



**USAID/Education for Marginalized Children in Kenya (EMACK)**

**Quarterly Technical Report**

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## ACRONYMS

AKF	Aga Khan Foundation
AIR	American Institutes for Research
APDK	Association for the Physically Disabled of Kenya
CBO	Community Based Organization
COP	Chief of Party
CRP	Community Resource Person
CRSP	Coastal Rural Support Program
CRT	Community Resource Team
CTC	Child-to-Child
DC	District Commissioner
DEB	District Education Board
DEO	District Education Officer
DICECE	District Center for Early Childhood Education
DSG	District Steering Group
EARS	Education Assessment Resource Center
ECD	Early Childhood Development
EMACK	Education for Marginalized Children in Kenya
ES	Education Secretary
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KENSIP	Kenya School Improvement Project
KISE	Kenya Institute of Special Education
KRT	Key Resource Teacher
MEI	Madrassa Evaluation Instrument
MEO	Municipal Education Officer
MOEST	Ministry of Education, Science and Technology
MoH	Ministry of Health
MOU	Memorandum of Understanding
MRC	Madrassa Resource Center
NEP	North Eastern Province
NGO	Non-Governmental Organization
PDE	Provincial Director of Education
PS	Permanent Secretary
QUEST	Quality Education for Social Transformation
SMC	School Management Committee
SWOT	Strengths Weaknesses Opportunities Threats
TAC	Teacher Advancement Center
TOT	Training of Trainers
VAT	Value-Added Tax
VDO	Village Development Organization

## **I. PREAMBLE**

Grantee: American Institutes for Research

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## II. EXECUTIVE SUMMARY

This quarter, the Education for Marginalized Children in Kenya project (EMACK) strengthened and expanded activities in the Coast Province and officially launched its program interventions in the North Eastern Province (NEP) which could only begin in January.

Focussing on different populations in both provinces, both of which are marginalized by poverty, the project works in close cooperation with MOEST to design strategies to help meet the challenges created by Free Primary Education (FPE) of extremely crowded early primary classes taught by teachers lacking the training to address these issues. In addition to extensive efforts to support teaching, EMACK also works closely with School Management Committees (SMC) to improve their capacity, drawing on the strengths of local partners, including government partners. To move the successful efforts on the ground to higher levels, EMACK works to promote policy dialogues related to delivering quality basic education in large classes.

A Year 2 Annual Implementation Plan (AIP) was submitted to USAID which has approved a second year of funding. The initial project budget has been reallocated, new staff hired where needed and partners increased where appropriate to better reflect the realities of the project without changing any bottom lines.

### **Coast Province**

EMACK activities in the Coast Province are carried out with local partners and the government and include extensive training – of teachers, of SMCs --; community mobilization on education issues, health interventions under the aegis of the MOH, targeting vulnerable children, and the award of small grants to support community initiatives to improve the learning environment and continue of action research and advocacy efforts. Quarter highlights include:

#### *Training*

- 205 SMC members from 48 community schools were trained to play an active, effective role in school management;
- 26 SMCs were given grants to improve school learning environments;
- Eight communities (546 community members) developed new School Development Plans;
- Community Resource Persons (CRPs) from 23 ECD centers were trained on planning and carrying out parent education sessions on children's rights, health and development;
- 141 ECD, 102 primary, and 44 religious school teachers from 90 ECD centers, 38 primary schools, and 37 religious schools were trained in various teaching methodologies that aim to make the school environment more child-friendly;

#### *Material Support*

- More than 61 schools received learning/teaching resource materials;
- Under the aegis of the Ministry of Health (MoH), 1,003 children were dewormed and 389 parents were educated on common health issues and childhood illnesses;

#### *Advocacy*

- Crucial partnerships were established by COPDEC with *Elimu Yetu*, a national coalition that focuses on education from ECD through primary school, and the Children's Parliament, a lobby group for children formed and run by children.

### **North Eastern Province**

EMACK activities in the North Eastern Province were launched in late January after a highly publicized two-day consultative workshop in Garissa, hosted by MOEST with funding from USAID. EMACK has since made great strides. The relationship with the Government is very well established; this province has long done least well in education access of all provinces in Kenya, and is extremely eager for collaboration and support and most enthusiastic about the program. This receptivity on the part of the local government has made partnering effective. DICECE Garissa is now a partner and is being trained to train SMCs. Several local NGOs/CBOs have been contacted for potential collaboration. By the end of the quarter, five potential partners had submitted proposals for partnering and by early next quarter, partnerships will be formalized and interventions will begin.

The communities of Somali pastoralist families in and around Garissa are at varying stages of integrity. The droughts of the last decades have killed much livestock and left many pastoralists without any livelihood. Made sedentary, the pastoralists have also been weakened social identity and organization has also been affected. Women work at small jobs where they can; the men are often idle; children work and few are integrated into schools. The two surveys conducted this quarter -- rapid survey of school facilities, teacher capacity, community capacity and student health at 20 primary schools and ECD centers and another to identify especially vulnerable children -- have identified orphans, children of "pastoralist dropouts" on the periphery of Garissa and in villages and more removed from the city center, children of single mothers (an estimated 10-15% of pastoralist women are divorced or abandoned) children with special needs and girls were found to be the most marginalized.

Activities were launched this quarter through DICECE Garissa which trained 31 untrained ECD center teachers from 30 schools during a five-week teacher training course. EMACK also provided appropriate learning materials to ten ECD centers reaching more than 700 children. Large scale community awareness campaigns are planned for early next quarter. April in-service training for MOEST staff was designed this quarter.

A note on the terms ECD here will clarify the transition issue. ECD centers are not limited to pre-school but rather span pre-school and grades 1-3. Because ECD does not fall within the purview of the MOEST, calling a 'school' an ECD center makes it possible to build a bridge between a community effort and a public school.

### **III. PROJECT SUMMARY**

Education for Marginalized Children in Kenya (EMACK) is a two-year project through which USAID/Kenya supports the Government of Kenya's (GoK) explicit interest in expanding educational opportunities for children living in the Coast and North Eastern Provinces of Kenya. Marginalized by the chronic impoverishment, water scarcity and recurrent famine endemic in this area, these children have traditionally fared less well than others in terms of their educational achievement.

EMACK's broad goal is to improve educational opportunities for marginalized children in the Coast and North Eastern Provinces. EMACK seeks to improve primary access and retention rates 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 informs community, district, and provincial education plans; (c) improving ECD center 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 existing educational opportunities.

### **FINDINGS FROM ECD NEEDS ASSESSMENT**

At the Project's inception, EMACK partners, KENSIP, CRSP and MRC were funded to conduct needs assessments of the ECD centers in which they work.

KENSIP's assessment of 19 ECD centers in Kwale (8) and Mombasa (11) revealed that:

- 32% have no water.
- 40% have no School Development Plan in place.
- 73% of teachers indicate that at least one child with a disability is in their ECD center or the attached primary school.
- The income of 24% of children's household income is less than Ksh 2000 (USD 25) per month and 27% is less than Ksh 4000 (USD 50) per month.

CRSP's assessment of 16 ECD centers in Kwale (12) and Kilifi (4) revealed that:

- 44% of ECD classes take place in mud structures with thatched or iron sheet roofs and no toilet facilities.
- 83% of ECD teachers report that their classrooms have no chairs.
- 6% of ECD center teachers use singing and/or story telling in the classroom.
- Half the centers have no feeding program and of the half that does, 75% report that food is not provided regularly.
- 25% of the ECD centers have never benefited from a MOE health campaign.

MRC's assessment of 21 ECD centers in Mombasa District revealed that:

- 10% of ECD center students are orphans

## **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 success and sustainability of interventions is largely determined by the capacity and buy-in of the communities in which they take place. EMACK therefore seeks to build the capacity of parents and community members to support community education initiatives by facilitating school development planning; educating parents on common childhood illnesses; training community members to provide parent education; train SMCs; and provide small grants to support community initiatives to improve school infrastructure and supply teaching and learning materials.

#### ***Community Mobilization and Awareness Raising***

CRSP facilitated the development of eight School Development Plans this quarter, working with 546 community members. Because of CRSP's planning and awareness-raising efforts, communities near the CRSP-targeted schools have asked to be included in CRSP programming and CRSP has expanded to 10 more communities.

#### ***Parent Education***

Under the aegis of the MoH, CRSP facilitated health campaigns at eight ECD centers where 1,003 children were dewormed and 389 parents were educated on common childhood health issues and ailments. Many communities subsequently built or applied for an EMACK small grant to construct sanitary pit latrines for their ECD centers.

#### ***Community Resource Persons (CRP) Training***

This quarter, a CRP training manual was drafted and piloted during a 3-day training of 23 CRPs from 23 ECD centers. The training focused on children's rights, on creating a safe environment at the ECD center and on the importance of growth monitoring and immunization. Participants report being enthusiastic about returning to their communities and conducting parent education sessions on what they have learned. The manual will be revised and the parent education program will be expanded to other communities after it has been used and evaluated.

#### ***SMC Capacity Building***

This quarter, CRSP, DICECE Kwale and DICECE Mombasa trained 128 SMC members from 34 community schools during five-day courses to enhance their abilities to actively and effectively manage schools. Topics covered included the rights of the child and the importance of education/ECD, management, governance and leadership in schools, resource mobilization, and work plan development. CRSP and DICECE Mombasa's training also aimed to prepare the SMCs to apply for and manage EMACK small grants by including training topics such as project

prioritization, proposal writing, small grant management, and monitoring project implementation. KENSIP covered similar topics during five two-day workshops for 99 SMC members from 18 primary schools and ECD centers. Some ECD-center SMCs have since linked up with the SMCs of the primary school where they are located to ensure that the two coordinate and share resources. Others have taken the initiative to seek funds outside of EMACK to improve their ECD center.

This quarter, MRC conducted two two-day workshops for 41 SMC members from five EMACK-supported ECD centers and 36 new SMC members from 12 'graduated' MRC ECD centers. Topics covered the importance of active learning, community involvement in education, and monitoring and evaluation of ECD centers. A total of 27 follow-up visits were made to the EMACK-supported ECD center SMCs. During these visits, more than 100 parents and community members joined the SMC members and MRC staff to review ECD center progress, challenges, and priorities.

EMACK supports MRC to provide additional capacity-building to those SMCs assessed as poor performers. MRC held nine SMC meetings and conducted 18 school visits to support nine poorly performing SMCs in implementing ECD center management improvement plans.

KENSIP conducted two sensitization sessions for SMC members. At the first, 15 participants from five schools in Mombasa discussed ways to promote a successful transition between home or the ECD center to primary school. SMC members were introduced to challenges which children face during the first days of school, methods for introducing children to school, transition and its importance, and the conditions for successful transition. At the second session, 21 SMC members from Kwale District were trained on issues relating to children with special needs by the Education Assessment Resource Center (EARS) of MOEST. Participants were introduced to possible school-level interventions and, in partnership with the GoK and other stakeholders such as the Association for the Physically Disabled of Kenya (APDK), ways to reduce the barriers to success hampering children with special needs.

### ***Small Grants***

*Bahati is a young woman from Mutulu village in Kwale District. She is carrying sand to the ECD center that is being constructed by her community with an EMACK small grant. She has participated in CRSP sessions on the importance of ECD and schooling for children's development. Her daughter Megan will only join the ECD center next year, but Bahati learned from her CRSP training that even community members without children in school should support community education initiatives because children are the future of the village.*



By the end of the quarter, EMACK partners had awarded 27 small grants to SMCs from ECD centers and primary schools for classroom furniture, for renovating and building classrooms, latrines and storage facilities, purchasing playground equipment and learning resources. An additional 9 grants were in process and should be approved in April. 61 small grants were made for learning materials. These initiatives improve the learning environment for students, but also affect a broader population since primary school students use ECD center latrines and vice versa; Koranic classes hold sessions in newly-constructed classrooms, for example. The small grants projects, combined with parent education on the importance of ECD have also mobilized community members to take action to increase school enrollment and have energized dormant SMCs.

The table below summarizes projects supported by EMACK grants awarded to date.

<b>EMACK COAST PROVINCE GRANT ACTIVITY SUMMARY</b>				
<b>ACTIVITY</b>	<b>DISTRICT*</b>			
	<b>KILIFI</b>	<b>KWALE</b>	<b>MOMBASA</b>	<b>TOTAL</b>
Classroom Construction/Renovation	6	11	4	<b>21</b>
Classroom Furniture	0	0	2	<b>2</b>
Playground Equipment	2	2	0	<b>4</b>
Toilets	1	1	3	<b>5</b>
Storage Facilities	1	1	2	<b>4</b>
Learning/Teaching Materials	4	27	30	<b>61</b>

\*Some grants support multiple activities.

**Sub-objective 2: Enhance the capacity of the MOEST to better respond to the educational needs of marginalized populations.**

During the quarter, CRSP met many times with MoH, MOEST and other district officials in Kwale District to brief them on EMACK activities. DICECE Kwale has since expressed interest in assisting with follow-up and participating in joint activity planning with CRSP, and has invited CRSP to join the Kwale Health Forum.

A nine-day EMACK training of trainers (TOT) workshop was carried out this quarter in preparation for teacher training planned for April on managing large primary school classes when the trainers will facilitate the training. Participants were primarily MOEST officials: Teacher Advancement Center (TAC) Tutors, Education Advisors, DICECE and a School Inspector. KENSIP staff participated as well.

**Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom including teacher training and curriculum development.** In the Coast Province, EMACK focuses on three teacher-training areas:

1. **Child-Centered Pedagogy** is promoted in ECD centers to strengthen children's educational foundation and prepare them for primary school; b) primary schools to help teachers work

with large classes and make it easier for children to make the transition from ECD to primary school teaching approaches; and c) Koranic schools by training *maalims* who traditionally teach by memorization.

2. **Vulnerable Children** are assisted by building teacher capacity to address children with disabilities and learning difficulties, and by promoting tolerance in the classroom.
3. **Transition to Primary School** is facilitated by working with ECD teachers and primary school teachers to develop creative approaches to making the transition from home or ECD center to primary school less stressful and thereby increase primary school retention.

One-hundred and forty-one (141) ECD, 102 primary, and 44 religious school teachers from 90 ECD centers, 38 primary schools, and 37 religious schools were trained this quarter in a range of teaching methodologies that aim to make the school environment more child-friendly

### *Promoting Child-Centered Pedagogy*

The upsurge in the number of children enrolling in primary education in Kenya as a result of Free Primary Education has created serious challenges. Classrooms and teachers in many schools around the country are lacking and classes are extremely large classes (100+) in the first three grades: teachers are ill prepared to teach in such congested classrooms, where children can barely move; sanitary facilities are lacking as are teaching and learning materials; there is little time for teachers to mark pupils' work or to provide remediation; teachers and heads of school are stressed and pupil learning is difficult to assess appropriately.

<b>FREE PRIMARY EDUCATION AND ITS IMPACT ON CLASS SIZES</b>					
<b>(Sample of Surveyed Schools in Mombasa)</b>					
<b>Primary School</b>	<b>Enrollment Classes 1-3 2002</b>	<b>Enrollment Classes 1-3 2005</b>	<b>Number of Teachers</b>	<b>Average Class Size Classes 1-3 (2002)</b>	<b>Average Class Size Classes 1-3 (2005)</b>
Concordia	319	777	6	53	130
Maunguja	229	292	3	76	97
Kadzandoni	262 (2003)	332	3	87	111
Kiembeni	130	411	3	43	137
Mtopanga	217	755	2002=6 2005=9	36	84
Marimani	133	352	4	33	88
Shimo la Tewa	306	579	2002=6 2005=7	51	83
<b>TOTAL</b>	<b>1,596</b>	<b>3,498</b>	<b>2002=31 2005=35</b>	<b>54</b>	<b>104</b>

In the Coast, EMACK is supporting two approaches to large classes. KENSIP uses a step-by-step 'cooperative learning' approach in which small cooperative groups of pupils work simultaneously in the classroom. The second approach seeks to enhance teachers' ability to deal with very large classes and to involve Heads of School, with support from SMCs and parents, to make the school schedule more flexible. During this quarter, School Heads, Key Resource Teachers (KRTs) and other MOEST officers were trained to help implement these two

approaches. KENSIP trained 20 teachers from 11 schools which can affect 11,412 pupils and teacher training in the multi-pronged approach will begin next quarter. The results will be documented so that promising practices can be used in other schools in the Coast and North Eastern Province that are experiencing similar challenges.

EMACK also has begun a dialogue with MOEST officials at the ministry to share what it is learning helping schools cope with large classes. MOEST has encouraged EMACK to collaborate with the Quality Education for Social Transformation Project (QUEST), a Rockefeller Foundation initiative, to outline the challenges and possible solutions to quality education under FPE.

MRC has continued its twice-weekly training and follow-up with fourteen ECD teachers from five EMACK-supported schools. Training covered integrating religion into other subjects, classroom management, and coping with mixed-ability classes; training was followed up with 35 visits. Teachers also participated in seven small group planning sessions and two spiritual input sessions, during which materials and ideas were shared, and the value that Islam places on education was discussed. Teachers reported that the small group planning sessions were especially helpful in keeping their lesson plans and materials fresh and interesting for their students.

In March, 44 Madrasa *maalims* (religious teachers) from 37 religious schools participated in an EMACK-funded MRC workshop on active pedagogy and developing a clear understanding of teacher roles and responsibilities. The objective was to encourage *maalims* to replace rote memorization with learner-centered pedagogy. Sessions were also conducted on incorporating social issues such as HIV/AIDS, drug abuse and poverty eradication, into the syllabus.

In February, with EMACK support, 25 Class 1 teachers from 10 primary schools and 35 ECD teachers from 16 ECD centers participated in two three-day workshops conducted by DICECE Kwale on developing low-cost/no-cost teaching materials. The training provided an opportunity to share information, to identify ways of harmonizing ECD and lower primary school learning environments, and to identify locally-available materials (e.g. bottles, sand, and string) for making relevant, cost effective, adaptable and safe educational materials.

EMACK supported 21 untrained teachers from seven KENSIP ECD centers attached to primary schools and nine CRSP-targeted ECD centers to complete a 5-week teacher training short course with DICECE Kwale. Participants who had taken the short course expressed interest and CRSP piloted micro-teaching sessions in a cluster in Samburu Division. Nineteen teachers from four EMACK ECD centers and 15 teachers from nearby schools met to share ideas and teaching approaches. Participants reported that this was their first opportunity to share experiences with other teachers and that they hope to have further opportunities. The teachers also agreed to start an association, which will meet regularly and provide a forum to share ideas and address school and teacher needs. To meet the pressing need for in service training for public ECD teachers, DICECE Mombasa provided refresher training for 36 ECD teachers from 27 ECD centers who had not received any training during the past ten years.

Child to Child (CTC) clubs have been created in ten primary schools which received a reference guide to implement activities and materials (file folders, hard cover books). CTC clubs have chosen to focus on transition, disability, drug abuse and HIV/AIDS. Transition activities carried out this quarter include the initiation of joint primary school and ECD center assemblies, where the two groups interact and bond. Clubs focusing on disability, drug abuse and HIV/AIDS have asked members to learn more about the issue(s), and to ask themselves if and how it affects their community. Information gathered and students' observations will shape activities to raise awareness of these issues among classmates and community members.

KENSIP observed 53 lower primary school teachers from 19 EMACK-supported primary schools this quarter, noting group work, subject skills, group activities, the participation of boys and girls, reflective practice and classroom talk. In response to the observed need for assistance in reflective practice, EMACK supported KENSIP to provide 57 lower primary schools teachers from the 19 primary schools with materials and mentoring to improve their teaching practices.

### *Assisting Vulnerable Children in the Classroom*

#### **HELPING CHILDREN WITH DISABILITIES SUCCEED IN THE CLASSROOM**

More than 500 million people in the world are disabled and as many as 400 million of these people live in rural areas in developing countries, where there are no services to assist them in overcoming their limitations\*. Many children are rejected or isolated from school. The Association for the Physically Disabled of Kenya (APDK) assists children and adults with disabilities, by providing opportunities to achieve a standard of living equal to that of their fellow citizens.

EMACK supports APDK. It has supported training for 90 teachers to work with children with disabilities in the classroom, sensitized an additional 100 teachers on issues of disabilities and ways to create a learning environment that promotes their acceptance, and trained 40 house mothers (primary caregivers) from special boarding schools for disabled children on effective care practices.

This quarter, APDK identified training recipients in Mombasa, Kwale, Kilifi and Malindi Districts. APDK modified existing training modules for teacher and house mother training, and developed and tested a classroom activity-based module to promote tolerance in the classroom to be introduced during next quarter's teacher training and sensitization sessions.

\*UN Resolution, *World Program of Action Concerning Disabled Persons* Document A/37/51, Official Records of the General Assembly, Thirty-Seventh Session, Supplement No. 5.

With EMACK support, MRC organized a field-trip for 58 ECD center teachers to the Bombolulu Cultural Center, an initiative of the Association for the Physically Disabled of Kenya that employs persons with disabilities and sells African art and crafts made by disabled people. The teachers were impressed by the artisans' achievements and will integrate their observations into their lesson plans, enhancing students' understanding of persons with disabilities and other characteristics that make people 'different'.

Twenty ECD center teachers from 11 schools participated in four EMACK-supported MRC trainings to identify and support children with learning and behavioral difficulties. Topics covered problems in mathematics (dyscalculia); problems in reading (dyslexia); problems in writing (dysgraphia); and gifted/talented children. MRC made follow-up visits twice a month to provide classroom support to the teachers as they integrated the training into their lesson plans.

This quarter, EMACK supported KENSIP in carrying out a five-day training for 8 ECD and 27 lower primary teachers from 8 ECD centers and 8 primary schools on meeting the needs of children with learning disabilities in the classroom. The training aimed to enhance teachers' capacity to identify, assess and refer, where necessary, children with learning challenges.

### ***Facilitating a Smooth Transition to Primary School***

CRSP conducted two sessions on EMACK activities that build a bridge between ECD and primary school for a total of 40 head teachers and five government representatives. CRSP was subsequently invited to attend future MOEST meetings for head teachers. CRSP also conducted follow-up on participants from last quarter's transition training and discovered that the following activities, among others, are taking place: weekly meetings between ECD and Class 1 teachers to discuss specific students; teacher-conducted community awareness sessions on transition and the stress it puts on young children; and feeding programs that had been extended from the primary school to the attached ECD center because of lobbying by the ECD teacher.

During the quarter, KENSIP conducted a one-day workshop for seven ECD teachers from seven ECD centers and 17 lower primary school teachers from 9 primary schools, and a one-day workshop for 16 head teachers and Key Resource Teachers (KRTs) from the same 9 primary schools on facilitating transition to primary school. In the training, teachers were introduced to challenges children face during the first days of school, methods for introducing children to school, transition and its importance, and conditions for successful transition.

**Sub-objective 4: Maximize project impact by sharing lessons learned, opportunities for replication and improving the capacity of partner personnel.**

### ***Advocacy Efforts***

This quarter, EMACK supported COPDEC to convene four Management Committee meetings and a General Assembly, at which 41 members were briefed on progress to date, the findings of an action research study on the effects of FPE on ECD, the three-year COPDEC Strategic Plan and new partnerships.

The action research study (available upon request) highlights the effects of FPE on ECD and recommends that FPE encompass ECD and the GoK invest more resources in it.

A COPDEC draft strategic plan (available upon request) was developed last quarter and refined by the Management Committee this quarter. Presented to COPDEC members at the General Assembly, the plan was well-received and will be revised on the basis of Members' comments.

COPDEC established two crucial partnerships this quarter. The first is with *Elimu Yetu*, a national coalition that focuses on education from ECD through primary school that recognizes COPDEC as a thematic working group that pays special attention to ECD issues. The second partnership is with the Children's Parliament, a lobby group formed and run by children to address matters that affect children. The Children's Parliament has committed to working with COPDEC to establish a Coast Region Children's Parliament to be launched in August 2005.

### ***Improving Partner Coordination***

As EMACK's partner base, activities and geographic coverage expands, coordination amongst partners becomes increasingly important. EMACK, therefore, reinstated quarterly partner coordination meetings at the behest of partners so as to minimize overlap and maximize the use of resources. These meetings have the added advantage of bringing together service providers from the government and NGO sectors to work more harmoniously in providing educational services. Quarterly intervention-focused partner meetings to address specific content areas (e.g. SMC training) will be launched next quarter to enable partners to learn from each other's experiences.

### **North Eastern Province**

EMACK activities in the North Eastern Province could only be launched in late January 2005 after a two-day Consultative Workshop in Garissa hosted by MOEST and funded by USAID. The more than 80 participants included the USAID Mission Director, numbers of senior MOEST officials, including the Assistant Minister for Education, the Permanent Secretary, the Education Secretary and the Director of Basic Education, local education officials, political, religious and community leaders and representatives from NGOs, CBOs and faith-based organizations. Participants sought to identify the unique educational issues of the Province, to clearly define EMACK intervention areas and the roles of possible government and NGO partners and to officially launch the EMACK North Eastern Province office.

EMACK's goal in the North Eastern Province is to identify the unique educational needs of pastoralist communities and promote approaches that increase educational access and quality. After a decade of drought, many nomads have lost some or all of their livestock and have settled around the periphery of towns and near water points. With extremely limited sources of income, they are very marginalized and indeed, their lifestyle and social fabric are in jeopardy. Pastoralist 'dropouts' have become a key target group for EMACK interventions; traditional pastoralist communities are also being addressed, using the dugsi as a point of entry for secular education.

Activities in the North Eastern Province focused on a needs assessment and field visits, on establishing relationships with partners, identifying and starting interventions. Strong links were forged with DICECE Garissa and provincial and district MOEST officials. Five local NGOs/CBOs -- Pastoralist Development Organization, Nomadic Heritage, Pastoralist Young Girls Initiative, Womenkind and Women Concern, all potential partners -- submitted proposals for funding activities to promote girls' education and provide ECD and lower primary education for "dropout" and mobile pastoralists.

**Sub objective 1: Increase community and parental participation in all aspects of school life.**

EMACK provided learning materials and community awareness sessions on the importance of education to 10 ECD centers serving pastoralist dropouts. Community members were encouraged to send their children, including girls, to the ECD center and to improve teacher remuneration. Most ECD centers reported rises in enrollment since this EMACK intervention.

**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 the effective use of scarce resources.**

EMACK formed an Advisory Committee to provide guidance as it proceeds in the NEP and to enhance policy dialogue around ECD and pastoralist education. The Advisory Committee is chaired by the Provincial Director of Education (PDE) with officials from the offices of the District Education Officer (DEO), District Education Board (DEB), the Children's Department and the MoH.

In February, EMACK organized a one-day activity with eight DICECE Garissa staff and DEO officials to establish areas for collaboration and identify training needs. A Strengths Weaknesses Opportunities Threats (SWOT) analysis was conducted, which helped DICECE Garissa to develop an action plan for potential collaboration.

This quarter, EMACK was admitted to the District Steering Group (DSG), Garissa, which is chaired by the District Commissioner (DC) and involved in coordinating multi-sectoral policy planning and various development programs.

**Sub objective 3: Build human resource capacity and improve small scale infrastructure to help meet educational needs identified at the provincial and district levels.**

This quarter EMACK, through the MOEST, carried out a rapid survey of 20 primary schools and ECD centers in Bura, Sankuri, Dadaab and Central divisions of Garissa District: facilities (i.e. school/classroom/dorm condition and water and sanitation services); student health and nutrition (including the existence of a school feeding program); SMC capacity; community attitude towards education; and teacher background. The survey revealed that many schools lacked toilets, and where toilets were present, they were often improperly located and poorly maintained. Health services were lacking, especially in pastoralist dropout areas and malnutrition was evident. In most schools, classrooms were in poor condition with dusty floors, and bare, cracked, and in some cases, crumbling walls. Virtually no schools had teaching or learning materials and most ECD center teachers were untrained. This survey helped identify both the critical initial program intervention areas for EMACK, as well as the most appropriate schools to work with.

EMACK also conducted a field survey to identify children with especially limited access to school. Orphaned children, children of single mothers, children of "pastoralist dropouts", children with special needs and girl children are the most neglected. Children's homes in the North Eastern Province previously catered for orphans but have been adversely affected by the

aftermath of September 11<sup>th</sup>, which paralyzed the operations of many Islamic charities that donated funds from abroad to support educational services in the Province. Traditional cultural attitudes favoring males prevail.

In March, with EMACK support, 31 untrained ECD teachers from 30 schools completed the first week of a 5-week introductory teacher preparation course conducted by DICECE Garissa. The training introduced ECD in Kenya, ECD curriculum, health and nutrition, child development, materials development, and lesson planning. The last four weeks of training will elaborate on these topics and will take place next quarter. One ECD center teacher, a primary school graduate, expressed her appreciation: *Having served for three years at the Jambele ECD center and being a Kenya Certificate of Primary Education (KCPE) holder, I never dreamt of getting trained as an ECD teacher. EMACK has opened a window of hope and now I can hope for a brighter future.*

This quarter, through DICECE Garissa, EMACK provided ten ECD centers with appropriate learning materials (i.e. chalk, mats and exercise books) that will reach more than 700 children. Given the security conditions in Garissa District, tin trunks for storing materials were also provided to each ECD center.

**Sub objective 4: Identify and address the unique educational needs of pastoralist children by exploring viable approaches to providing them with relevant educational opportunities.**

EMACK commenced its effort to identify methods to improve educational delivery for pastoralist children by: working with potential implementing partners to develop relevant educational interventions, including the integration of ECD into the *Dugsi* (Islamic education) system; engaging communities in initial dialogue around scheduling the *Dugsi* at a time that will allow their children to also attend an ECD center; and visiting boarding primary schools to explore linkages for pastoralist children. One promising intervention particularly focused on rural pastoralist dropouts, which will be explored further next quarter, is the possibility of expanding supported ECD centers to the lower primary school grades, thereby enabling them to become feeder schools to neighboring existing government primary schools. This concept, supported by MOEST, would deal with the challenges of far distances to the closest primary school and the objections of many parents to putting their young children, especially girls, into the few existing primary boarding schools.

**V. MANAGEMENT ISSUES**

Two major activities were completed this quarter: the budget reallocation was submitted to AIR and the Year 2 Annual Implementation Plan was submitted to USAID. IT systems and project monitoring systems were upgraded and procedures for monitoring and tracking small grants were implemented.

In the North Eastern Province, EMACK concentrated on making the office fully functional, hiring a full staff and developing administrative systems to support the office. In the Coast Province, the new partners engaged last quarter were supported and mentored in instituting programs and producing financial reports based on USAID guidelines. Potential partners were

considered and the small grants program was formalized with four partner organizations supervising fund disbursement.

Several new positions were advertised and/or filled this quarter.

- Coast Education Specialist (filled)
- Coast Intern (COPDEC/EMACK share) (filled)
- Two new project management positions for secondment to CRSP to assist in Year 2 expansion
- Finance Officer
- NEP Program Assistant
- Coast Field Director

## **VI. CHALLENGES**

- By the end of the quarter, program activities had been underway for approximately seven months in the Coast Province and two months in the North Eastern Province. While on track for meeting the goals set for Year 1 (May 2004-April 2005) in the Coast, activities and therefore spending for the NEP were slower than had been projected in Year 1. The project had only begun in mid-July when the COPs were hired and an office was found and staffed by mid-August. Activities could not begin in the North Eastern Province before a consultative meeting that took place in late January 2005. Project partners were less able than anticipated to absorb EMACK funds and plan interventions for want of capacity or experience to deal with significant funding, obligations to other donors or internal shifts. EMACK therefore increased its partner base in the Coast Province and has provided significant mentoring and capacity-building. In the North Eastern Province partners will include relatively young CBOs. Today, operations are fully functional in both provinces and the initial delays will not affect project goals or deliverables.
- The security in the NEP, particularly in Mandera, is affected by clan conflicts and cross-border raids. Security has been a problem in the Province – indeed one of the reasons for the low education statistics is the geography, proximity to Somalia, and effects of war and drought. EMACK is starting programming in more secure areas of the province -- divisions in Garissa District and in southern Wajir.
- Staff and partners are understandably concerned about the scheduled end date of the project. USAID has agreed to inform USAID within the next month, if possible, about whether or not this is a phase 1.
- The challenges of operating a satellite office in a remote, under-resourced area has stretched management systems. Mombasa has worked to facilitate communication and coordination, procurement, inculcating a sense of teamwork between the staff of the two offices, and establish appropriate administrative and financial reporting systems. Additional administrative staff were hired to ensure timely and accurate financial reporting. Regular phone and email communication, periodic meetings of key staff, visits by head office staff to the satellite office for training and cross-visits help to minimize

these inevitable challenges. The satellite office should be able to operate on the basis of the annual implementation plan with somewhat greater autonomy and regular visits after this quarter.

## **ANNEXES**

Annex 1	EMACK Plans for Quarter 2, 2005
Annex 2	Success Story
Annex 3	PMP Results Framework
Annex 4	EMACK Fact Sheet
Annex 5	EMACK Transition Checklist
Annex 6	Additional Resources Available

**Annex 1: PLANS FOR QUARTER 2, 2005**

<b>COAST PROVINCE</b>		
<b>FOCUS</b>	<b>PARTNER</b>	<b>INTERVENTION</b>
<b>Sub-objective 1: Develop community capacity to support effective educational programming for the target population.</b>		
<b>COMMUNITY MOBILIZATION AND PARENT/ COMMUNITY EDUCATION</b>	KENSIP	<ul style="list-style-type: none"> <li>Facilitate the formation of CTC clubs in 5 primary schools and mobilize parents to participate in 5 open days</li> </ul>
	CRSP	<ul style="list-style-type: none"> <li>Support 35 CRPs to carry out 23 parent workshops on health and education issues</li> <li>Expand activities to 10 additional communities</li> </ul>
	CRSP/ COPDEC	<ul style="list-style-type: none"> <li>Coordinate Day of the African Child event for more than 600 children, teachers and parents</li> </ul>
	MRC	<ul style="list-style-type: none"> <li>Conduct 4 1-day workshops for 400 parents on children with learning/behavioral difficulties</li> <li>Hold 2 workshops for 129 CRT members from 43 graduated schools and 4 workshops for CRTs from 5 new schools on facilitation and mentoring, community mobilization, M&amp;E and issues affecting ECD</li> </ul>
<b>SMC TRAINING</b>	CRSP	<ul style="list-style-type: none"> <li>Extend SMC training to 10 additional ECD centers</li> </ul>
	MRC	<ul style="list-style-type: none"> <li>Provide weekly support to, and carry out monthly prioritization meetings with, 5 SMCs</li> <li>Conduct quarterly 2-day training for 150 new ECD center and 60 graduated ECD center SMC members</li> </ul>
	DICECE KWALE/ MOMBASA	<ul style="list-style-type: none"> <li>Conduct 5-day SMC training in effective management of schools for 30 participants</li> </ul>
<b>FEEDING PROGRAM</b>	MRC/CRSP	<ul style="list-style-type: none"> <li>Support communities to initiate or strengthen sustainable community feeding programs in approximately 25 communities</li> </ul>
<b>HEALTH INTERVENTIONS</b>	CRSP	<ul style="list-style-type: none"> <li>Under the aegis of the MoH, facilitate 10 health/nutrition activities targeting vulnerable children</li> </ul>
<b>SMALL GRANTS</b>	DICECE/ KENSIP/ CRSP/MRC	<ul style="list-style-type: none"> <li>Award 20 new small grants and ensure the successful implementation and close-out of existing grants</li> </ul>
<b>Sub-objective 2: Enhance the capacity of the MOEST to better respond to the educational needs of marginalized children.</b>		

<b>COAST PROVINCE</b>		
<b>FOCUS</b>	<b>PARTNER</b>	<b>INTERVENTION</b>
<b>ACKNOWLEDGE OUTSTANDING TEACHERS</b>	EMACK/ MOEST	<ul style="list-style-type: none"> <li>• Continue consultations with provincial and national MOEST leaders on quality education</li> <li>• Work with QUEST to prepare a paper for MOEST on improving basic education given FPE challenges.</li> <li>• Establish a program and a process, in conjunction with MOEST, that recognizes and honors outstanding ECD and primary school teachers</li> </ul>
<b>Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom including teacher training and curriculum development.</b>		
<b>CHILD- CENTERED TEACHING</b>	KENSIP	<ul style="list-style-type: none"> <li>• Conduct workshop on material production, schemes of work and lesson planning for large classes</li> <li>• Facilitate workshops on child-centered methodologies for 57 primary school teachers</li> </ul>
	DICECE MOMBASA	<ul style="list-style-type: none"> <li>• Train 100+ ECD and lower primary school teachers, head teachers and SMC members to facilitate learning in large classes</li> <li>• Complete second half of 5-week ECD teacher training</li> </ul>
	DICECE KWALE	<ul style="list-style-type: none"> <li>• Conduct 2 refresher courses for 60 ECD teachers</li> <li>• Carry out 2 low cost/no cost material development workshops for 50 participants</li> </ul>
	CRSP	<ul style="list-style-type: none"> <li>• Complete second half of 5-week ECD teacher training</li> <li>• Enable 30 parents and ECD teachers to attend DICECE Kwale's learning through play workshop</li> </ul>
	MRC	<ul style="list-style-type: none"> <li>• Conduct 3-day refresher course for 108 teachers from 49 ECD centers</li> <li>• Conduct 2x weekly training and provide onsite support for 15 new ECD teachers from 5 schools</li> </ul>
<b>TRANSITION</b>	MRC	<ul style="list-style-type: none"> <li>• Carry out 2 3-day workshops on transition to primary school for 120 teachers and head teachers</li> </ul>
<b>ASSISTING VULNERABLE CHILDREN</b>	APDK	<ul style="list-style-type: none"> <li>• Conduct 2-day training for 120 primary school teachers on being responsive to children with disabilities in the classroom</li> <li>• Conduct .5-day sensitization sessions for 150 primary school teachers where they will be introduced to an activity to do with students to promote tolerance</li> <li>• Conduct 1-day training for 40 house mothers (primary care givers) from schools for children with disabilities</li> </ul>

COAST PROVINCE		
FOCUS	PARTNER	INTERVENTION
	MRC	<ul style="list-style-type: none"> <li>• Conduct 4 workshops with 27 teachers from 11 graduated schools on identifying and caring for children with learning and behavioral problems</li> <li>• During 3-day refresher for 108 teachers from 49 ECD centers, introduce teachers to new tolerance module and materials</li> </ul>
<b>Sub-objective 4: Maximize project impact by sharing lessons learned, creating opportunities for replication, and improving the capacity of partner personnel.</b>		
ADVOCACY	COPDEC	<ul style="list-style-type: none"> <li>• Organize public debate on education issues</li> <li>• Participate in radio interviews on Baraka FM on the importance of ECD</li> <li>• Establish 2 divisional COPDECs in Kwale District</li> </ul>
BUILDING PARTNER CAPACITY	EMACK	<ul style="list-style-type: none"> <li>• Facilitate meeting for EMACK partners to share methodologies and best practices for training SMCs</li> </ul>
	MRC	<ul style="list-style-type: none"> <li>• Carry out 2-week workshop for 17 MRC staff on MERIS and creating monitoring tools</li> </ul>

NORTH EASTERN PROVINCE		
FOCUS	PARTNER	INTERVENTION
<b>Sub objective 1: Increase community and parental participation in all aspects of school life.</b>		
ESTABLISH PARTNERSHIPS	EMACK	<ul style="list-style-type: none"> <li>• Develop plans, budgets, MOUs and relationships with 4 NGOs/CBOs</li> <li>• Nurture the working relationship between EMACK and DICECE/Garissa</li> </ul>
SMC TRAINING	EMACK	<ul style="list-style-type: none"> <li>• Conduct SMC capacity building needs assessment</li> </ul>
	DICECE GARISSA	<ul style="list-style-type: none"> <li>• Train 30 SMC members from 10 primary schools and ECD centers in school financial and administrative management</li> </ul>
HEALTH INTERVENTIONS	MoH	<ul style="list-style-type: none"> <li>• Under the aegis of the MOH, facilitate health interventions targeting vulnerable children</li> </ul>
PARENT/ COMMUNITY EDUCATION	Partner Organization	<ul style="list-style-type: none"> <li>• Conduct community awareness and advocacy campaigns with district officials and communities on issues of ECD, child rights and the importance of schooling, with a focus on girls</li> <li>• Hold parents workshops in 10 communities on holistic child growth, development, health and education as well as development and implementation of ECD plans</li> </ul>
<b>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.</b>		

NORTH EASTERN PROVINCE		
FOCUS	PARTNER	INTERVENTION
ADVOCACY	EMACK/ Partner Orgs.	<ul style="list-style-type: none"> <li>• Coordinate multiple public events around Global Action Week and Day of the African Child to encourage children's participation in advocacy efforts at the district and provincial level</li> <li>• Hold a workshop for local leaders to create awareness on challenges facing ECD/lower primary in the province</li> </ul>
STUDY TOUR	EMACK	<ul style="list-style-type: none"> <li>• Organize a study tour for 20 government/MOEST officials, SMC members, and teachers ECD programs in the Coast Province</li> </ul>
<b>Sub objective 3: Build human resource capacity and improve small scale infrastructure to help meet educational needs identified at the provincial and district levels.</b>		
CAPACITY BUILDING	DICECE GARISSA	<ul style="list-style-type: none"> <li>• Support 31 ECD teachers to complete 5-week teacher training</li> </ul>
	AIR	<ul style="list-style-type: none"> <li>• Conduct 4.5-day training for DICECE Garissa staff in facilitation skills and program design for SMC training</li> </ul>
<b>Sub objective 4: Identify and address the unique educational needs of pastoralist children by exploring viable approaches to providing them with relevant educational opportunities.</b>		
DUGSI/ECD PILOT	EMACK	<ul style="list-style-type: none"> <li>• Identify community and partner to implement <i>Dugsi</i>/ECD pilot program and begin initial community mobilization</li> </ul>
FEEDING PROGRAM	Partner Orgs.	<ul style="list-style-type: none"> <li>• Facilitate school feeding program in selected ECD centers</li> </ul>
SCHOOL INFRASTRUCTURE IMPROVEMENT	Partner Orgs.	<ul style="list-style-type: none"> <li>• Initiate community mobilization and build community classrooms, school toilets and water facilities.</li> </ul>

## **Annex 2: Success Story: Facilitating Transition from Pre- to Primary School**

Mwache Primary School is located in Kwale District in rural Kenya and the Mwache ECD Center is attached to it. When the Coastal Rural Support Program (CRSP), an EMACK partner, came upon the schools in 2004, the ECD center and primary school were operating as separate entities. Each school had its own SMC but neither coordinated with or consulted the other. Relationships between teachers at the ECD center and the primary school were virtually non-existent. The learning environments in the schools were also very different.



The primary school was a permanent structure with desks and learning materials, while ECD pupils sat on stones in a mud-walled, thatched-roof structure, and had no learning materials.

In November 2004, Mwache Primary School and ECD Center teachers participated in three-day CRSP training in facilitating transition from ECD to primary school. The Mwache school teachers learned that one effective way to make transition easier for children was to strengthen ties and increase interaction between the ECD center and primary school).

When CRSP visited the Mwache ECD Center and Primary School in February 2005, they found that their relationship had evolved. ECD teachers freely and regularly consulted with the Head Teacher and lower primary school teachers; learning materials given to the primary school, including manila paper and chalk, were being shared with the ECD center. All of the teachers worked together to develop learning materials for the ECD and lower primary school classrooms. Lower primary school teachers have also assisted ECD center teachers to recover outstanding school fees from parents of pupils who have moved to primary school. Relationships between the students have also been strengthened because the two groups interact and play together.



Relationships between the students have also been strengthened because the two groups interact and play together.

According to the Head Teacher at Mwache Primary School, his counterparts at other primary schools do not understand the importance of the ECD center-primary school relationship or the benefits of strengthening the relationship for children's transition to and retention in primary school. He hopes that CRSP will continue to support children as they transition to primary school by opening others' eyes.

### Success Story: Finding Hope in Tragedy

Ngoloko village, located 20 miles north of Mombasa on the Indian Ocean is adjacent to the Paradise Hotel, an Israeli-owned facility that was partially destroyed by a terrorist car bomb in December 2002. The hotel employed many village residents and the cultural troupe that performed nightly for tourists, comprised young men and women from the village. The bombing killed many village members and the left many others unemployed because the hotel was never rebuilt.

In late 2004, Madrassa Resource Center (MRC), with support from the EMACK Project, signed an agreement with the community to support efforts to upgrade their ECD center. The modest structure and its sole untrained teacher served 40 community preschoolers with limited teaching/resource material. EMACK supports MRC to provide intensive training and mentoring to two teachers (soon to be four), conduct parent awareness sessions and train the SMC in effective financial and administrative school management, community mobilization and roles and practices of being an effective community parent-teacher association. Enrollment has more than doubled.



Ngoloko Village: Old ECD Center



Ngoloko Village: New ECD Center Under Construction

Today, Ngoloko village is proud of its new, community-built ECD facility which offers a genuine hope of a bright future.

After its MRC training, the Ngoloko ECD center SMC guided the community through a needs assessment and developed a project proposal. In early 2005, EMACK awarded a grant to build a new ECD facility. The community contributed labor and local materials. Many parents and other community members offered their services to the project.



### Annex 3: EMACK PMP Results Framework

Performance Indicator	Explanation	Source	July-September 2004	October-December 2004	Jan-March 2005	Achieved July 2004 - March 2005)	Target end Yr.1- April 2005)
SUB IR 1A: Increased community member and district official involvement in pre-schools/primary schools	More parents and community leaders are participating in ECD activities with district officials (MOEST and HEALTH) e.g. attending education programs, planning interventions and networking for advocacy purposes.	CRSP - Attendance records on parents, MOEST & health officials meetings & networking meetings; CRSP-ECD development plans; MRC - attendance records on parent education workshops/meetings	-	20 Government officials involved with 1065 community members during parent education as well as formulation of ECD Development plans and discussion on implementation of plans.	9 Government officials involved with 958 community members during parent education as well as formulation of ECD Development plans and discussion on implementation of plans.	29 Government officials involved with 2023 community members during parent education as well as formulation of ECD Development plans and discussion on implementation of plans.	15 district officials meet with 100 parents and community leaders.
			-	15 sessions for 561 participants (172 males and 389 females) conducted in 14 pre-schools.	9 sessions for 412 participants (105 males and 307 females) involving 23 pre-schools.	24 sessions for 973 participants (277 males and 696 females)	20 sessions (500 participants) of parent education workshops conducted.
			Preparation of 7 ECD Center Development Plans initiated. 231 community members - 69 males and 162 females- involved.	10 school development plans completed and implementation started. 447 community members - 154 males and 293 females involved.	8 school development plans completed and implementation started. 546 community members - 402 males and 144 females involved.	25 school development plans completed and implementation started. 1224 community members - 625 males and 599 females involved.	14 ECD Center Development Plans prepared and implementation started.
			One network of district officials and NGO's formed and launched (36 participants - 25 males and 11 females - of which 12 were GoK Officials)	Office bearers elected, research on Impact of FPE on ECD in Coast Province conducted and 3 yr strategic plan developed	4 steering committee meetings and general council meeting held (41 participants - 26 males and 15 females - of which 17 were GOK officials). General council meeting brought together 17 different organizations within the Coast province.	One network of district officials and NGO's formed and launched, steering committee meetings held and general council meeting held (77 participants - 51 males and 26 females - of which 17 were GoK officials)	One network of district officials and NGO's formed.

SUB IR 1B: Strengthen school management committees	SMCs exhibit enhanced management skills on at least one functional area identified in the SMC functionality assessment checklist (e.g. keeping up to date records, holding regular meetings, maintaining school physical facilities, mobilizing resources and h	Partners records on SMC functionality based on pre and post training functionality assessment checklist; SMC final grant reports	16 SMCs (54 members - 22 males and 32 females) trained. Of these, there were 5 new SMCs from 5 pre schools trained (37 members-16 males, 21 females); 11 SMCs from 11 existing schools (17 members - 6 males, 11 females)	22 SMCs (72 members - 40 males and 32 females) trained from 14 existing pre-schools and 7 primary schools. SMC functionality will be assessed next quarter.	52 SMCs trained (227 members: 141 male and 86 female) ; 21 SMCs of the 27 surveyed exhibited improvement in at least one functionality area.	90 SMCs trained (353 members: 203 males and 150 females) ; 21 SMCs of the 27 surveyed exhibited improvement in at least one functionality area.	30 SMCs exhibit improvement in at least one area identified in SMC functionality assessment checklist.
			-	5 SMCs developed approved plans and budgets for which small grants were awarded.	22 SMCs developed approved plans and budgets for which small grants were awarded.	27 SMCs developed approved plans and budgets for which small grants were awarded.	15 SMCs develop approved plans and budgets for small grant awards.
			-			Implementation of 27 grants started.	10 grants completed in prescribed time-frame with grant objectives achieved.
SUB IR 2A: Increased number of pre-school/lower primary teachers adopting practices to promote child-centered teaching methodologies.	During each observed lesson, teachers demonstrate at least one child-centered approach (e.g. interactive learning & active learning) learned during training, mentoring and follow-up activities.	Partners' training attendance records; Partners' lesson observation reports using detailed observation protocols.	14 female teachers from 5 pre-schools trained.	114 teachers (34 males and 80 females) trained. From 39 pre-schools, 17 p	191 teachers (92 males and 99 females) trained from 73 pre-schools, 21 primary schools and 37 Islamic religious schools.	319 teachers (126 males and 193 females) trained from 117 pre-schools, 27 primary schools and 37 Islamic religious schools.	200 teachers from 50 pre-schools, 19 primary schools and 30 Islamic religious schools trained.
			-		20 female teachers of the 20 surveyed from 8 pre-schools and 3 Lower primary Schools utilizing child-centred approaches.	20 female teachers of the 20 surveyed from 8 pre-schools and 3 Lower primary Schools utilizing child-centred approaches.	130 teachers (65% of those trained) utilizing at least one child-centered approach in each observed lesson.
SUB IR 2B: Increased number of pre-school and lower primary teachers adopting strategies to	Teachers exhibit knowledge of strategies for addressing issues of transition from pre-school to	Partners' training attendance records; Teachers' supervisors'/project officers' reports about observations	155 teachers (64 males, 91 females) from 30 primary schools trained on transition strategies.	52 teachers (28 males and 24 females) from 20 pre-schools and 15 primary schools trained on transition strategies.	40 teachers (2 males and 38 females) from 7 pre and 9 primary schools trained on transition strategies.	247 teachers (94 males and 153 females) from 27 pre-schools and 54 primary schools.	300 teachers from 39 pre-schools and 75 primary schools trained on transition strategies

							22 teachers (6 males and 16 females) of the 22 surveyed from 13 ECD and 7 primary schools utilizing skills on transition strategies	22 teachers (6 males and 16 females) of the 22 surveyed from 13 ECD and 7 primary schools utilizing skills on transition strategies	200 teachers (67% of those trained) utilizing at least one strategy presented in their training as evidence of this knowledge.	
			66 female teachers from 49 pre-schools trained.				32 teachers (17 males and 15 females) from 8 pre-schools and 8 primary schools trained.	98 teachers (17 males and 81 females) from 57 pre-schools and 8 primary schools trained.	200 teachers from 40 pre-schools and 19 primary schools trained on issues of vulnerable children	
SUB IR 2C: Increased number of pre-school and lower primary teachers adopting strategies to better address issues related to vulnerable children.	Teachers exhibit knowledge of strategies to address issues relating to vulnerable children (e.g. modifications of teaching materials and/or approaches; organization of health interventions such as deworming)	Partners' training attendance records; school records of numbers of children participating in health interventions (e.g. deworming) at and through pre-schools; Teachers' supervisors/project officers' reports that observe the teacher.							130 teachers (65% of those trained) implement at least one strategy for addressing issues of vulnerable children as outlined in their training action plans/follow-up activities.	
							1765 children (856 boys and 909 girls) participated in health interventions.	1003 children (480 boys and 523 girls) participated in health interventions.	2768 children (1336 boys and 1432 girls) participated in health interventions.	100 children participating in health interventions.

**Annex 4: EMACK Fact Sheet**

	<b>Achieved</b>	<b>YR1 Target (May 2004-April 2005)</b>	<b>Final Project Target (May 2004-April 2006)</b>
ECD/NURSERY Schools with EMACK interventions*	155	-	72
Primary Schools with EMACK interventions*	137	-	208
Special Schools for the deaf and physically disabled	9		
<b>Total Number of Schools</b>	<b>301</b>	-	280
No. of Children in ECD/NURSERY SCHOOLS	8,294	-	-
No. of Children in PRIMARY SCHOOLS	43,405	-	-
<b>Total Number of Children</b>	<b>51,699</b>	-	-
<b>School Management Committees***:</b>			
No. of SMC Units Trained	90	-	-
No. of SMC Members Trained	353	-	-
Small grants awarded	38	10	20
Small grants pending approval	6	-	-
ECD School Development Plans	25	14	20
<b>Teachers trained***:</b>			

Child-centered methodologies	385	200	300
Transition	247	300	420
Strategies on addressing needs of vulnerable children	123	200	300
<b>Total teachers trained</b>	755	700	1020
<b>Health Interventions***:</b>			
Vulnerable children reached through health interventions	2,768	100	200
* Year 1 and Final Project Targets taken from EMACK Approved Grant Document			
*** Year 1 and Final Project Targets taken from EMACK Performance Monitoring Plan (PMP)			

### Annex 5

## TRANSITION CHECKLIST ON TEACHER INITIATED ACTIVITIES TO FACILITATE TRANSITION FROM PRE-SCHOOL TO LOWER PRIMARY SCHOOL

(developed by EMACK, tailored by partners to specific training)

DATE .....

TICK AS APPROPRIATE  ECD CENTRE  PRIMARY SCHOOL

1. NAME OF SCHOOL .....

2. DISTRICT  KILIFI  KWALE  MOMBASA

3. NAME OF TEACHER .....

4. GENDER OF TEACHER  MALE  FEMALE

5. NUMBER OF CHILDREN IN CLASS MALE..... FEMALE.....

### 6. Activities with children

Tick the activities you carried out since the training.

a) Read at least one book about transition and discussed the content with children.

b) Held at least one discussion with the children in your class about primary school (e.g. the discussion may have included issues such as: the differences between ECD and lower primary, fears/concerns about attending primary school etc).

c) Organized and carried out at least one visit by ECD children to a lower primary school. (e.g. the visit may have included touring the new school, meeting teachers, sitting in the classroom session or playing with the lower primary children etc).

d) Organized and carried out at least one visit by the lower primary school children to the ECD centre (e.g. the visit may have included the lower primary school children talking to the ECD children about their school or reading to them a book on transition etc).

Other: Please briefly state activity.....

### 7. Activities with parents

Tick as appropriate the activities you carried out since the training.

a) Held at least one discussion with parents of ECD children around their children's enrollment to primary school (e.g. the discussion may have involved issues such as parent and school expectations, fears/concerns etc).

b) Involved ECD parents in at least one visit to a lower primary school (e.g. the visit may have included touring the school, discussions with the head teacher and class teacher etc.)

Other: Please briefly state activity.....

### 8. Activities with other teachers

Tick as appropriate the activities you carried out since the training.

a) Participated in at least one joint transition planning meeting with other teachers from ECD centre/lower primary school (e.g. this may have included coming up with a strategy for addressing transition throughout the school year).

b) Shared student records with ECD/lower primary school teachers about incoming/out-going students (e.g. this may have included sharing children's profiles, assessments etc)

c) Shared curriculum/teaching materials with ECD/Lower primary school teachers (e.g. lower primary curriculum/teaching materials that may have been shared with the ECD teacher for use in introducing children to the lower primary curriculum or ECD curriculum/teaching materials that may have been shared by the lower primary teacher to ease children into the lower primary curriculum).

Other: Please briefly state activity.....

-----THANK YOU-----

## **Annex 6: 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 Report
- Tolerance Workshop Report
- SMC Training Reports
- Madrasa *Maalim* Training Report
- ECD Teacher Refresher Training Report
- Training of Trainers (TOT) large Class Size Workshop Report
- North Eastern Province Consultative Workshop Report
- DICECE Garissa Training Needs Assessment Report

### **Training Resources:**

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

### **Program, monitoring and evaluation:**

- Tolerance Classroom Observation Checklist
- Transition Teacher Observation Checklist
- 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