 and thus this is the first Communication on Engagement Report. We are happy to inform UNGC that quite a number of actions took place as regards our commitment to the four principles of the UNGC.

As a university whose mission is to help building all –round trained human beings, Strathmore’s journey with the UNGC has proved a very fruitful one so far as much of what was already a reality in the university were aligned with the proposed lines of engagement of the UNGC.

Since we started being a member of UNGC the number of students have grown by about 20% and five new masters and one undergraduate program were launched. The needs assessment for each of them showed how necessary they were for Kenya to achieve its Vision 2030.

As regards the four principles, in the HUMAN RIGHTS aspect Strathmore has issue three important policies, namely: sexual harassment policy, disability equality policy and the Occupational Safety and Health Policy. In Strathmore we also ensure there is always a balance of the employees as regards their tribal origin. Our students are also engaged in community service by dedicating at least 200 hours to address problems in the country. Access to health service, educational loans and financial aid to bright and needy student is also a feature of our modus operandi.

On the ANTI-CORRUPTION aspect Strathmore trains all students irrespective of the degree they pursue on Principles of Ethics, Critical Thinking, Introduction to philosophy and similar humanities based education to instill in the students a desire not only of being always honest but a readiness to fight dishonesty whenever they come across it.

Another initiative of the university is the Annual “Ethics Conference” which tries to tackle on a scientific manner the widespread mentality that one has to pursue first his or hers private good before addressing the common good.

On LABOUR Strathmore strives to create a spirit of balanced life in its employees. Having time to dedicate to family and leisure is encouraged and punctuality is an important aspect not only at the starting of the day but also at leaving office.

For mothers Strathmore encourage them to have children. A flexible timetable is developed for them after the maternity leave. We also have set-up a mother’s room where they can bring their young babies and care for them while at work. A professional person is in charge of this facility.

On protecting our ENVIRONMENT is probably the area where Strathmore has done most and has really set an example to other universities: We have installed a solar system which makes the university the first zero-carbon footprint university in SSA. A student club was created to encourage students to engage in activities such as tree planting, waste management and green technology education. Strathmore is also proud of having in its campus the Kenya Climate Innovation Centre and the Strathmore Energy Research Centre. Both institutions are having a positive impact in the country on climate change mitigation and adaptation.

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Mission

To provide all round quality education in an atmosphere of freedom and responsibility excellence in teaching, research and scholarship, ethical and social development and service to the society.

Vision

To become a leading out- come driven entrepreneurial research University by translating our excellence into major contribution to culture, economic well-being and quality of life.

Values

Excellence through the sanctification of work; freedom and responsibility; ethical practice; personalized attention; subsidiarity; collegiality; life-long learning; service to society.

1. INTRODUCTION

Strathmore University is one of the leading private Universities in the East African region with a history dating back to 1961 established as the first multi-racial A-level College in pre-independence Kenya at the time.

The Institution has grown to offer a variety of diploma, undergraduate and graduate courses in Management and Commerce; Accountancy; Finance and Applied Economics; Law; Information Technology; Tourism and Hospitality; Humanities and Social Sciences. Strathmore seeks to become a leading out-come driven entrepreneurial research university by translating our excellence into a major contribution to culture, economic well-being, and quality of life.

At Strathmore University, we wish to make a positive difference for our stakeholders – students, employees, investors, partners, suppliers and government. We recognize the range of socio-economic, political, cultural, and environmental challenges facing Kenya and the region in an increasingly globalized and inter-connected world. One of our key goals is to instill in all members of the University and our partners ethos of sustainable and equitable development through innovative strategies and committed effort.

The United Nations Global Compact brings together companies and institutions with the aim of supporting universally recognized social and environmental principles. These principles are divided into four broad categories: human rights, labour, environment and anti-corruption.

Strathmore University's formal commitment to the Global Compact principles was made in 2013 through the signing of a MoU with the UN Global Compact. Since then, it has shown itself committed to these principles through the development of policies, organizing of activities and advocacy geared towards the promotion of the Global Compact Principles. This report highlights the actions that Strathmore University has taken over the year 2014 and its objectives for 2015/2016.

PROFILE OF STRATHMORE UNIVERSITY

Corporate Governance

Strathmore University is a corporate body duly incorporated under the Universities Act (Cap 210B of the Laws of Kenya). It was granted a charter on 23rd April 2008. The University is owned by Strathmore Educational Trust, Nairobi in collaboration with Kianda Foundation Educational Trust, Nairobi. Both trusts are not for profit corporate bodies with perpetual succession, established under the Trustee (Perpetual Succession) Act (Chapter 164 of the Revised Laws of Kenya 1962 edition).

The curriculum

Strathmore's academic offers have rapidly increased over the years beginning from the flagship programmes of Bachelor of Commerce and Bachelor of Business and Information Technology in the year 2001. The basket of programmes now comprise of Undergraduate Courses, Graduate Courses, as well as Executive Education. New courses are introduced after a market research to determine their relevance in the market. These programmes are either full time, modular or part-time; the latter being weekend and evening sessions.

The following are the schools under the University curriculum:

1. School of Management and Commerce:
2. School of Finance and Applied Economics
3. Strathmore Law School
4. Faculty of Information Technology
5. Strathmore Business School
6. School of Humanities and Social Sciences
7. School of Graduate Studies

Research is an integral part of any academic institution. The University has a special interest in areas of research mostly driven by its faculty. Whereas a research module is a compulsory unit for most of its courses, the University has ensured that research centres continue to thrive and expand. Partnerships in research have continued to grow as external institutions seek the research

expertise from the University's faculty bench. There are a number of research centres at SU as listed below and these are fully defined on our website; <http://www.strathmore.edu>.

8. Centre for Tourism and Hospitality
9. Institute of Mathematical Sciences
10. Centre for Research in Therapeutic Sciences
11. @ilabafrika
12. Strathmore Governance Centre
13. Strathmore Energy Research Centre
14. Centre for Intellectual Property and Information Technology Law
15. Strathmore Dispute Resolution Centre
16. Strathmore Tax Research Centre
17. African Centre for Business and Human Rights
18. Strathmore Enterprise Development Centre
19. Strathmore Writing Centre
20. Centre for Applied Philosophy and Ethics
21. The Centre for Public Policy and Competiveness
22. Strathmore Research and Consultancy Center Ltd
23. Kenya Climate Innovation Center

Student enrollment

The university has a total population of 5923(table 1) students out of which 47% are female and 53% are male students. These population of the students has been growing over years and hence different programs and course have been introduced to meet the demand. Table one presents the gender diversity for SU students.

Table 1: Student enrollment by gender

		Female	Female %	Male	Male %
Doctorate	Postgraduate	6	23%	20	77%
Masters	1 st Yr	123	43%	166	57%
	2 nd Yr	97	35%	182	65%
	3 rd Yr	3	25%	9	75%
	Total	223	38%	357	62%
Undergraduate	1 st Yr	497	50%	499	50%
	2 nd Yr	465	52%	433	48%
	3 rd Yr	440	50%	435	50%
	4 th Yr	407	47%	451	53%
	Total	1809	50%	1818	50%
Diploma	1 st Yr	63	32%	134	68%
	2 nd Yr	36	31%	79	69%
	Total	99	32%	213	68%
Professional	section	624	45%	754	55%
Grand total		2761	47%	3162	53%

Progress account on the implementation of the Global Compact Principles

An integral part of Strathmore University's (SU) mission is to serve the environment in which it operates as well as educate its students to carry out this responsibility even after they have completed their studies. For this reason, the curriculum activities are designed in such a way that aspects of supporting sustainability in regards to the environment, social and community development throughout the career and professional development are emphasized.

2. HUMAN RIGHTS PRINCIPLES

Human rights are rights that are accorded to human beings by virtue of them being human. A critical element of human rights is the principle of non-discrimination which acknowledges that every single human being is entitled to enjoy his or her human rights without discrimination based on any ground, be it race, colour, ethnicity, sex, religious beliefs or other status.

In the traditional international human rights framework the responsibility of protection of human rights has been placed on states. However, increasingly it has been recognized that corporations have a role to play in the observance and protection of human rights. This is because corporations are involved in the day to day lives of hundreds or thousands of people through employment and the provision of services.

To promote respect for human rights, SU has implemented policies and set goals focused on the dignity of the human person. As an institution of higher learning, the right to education, enshrined in the Constitution of Kenya (2010) (43.1f) (53.1b)) and relevant international instruments, is a central pillar of SU's agenda. Beyond entrenching human rights within the design of the teaching units, administrative and corporate activities, the University seeks to promote and develop the universal entitlement to education and in particular the obligation to develop equitable access to higher education. In addition, our learning and working environment respects the dignity of the human being, create a warm working environment such as maintaining high standards of cleanliness and order at the University.

Strathmore University being an Institution of Higher Learning has the responsibility to uphold human rights not only within its campuses and environs but also in its interaction with third parties. Strathmore remains committed in the respect and promotion of human rights throughout its operations and ensuring that it is not complicit in the violation of human rights. This it has done through the following ways:

2.1 Policies

Strathmore University is devoted to preventing discrimination in respect of employment. To this end Strathmore has continued to develop, improve, review and update policies that deal with discrimination and harassment in the workplace and are geared towards employment equity. The following policies can be found on the University website:

i. Policy on Sexual Harassment (2013)

All staff and students are entitled to a work environment that is free from harassment. This policy sets out the obligations that all at the institution have towards preventing, exercising restraint and reporting sexual harassment cases. It provides a complaint mechanism whenever one experiences any form of harassment.

ii. Disability-Equality Policy (2013)

Strathmore University remains committed in ensuring equal employment opportunity among disabled people and other people by removing any barriers to their employment or admission into Strathmore as students.

Other policies include:

iii. Occupational Safety and Health Policy (2014)

Designed to ensure safety in the workplace and the school environment for all employees and students at Strathmore.

2.2 People

Strathmore continues to ensure the well-being of its staff and students. In this vein, the following has been achieved:

i. Medical Services

The right to health includes creating conditions to ensure access to health care for all.¹

The Strathmore Medical Centre is accessible to all staff and students for out-patient services and consultation. There is a resident doctor and nurse, a full-time dentist, a nutritionist and 3

¹ Adapted from Article 12 of the 'International Covenant on Economic, Social and Cultural Rights' <<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>> accessed 31 July 2015.

counsellors who are assisted by part-time personnel. The Centre is also open to serve members of the public.

In 2014, Strathmore University staff medical cover was increased from Ksh. 26 million in 2013 to Ksh 38 million to ensure that all staff can access medical services. In the same year a custom-made ICT system was developed to manage patient data in real-time for an efficient and faster communication between various service departments.

ii. Work-life Balance

The university opened a “Mother’s room” in 2014 enabling an environment for female staff mothers at Strathmore to perform their duties while taking care of their families. This was to foster work-life balance which is often a challenge for working mothers. Equally, working hours for mothers with young children was decreased from 9 hours a day to 6 hours a day.

iii. Financial Aid to Students- The Right to Education

*Strathmore University’s core mandate is provision of an all-round education, in an atmosphere of freedom and responsibility.*²

The University provides financial aid to needy students through several means ranging from scholarships, loans, work-study models for students to ensure that many students get access to its programmes in line with its mission of service to society. Strathmore University (SU) believes in the rights of every student to enjoy access to education of good quality, without discrimination or exclusion. In the past year, a staff giving fund was set up in which staff members pledge to have a certain amount of money automatically deducted from their salary to go towards supporting a needy student.

² Annual Report and Financial Statements 2014’ (Strathmore University 2014)
<<http://www.strathmore.edu/en/images/documents/Annual-Report-2014.pdf>> accessed 19 August 2015.

SU has an established Student Financial Aid Office that deals with the administration and management of the University's student financial aid programs. The purpose of financial aid office is to provide financial assistance to students who would otherwise be unable to attend Strathmore University. *There were *712³ awards in 2013.* Table 3 shows the total number of awards and amount in USD spent in 2013 while table 4 presents the scholarship funding partners. Some scholarship schemes such as EABL have given us more than 5 million dollar over the last 10 years. SU also approaches Kenyan Private Sector to support the scheme as opposed to what is usually done by many seeking support from outside countries.

Table 2: Total Amount Spent on Financial Aid in 2013

Source of Funds	Number Awards	Amount (USD)
Schools/Faculties Scholarships	153	171,312
Financial Aid Discounts	156	77,816.1
Sports Scholarships and Dean of Students Rebates	189	180,330
Loans- Kiva, SU	97	201,706
Donors and Sponsors	117	327,350
Total	712	961,448

³712 – the figure has been reported as awards and not number of students because some students appear in more than one type of financial aid

Table 3: Scholarship funding partners

	Corporates	Foundations, Trusts & Foreign Dev Agencies	Individuals & Alumni
Direct Scholarships	EABL	SRRCT	DN Shah
	I&M Bank	Hanne Howard Fund	Lucy Serem
	Geminia Insurance		Augustine Kakui
	Safaricom		Fabrizio Lombardo
	Samsung Electronics		
	Strathmore University		
	Four Courts Press (Ir)		
	McKinney Rogers		
Endowments		European Union	Nyeri School Alumni
		Msgr Clemente Faccani	Kamaljeet S. Bhari
		40 th Anniversary Fund	Martyn Drakard
Bursaries	Standard group	Rattansi Educational Trust	
		Ministry of Higher Education Science & Technology	

SU Outlook for the scholarship project

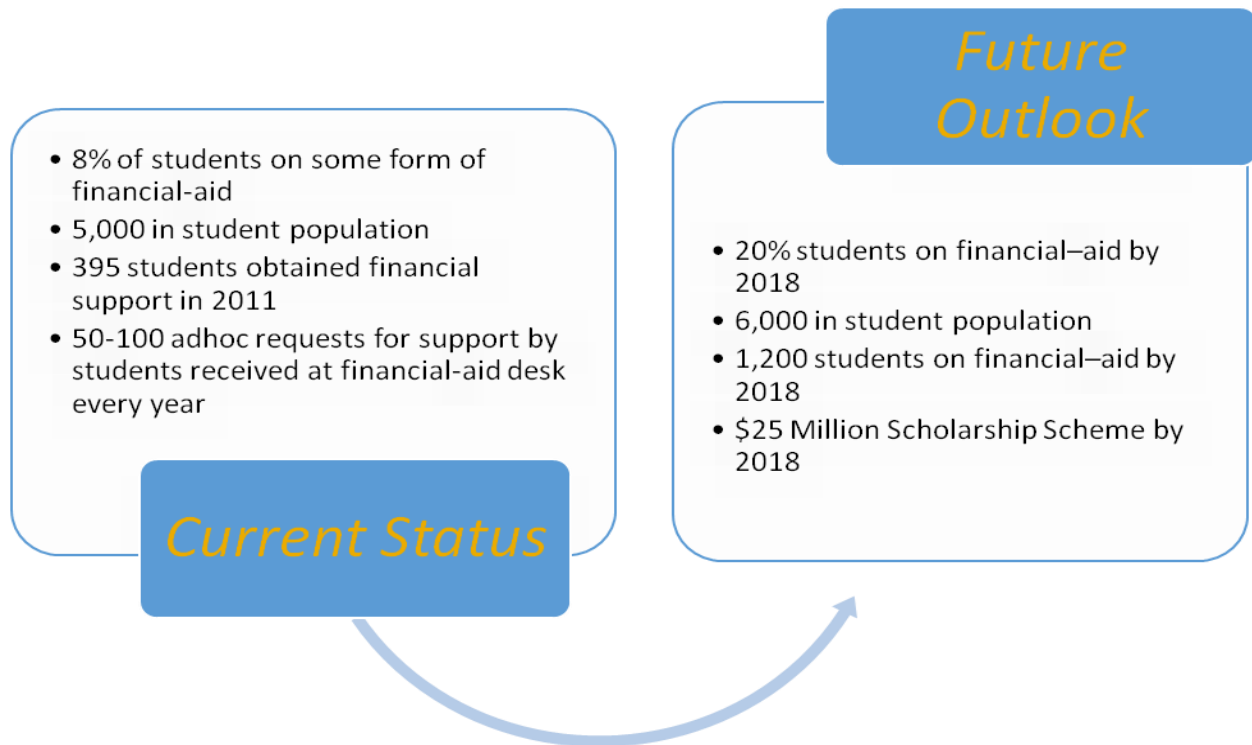


Figure 1: SU outlook for the scholarship Project

Comparative statistics

Number of Scholarships:

Year 2009: 91
Year 2010: 233
Year 2011: 335
Year 2012: 365



KIVA: Low interest student loans

- In 2012, it was recognised that it is not possible to get enough funds for scholarships. SU formed a unique partnership with an American non-profit organization, KIVA, whose mission is to connect people through lending to alleviate poverty.
- It offers a unique student loan, which will enable students with low cash flows and income to obtain full tuition fee loans to pursue degree programmes.
- SU and KIVA see this as a valuable partnership that has potential to give many Kenyan students, who otherwise might not have had the chance, an opportunity to attend and excel in higher education.

Elimisha Stratizen: This is an initiative 'for students by the students'.

A number of projects ranging from coin box collection to parents seminar sales had been implemented and have so far raised Kes 158,000 with 6 students as beneficiaries of these collections. The highest amount given to one student was Kes 54,000 to offset his fee balance, while the lowest amount given is Kes 3,400 towards CPA examination fees

University Work Study, a program for students with financial aid eligibility that provides an opportunity for students to work and earn an income.

It is expected that any earnings will be used for costs relating to attendance at the University.

Figure 2: SU scholarship programs

iv. Mentoring Office

Strathmore University provides integral education in an atmosphere of freedom and responsibility. The foundation of integral education is character formation, or more precisely education in human virtues. Personal mentoring of students is essential for the integral education of students because it contributes to their personal growth and human formation. As such, at Strathmore, personal mentoring is a mandatory requirement for all undergraduate students enrolled in the University. All mentors are both well trained and equipped for this service. This has greatly supported the esteem and academic performance for the students.

v. The African Centre for Business and Human Rights

Established in October 2013, the African Centre for Business and Human Rights (ACBHR) is a research centre of Strathmore Law School (SLS). The mission of ACBHR is to become a leading regional and global research hub providing an objective forum for the development of the business and human rights discourse. The Centre interrogates policy, legislation, practice and innovation critically and positively, particularly across the rapidly and unevenly developing Global South. Through partnerships with stakeholders and an inter-sectorial multidisciplinary approach, ACBHR cultivates a mutually beneficial relationship between business activities and human rights advocacy.

The Centre's vision is to foster an enabling and sustainable environment that respects, promotes and protects the dignity of the person while enhancing social, economic and business development. It develops advocacy tools for wider engagement and compliance as well as fostering constructive critique towards improved, more effective policy and interventions that enhance sustainable and socially responsible businesses and practices in the African context. Despite a growing number of corporations recognising the business case for developing sustainable, ethical and responsible business practices, the challenge for business and human rights remains significant. Municipal and local initiatives as buttressed by an increasingly robust global framework have had significant impact and the wider purchase of such initiatives across the business spectrum could potentially positively transform the business and economic environment in the region.

One of the tasks at hand is to initiate targeted, contextual and innovative activities that progressively develop the African business and human rights agenda and serve as a resource for all stakeholders. These initiatives, at all levels of economic activity, will serve to advocate for wider engagement with business and human rights initiatives, monitor and evaluate compliance and foster critique towards improved, innovative and more effective policies and interventions that enhance sustainable and socially responsible businesses and practices.

2.3 Community

Strathmore University runs a Community Outreach Programme (COP) through its Community Service Centre (CSC). The COP is designed to improve the quality of life of people in the community and the country at large. The CSC works with staff, student, alumni and the private sector to fund and run its activities. By exposing students and staff to challenges faced by the less privileged, CSC empowers them into being positive-growth contributors in the community.

There are four core areas in which COP are centred on. They include educational, social, environmental and work camp programmes.

COPS activities include:

a. Work Camps

The COP engages in a variety of work camps across the country through which staff and students seek to make a positive impact on the wider society particularly for the less fortunate. These camps include:

- Ndaragwa Primary School in Nyandarua County where members of the COP in partnership with the Safaricom Foundation attended a six day work-camp to paint the new buildings of the special needs unit at the school that caters for those with physical and mental disabilities.
- In partnership with Rockbrook-Ireland, members of Strathmore University COP helped construct the foundation for the Kaparon Health Center maternity ward.
- During a week-long work camp to Chebarus, members of the COP contributed to the construction of a local church.

- A team of 46 students and staff from the COP also visited Lodwar in the north of the country for a week-long work camp distributing much needed supplies to the drought, famine and conflict ravaged indigenous and refugee communities after collecting over USD23, 000.
- COP also undertook a work camp to Kimangao village in Mwingi North in partnership with students and staff from Retamar College. They renovated and transformed the local hospital that had been abandoned for 20 years into a maternity ward, build of 6 camping cabins to generate revenue for the local community and renovate the local leprosy centre and transform it into a youth centre to provide a resource for local youth.
- COP members also attended a work camp at Sosiani Primary School in Eldoret to rehabilitate dilapidated classrooms.

b. Social projects

Lesirwo Mixed Secondary School Project



For the past two years, staff and students on the COP travelled to Kipkelion to present the donation of a year's supply of sanitary towels to 197 girls who are enrolled at Lesirwo mixed secondary school. The activity was initiated on recognition that the performance in national examinations at primary and secondary levels in Kipkelion had been poor and amongst the factors was the absence of female students from class.

Lesirwo girls sports team

The girls lacked proper sanitary towels and had many cases of early pregnancies. The COP not only provides sanitary towels to the girls, but also offers mentorship, classes on feminine beauty, academic support and help them see the importance of a woman in the society.

The Macheo Project



The Macheo project aims at educating and empowering secondary school students from disadvantaged neighbourhoods in Kibera slum, Kenya. This is achieved through academic tutoring, cultural and personal development through mentoring.

It simultaneously enriches the lives of Strathmore students who are the mentors and tutors to the students, forging a bond between Kenya's top academic minds and Nairobi's most underserved youth.

Mentoring a student

Macheo recognizes the holistic nature of personal development and seeks to foster both moral and intellectual growth in young people, building men and women of character and integrity. Many students, especially in the two schools from which Macheo draws, are struggling with their grades and therefore losing scholarships opportunities from the government, universities and the private sector. Failures result from external factors either in the child's home or in their communities, which are compromising their ability to excel academically. Poor economic and social infrastructure has resulted in the residents of Kibera lacking necessary needs required for a dignified life.

Macheo is modeled after the similar educational programs in Midtown and Metro (Chicago, USA.) Strathmore students and alumni have already volunteered as mentors and begun their training. The three-fold project is held three Saturdays per month and includes:

- Tutoring in mathematics, English, and science
- Direct one-to-one mentorship on goal-setting with each student
- Sports and excursions in and around Nairobi in order to foster the whole person mind, body and spirit development

Koplwa HIV/AIDS Centre Project

The Kenya Organization of People Living with AIDS (KOPLWA) was established in 2007 to serve as a school where their children could be free of societal stigma surrounding HIV/AIDS. Strathmore University's COP collaborates with KOPLWA with its university students making visits to KOPLWA to train women on basic business skills and where possible, support mothers with the education of their children. Over the years through COP initiatives, KOPLWA has:

- ✓ upgraded its facilities with the construction of new four classrooms
- ✓ provided the mothers with beddings worth Kshs 1,200,000
- ✓ Constructed toilets and a bathroom

Today, the organization has a membership of over 200 adults living with HIV/AIDS, and 170 children under 11 years old, majority of whom are HIV/AIDS positive and others have been orphaned by AIDS.

Kwetu Home of Peace Project

Kwetu home of peace is a rehabilitation Centre for street boys, aged between 8-18 years. The home started as a feeding programme in the early 90's for destitute children who would visit the Centre daily to get at least one meal, a shower and fresh change of clothes. As the number of boys increased, the Centre put up a temporary house to give the boys a place to spend the night while they roamed the streets by day. In the street, the children engaged in petty crime, drug abuse and illegal income generating activities. Since these children choose to live in the streets due to frequent fights, tension and dysfunction in the home, the Centre works with their families to help reconstruct the home in anticipation of re-uniting the boys with their parents after rehabilitation. Through COP, Strathmore University students visit the home every Thursday for tuition, sports and mentoring of the young boys. Further, COP has donated Kshs 502,000 towards construction of a new Centre.

St. Columba's Vocational Centre Project:



St. Columba's Vocational Centre in Kitui County began as a social hall in 1970 where women and girls were trained to be self-sustaining through small scale businesses. Through the years the hall grew into a vocational centre that offered short courses in tailoring and agriculture. Today the Centre offers young girls who complete primary school with weak graduation marks an opportunity to pursue courses of study to prepare for life, third level education and employment.

These girls would otherwise not continue with learning due to lack of placement in a secondary school.

St. Columba's Vocational Centre

COP started a mentoring programme at the Centre. Strathmore students travel to Kitui monthly and spend a weekend mentoring St. Columba's girls. Students at the Vocational Centre are in need of positive youth development. The mentoring program is peer based as university students and students at the Centre are in the same age group. Strathmore students are trained on mentoring; personal development and motivation to help them effectively mentor their mentees in at the Centre.

The mentees then have one-on-one sessions with their mentors where issues are dealt with ranging from academic, social to personal matters, always respecting the freedom of each person. Topics scheduled for discussion include human dignity, study, time management, cheerfulness, leisure and entertainment among others.

Strathmore Prison Education Project:



Education has the power to elevate, nurture and transform lives. Strathmore University together with Naivasha maximum Prisons has been working together since 2002 to achieve this through the Strathmore Prison Education Program. The program seeks to build a partnership between the University and the Prison Community in order to improve correctional education opportunities with the larger goal of reintegrating prisoners into the society.

The Prison Community receives computers

The program is aimed at young offenders and/or mature adults with a higher level of education. Selection of inmates to enroll for the program is done with the recommendation of the Prison's Social Officer after confirming the prisoners qualified to study accountancy professional course, Certified Public accountant (CPA). Since its inception, numerous inmates have managed to directly benefit from scholarships, stationery, mentoring and other donations in kind. In 2012, students assisted inmates of Naivasha Maximum Security Prison with study guides and CPA exams; volunteers and members paid CPA and examination fees for two students and registered 11 others, both for CPA and ATC, who sat for their examinations. Additionally, because inmates are not able to attend CPA classes, COP raised funds to buy 43 books (23 CPA, 20 ATC) to be shared among the inmates who were studying for the course.

c. Educational Projects

The COP undertakes a number of educational projects across the country.

- ✓ *St. Josephine Bakhita Girl's Secondary School*, COP with partners has been involved in the construction of a dining hall and the renovation of the school laboratory. During this project, students and staff also took time to provide mentoring to students on issues varying from relationships, to career, education, family, religion, and friendship.

- ✓ *John Paul II Mixed Secondary School* project in Nairobi's Kibera slum began in 2004, as a response to the high number of children completing primary school and not proceeding to secondary school due to financial constraints. Most of the students come from single parent homes or the parent (s)/ guardian(s) are living with HIV/AIDS. Recognising that keeping the students in school will offer them an opportunity to a better life and keep them away from crime, COP has collaborated closely with the school since 2007 and worked on various initiatives. COP offers 25 scholarships annually to needy bright students with funds from Local Lives Foundation. Ireland, helps equipping the school library with textbooks; the school undertakes the *Macheo* achievement programme benefiting from the services explained above and, in partnership with Rock brook High School, Ireland, has participated in 3 symposiums on community development since 2010.



Thank you COP for the privilege to share moments with the disabled in the society. I met Moses a class 4 pupil who begged me to take him for a ride him round a football pitch. He told me that he loves football and wished to play, but could not because he is lame! He therefore enjoys rides around the pitch and watching other kids play! The moment I spent at home was inspiring!' Sangura, COP member

When COP marked 10 years of existence, they set out to start the sun-filled 2014 with a visit to Joy-Town Center, Thika, a home and school to children with various disabilities; hearing impairment, multiple paralysis, quadruple amputee, lack of bowel movement control

In 2014, there were over 1500 students and staff who took part in the COP. A total of 438,000 community service hours was achieved.⁴

COMMITMENTS

- Develop a Human Rights Policy
- Engage stakeholders to promote human rights

⁴ 'Cop | Strathmore Community Outreach Programme' (Strathmore University) <<http://www.strathmore.edu/cop/>> accessed 26 August 2015.

3. ANTI-CORRUPTION

Strathmore University has ensured that integrity is at the centre of all its functions. This ensures that all process are based on fair standards, transparency and accountability. The “Strathmore Spirit” encourages all individuals associated with the University to always act in an ethical manner.

Some of the measures put in place are:

a. Policies

Strathmore University has developed specific policies on Disclosure of Information and Conflict of Interest. These policies encourage all members of the University fraternity to report any instances of undesirable behavior including corruption.

i. Corruption Policy

Strathmore University has a zero tolerance policy on corruption. The University Statutes extol all members of the University to uphold the highest standards of integrity at both a personal and corporate level.

ii. The Quality Policy

Strathmore University maintains a standard and fair process of admission, based on the merit of the students. It also ensures fairness in the recruitment of staff members based on their competencies.

iii. The Examination Policy

Strathmore University’s policy with regards to examinations is free and fair. The Examination policy provides that all exams are regulated by the use of external examiners to standardize results. There is a strict policy to ensure that exams are kept confidential prior to the students taking the exams.

iv. Academic Integrity policy

Strathmore University ensures integrity in the academic work undertaken by students and lecturers. This ensures that a culture of integrity is inculcated into the students and the staff.

v. **The Policy-&-Procedures-on-disclosure**

The policy ensures that all records are kept in a transparent manner, including any financial records. The policy ensures the protection of potential whistle-blowers and provides for mechanisms to handle complaints from both students and staff on suspected malpractice.

b. The Annual Ethics Conference

For the past eleven years, Strathmore University has held an annual Ethics Conference during which it invites private and public sector practitioners, entrepreneurs, investors, policy makers, academics and scholars to deliberate on matters of ethics in relation to a range of topical and contextual issues, institutions and practices. Thematic areas explored include shareholder value and the common good; emerging global issues including corruption; the role of legal ethics and jurisprudence in nation building; politics and the common good; ethics in journalism; ethics, leadership, governance and democracy; sustainable development and the role of higher education institutions; and the role of ethics in public-private partnerships.

The Conference has grown over the past decade attracting participants and contributors from across the globe; the research papers and recommendations made and debated by some of the most outstanding scholars and practitioners from Kenya and the region are published by Strathmore University and form an outstanding contribution to the scholarly and academic study of ethics.

Strathmore University recognizes the nexus between ethical conduct and the respect for human rights. Engendering ethical conduct especially for public officials directly promotes the protection and promotion of human rights. Through the annual Ethics Conference, not only does Strathmore University promote a culture of human rights and ethical conduct for decision makers and practitioners, but introduces the theoretical and practical aspects of these concepts to the future generation of leaders and policy makers.

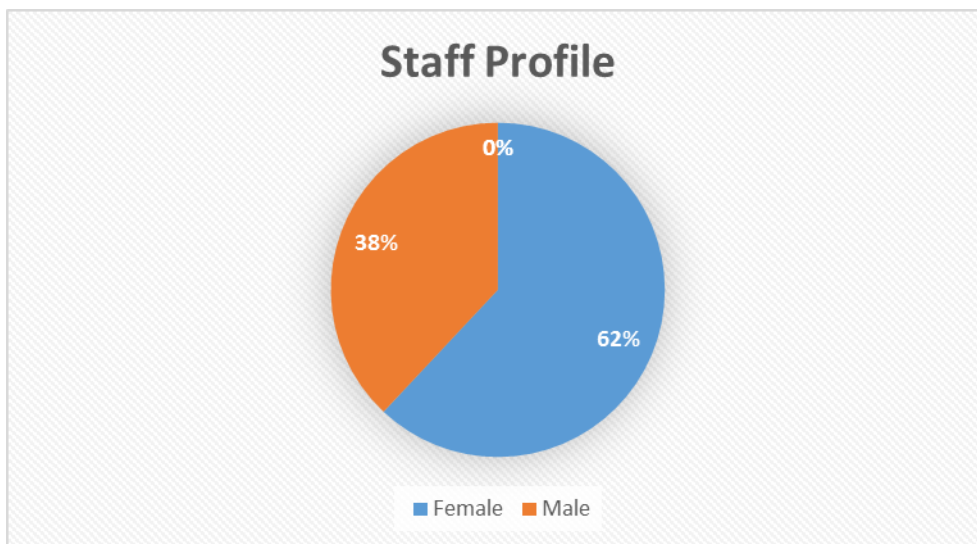
c. Strathmore University all round curriculum

Students at all levels take mandatory classes in ethics and philosophy which help to instill in them ideals that abhor negative practices such as corruption. It is the University's intention that the students will carry these ideals with them long after they have left the University. Some of the University's graduates are highly placed as corporate executives and government officials. Strathmore University is thus able to make a contribution to Kenya and East Africa in fighting against corruption by churning out virtuous leaders. Indeed, the motto of the Strathmore Business School that trains high level executives is "Transformation Through Virtuous Leadership".

The public and staff of SU are encouraged to partake in the masters program designed for; Educational practice for academics. SU staff members are given developmental courses and workshops annually.

4. LABOUR

The recruitment practice of full time and part-time staff at Strathmore is based on equal employment opportunity for all. In 2014, the number of full-time employees increased significantly due to new programmes that were introduced. Additionally, in order to promote employment among the youth, Strathmore University has a vibrant Graduate Assistant Programme in which bright graduate students are hired to be teaching assistants. The Staff Profile for 2014 is as shown below:



Through annual staff performance appraisals, Strathmore is able to monitor staff performance and recognize and reward competent staff. This is important for staff retention and growth.

Staff enrollment

SU has a total of 237 academic staff (table 4) and 225 administration staff. SU staff members are selected on merit and competence, given proper contracts including benefits and motivating working conditions. A regional and gender balance is also considered. Table 4 presents the gender diversity for SU students

Table 4: Staff enrollment by gender

	Female		Male		Total
	Full time	Part time	Full time	Part time	
Academic staff	77	30	69	61	237
Administration staff	115		110		225

Strathmore University is committed to achieving, maintaining and promoting the labour principles of the UN Global Compact and those contained in the 1998 ILO Declaration on Fundamental Principles and Rights at Work.

Towards ensuring that labour relations in practice and policy at the University meet the necessary standards, the University is constantly reviewing its statutes and policies and undertaking research towards improvement of labour relations at the University.

SU has taken a number of steps to improve the welfare of its staff. Recognizing the need to support and foster the establishment of a family and child-friendly environment at the workplace, a ‘mother’s room’ has been established at SU to further entrench successful and sustainable female workforce participation. SU, through the Human Resources department, also ensures nursing mothers have flexible working hours towards allowing nursing mothers to be more at ease for their benefit and that of the child fostering a friendly, sustainable and stress-free working environment.

The university has a staff management policy, designed with considerate criteria in regards to selection and recruitment, work and human resource management. Some of the considerations include, gender balance, regional consideration and professional capability.

The university follows the Kenya employment act (National Employment Act 2007). In regards to Article 29, SU staff members are entitled to annual leave days, maternity and paternity leave days, health plans.

Strathmore University members of staff have a savings and credit cooperative organization (SACCO) that organizes and promotes the welfare and economic interests of its members. Through the SACCO, staff members have access to a source of fair loans at reasonable rates of interest. The SACCO also promotes personal growth through the introduction of new products and services that will promote the economic base of its members.

Strathmore University provides a health scheme in which the medical center serves both students and staff. The university pays 90% of the clinic bills for all staff and their families hence encouraging them to work in good health.

5. ENVIRONMENT

Strathmore University remains determined in ensuring that its activities are environmentally friendly. An audit by Ideal Environmental Consultants Limited in 2014 showed that the university was in compliance with National Environmental Management Authority (NEMA) environmental guidelines.

This year on the 25th-26th September 2015, Strathmore University in conjunction with UN-Habitat organized a student challenge dubbed “UN-Habitat Urban Hack day”. The key focus of this challenge is to promote sustainable cities through proper urban planning.

Strathmore University, through its management has continued to make a deliberate effort towards ensuring that the operations of the university are carried out in an environmentally sustainable manner. The following are environmental projects that the University has been able to carry out;

i. Environmental Projects

Strathmore University, through its management has continued to make a deliberate effort towards ensuring that the operations of the university are carried out in an environmentally sustainable manner. The following are environmental projects that the University has been able to carry out;

a. The tree-planting project

The Community Outreach Programme (COP) has undertaken tree-planting initiatives in the last three years in a bid to lend a helping hand to the preservation of Kenya’s Water Catchment areas plagued by saw milling activities and forest fires. Kereita forest is located in Limuru and is part of the Aberdare range. Students have so far managed to plant 20,250 seedlings of indigenous trees at Kereita forest. The same resolve was employed again in 2012 after receiving generous donations from Hashi Energy Ltd and Coopers (K) Ltd. Another region that has benefited from

the initiative is Sasamua dam, a rehabilitated dam in Aberdare region of Nyahururu County. Tree planting is a means used in the rehabilitation of the dam to attain a sustainable water catchment area to tap sufficient water all year round. The initiative first took place in 2010 and again in 2011 with contributions from Cooper's (K) Ltd, GIBBS Africa Ltd, Sino Hydro Ltd, Nairobi City Water and Athi River Water Services Board. The volunteers included COP members, Strathmore staff and the community from around Sasumua dam who were able to plant a total of 24,000 indigenous trees. In the future COP hopes to hold more tree planting exercises twice a year to coincide with the two rainy seasons in the country

b. Green Technology

Strathmore University has made a deliberate effort towards the conservation of environment; the University has 22,000 sq. meters of 'green' buildings designed and constructed using green building technology comprising the Students' Center, Strathmore Business School, and the Management Sciences Building. In 2012, Strathmore Business School participated and won in the Continental African Real Estate and Housing Finance (AREHF) Academy Awards in the category of the Best Green Development in Africa. Some of the features of the new ultra-modern buildings include natural light to save on cost of artificial lighting, solar photovoltaic systems, water evaporation cooling systems instead of air conditioning, solar water heating, and extensive rainwater harvesting systems all of which contribute towards minimizing operation costs. The buildings meet the Leadership in Energy and Environmental Design (LEED) certification standards for environmental sustainability and efficient resource utilization.

c. Kenya Climate Innovation Center (KCIC)

In 2012, Strathmore University became a host and a partner for the first Climate Innovation Center in the country. KCIC is not only a research center, it has received seed capital managed by the World Bank and supported by DFID and DANIDA to provide incubation services for small and medium enterprises undertaking clean energy projects. KCIC works with innovators, entrepreneurs and new ventures operating or intending to operate in Kenya developing innovative renewable energy, water and sanitation and agribusiness technologies. These include off-grid technologies, water management and purification solutions, micro-hydropower projects, technologies for adaptation (flood or drought control), sustainable agribusiness and bio-energy

solutions. The areas of interest are three: Renewable Energy, Water Management and Agri-business. The support given to SMEs are: Proof of Concept funds, training on business skills, testing for the innovations, support for networking with people doing similar business and enabling environment where the KCIC clients are put in touch with Government and/or donors community supporting that specific type of business intervention.


KCIC has currently more than 100 successful clients and preparing to house a venture capital fund to support upscaling and commercialization of business in Kenya.

d. Strathmore Energy Research Centre (SERC)

The Centre, headed by the DVC Academics and Students Affairs, was founded to drive research projects in energy, to train people for the Renewable Energy and Energy Efficiency industry and perform testing on Solar PV equipment to curb low standard products in the market.

It seeks to be the link between academia, government and the private sector in renewable energy and sustainable development. The centre's mandate is to ensure greater adoption and penetration of Renewable Energy Technologies (RETs) as well as efficient use of energy in Africa. SERC fulfills its mandate in various ways; providing training, carry out research and providing consultancy. Among other research projects, SERC won a grant to carry out a Kerosene Free Kenya pilot research project in a selected rural area of about 500 homes in which solar home systems replace the traditional kerosene lamps from NACOSTI. Currently, the issues of climate change and renewable energy have taken centre stage at a global level and hence SERC is transforming into a regional competence center of choice for training, research and consultancy in renewable energy and energy efficiency in the region.

Below is a highlight of key activities of the centre in the year 2013.

SERC structure	Director \Rightarrow Manager \Rightarrow Administrator \Rightarrow Assistants
Partnerships & collaborations	

Seminars, workshops & training sessions undertaken by Strathmore Energy Research Centre in 2013 are:

Date	Partners	Theme
May 2013	KCIC	Decoding Carbon financing
June 2013	KCIC	Poly Biogas Launch
July 2013	KCIC	Financing options for start-ups and SME's
Sep 2013	UN HABITAT	Financing Green Buildings in Africa
Sep 2013	KCIC	Secrets Successful entrepreneurs know that struggling entrepreneurs don't
Nov 2013	Norwegian Church Aid	Bio energy policy review Workshop
Nov 2013	SERC,GIZ	Design of PV-diesel hybrid systems
Nov		Policy Business Dialogue Forum PV-

2013		diesel
Dec	AHK	Energy Efficiency
2013		
Dec	SERC-NACOSTI	NaCoSTI Workshop
2013		
Dec	KEREA	Zephyr wind seminar
2013		



Strathmore Energy Research Centre projects 2013 are:

The Project	Sponsor/Partner	Current Status
The 10kW solar PV grid connected hybrid system	GIZ	Strathmore University, with the support of GIZ, constructing a grid connected 10kW solar PV hybrid diesel system with battery storage for educational purposes at T3 level.
Clean energy lab	GIZ, Fraunhofer Institute for Solar Energy (ISE)	Establishment of a clean Energy Laboratory with the support of GIZ Promotion of Solar Technology Programme, Strathmore University and The Fraunhofer Institute for Solar Energy Systems (ISE)
600 kW Grid Connected Solar PV rooftop project	Quest works, Kenya Power, AFD, Strathmore University	Installation of 600 kW Grid Connected Solar PV rooftop project is currently under construction with solar panels being installed at SU.
Research On Solar Pico-PV products	NACOSTI, SERC, Skynotch, GIZ	SERC carrying out a two year research project on solar Pico PV lanterns aimed at reducing the use of Kerosene lamps for lighting in rural areas.

e. Solar Photovoltaic Grid Connected System

In 2012, the University Council approved a solar project to generate 600kW of electricity. Strathmore University has become the first zero carbon emission university in Sub-Saharan Africa by installing this grid-connected solar system which is able to cater for all the electricity needs of the university. The University received a soft-loan by the French government under a green line funding for renewable energy projects in partnership with Co-operative Bank. The solar system was commissioned in June 2014 and in its first year has saved the university about USD 160,000 in electricity bill. The system is serving as a hands-on training facility to empower engineers and technicians to design, install and maintain such power generating systems. Strathmore previously used to spend about to 25,000USD per month in electricity bills.

Towards a sustainable Strathmore University



Figure 3: Solar roof: Solar panels installed on Strathmore Law School building (40kW)

The soft loan came at a rate of 4.1% p.a. with a grace period of 12 months and a payback period of 10 years. Based on the results of year ONE we expect to finish paying for the system in 6.5 years. As the life span of the project is 25 years, we foresee a total profit of about 4.5 to 5 Million dollar by the end of the project. SU will make savings on electricity bill and also by selling left-over power to the utility through a Power Purchase Agreement which was signed by the university and KP.

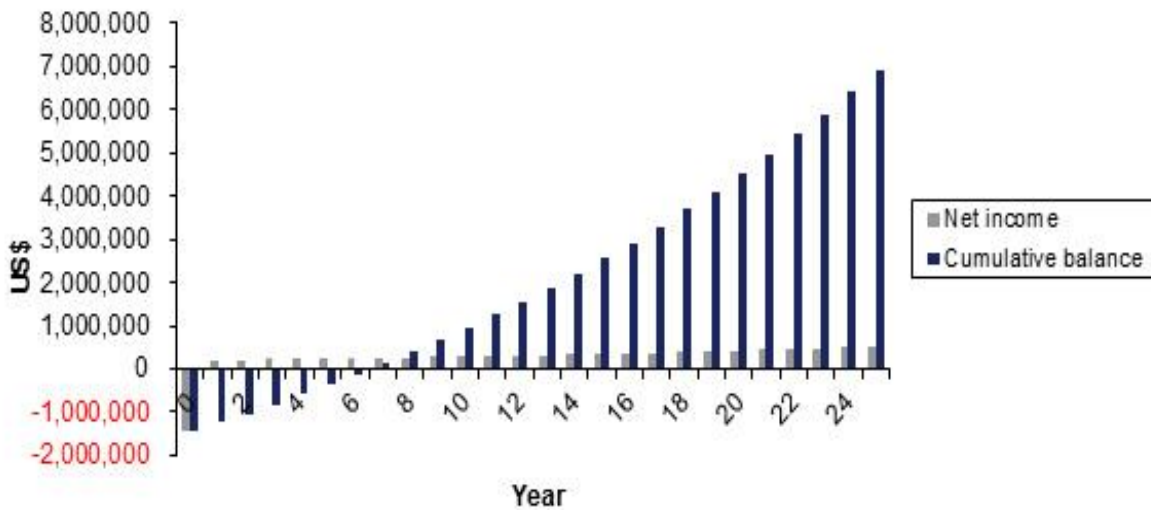


Figure 4: Cash flows for the 600 kW PV project

Strathmore is proud to contribute to reducing global warming, and will be 1st zero carbon footprint University in Sub-Saharan Africa. This will also make SU a more attractive partner for projects on sustainability specifically on renewable energy. The Solar PV system is also a hands-on training tool for training engineers with practical learning experience so much needed in Kenya.



Figure 4: The New Green Student Centre at Strathmore University

Yet another advantage of going solar is that we can create awareness amongst our students. The exposure to this technology through the four years they stay on campus will convert them into more environment concerned citizens.

Other activities

Global practice shows that countries which are paying more for fossil fuel based electricity are not exploring the options of renewable sources of energy. Strathmore is seeking to further implement the sustainability policy in aspects such as: biogas and wind.

ii. . Strathmore Environmental Sustainability Club (SESC)

With over 5,923 students and 462 staff, Strathmore University (SU) is a significant contributor to the Kenyan economy. The University ensures that its operations, students and staff have a minimum adverse environmental impact. The Policy outlines SU's key commitments, over and above legal compliance, to incorporate sustainability in all of our business operations and demonstrate that environmental sustainability is one of the University's key priorities.

Amongst the student clubs and groups, the University has established the Strathmore Environmental Sustainability Club that empowers student leadership, pursues institutional

sustainability, and promotes environmental awareness in the Strathmore University and the wider community.

iii. Sustainable energy policy

Great strides was the Strathmore Energy and Research Centre draft a sustainability policy. The Policy outlines SU's key commitments, over and above legal compliance, to incorporate sustainability in all of our business operations and demonstrate that environmental sustainability is one of the University's key priorities.

Global practice shows that countries which are paying more for fossil fuel based electricity are not exploring the options of renewable sources of energy. Strathmore is seeking to implement the sustainability policy in aspects such as: waste management, biogas, solar PV and solar thermal and also wind.

iv. National Environment Management Authority (NEMA) audit findings

In 2013, the University was audited by Ideal Environmental Consultants limited with a view to assess the compliance to the laid out NEMA environmental guidelines. Aspects that were checked for compliance included buildings, waste management, e-waste management, safety in the kitchens, generator usage etc. Overall the University performance in the audit was found to be adequate, with identification of areas where the University is trail blazing such as generating its own solar energy initiatives. The audit consultant commended the University management for its willingness to comply with legal requirements and its initiatives to move to a better and cleaner sustainable environment.

Following the regulations issued by the Government in December 2012, Strathmore has undergone an Energy Auditing in compliancy with Energy Regulatory Commission. The report was submitted to ERC last September 28th and the university has committed itself to implement at least 60% of the recommendations made by the energy auditors. These include creating a department of energy management to monitor the activities on energy saving and also replacing the lighting system in our parking lot from Mercury discharge lamps to LED.

Photos of new buildings



v. Other Sustainability initiatives at Strathmore University

A tributary of Nairobi River runs through the Strathmore University campus which is heavily polluted. SU is undertaking research into various initiatives towards cleaning and restoring the river. Partnerships with the National Environmental Management Association (NEMA), BASF and the Nairobi City Council are under discussion. This project has a possibility of harnessing the sewerage in the river for energy production.

Strathmore University has an established policy of integrating business with environmental conservation which has been embraced by all employees towards environmental sustainability. The Building Management System (BMS) is integrated into the buildings to control the resource utilization. The BMS used is based on SNAP PAC System Architecture with OPTO-SNAP controllers. User defined control-programming is used to define the functioning of the various components such as motion detectors, power cards and lighting control. The BMS uses room orientation and time-of-day to disable lighting fixtures that are close to the windows when sufficient natural lighting is available. It also disables all lighting in individual rooms when the BMS Motion Detectors indicate that the area has been vacated.

The buildings have in place a full-building voltage stabilizer to help protect all electronics, including the light ballasts from the recurrent voltage fluctuation on the National Grid. In

addition, the buildings have incorporated water evaporation cooling system in addition to natural ventilation. Other sustainability initiatives in the University include:

- ✓ Landscaped flower beds with ornamental shrubs and trees to increase the aesthetic value of its landscape.
- ✓ On-site waste separation, processing and location of bins in strategic places around the University.
- ✓ Common printing system aimed at reducing paper use in the university. A user password is utilized within the system to ensure wastage during printing is controlled.
- ✓ Water conservation through rain water harvesting from roof catchments through incorporation of pervious paving systems. Harvested rain water is utilized in irrigating flower gardens. Part of the rain water is pre-treated to be used for non-drinking purposes.

CONCLUSION

As a conclusion to this report we want to thank UNGC for supporting this worldwide effort to engage peoples and institutions in putting into practice the ten principles in the four relevant areas of human rights, labour, environment and anti-corruption.

Since Strathmore got engaged as a member it has been able to achieve quite a number of successes by simply following the best practices and lessons learned from other UNGC members.

All areas are challenging for Kenya and Strathmore University feels rather proud of being part of this peaceful and exciting revolution to make this planet a better place to live. We do hope that with the example of our institution many more Kenyan companies and universities will be able to join the UNGC in the near future.