



Educational Quality Improvement Program
Classrooms • Schools • Communities

USAID/Education for Marginalized Children in Kenya (EMACK)

Quarterly Technical Report

July 1- September 30, 2005



Submitted by:

American Institutes for Research

and

Aga Khan Foundation

October 31, 2005

U.S. Agency for International Development

Associate Award No. 623-A-00-04-00014-00

under Cooperative Agreement No. GDG-A-00-03-00006-00

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ACRONYMS

| | |
|---------|---|
| AKF | Aga Khan Foundation |
| AKF-EA | Aga Khan Foundation – East Africa |
| AKF,CHD | Aga Khan Foundation Community Health Department |
| AIP | Annual Implementation Plan |
| AIR | American Institutes for Research |
| ALRMP | Arid Lands Resource Management Programme |
| ANPPCAN | African Network for the Prevention and Protection Against Child Abuse and Neglect |
| APDK | Association for the Physically Disabled of Kenya |
| ASAL | Arid and Semi-Arid Lands |
| CBO | Community Based Organization |
| COP | Chief of Party |
| CDF | Constituency Development Fund |
| COPDEC | Coalition for the Promotion and Development of the Child in the Coast Region |
| CP | Coast Province |
| CRP | Community Resource Person |
| CRSP | Coastal Rural Support Program |
| CRT | Community Resource Team |
| CSO | Civil Society Organization |
| C-T-C | Child-to-Child |
| DEO | District Education Officer |
| DfID | Department for International Development (British) |
| DICECE | District Center for Early Childhood Education |
| DSG | District Steering Group |
| EARS | Education Assessment Resource Services |
| ECD | Early Childhood Development |
| EFA | Education for All |
| EMACK | Education for Marginalized Children in Kenya |
| EMIS | Education Management Information System |
| FPE | Free Primary Education |
| FGM | Female Genital Mutilation |
| GoK | Government of Kenya |
| GUSM | Growing Up and Sexual Maturation |
| IGA | Income Generating Activity |
| KCP | Kenya Children’s Parliament |
| KCPE | Kenya Certificate of Primary Education |
| KCSE | Kenya Certificate of Secondary Education |
| KENSIP | Kenya School Improvement Project |
| KESSP | Kenya Education Sector Support Programme |
| KISE | Kenya Institute of Special Education |
| KRT | Key Resource Teacher |
| KTN | Kenya Television Network |
| LOU | Letter of Understanding |
| MEO | Municipal Education Officer |
| MGD | Millennium Development Goal |
| MEDO | Monitoring, Evaluation and Documentation Officer |
| MOEST | Ministry of Education, Science and Technology |
| MoCSS | Ministry of Culture and Social Services |
| MoH | Ministry of Health |
| MRC | Madrasa Resource Center |

| | |
|--------|--|
| M-T-C | Mother-to-Child |
| MTE | Mid-Term Evaluation |
| NEP | North Eastern Province |
| NGO | Non-Governmental Organization |
| NOHA | Nomadic Heritage Aid |
| OVC | Orphans and Vulnerable Children |
| OVP | Office of the Vice President |
| PDE | Provincial Director of Education |
| PDO | Pastoralist Development Organization |
| PMP | Project Monitoring Plan |
| PS | Permanent Secretary |
| PGI | Pastoralist Girls Initiative |
| SDP | School Development Plan |
| SNE | Special Needs Education |
| SMC | School Management Committee |
| SO | Strategic Objective |
| TAC | Teacher Advisory Center |
| TARNET | Pastoralist Education Forum (direct derivation of Somali language) |
| TOR | Terms of Reference |
| TOT | Training of Trainers |
| TPR | Teacher –to-Pupil Ratio |
| UPE | Universal Primary Education |
| USAID | United States Agency for International Development |
| UNICEF | United Nations Children’s Education Fund |
| WCK | Woman Concern, Kenya |
| WFP | World Food Programme |
| WOKIKE | Womankind Kenya |

I. PREAMBLE

Grantee: American Institutes for Research
Associate Award No. 623-A-00-04-00014-00 under EQUIP 1 Leader Award No. GDG-A-00-03-00006-00
Project Period: May 3, 2004-May 2, 2006
Project Budget: \$3 Million
Reporting Period: April 1, 2005 – June 30, 2005

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II. EXECUTIVE SUMMARY

This third quarter report briefly describes the national context of our work and goes on to explain in detail the major project achievements, challenges and lessons learnt as a result of our work. It concludes with a projection of activities to be undertaken during the fourth quarter. Relevant annexes are also provided to broaden the reader's understanding of EMACK's work.

The marginalization of children in the country is being exacerbated by the combined effect of poverty and the HIV/AIDS pandemic. Over 56% of Kenyans now live below the poverty line while life expectancy at birth is just 47.2 years (HDR, 2005 p.2). The percentage of people below the poverty line in Kilifi and Kwale Districts is 72% and 63% respectively. Although the economy picked up after many years of dismal performance (recent government estimates put the GDP growth rate at approximately 4%), this growth has yet to be translated into tangible results for the poor generally and for populations living in the marginalized regions of Kenya in particular.

In July 2005, the Ministry of Education launched the Kenya Education Sector Support Programme (KESSP) as part of the Sector Wider Approaches (SWAPs) in response to the many problems and challenges facing the implementation of Free Primary Education (FPE). Thus, for the first time in Kenya's history, the government's commitment of funding and technical support to all sub-sectors of education from Early Childhood Development (ECD) and primary education, non-formal and adult education, to

secondary and higher/tertiary education were clearly articulated. In an unprecedented move, the government also prioritized support to the development of sound education programmes in all the marginalized areas of Kenya. Unfortunately funding allocated to marginalized areas is slim, which explains EMACK's focus in part.

KESSP has committed to incorporating ECDE into basic education but there are no clear policies on funding, management or operationalizing ECD. Development and implementation of an overall ECDE policy incorporating a legal framework;

- Working out modalities to mainstream ECDE as part of basic education and integrate 4 to 5 year-old children into the primary cycle by 2010;
- Intensifying capacity building and resource mobilization with a view to empowering stakeholders to manage their ECDE facilities efficiently; and
- Developing a comprehensive national framework with the necessary guidelines for all ECDE programmes including integrating alternative curriculum delivery programmes, basic ECDE requirements, a national curriculum, teacher training and certification.

EMACK's management team has keenly followed these national developments and has worked closely and strategically with MOEST at policy and program levels. It has participated in training programs (organized by MOEST) aimed at operationalizing the KESSP. EMACK has indicated the specific support it will give to meet KESSP objectives within the context of its remit.

EMACK objectives are being achieved through collaboration with nine NGOs (4 in the Coast Province (CP) and 5 in North Eastern Province (NEP)) and various government agencies such as DICECEs, DEO/MEO/PDE officials and MOEST responsible for the sub-sectors in which EMACK works. In the Coast, CRSP addresses ECD/early primary access and KENSIP focuses on improving teaching quality. MRC, DICECE and to a limited extent, APDK all simultaneously address the access and quality dimensions of basic education. In NEP practically all partners (WOKIKE, PDO, NOHA, PGI and Women Concern-Kenya) focus on access: DICECE works on both access and quality. The policy advocacy component of EMACK's work is managed by COPDEC in CP and TARNET in NEP to get the government to prioritize and fund interventions geared towards increasing access to quality education by all marginalized children. The combined efforts of these partners should lead to enhanced retention and completion of the primary school cycle by all marginalized children.

A new Chief of Party (COP) came on board towards the end of July 2005. He has worked to strengthen the team of staff and partners, and to think and plan strategically through the end of the program about how to have project activities cohere to meet the overall objectives

Highlights for the quarter include small grants implementation, capacity building of key stakeholders (at community, school and MOEST levels), advocacy related events and the Mid-Term Evaluation.

72 schools have received small grants¹: 60 in the Coast and 12 in NEP. These grants have enabled a total of 5349 children (2537 girls and 2812 boys) to attend school regularly under considerably improved learning environments: new classrooms have been built while others have undergone renovation; classrooms have been outfitted with basic school furniture (including desks) and shutters. The furniture has facilitated the implementation of the double-shift system so that more pupils can attend school; the shutters have also ensured the safety of teaching and learning materials in schools. The construction of 8 toilets in NEP, for example, has boosted the participation of girls (at least 100) in basic education since half the toilets directly benefit girls.

The action research by PGI (NEP) and KENSIP (CP) on the Growing Up and Sexual Maturation (GUSM) process is encouraging adolescent girls (a significant number of whom are still in lower primary) in both regions to enroll and participate in school. Teachers, children and their parents have been trained on the fabrication of low-cost sanitary towels without which girls' enrolments drop considerably..

- The DICECE-managed training programme (CP) for teachers on large classes/over-enrolled schools. 55 (out of 67 trained teachers representing over 80% of total trained) teachers observed at work were using at least one new method. Director of Quality Assurance/Standards at MOEST approves of methodology and requested a joint MOEST-EMACK initiative to fine tune the methodology for country-wide replication.
- A mobile schools initiative (involving 76 children in three settlements in the NEP) began: 3 para-professional teachers (all male with 9 years of formal education) were recruited by the community to provide secular education benefiting.
- Three NEP partners (WOKIKE, PDO and WCK) mobilized parents to support education of their children. Accordingly, linkages between pre-schools and primary schools were forged to encourage transition in 13 settlements.
- MOEST has developed an alternative two-year ECD training programme for paraprofessional teachers (Standard 8 graduates) specifically for ASAL areas (normal qualification pegged at GCE/ secondary school education). This follows MOEST's formal recognition of the five-week training offered to these para-professional teachers by DICECE with EMACK support. All prospective candidates for the two-year alternative course must pursue the five-week bridging course. So far, 31 teachers in NEP have graduated from the five-week course through EMACK-DICECE support while 5 of these have already enrolled for the two-year program. 29 regular teachers trained by the Educational Assessment and Resource Services (EARS) in the early identification of children with special needs and in the development of appropriate support programmes for such children within the normal school context.

Children's rights to basic education have been advanced mainly by the work of COPDEC in Coast Province and TARNET in NEP. The former has supported public debates on

¹ I regret that our data is not disaggregated in the manner you wanted. My colleagues are busy trying to retrieve and reconcile all our data (between programme and finance records) in this respect. You should have accurate details before close of business tomorrow if it will not be too late for the compilation of the final report.

issues affecting the development of ECD and FPE. Under the aegis of COPDEC, a Coast Children's Council was formed to enable children to directly advocate for their own rights in education. TARNET, still in its formative stage, was founded by the original five EMACK partners, other NGOs/CBOs implementing basic education in NEP, UNICEF, the Department of Adult Education, the Children's Department (Office of the Vice President), the Arid and Semi Arid Lands Project (Office of the President), the PDE's and DEO's offices and EMACK itself. Other opinion leaders interested in promoting basic education in the NEP have been invited to participate as Friends of TARNET.

The Mid-Term Evaluation (MTE), rescheduled for September, was carried out. At the formal presentations of the draft report to key stakeholders in Nairobi (USAID, AKF-EA and MOEST) the two stakeholders disagreed with the quality of the report and the consultants' perspectives on EMACKs' work and corrected the errors in the pbackground and rationale for the initiative and helped to link the achievements to the agreed project objectives (sub-objectives) and targets.

A study commissioned this quarter as part of an effort to provide information on key project indicators -- basic education (although some limited attempt to secure geographic, demographic and socio-economic data) covering the six districts in which EMACK currently works namely, Kilifi, Kwale, Mombasa, Garissa, Ijara, and Wajir In the forthcoming quarter, a baseline will be developed from data collected so far to inform planning and project implementation until the project's official close.

Programme Highlights

Coast Province

Programme work during the quarter was focused on assisting partners and EMACK staff to realign implementation of their activities with the strategic objective (SO).

Highlights include:

- Education planning sessions and community awareness campaigns in which 234 parents and community members participated.
- Training for 157 School Management Committee (SMC) members from 51 schools in school management and small grants administration.
- 47 of these trained SMCs demonstrated their competency through developing an improved system of record keeping and accountability in schools. Consequently, parents and government officials visiting the schools can now easily access financial and material supply records. In addition, community members are now actively involved in the planning and implementation process as evidenced through the meetings they hold to vet and approve all transactions undertaken by the schools and mobilizing resources from the other sources such as the CDF.
- Provision of 16 small grants to support school infrastructure and playgroup equipment, bringing EMACK small grants awarded to date to 60.

- Training of 127 teachers from 21 primary schools and 143 teachers from 132 pre-schools in child-centered methodologies and facilitating inclusion of vulnerable children in the classroom environment.
- Training of 24 ECD teachers and 23 primary school teachers on transition from home-ECD and from ECD to lower primary school.
- EMACK supported MRC to train a total of 102 Madrasa *Maalims* (Islamic religious teachers, 45 of whom were trained during this quarter) on active learning. MRC conducted follow up observation sessions of nine *Maalims* in Madrasas. It was found that they portrayed a better understanding of preparing lessons and setting individual goals for each child. The *Maalims* made use of schemes of work and lesson plans, which they found helpful in ensuring completion and comprehension of the religious curriculum unlike before when they relied upon rote learning. EMACK's next step will be to design workable strategies with MRC for the replication of these child-friendly methods in Madrasas across the country

North Eastern Province (NEP):

As he did in the Coast, the new COP and the staff in NEP undertook a series of meetings with the partners to clarify project goals the and to plan for the remaining months.

A stakeholders' meeting called to disseminate the EMACK education strategy led to the formation of a network of NEP education providers, TARNET, from the Somali word- *Taaclinta Reerguraha*, for Education for the Nomadic pastoralists. Through this network, the education providers hope to increase educational opportunities for pastoralist children through policy dialogue and advocacy, sharing of experiences and best practices as well as joint planning and programming. Founding members include EMACK's partners (Womankind-Kenya, Women Concern-Kenya, PDO, NOHA, PGI and DICECE), other NGOs/CBOs implementing basic education in NEP (these include Handicap International, KEPAWA (for girl-child education) and Association of NEP Girls Alumni). Others include Garissa Teachers' Training College, UNICEF, the Department of Adult Education, the Children's Department (Office of the Vice President), the Arid and Semi Arid Lands Project (Office of the President), the PDE's and DEO's offices and EMACK. Other leaders will include those with a proven track record of championing for the rights of pastoralists in education including prominent Somali women; Hon Farah Maalim, Hon Sugow (NEP MPs) and Ibrahim Hussein a local consultant with wide knowledge of pastoralist development issues) supportive and interested in promoting basic education for pastoralists in the NEP have been invited to participate as Friends of TARNET.

Other highlights for this quarter include:

- Three mobile integrated school programs were launched in villages under the NOHA program for 76 children. Three teachers were recruited for secular education in communities which already have 3 Dugsi teachers The teachers were supplied with 6 camels, 6 mobile Somali houses mounted on camels and teaching and learning materials (collapsible boards and chalk, slates and pencils, textbooks (teachers' guides), charts, balls and other relevant aids).

- 31 ECD teachers graduated from a 5-week short course in a high profile ceremony attended by among others, the PC (NEP), Deputy Director of ECD at MOEST, PDE, DEO, Garissa Mayor, the new COP and other prominent leaders of CSOs, bilateral and multilateral agencies.
- MoEST amended the ECD policy on teacher training effectively downgrading admission requirements to allow para-professional teachers (lowly qualified) from ASAL areas to enroll for a 2-year alternative residential training program usually reserved for secondary/high school graduates. This is the most significant policy intervention by EMACK since its inception.
- Launch of Girls' Forums (under the auspices of PGI (formerly PYGI)) in ten schools to address the largely cultural barriers faced by girls in accessing basic education to enhance their access, retention and completion. This is the first girls' forum in the NEP. The Forum operates like a school club. Membership for 5 rural schools includes girls from Standard 2-8; in the 5 urban schools members come from Standard 4-8. Girls in rural schools tend to be older which is why Standard 2 students are included. The Forum gives young girls (experiencing puberty-related changes to share experiences, problems and ideas related to their sexuality and to build their confidence. The Forum meets twice weekly and is managed by an elected Chair and Secretary assisted by a female teacher trained with EMACK/PGI funding who provides general advice on sexual maturation and helps girls resolve their problems. The forums ultimately hope to play a role in attracting out-of-school girls (drop outs and those who never enrolled) back to school. Consequently, Growing Up and Sexual Maturation (GUSM) training process was undertaken to popularize the use of low-cost reusable sanitary pads and to improve general sanitation in schools. Mother-to-Girl Child (M-T-C) programmes were launched simultaneously in all 10 schools to support the girls' initiatives. Girls forums also actively involved in policy work at both school level and provincial to agitate for the removal of all barriers to girl-child education.
- 4 classrooms constructed and renovated, 6 toilets constructed and three water tanks provided with the support of Womankind and PDO. The facilities are benefiting 298 children, 120 of whom are girls.
- To help parents support efforts aimed at increasing the participation of their children in ECD-lower primary programmes, eliminate all forms of child abuse (at home or at school) and promote retention, Women Concern trained 150 parents (from Central and Sankuri Divisions in 3 school venues) on holistic child development. Key topics covered include Child Rights and Protection (focusing mainly on abuse), growth and development. The training also built parents' capacities to identify children with special needs who are usually kept from school because they are stigmatized, providing appropriate support so that they can enroll and learn in normal schools where possible.
- 4 DEO officers from Garissa were trained in the management of over-enrolled schools program by the Mombasa MEO's office including DICECE trainers. These officers are expected to commence a skills development programme for 50 lower primary teachers during the first week of December 2005.
- SNE training sessions for 29 lower primary teachers drawn from 10 primary schools and ECD centres in Central division of Garissa. Training focused on equipping teachers to identify children with special needs in the classroom and

- develop appropriate interventions such as specialized instruction, re-arranging seating or referral for medical/rehabilitation support.
- 24 SMCs from Sankuri Division were trained on developing proposals for small grants. Some schools have already applied to EMACK for small grants.

III. PROJECT SUMMARY

Education for Marginalized Children in Kenya (EMACK) is a two-year project through which USAID/Kenya supports the Government of Kenya to expand educational opportunities for children living in the Coast and North Eastern Provinces (NEP) of Kenya. Marginalized by the chronic impoverishment, water scarcity and recurrent famine endemic in this area, these children have traditionally had the lowest enrolment and retention rates in the country

EMACK's broad goal is to improve to primary access and retention rates for the children in these two provinces by (a) increasing community and parental involvement and participation in all aspects of school life; (b) improving coordination and dialogue among stakeholders that contribute to and inform community, district, and provincial education plans; (c) improving pre-school resources and teachers' capacities so that children entering primary school are better prepared academically and socially; (d) improving the teaching and learning environment in primary schools to provide higher quality education given the challenges of crowded classrooms; and (e) improving the well-being of vulnerable children so that they can take advantage of education opportunities.

IV. TECHNICAL ACTIVITIES DURING REPORTING PERIOD

COAST PROVINCE

In the Coast Province, EMACK's goal is to strengthen a whole-school strategy to create a lower primary school learning environment in which parents support, children enjoy, and teachers facilitate a quality education for all who attend.

SUB-OBJECTIVE 1: DEVELOP COMMUNITY CAPACITY TO SUPPORT EFFECTIVE EDUCATIONAL PROGRAMMING FOR THE TARGET POPULATION

THE ACTIVITIES LISTED BELOW ARE CARRIED OUT BY EMACK PARTNERS WITH EMACK SUPPORT.

Community Awareness and Parental Education

The CRSP project (located in Kwale District) worked with 31 communities on the importance of stronger partnerships with their schools, stressing the importance of education and parental involvement in Early Childhood Education. Community awareness and participation helps increase children's enrolment and retention. CRSP, planning sessions with 234 participants from these communities led to three new school development plans (SDPs). During each planning session, the School Management Committee (SMC) identified the current situation, made a SWOT analysis and developed a school plan with a clear project, activities, resources required (internally and externally), person responsible and time frame. School-level planning is bearing fruit and

three schools have used their SDPs to apply for external funding from the Kenya Constituency Development Fund (CDF) made available by the central government to promote development at the grassroots level.

In July 2005, KENSIP organized a Child-to-Child Open Day in Kwale District, an innovative approach to reaching out to the communities. Over two thousand people came 550 parents and 1681 children. Children's representatives from two schools, Kafuduni and Mwanda Primary Schools, took a lead role of educating parents on the importance of sending their children to school, in ensuring effective transition from home to school and on ensuring that their children stay in school. In addition, issues affecting community participation -- HIV/AIDS, malaria and general hygiene -- were highlighted. Drama, songs, poems and demonstrations were performed in local languages to communicate effectively.



Picture 1:
Pupils from Kafuduni Primary School, Kwale performing a song on ECD during the CTC event.

To further support sensitization efforts, a team of voluntary community members have been selected by EMACK partners to work as resource teams, providing an effective feedback mechanism on education development between the community and the implementing partner. Parents are now taking the initiative to send their children to school at an early age and seek timely medical help and working together towards starting a school feeding programme. Through MRC, Community Resource Team (CRT) members organized sensitization forums for parents in eight communities from Kilifi, Kwale and Mombasa Districts on school renovations, fixing playground equipment and classroom construction.

SMC Capacity Building

Kenyan schools receive direct funding pegged to enrolments. SMCs are responsible for ensuring effective use of school funds. To ensure improved management of school resources and to enhance the quality of learning in target schools, EMACK partners (CRSP, DICECE, KENSIP and MRC) have continued to train SMCs. During this quarter, 57 SMCs were trained on their roles, team work, record keeping, financial management and accountability, prioritization and utilization of school grants, assessment and certification criteria for teachers. Of these SMCs, 47 demonstrated their competency by improving their record keeping and accountability systems for schools.

Parents and government officials visiting the schools can now access financial and material supply records easily. Community members are now actively involved in planning and implementation, meeting to vet and approve all transactions undertaken by the schools and mobilizing resources from the other sources such as the CDF.

SMCs use their new skills to write proposals and to implement small grants from EMACK most of which are used for small-scale infrastructure construction/renovation. EMACK approved 16 small grant proposals for classroom furniture, learning resources and playground equipment (MRC=5, CRSP=5, and DICECE Mombasa=6). EMACK has awarded 60 small grants awarded to date, closed out 9 this quarter; final financial and narrative reports submitted by the SMCs and other EMACK monitoring requirements met.

Table 1: Activities supported by EMACK grants

| EMACK COAST PROVINCE GRANT ACTIVITY* SUMMARY | | | | |
|---|-----------------|--------------|----------------|--------------|
| ACTIVITY | DISTRICT | | | |
| | KILIFI | KWALE | MOMBASA | TOTAL |
| Classroom Construction/Renovation | 5 | 25 | 13 | 43 |
| Classroom Furniture | 1 | 1 | 12 | 14 |
| Playground Equipment | 4 | 2 | 1 | 7 |
| Water and Sanitation Facilities | 1 | 1 | 3 | 5 |
| Learning materials | 0 | 1 | 0 | 1 |
| Shutters/security installations | 0 | 1 | 1 | 2 |
| Total | 11 | 31 | 30 | 72 |
| *Some grants support multiple activities. These facilities benefit 4548 children in the three districts-- 2254 girls, 2294 boys. | | | | |

Trained SMCs demonstrate their competency by improving record keeping and accountability in schools making it possible for visiting parents and government officials to easily access financial and material supply records. In addition, community members are now actively involved in the planning and implementation process for the grants, meeting to vet and approve all transactions undertaken by the schools and mobilizing resources from the other sources such as the CDF.

SUB-OBJECTIVE 2: ENHANCE THE CAPACITY OF THE MOEST TO BETTER RESPOND TO THE EDUCATIONAL NEEDS OF MARGINALIZED POPULATIONS.

EMACK has continued to engage MOEST staff at various levels to respond to educational needs of marginalized populations. This quarter, EMACK invited the Director of Quality Assurance and Standards at MOEST to visit schools in Mombasa that are implementing the over-enrolled school initiative to see how lower primary school teachers are coping with over-enrolled classrooms. The director was impressed by the following:

- Implementation of a double shift system: one group attends in the morning between 8.00-10.30A.M and the second from 10.30AM to 1.00PM so that the teacher can give more personal attention to all children;
- Grouping pupils by mixed abilities; and

- Using volunteer teacher assistants identified by the community to support classroom activities.

EMACK hopes that MOEST will seek to replicate these successful practices elsewhere in Kenya. Specific actions to ensure that this happens include:

- Scaling up practice within the six districts where EMACK operates;
- Documenting the processes, experiences and lessons as training modules and special reports for sharing with MOEST, bilateral, multilateral agencies supporting education and NGOs;
- Designing and implementing a strategy for replicating experiences elsewhere in the country with Directorates of Basic Education (especially INSET department) and Quality Assurance/Standards.
- Working with Shanzu and Garissa Teachers' Colleges to mainstream approaches; working with Department of Teacher Education (MOEST) to include some of the techniques in pre-service teacher training programs.

Action Research

Ms. Truphena Kirongo, the acting Municipal Education Officer, Mombasa carried out a study on *Impediments in the Effective Implementation of Free Primary Education; the case of Performance in Mathematics and Reading in Mombasa Municipality* this quarter.

The study found that:

- The average Pupil: Teacher ratio in the sampled schools with large classes was 1:150 compared to 1: 42 for those with optimal classes. This means reduced teacher-pupil contact time, less time to mark books and prepare for lessons;
- Only 45% of the pupils from large classes attained the pass mark in the Mathematics test paper while all those from optimal classes passed;
- More than one-quarter of the students in large classes were found to be non-readers compared to 6.5% from the optimal classes;
- Schools with large classes did not have adequate classrooms, desks and textbooks in the lower primary section. Of the 30 schools targeted, seven had no desks at all and pupils sat on the floor during lessons

FPE has also stretched physical and human resources and led, in some cases, to lower academic standards: pupils are getting to Grade Three without the requisite reading and mathematics skills. The author recommends improving the infrastructure and hiring new teachers, training school administrators to handle available resources more efficiently, training teachers on approaches such as multi-shift, remedial teaching and grouping skills.

Prof. Helen Mondoh of Egerton University studied Growing Up and Sexual Maturation among adolescents at the primary school in the two districts of Mombasa and Garissa. Her rapid assessment of attitudes among various stakeholders towards engendered sanitation, preparation of girls for the maturation process; trained participants on how to make inexpensive reusable sanitary towels and on how to promote a socially acceptable model of training girls on sexual maturation using culturally appropriate yielded the following:

- Many girls from poor families lack sanitary wear due to its prohibitive cost and improvise with old rags. Many opt to stay at home when they have their periods.
- Body changes make many girls and some boys uneasy; pupils taunt them. Pupils said they had no one in school to discuss with such issues;
- The acute shortage of toilets in primary schools due to the influx of pupils after the FPE. The few toilets available are often dirty, there is no running water and pupils sneak home whenever they need to use the toilet.
- Most toilets available are not age-sensitive and young pupils (Grade 1 to 3) expressed fear in using pit latrines meant for the older pupils as they found the holes too large and scary so they often ended up soiling the toilet floor or messing themselves up;
- Schools do not have time set aside to discuss maturation process as they are pre-occupied with curricular issues. Pupils are confused and susceptible to misinformation;
- Teenage girls fall pregnant and drop out of school; they do not get timely appropriate information on sexual maturation;

Various other studies (Mugenda 2001; Sutherland, 2002, Winn and Rucker, 1995) have come to fairly similar conclusions. These researchers have shown that the process of growing up and sexual maturation is as a hidden barrier to the full participation of children especially girls at school. Lack of affordable menstrual protection and misinformation could lead to serious misunderstanding.

The study recommended that teachers and parents should have joint forums to discuss guidance and counseling for teenagers on sexual maturation, improve the water and sanitation system, increase capacity on the issues and sensitize the wider communities on issues that lead to drop outs -- pregnancies, early marriages and drug abuse.

Effective programming requires adequate data and information in the project area. EMACK accordingly commissioned Daniel Wesonga from Kenyatta University to collect field data on various education indicators in the Coast (Kilifi, Kwale and Mombasa) and North Eastern provinces (Garisa, Ijara and Wajir). These are the districts where EMACK and its partners are currently active. The data collected will form the basis for tracking project progress and enhance reporting. This data will also help EMACK in setting up a database that will eventually feed into the national EMIS. Currently there is a dearth of accurate and reliable data on which to make informed education decisions generally and on FPE in particular. The task involved collecting and compiling district specific data on geographic aspects, demographic, socio-economic and education indicators (facilities, teacher-pupil ratio, access, enrolment, retention, and efficiency). Preliminary findings from the study showed that:

- The Teacher: Pupil ratio at the ECD level is higher than the 1:25 ratio that DICECE recommends in all the six districts surveyed;
- All the six districts operate with less than 80% of the required teaching force at the primary school level;
- There is an acute shortfall of teachers trained in special needs education in all districts;

- Data on drop-out rates, repetition and absenteeism is either absent or not well documented in any of the education offices visited;
- There is an acute shortage of classrooms, desks and toilets in the six districts, for example Kilifi needed 1500 more permanent classrooms, 36,806 desks, 961 boys' toilets and 1150 girls' toilets. This has implications for the quality of education.

Once the report is completed, it is hoped that the findings and recommendations will improve EMACK's reporting/documentation in the NEP and in the CP.

SUB-OBJECTIVE 3 : SUPPORT TEACHERS TO BETTER ADDRESS THE NEEDS OF THE TARGET POPULATIONS IN THE CLASSROOM WITH TEACHER TRAINING AND CURRICULUM DEVELOPMENT.

Fostering child-centered methodologies

Kenyan teachers must now handle classrooms with as many as 200 kids that were meant for 40. To ensure quality learning, EMACK has been piloting strategies in Mombasa district since April 2005 under the *Over-enrolled schools initiative*. In August (2005) EMACK trained 67 teachers from eight primary schools in Mombasa on child-centered teaching methodologies, classroom management, school routines, development and use of low-cost teaching and learning aids, lesson planning, writing schemes of work and effective marking as part of its in-service training for teachers. The training was facilitated by government education officials from the Municipal Education Office and Shanzu Teachers Training College. The selection of these facilitators is designed to entrench these methodologies in the pre-service teacher training programmes as they are used for in-service training.

One month after the training, the facilitators made-site visits to evaluate the impact of the training. Classroom observations and sharing workshops noted that 55 teachers (over 80% of those trained) from the six schools were implementing the mini-shift system, grouping pupils by mixed ability, improved marking styles and using songs and poems as a teaching style. Mombasa District has a total of 896 trained teachers.

To promote child-centered methodologies, CRSP offered four sessions of materials development training for 124 parents, 23 lower primary (from 13 primary schools) and 28 ECD teachers (from 26 pre-schools) drawn from various parts of Kwale and Kilifi



Districts. Participants learned to identify and develop teaching and learning materials (e.g. counters, bean bags, reading charts and word banks) from locally available resources. This training also emphasized the relevance, cost effectiveness, availability, adaptability and safety of the materials. The training provided an opportunity for linking ECD and primary school teachers as a step to strengthening the transition process.

In a related activity, MRC offered centre-based

training to 11 teachers from five newly contracted schools (spread across Kwale, Kilifi and Mombasa Districts) supported by EMACK. Teachers were exposed to topics ranging from health promotion, parental education, special needs, mathematics, religion and environmental education. Teachers attend lessons at the training centre in the afternoons twice a week for seven weeks and receive on-site support from trainers once a week where planning sessions are held. This quarter, follow-up on the teachers trained revealed improved learning environments - e.g. more display charts, better organized learning areas, up-to date records and more comprehensive lesson plans. Discussions are currently on with the management of MRC for expanding the use of this methodology in most Islamic communities in Kenya. Full recognition and subsequent mainstreaming of this model by MOEST is the ultimate goal.

To broaden the use of child-centered teaching methodologies for all ECD teachers, EMACK supported refresher courses for teachers who have had no in-service training, from target schools in Kilifi, Kwale and Mombasa. In MRC, a total of 58 teachers from 36 'graduated' schools attended the training. The training focused on transition, tolerance and anti-bias, child observation records and parental support programs. A similar training was offered by DICECE Mombasa where 38 ECD teachers (all female) were offered refresher courses on thematic teaching, school feeding programs and emerging issues in ECD e.g. HIV/AIDS and the effect of FPE on pre-school enrollment.

As part of their monitoring process, DICECE Kilifi made classroom observations for 30 ECD teachers trained last quarter from 24 schools. All were using at least one new skill in preparing schemes of work, lesson planning, use of teaching and learning materials, involving children in classroom activities, and keeping records.

To harmonize teaching styles in secular and Koranic schools, EMACK has been supporting MRC to train Madrasa *Maalims* (Islamic religious teachers) on active learning. 45 new teachers were trained bringing the total to 102 religious teachers trained so far. The last session was unique: all trainees were *Maalimat* (Female Islamic religious teachers) making Madrasa pre-schools more attractive for young children. The active learning methodology is working! The rapport between *Maalims*, pupils and parents is better and Madrasa pupils' attendance is improved.

MRC conducted follow up observation sessions of nine *Maalims* in Madrasas during this quarter and saw better preparation of lessons and setting individual goals for each child. The *Maalims* made use of schemes of work and lesson plans, which they found helpful in ensuring completion and comprehension of the religious curriculum unlike before when they relied on rote learning. EMACK's next step will be to design workable strategies with MRC to replicate these child-friendly methods in madrasas across the country

Facilitating a Smooth Transition to Primary School

Transition from home to the ECD centre, and then to lower primary is crucial in young children's educational development. This requires all stakeholders to support the children. This can be done by training the adults guiding the children through the process. EMACK facilitated CRSP to give training to 24 ECD and 23 lower primary school teachers, from Kilifi and Kwale districts. The training encompassed teaching methods, administrative matters, challenges faced in ECD, curriculum components and

developmental issues particularly affecting young children. Teachers were encouraged to develop cordial relationships amongst Grade One children and their ECD counterparts early on in the school year. Visits between the two levels of schools were encouraged for children to familiarize the young ones with first grade. Similarly, teachers were encouraged to plan school activities in a participatory manner so as to cater for the specific needs of the two groups.

SUB-OBJECTIVE 4: MAXIMIZE PROJECT IMPACT BY SHARING LESSONS LEARNED, OPPORTUNITIES FOR REPLICATION AND IMPROVING THE CAPACITY OF PARTNER PERSONNEL.

Educational advocacy and Linkages

COPDEC

EMACK has played a significant role in creating a network of like-minded organizations at the Coast Province to promote education by initiating and supporting the Coalition for the Promotion and Development of the Child (COPDEC) comprised of several organizations -- NGOs as Plan Kenya, CRSP, KENSIP, MRC, CDM, MIDO, ActionAid, Ujamaa Centre, APDK, and government departments such as DICECE, County/Town councils of Kwale Kilifi and Mombasa Municipality). COPDEC's objective is to coordinate and strengthen sharing of information, joint implementation, and capacity building of stakeholders so as to enhance a holistic development of the child in Kenya starting with the Coast region. COPDEC organizes advocacy campaigns, works with existing parent organizations, early childhood trainers, teachers and the children themselves. Members have been dialoguing with government departments on orphans and vulnerable children, out of school children, child labor, rape, abuse, teenage pregnancies and indiscipline in schools.

On 4th of August 2005, COPDEC was formally launched at the Tononoka municipal grounds in Mombasa at which 90 adults and 460 school children participated. The coalition's vision and objectives were presented to a wider audience; members shared their individual experiences on children's rights work; representatives of local communities, local government authorities and school authorities held lively discussion on ways of mobilizing support (as in resources or policy work) to advance children's rights in education.

COPDEC and Kenya Children's Parliament (KCP) established and inaugurated a Coast Children's Council in August 2005 attended by 42 children's representatives from Mombasa, Kwale and Kilifi districts. The Children's Council is modeled on the Local Government of Kenya structure and operating procedures: children act as local government councilors and elect 15 interim officials to positions (junior mayor, junior speaker, and chairpersons in charge of various departments such as education, environment, health, transport etc) in the council. Prior to the council session debates, children were taught the rights and responsibilities of the child, child participation, the concept of a children's council and its role in the society. During the debates, they discussed issues affecting the Kenyan child with emphasis on Education. Some of the key issues raised by the children were clarified by officials from the Children's Department, DICECE and the civic leaders who were part of the public gallery. The

children are expected to take a lead role in forming student's councils in their various schools in addition to sharing with others their experiences at the inauguration ceremony. In December 2005, a follow up conference will be held where children from all the seven districts in the Coast Province will meet to discuss concerns and challenges facing children in the region.

COPDEC also organized two public debates attended by 42 participants from NGOs, Mombasa and Kwale DICECE and ECD, primary and secondary teachers on access and quality in ECD and primary education in the Coast Province. Lively discussions ranging from the history of ECD, its current status, roles and responsibilities for improving early childhood education, education policies, challenges and government strategies to address them. The Kenyan ECD sector lacks clear policies on the management and governance of ECD centers.

COPDEC has also fostered strong linkages with other child rights organizations mainly addressing issues of child abuse in the education system. COPDEC joined the African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) Kenya chapter, to launch a campaign against corporal punishment in primary schools. The event took place in Mombasa for MOEST officials, head teachers, children lawyers and magistrates, members of the civil society and pupils from primary and secondary schools in Kilifi, Kwale and Mombasa Districts.

Partner Coordination and Capacity Building efforts

EMACK coordinated three partner meetings for purposes of sharing and planning. During the preparation for EMACK's Mid-term Evaluation (MTE), the partners were brought together to discuss the terms of reference for the evaluation and to agree the respective roles they should play in ensuring a problem-free evaluation. The evaluation exercise commenced on 8th September 2005 and reviewed EMACK's achievement of project-specific goals, intermediate results and sub-objectives as presented in the Associate Award document, the first and second year's Annual Implementation Plan (AIP) and the Performance Monitoring Plan (PMP); procedures and effectiveness for measuring project results; cost effectiveness and outcome of agreed project objectives. To conclude this process, a 'Review for Results' workshop was convened by the MTE consultants. The final report of the exercise will be submitted on 20th October 2005.

In August 2005, the new COP convened a strategic planning meeting with the EMACK staff. This culminated into a more focused review of project goals and objectives for both NEP and CP. Based on the discussions at the meeting, plans covering the remaining project duration were re-evaluated and re-defined in order to facilitate a more realistic setting of targets. This plan was shared with all partners who gave relevant feedback. The feedback will be incorporated in their next quarter work plans. Currently, the partners are being supported by the EMACK programme and finance staff to amend their workplans and budgets accordingly.

In an effort to create an enabling learning environment for children with special needs, APDK carries out training for teachers and housemothers both in mainstream and special schools. Following an assessment of APDK's teacher and housemother training during

the last quarter, EMACK identified a gap in the training delivery and trainee follow-up mechanisms. In September 2005, APDK jointly with EMACK developed clear workshop programmes and follow-up tools for teacher and housemother training. Currently, these are being implemented in their training programme.

SUB OBJECTIVE 5 : INCREASE THE CHANCES FOR SUCCESS IN SCHOOL FOR VULNERABLE CHILDREN.

The Association for the Physically Disabled of Kenya (APDK) conducted an additional 2-day training for 35 teachers (15 males, and 20 females) from 15 special and 20 mainstream schools that enroll 2050 boys and 2604 girls, from Kilifi and Malindi Districts. Training included how to plan lessons and school activities to allow for active participation of pupils with disabilities, special needs assessments, selecting appropriate interventions and rating of performance tasks for disabled children. Follow up visits revealed that teachers showed greater empathy for their disabled pupils and involved them fully in all activities.

House mothers (and a few housefathers) are primary caregivers for disabled students at special schools with boarding facilities. APDK ran a two-day training for five housemothers and one housefather in Malindi and 11 housemothers and one house father in Kilifi district.

MRC conducted two workshops for 15 teachers in 9 'graduated' ECD schools on identifying and caring for children with learning and behavioral difficulties to make them understand the growth milestones and stimulation required to enhance socio-emotional growth and how to extend support to parents on issues related to children's emotional development.

To cater for marginalized children who may miss school because they lack food, EMACK through MRC and with support from communities has been running a school feeding program in 15 ECD/lower primary schools. The parents put up and maintain a cooking shed and cook on a rotating basis. To ensure sustainability, parents are required to contribute about ten shillings per week per child but this is a challenge for most parents who are poor and have no secure income.

NORTH EASTERN PROVINCE

In the North Eastern province, EMACK seeks to identify and address the unique educational needs of pastoralist communities.

SUB OBJECTIVE 1: INCREASE COMMUNITY AND PARENTAL PARTICIPATION IN ALL ASPECTS OF SCHOOL LIFE.

The project intensified its focus on community mobilization and consultation to address diverse education issues. Through Womankind, EMACK undertook eight community mobilization sessions and education meetings covering all satellite settlements that involved 270 parents (176 men 94 women). The sessions covered mobilizing parents to increase enrolment of their children in ECD centres, keeping the centres clean and safe

and demarcating compounds to avoid land grabbing which remains a serious problem in the area. A “Bulla Mzuri” ECD center was created from this process and an interim committee comprising 4 members created. Another ECD centre (a.k.a College), had been moribund due to frequent community squabbles, was re-opened following successful conflict resolution efforts brokered by Womankind and EMACK supported by 63 parents (38 men and 25 women). A seven-person committee was formed, the ECD center refurbished, teachers recruited by the community and 150 children (88 boys and 62 girls) enrolled. Normal classes have now resumed.

Three mobile schools were established in Wajir South through the efforts of Nomadic Heritage Aid (NOHA). With EMACK’s support, this community based organization (CBO) mobilized 105 parents (70 men and 35 women) from three settlements. Consequently, 18 SMC members (14 male and 4 females, 6/school) were elected. The communities hosting the mobile schools have agreed on schedule between the *Dugsi (Islamic school)* and the secular school. Three teachers (all men) have been recruited for the secular education. Relevant teaching and learning materials have been secured with EMACK’s support.

Parental support for children’s education has increased in both Sankuri and Central Divisions of Garissa District thanks to the efforts of Women Concern-Kenya, a new EMACK partner. 150 parents (45 males, 105 females) were trained by the CBO in three schools on child rights, child growth and development, the purpose and management of ECD programs and discussions on Female Genital Mutilation (FGM) and its effect on children’s education held. A separate training involving religious leaders and other opinion leaders has been planned for the coming quarter.



Some of the ECD children with their

The participation of young girls in basic education in pastoralist communities is often constrained by lack of affordable sanitary pads and proper sanitation facilities in schools. These problems (plus other barriers to girl-child education) are now being tackled through the efforts of the Pastoralist Young Girls Initiative (PGI). The CBO took 200 mothers from the communities adjoining 4 schools and 30 daughters in school through practical sessions on how to make sanitary pads from locally available materials as part of PGI’s sanitation and Growing Up Sexual Maturation Process (GUSM). The training was later strengthened by the introduction of Girls Forums which are now operating in 10 schools, and a ‘mother-to-child’ program that enable the mothers and daughters to hold candid

discussions on puberty and maturation, the dangers of pre-marital sex and early marriages. The forums also regularly bring girls together to share experiences and challenges at home and in school, and how to overcome these barriers to their education.

The 20 head teachers/regular teachers trained so far have been an integral part of the training programmes. The GUSM and M-to-C programmes have now been rolled out to 6 schools more schools for a total of 10 schools in Garissa District. In this way, it is hoped that more girls will be able to comfortably remain in school and attract others still outside the school system.



Madam Khatra showing mothers the size of the pad during the training in Kazuko Primary School

In another effort to increase educational opportunities for the children of pastoralist drop-outs, Pastoralist Development Organization (PDO) has forged linkages between ECD centers and nearby primary schools in five settlements which has brought together several stakeholders -- the area Education officer, District Officer, Chiefs, SMC officials and PDO staff. Communities pledged to support education of their children and to increase enrolments at the centers. These efforts were made possible through four public meetings involving 112 men and 57 women called to improve access to both pre-school and primary education and at which issues ranging from the importance of girl-child education, child rights, and transition from ECD were discussed.

SUB-OBJECTIVE 2: IMPROVE COORDINATION AND DIALOGUE THAT CONTRIBUTES TO AND INFORMS DISTRICT, PROVINCIAL AND NATIONAL EDUCATION PLANS AND POLICIES

MoEST amended the ECD teacher training policy, lowering requirements to allow poorly qualified para-professional teachers from ASAL areas to enroll for a 2-year alternative residential training program usually reserved for secondary/high school graduates. This new policy is the result of EMACK's engagement with MOEST at district and national levels. At district level, EMACK supported a short (5-week) training for 31 para-professional teachers (mainly Grade 8 graduates with a few secondary school dropouts) to demonstrate their capability to handle ECD classes. The second approach involved lobbying the Education Secretary to waive the Grade 12 –Pass D qualification requirement for NEP ECD teachers. EMACK argued that the region would not benefit from DICECE residential training unless the ECD training policy stipulating a Grade 12 education with a minimum 'D' qualification was reviewed. Few NEP candidates can meet this requirement as most have only attained Kenya Certificate of Primary

Education, or Grade 8. Not surprisingly, untrained NEP ECD teachers continue to be excluded from publicly funded ECD training programmes.

Following the government's affirmative action, the 31 teachers trained by DICECE Garissa have all qualified for the two-year residential training. Since MOEST has recognized the 5-week training programme as a bridge to a two-year residential training, 5 of the 31 teachers have already registered for this training.

In addition EMACK held a one-day stakeholders' meeting for strategic consultations with officials from the DEO and the PDE's offices, UNICEF, ALRMP, six EMACK partners and other relevant government departments. The COP chaired this meeting to share EMACK's working principles, the whole school strategy and to analyze the critical issues affecting basic education in the region. Policy issues that require immediate attention were raised: the admission requirement for pre-service teacher training (i.e. for regular primary teachers' colleges) is currently pegged at KCSE Grade C. which arguably marginalizes NEP since few KCSE graduates attained the required grade. Teacher deployment in the country follows the Teacher: Pupil Ratio (TPR) of 1:45, a major impediment to the proper staffing of schools in NEP since most schools are under-enrolled and distances between them are vast. It was also noted that there was no policy on pastoralist education to guide organizations engaged in pastoralist education.

These discussions culminated in the creation of TARNET, from the Somali *Taalinta Rerguraha* 'education for pastoralists' network, initially comprising 12 member organizations. It will serve as a vehicle for enhancing policy advocacy and enabling its members to share best practices on pastoralist education. Currently, TARNET is developing a strategic plan and has received overwhelming support from local organizations and relevant government departments. TARNET's vision is "All pastoralist children realize a holistic basic education that a): is progressive and addresses the diverse needs and lifestyles of the pastoralist communities, b): enables all learners to realize their fullest potential". The Mission Statement reads: "TARNET works with all stakeholders to facilitate processes aimed at influencing both policies and practices that ensure basic education in NEP is equitable, relevant and accountable to all pastoralists."

SUB- OBJECTIVE 3 : ENHANCE PROVINCIAL AND DISTRICT EDUCATION PRIORITIES AT THE ECD AND LOWER PRIMARY LEVEL THROUGH HUMAN RESOURCE CAPACITY BUILDING AND SMALL SCALE INFRASTRUCTURE IMPROVEMENT.

The graduation ceremony for the 31 para-professionals attended by EMACK COP also brought together prominent leaders in the region: the PC, D/PDE, DEO, MOH, Mayor of Garissa Municipality, UNICEF Regional Coordinator, partner NGOs and CBOs representatives. During the function, the 31 ECD teachers committed a year of service to their local communities. The efforts of outstanding teachers were also recognized through the "hero and heroine" initiative supported by EMACK which recognizes the best male and female teachers. Also awarded were communities that had provided great support to ECD programs.

A total of 18 over-enrolled schools in Garissa (12 urban and 6 rural) have been identified for support in helping teachers manage large-class sizes. Four education officers (2 men and 2 women) from the DEO's office and 2 EMACK staff attended a Training of Trainers (TOT) course in Mombasa on "over-enrolled/large class" initiative. These trainers have already developed a training plan on the pedagogical needs of classroom teachers, head teachers, TAC tutors and education officers and will facilitate actual training during the second half of the next quarter.

To improve small scale infrastructure and support an effective teaching and learning environment, WOKIKE put up two classrooms in one of the neglected schools in Central Division of Garissa District. The NGO also supported the rehabilitation of two ECD centers and provided classroom furniture appropriate for the 137 pupils (77 boys and 60 girls).

PDO has similarly helped improve sanitation in three ECD centres in pastoralist drop-outs' communities in Garissa. Six toilets have been put up and three water tanks have been supplied at the centers at which 161 children (101 boys and 60 girls) benefit.

SUB-OBJECTIVE 4: ADDRESS THE UNIQUE EDUCATION NEEDS OF PASTORALIST CHILDREN BY EXPLORING FLEXIBLE AND POTENTIALLY LONG TERM APPROACHES TO PROVIDE RELEVANT EDUCATIONAL OPPORTUNITIES TO PASTORALIST COMMUNITIES.

Three mobile integrated school programs were launched in villages under the NOHA program and 3 teachers for secular education joined the 3 Dugsi teachers. Each integrated mobile school within the satellite villages of Abakore location of Wajir District received a package from EMACK of teaching/learning materials (e.g. portable blackboards, mats, textbooks, manila sheets), 6 Somali traditional huts (one for each of the six teachers and mounted on camel-back) for teachers and 6 camels (2 per village to cater for transport needs of the ECD teacher and the Quran teacher in charge of *Dugsi* program). This package was designed to encourage a complementary working relationship between dugsi and mobile ECD schools and the dual programs.

Since learning commenced in August 2005, the mobile schools have enrolled 76 children (48 boys and 28 girls). This initiative may, however, be undermined by the drought which has intensified over the past few months. The programme may have to await the long rains before resuming².

SUB- OBJECTIVE 5 : IMPROVE THE STATUS AND WELL BEING OF THE VULNERABLE CHILDREN SO THAT THEY CAN TAKE ADVANTAGE OF EXISTING EDUCATIONAL OPPORTUNITIES.

EMACK's rapid assessment of vulnerable children in schools after FPE indicated that larger numbers of children with disabilities accessing primary schools. In response, EMACK supported Special Needs Education (SNE) training for 29 teachers (12 men, 17 women) from 10 primary and ECD centers in central division of Garissa organized by

² Please also refer to 'Challenges' section dealing with the drought issue.

Education Assessment and Resource Services (EARS, in the Garissa DEO's office). The workshop focused on identifying children with learning disabilities and the support required to include them in the learning process; skills on referral and placement: placement and follow-up support in regular schools, referral to special units for severe forms of disability.

The trained teachers will be able to identify cases at school, organize assessments, and offer guidance and counseling sessions for pupils and teachers where necessary. Currently, EMACK is developing a community awareness campaign on SNE through EARS.

To support orphans who have enrolled in schools where EMACK activities are being implemented, learning and teaching materials were provided to two ECD centres under the 'quick impact support' modality enabling 176 children to benefit.

V. MANAGEMENT ISSUES

The new Chief of Party reported during this quarter; the Program Associate to the former Chiefs of Party left and EMACK recruited a Communications Officer to facilitate programme reporting and working with the media.

The new COP has been supportive and responsive to staffing and programme support issues, and addressed staff salaries and new staff to strengthen the work of partners.

After failing to recruit an Education Specialist for Coast Province, it was decided to recruit a Programme Officer, Education to support the Coast programme.

Two construction supervisors, who have provided appropriate technical support to schools including the development of bills of quantity (BoQs) and training SMCs in school maintenance, were hired to support the effective management of small grants. The two supervisors also ensure that grants are retired on time as this is a rolling fund.

An additional driver was recruited for NEP after a second 4WD vehicle was purchased, which should considerably accelerate the pace of project implementation.

The Director of Finance and Operations resigned and suitable replacement is being sought. Nancy Ruto has been appointed as interim Finance Manager.

A three-day strategic planning workshop was organized for all programme staff in August (2005) to: a) facilitate the understanding of the key project documents (especially AIPs and PMPs); b) prioritize activities for implementation given the remaining project duration and consistent with the project's sub-objectives and strategic objective (SO) and c) increase coherence between all the disparate partners activities/ efforts.

This was followed by a two-day team building session with the two-fold objective of improving the ways staff relate to each other and increasing the synergies of their individual efforts towards EMACK's goal. There is now a renewed sense of purpose, optimism and dynamism amongst project staff, all three of which are essential factors to

the achievement of the project's goal. The team building exercise has greatly enhanced team work and openness within the organization.

Partnerships with key stakeholders have been strengthened during the quarter. Two meetings with CP partners were held, the first³ in August while the second took place in early September. This first meeting was also attended both by Dr. Deborah Glassman AIR Project Manager at and Juliana Nzomo, Regional Programme Officer, ECD at AKF-EA. The purpose of the meeting was to strengthen working relations between EMACK and her partners, to review issues emerging from programme implementation, to determine appropriate solutions and to re-focus plans for the remaining duration of the project on the basis of lessons learnt so far. Helpful suggestions were made by partners on effective ways of enhancing project burn-rate. Both the objectives and process of the imminent MTE were clarified as were the roles of partners in the evaluation itself.

The main purpose of the second CP meeting was to enable partners to think, plan and act strategically. To facilitate this, EMACK shared the output of her own strategic planning process in August. First the partners gave feedback on EMACK's plans, explaining what could work and what could not and identifying the major obstacles to project implementation and burn rate. Secondly, taking the cue from EMACK, partners prioritized activities for implementation during the remaining eight months. These were also re-aligned to the project's sub-objectives and strategic objective (SO).

In NEP, a total of six meetings with partners were held: three of these were routine meetings scheduled to discuss project progress, challenges and to agree on the way forward. The fourth meeting was arranged to help build partners capabilities in financial management (and thereby accelerate burn rate); the fifth meeting addressed the MTE in terms of objectives, methodology, related logistics and the role of partners in the evaluation process. The final meeting (attended by the COP) was instrumental in the formation of TARNET⁴. Two meetings for MOEST at district and provincial levels were also held. The meeting with the new DEO-Garissa focused on bringing the officer up to speed with the work of EMACK while the second was arranged for the PDE and his entire team to review progress being made by EMACK, to agree support required from PDE's office for the Mid-Term Evaluation.

The work of partners has been further strengthened by the recruitment of additional staffs to augment implementation. These field officers were recruited to hasten implementation of programs and ensure critical field issues are captured during the reporting process.

Deborah Glassman, AIR Project Manager visited project activities in the Coast Province and worked with all partners and with EMACK staff on the reporting process, program goals and where the partners fit into this picture. The outcome has been to develop a new way of reporting as exemplified by this very report!

³ Report by Sally Mullei: "Proceedings of EMACK Partners' Meeting Held on 16th August 2005" available upon request.

⁴ Report by Mohamed Sabul: "Strategic Plan for TARNET: Workshop Report & Members' Input" available upon request.

The Mid-Term Evaluation (MTE) originally rescheduled for July 05 was carried out in September. Consultations with partners and local communities in both provinces and a 'Review-for-Results' workshop were held to help partners focus their work. Formal presentations of the interim report were made to key stakeholder (USAID, AKF-EA and MOEST) at the end of the evaluation. The presentation to USAID and AKF-EA eventually proved controversial as the two stakeholders disagreed with the overall quality of the report or the consultants' perspectives on EMACKs' work. They pointed out that the report failed to reflect the proper background and rationale for the initiative and to link achievements to the agreed project objectives (read sub-objectives) and targets. The final report will be vetted by AKF and AIR and is expected on the 20th of October, 2005.

VI. CHALLENGES AND LESSONS

CHALLENGES

The prolonged drought in most ASAL districts of Kenya continues to constrain participation from going to school. The dry spell in the NEP now enters its second successive year. A recent KTN TV documentary also covered by the East African Standard Newspaper indicates a sorry state of affairs: 3 deaths reported in Mandera, 2 in Wajir and 1 in Garissa. Starvation is now widespread as the local economic infrastructure has virtually collapsed. Thousands of camels, goats and sheep have also died.

The National Food Security Steering Committee estimates that 410,000 people in NEP are food insecure. The figure represents nearly 40% of the entire region's population⁵.

A significant number of children have left school to assist in the search for water and food. Girls are mostly affected since they are expected to walk long distances to find water. Unfortunately no hard statistics are available to illustrate the gravity of this matter. EMACK needs to link up with national efforts being undertaken to redress this situation: the national School Feeding Programme, famine relief efforts (by national government and WFP) and individual donor/development partner initiatives. Work in NEP is imperiled.

As the drought continues, poverty increases and the HIV/AIDS pandemic expands. Communities/families are overwhelmed and their coping mechanisms have collapsed or been rendered ineffective. Few models or innovative solutions are on offer by government leaving the children largely dependent on NGOs and philanthropists. EMACK has yet to directly address the educational needs of Orphans and Vulnerable children (OVCs). In NEP, orphanages supporting such children were shut down after 11th September and there has been no substitute support.

SMC training has hitherto been largely confined to the governance aspects of basic education: training members in financial and resource management. Country-wide this effort has been well supported by DFID. EMACK's comparative value is to work with MOEST and school authorities to broaden the scope of SMCs to address the barriers to the enrolment and retention of poor marginalized children in basic education. The 'whole

⁵ Disaggregated as Garissa: 83,000; Ijara: 33,000; Wajir: 120,000 and Mandera: 174,000.

school development approach' is one such effective strategy but it has yet to fully take root within EMACK.

Strategic planning for the education of the physically, mentally challenged children and other children with special needs is severely hampered by the lack of accurate education statistics, geographic spread, types of disability and types of support currently provided to children in SNE programmes.

Communities have high expectations of EMACK -- continued support for the development of school infrastructure and training of SMCs. There is need to link their efforts to those of government (i.e. tapping into KESSP funding) aimed at increasing the overall physical stock of school infrastructure.

The perception that EMACK is tantamount to ECD restricts the identification of relevant partners to support work in lower primary schools. In addition, this constrains effective engagement with MOEST which views EMACK mainly from this perspective. Changing this perception and breaking out of the 'ECD mode' is the logical way forward.

Although fully identified as an integral part of KESSP, ECD remains a peripheral part of this programme, receiving only meager funding. In actual effect, a majority of ECD teachers continue to be paid out of community efforts while a small number are on the payroll of local county councils. This has serious consequences for both the quality of the programme (most teachers are para-professionals with very limited training) and its sustainability.

The project draws to a close in 7 months. Staff turnover is likely to be high long before the project closes.

The departure of three top KENSIP managers (Director, Senior Community Development Officer and the M & E officer) and their slow replacement continues to hold back planned work with this partner.

LESSONS

- ♣ Working with young partners requires significant work building their capacities. Selection of such partners requires evaluating strengths and match between their objectives and those of EMACK.
- ♣ When an innovation works, it is easy to get buy-in by teachers, government and other relevant stakeholders. The over-enrolled schools initiative is a good example.
- ♣ Community support (especially from key opinion leaders) is key to the sustainability of all education development programmes, for example, the Madrassa schools, mobile schools.
- ♣ Involving relevant government officers in the design and development of education programmes from the very start engenders ownership (by MOEST), increases support for the interventions selected and improves the chances of success and sustainability.

- ♣ Impact of training is more likely to be achieved and sustained if close monitoring/follow up of those trained is undertaken regularly. Example: teachers trained on the over-enrolled schools initiative.
- ♣ Reflective practice in our work can greatly enhance focus towards the achievement of planned objectives/goals. Example: 'Review for Results Workshop' during the MTE process.

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Annex 1: EMACK Plans for Quarter 3, 2005

| COAST PROVINCE | | |
|---|---|--|
| FOCUS | PARTNER | INTERVENTION |
| SUB-OBJECTIVE 1: DEVELOP COMMUNITY CAPACITY TO SUPPORT EFFECTIVE EDUCATIONAL PROGRAMMING FOR THE TARGET POPULATION | | |
| COMMUNITY MOBILIZATION | CRSP/ KENSIP/ MEO/ MOEST | <ul style="list-style-type: none"> • Conduct three community public events on ECD/primary provision through the ‘whole-school approach’ focusing on access, quality, governance and child rights. Events expected to reach 4,000 community members, local officials, parents and children. Agree roles of parents and community leaders in supporting their children’s education. • Design and implement a ‘school empowerment programme’ with key MOEST officials under the ‘whole school development approach’ to accelerate access to schools by poor, marginalized children in Kilifi, Kwale, Mombasa. |
| | DICECE/ EMACK | <ul style="list-style-type: none"> • Recruit community resource people (CRPs) answerable to local communities; • Organize training for CRPs on community organization and mobilization techniques around education delivery; • Develop action plans with CRPs and deploy them. |
| COMMUNITY PARA-PROFESSIONALS/ PARENT EDUCATION | CRSP | <ul style="list-style-type: none"> • Capacity Building on PRA for EMACK staff, partners, para-professionals and community resource people. • Organize regional study tours/ exchange visits for 15 SMCs to other well-functioning ECD centres |
| SMC TRAINING | MRC/MEO | <ul style="list-style-type: none"> • Conduct two one-day refresher courses for 49 x5 SMCs • Hold one 2-day workshop for 60 new SMC members • Two meetings with six weaker SMCs to strategize around methods for improving school management • Strengthen SMC capacity to address issue of poor access to basic education by vulnerable, marginalized children in MRC catchment areas. |
| | CRSP/MEO | <ul style="list-style-type: none"> • Conduct five-day training for 30 SMC members from 10 ECD/lower primary schools on access and quality focusing on the inclusion of vulnerable, marginalized children in Kwale and Kilifi. |
| | KENSIP/ MEO | <ul style="list-style-type: none"> • Organize 4 workshops for 120 SMC members on the Education Act and the Children’s act. • Strengthen SMC capacity to address issue of poor access to basic education by vulnerable, marginalized children in KENSIP catchment areas. |

| COAST PROVINCE | | |
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| FOCUS | PARTNER | INTERVENTION |
| SMALL GRANTS | MRC/CRSP/ DICECE MOMBASA | <ul style="list-style-type: none"> Award 30 new quick impact infrastructure improvement grants and monitor progress towards implementation, progress towards enrolling more poor and vulnerable children within the district. |
| SUB-OBJECTIVE 2: ENHANCE THE CAPACITY OF THE MOEST TO BETTER RESPOND TO THE EDUCATIONAL NEEDS OF MARGINALIZED CHILDREN. | | |
| FACILITATION SKILLS | EMACK/ MEO | <ul style="list-style-type: none"> Conduct training programmes for MOEST officials, NGO/CBO staff, teachers and community leaders on advocacy and policy influencing and implementation |
| | DICECE/ MEO/ EMACK | <ul style="list-style-type: none"> Hold regular meetings with DICECEs of all three districts and non-GOK EMACK partners to co-ordinate planning and curriculum implementation strategy at the ECD and lower primary school levels |
| SUB-OBJECTIVE 3: SUPPORT TEACHERS TO BETTER ADDRESS THE NEEDS OF THE TARGET POPULATIONS IN THE CLASSROOM INCLUDING TEACHER TRAINING AND CURRICULUM DEVELOPMENT. | | |
| CHILD-CENTERED TEACHING | MRC/MEO | <ul style="list-style-type: none"> 3-day refresher course and subsequent follow-up with 108 teachers from 49 graduated schools |
| | DICECE MOMBASA/ MEO/ EMACK | <ul style="list-style-type: none"> Carry out seminars and workshops for DICECE staff, TAC tutors and MOEST education specialists to upgrade their skills in large classes management Eight day training and follow-up visits with primary school teachers from 12 schools on improving management and increasing learning in over-enrolled schools Organize workshop to document the process, components, implementation strategies, experiences and lessons arising out of the over-enrolled class initiative. |
| | EMACK/ MEO/ MOEST | <ul style="list-style-type: none"> Design and implement a 'School Empowerment' strategy aimed at developing capacities of Key Resource Teachers (KRTs) in child-centred pedagogy and in line with the schools' needs analysis. |
| | CRSP/MEO/ DICECE | <ul style="list-style-type: none"> Four 4-day trainings for 120 teachers on play and learning materials development |

| COAST PROVINCE | | |
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| FOCUS | PARTNER | INTERVENTION |
| TRANSITION | CRSP/MRC/ MEO/ DICECE | <ul style="list-style-type: none"> • Organize and facilitate workshops for 200 lower primary school teachers, heads of schools, SMCs and ECD teachers on transition of children from ECD to primary schools and from home to primary school • Conduct follow-up in partner schools on transitional issues and administer the transition checklist |
| ASSISTING VULNERABLE CHILDREN | KENSIP/ MEO | <ul style="list-style-type: none"> • Train 105 primary school teachers in Tononoka and Changamwe supra clusters on special needs for girls Growing Up and Sexual Maturation and classroom strategies to promote girls' academic success |
| | APDK/KISE/ EARS/MEO | <ul style="list-style-type: none"> • Train heads of schools, teachers and the community members on the special needs of children with disabilities in 50 schools |
| | MRC/MEO/ KISE/EARS | <ul style="list-style-type: none"> • Train an additional 70 ECD and lower primary teachers on issues of and strategies for addressing needs of children with learning disabilities and behavioral problems |
| SUB-OBJECTIVE 4: MAXIMIZE PROJECT IMPACT BY SHARING LESSONS LEARNED, CREATING OPPORTUNITIES FOR REPLICATION, AND IMPROVING THE CAPACITY OF PARTNER PERSONNEL. | | |

| COAST PROVINCE | | |
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| FOCUS | PARTNER | INTERVENTION |
| SHARING EXPERIENCES AND LESSONS & POLICY ADVOCACY | COPDEC | <ul style="list-style-type: none"> • Conduct local radio and print campaigns on the importance of sending and keeping children in primary school • Support and organize public debates on ECD and primary education issues that affect children in the Coast Province |
| | MRC/ COPDEC/ EMACK | <ul style="list-style-type: none"> • Analyze experiences and distribute project updates/lessons on innovative project initiatives to partners, stakeholders, donor and MOEST officials |
| | EMACK/ MRC | <ul style="list-style-type: none"> • Support the MOEST in the development of new ECD policies and procedures on the basis of CSO experience. • Lobby for permanent representation of COPDEC in the ECD Policy Technical Working Group at MOEST |
| | EMACK/ COPDEC/Office of Vice President (OVP) & Children's Dept. | <ul style="list-style-type: none"> • Initiate focused discussions with key officials of the Office of Vice President and Children's Department regarding the implementation of the OVC policy (2005-2010). • Develop joint plans for supporting the education of orphans and vulnerable children with MEO office, OVP and Children's Department. |

| SUB-OBJECTIVE 5: INCREASE THE CHANCES FOR SUCCESS IN SCHOOL FOR VULNERABLE CHILDREN. | | |
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| SCHOOL ATTENDANCE | EMACK/ MEO/OVP/ Children's Dept. | <ul style="list-style-type: none"> • Pilot initiative to encourage and support orphans and disabled children from impoverished families to attend pre-school and primary school |
| FEEDING PROGRAM | CRSP/ EMACK | <ul style="list-style-type: none"> • Initiate feeding programs in 10 pre-schools. Link activity to MOEST school-feeding programme. |
| HEALTH INTERVENTIONS | MRC/ EMACK | <ul style="list-style-type: none"> • Provision of necessary materials and support to implement and monitor 15 pre-school feeding programs |
| | CRSP/ EMACK | <ul style="list-style-type: none"> • Under the aegis of MoH, facilitate multiple health interventions (de-worming, Vitamin A supplementation, growth monitoring) in 25 ECD centers |

| NORTH EASTERN PROVINCE | | |
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| FOCUS | PARTNER | INTERVENTION |
| SUB OBJECTIVE 1: INCREASE COMMUNITY AND PARENTAL PARTICIPATION IN ALL ASPECTS OF SCHOOL LIFE. | | |
| SMC STRENGTHENING | WOMANKIND/ DICECE/ PDO/DEO | <ul style="list-style-type: none"> • Facilitation of pre-school SMC election in 4 communities • Strengthen SMC capacity through the 'whole school development approach' to address issue of poor access to basic education by vulnerable, marginalized children in WOKIKE's areas of operation. |
| PARENT/ COMMUNITY EDUCATION | WOMANKIND/ PDO | <ul style="list-style-type: none"> • Community discussions (100 members) on shortfalls of basic education delivery under the 'whole school approach' |
| | WOMANKIND/ PDO | <ul style="list-style-type: none"> • Community mobilization sessions around enrollment, pre-school management and school development planning for 5 pre-schools |
| | EMACK & ALL PARTNERS | <ul style="list-style-type: none"> • Recruit community resource people (21 CRPs) answerable to local communities; • Organize training for CRPs on community organization and mobilization techniques around education delivery; • Develop action plans with CRPs and deploy them. |
| SUB OBJECTIVE 2: IMPROVE COORDINATION AND DIALOGUE AMONG SERVICE PROVIDERS THAT CONTRIBUTE TO AND INFORM DISTRICT, PROVINCIAL AND NATIONAL EDUCATION PLANS AND POLICIES AND MAXIMIZE EFFECTIVE USE OF SCARCE RESOURCES. | | |
| POLICY ADVOCACY & SHARING OF EXPERIENCES AND LESSONS | PGI/ TARNET/ DEO/PDE EMACK/ | <ul style="list-style-type: none"> • Girls' forums coordinated at 10 participating primary schools to discuss sexual exploitation, early marriages, school dropout, and issues unique to the girl child; support the implementation of Girls Forum/GUSM activities; • Document experiences and lessons arising out of the Girls Forum initiative; develop and implement an effective strategy to communicate major lessons; work with DEO and PDE office to roll out the programme throughout Garissa District and in entire NEP. |
| | TARNET/ EMACK | <ul style="list-style-type: none"> • Finalise the development of TARNET's strategic plan and the establishment of the Secretariat; • Develop action plans linked to 4th quarter launch of TARNET and to the operationalization of the strategic plan. • TARNET representatives (NOHA & DICECE) participate in policy dialogue with MOEST on the formulation of ECD policies and procedures; |

| NORTH EASTERN PROVINCE | | |
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| FOCUS | PARTNER | INTERVENTION |
| SUB OBJECTIVE 3: BUILD HUMAN RESOURCE CAPACITY AND IMPROVE SMALL-SCALE INFRASTRUCTURE TO HELP MEET EDUCATIONAL NEEDS IDENTIFIED AT THE PROVINCIAL AND DISTRICT LEVELS. | | |
| INFRASTRUCTURE IMPROVEMENT | WOMANKIND | Refurbishment of 4 pre-schools, construction of 4 pre-school classrooms and provision of 1 water storage facility. Increase facilities should extra USAID resources be made available. |
| | PDO | <ul style="list-style-type: none"> Construction of 3 pre-school classrooms at 3 pre-schools; increase facilities should extra USAID resources be made available. |
| | NOHA | <ul style="list-style-type: none"> Construction of 9 portable toilets at 3 pre-schools; increase facilities should extra USAID resources be made available. |
| CAPACITY BUILDING | NOHA | <ul style="list-style-type: none"> 5-day DICECE Garissa refresher course for 6 pre-school teachers 5-day AMREF course on community health for 6 pre-school teachers |
| | WOMANKIND | <ul style="list-style-type: none"> 2-day low-cost, no-cost materials development training for 25 pre-school teachers |
| SUB OBJECTIVE 4: IDENTIFY AND ADDRESS THE UNIQUE EDUCATIONAL NEEDS OF PASTORALIST CHILDREN BY EXPLORING VIABLE APPROACHES TO PROVIDING THEM WITH RELEVANT EDUCATIONAL OPPORTUNITIES. | | |
| DUGSI/ECD PILOT | NOHA | <ul style="list-style-type: none"> Work with designated clans to launch mobile <i>Dugsi</i>/ECD pilot |
| FEEDING PROGRAM | PDO/WCK/EMACK | <ul style="list-style-type: none"> Facilitate school feeding program in 10 ECD centers. Link this to the MOEST school feeding programme. |
| CAPACITY BUILDING | DICECE | <ul style="list-style-type: none"> Conduct training for teachers (drawn from 18 schools in Garissa District) on the over-enrolled schools/large-class sizes to improve their pedagogy. |
| DEVELOPMENT OF DISTRICT EDUCATION PLANS (DEPS) | EMACK/DEO-Garissa/TARNET | <ul style="list-style-type: none"> Support the District Education Office in Garissa to develop a District Education Plan (in line with the spirit of KESSP) that consolidates the major issues around access, quality and governance in basic education and outlines clear strategies for tackling identified problems. |
| SUB-OBJECTIVE 5: INCREASE THE CHANCES FOR SUCCESS IN SCHOOL FOR VULNERABLE CHILDREN. | | |
| PROVISION OF TEACHING & LEARNING MATERIALS | NOHA | <ul style="list-style-type: none"> Provision of teaching/learning materials to benefit 76 children. Training of teachers in child-centred pedagogy and community mobilization techniques |

Annex 2: Success Story

IT'S ALL "LEARN AND PLAY" AT TSANGATSINI

I am so grateful for the training I attended because I am now more involved in my child's educational needs as I help make the play and learning material."

MRS. SIDI, -PARENT, TSANGATSINI MUSLIM NURSERY

Areas of play and learning materials in ECD centers promote a child's cognitive development and physical growth of the child. Tsangatsini Muslim Nursery in Kaloleni Division of Kilifi District is a brilliant example of an ECD centre that has undergone an amazing transformation since the community learned about the significance of a conducive learning environment for children. Once a resource-poor center with too few learning and play materials, Tsangatsini is now a fine example of the impact that learning and play materials can have on a child's cognitive and physical growth;

Tsangatsini is a farming community with some 10 ECD centers for about 1000 children. Between August, 1-5, 2005, teachers from these schools attended a play and learning material development workshop at Tsangatsini Muslim Hall, organized by Coast Rural Support Program. This initiative was undertaken because EMACK supports teacher training and curriculum development as a way of improving education and attracting more children

to attractive schools. ECD and lower primary teachers, parents, field officers and government officials. All attended the event which emphasized the value of using local materials to make stimulating learning materials for all the young children in the centers.

Since the workshop, teachers have continued to make learning and play materials and to mobilize parents to help them.. Parents have agreed to contribute to this worthy cause by bringing resources, to the center. They are now involved in ECD issues more than ever before. Nearby ECD centers that also participated in the workshop are now very enthusiastic about working with CRSP/ECD.



**How high can
you go?**
Katana jumping
at TSANGATSINI
playground.

An improved school means that enrolments have risen substantially from 98 in August 2005 to 120 in September 2005. Children understand things better, they have to compete less for more abundant materials, , ECD teachers are now more aware and knowledgeable about using locally available materials for learning purposes. Teachers report that children participate more during learning sessions when the colourful, interactive materials are used.

Annex 5: Additional Resources Available

Reports

- Rapid Assessment of the Status of Pre-primary and Lower Primary Education in the North Eastern Province with a Focus on Garissa District
- Report on Study of Large Classes: Identifying and Supporting Effective Methods of Enhancing Teaching/Learning in Large Classes
- Impact of Free Primary Education on ECD in the Coast Province
- Partner needs assessment reports from KENSIP, CRSP, MRC
- Transition Workshop Reports
- Tolerance Workshop Report
- SMC Training Reports
- Madrasa *Maalim* Training Report
- ECD Teacher Refresher Training Reports
- Training of Trainers Large Class Size Workshop Report
- North Eastern Province Consultative Workshop Report
- DICECE Garissa Training Needs Assessment Report
- Community Resource Team Training Report from MRC
- Community Resource Person Experience-Sharing report from CRP
- Children's Parliament Visit Report from COPDEC
- Over-Enrolled Schools Initiative Teacher Training Report and Teacher Experience Sharing Report
- Analysis of Benchmarking results Utange and Mwakirunge clusters-June 2005
- Managing the Growing Up Process Initiative to improve quality of Education
- North Eastern and Coast Province Contextual Data Report (Draft)

Training Resources

- Step-by-step Guide for Teaching Large Classes in Kenyan Primary Schools
- School Management Committee Training Manual (Draft)
- Standard Operating Procedures for EMACK Partner Management of Small Grants Projects

Program M&E

- Tolerance Classroom Observation Checklist
- Transition Teacher Observation Checklist
- EMACK SMC Grant Monitoring and Evaluation Forms
- SMC Small Grant Monitoring Pictures
- Madrasa Evaluation Instrument (MEI)

Other

- Education in Pastoralist Communities (literature review)
- Annotated Bibliography of Resources on Education in Pastoralist Communities
- Community School Development Plans
- COPDEC General Assembly Meeting Report; Strategy Paper
- Newspaper Article on EMACK in the North Eastern Province
- TARNET strategic plan
- Proceedings for partner meetings