



USAID/Education for Marginalized Children in Kenya (EMACK)

Quarterly Technical Report

April 1- June 30, 2006



Submitted by:

American Institutes for Research

and

Aga Khan Foundation

July 31, 2006

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

American Institutes for Research
1000 Thomas Jefferson St. NW
Washington, DC 20007
www.equip123.net

TABLE OF CONTENTS

Executive Summary	1
Project Summary.....	2
Technical Activities During Reporting Period	3
Coast Province	3
Teacher Development	3
EMIS	5
Small Grants.....	6
Whole School Approach.....	7
Advocacy	9
School Feeding.....	10
North Eastern Province	11
Teacher Development	11
EMIS	11
Small Grants.....	12
Whole School Approach.....	13
Advocacy	15
Addressing the Unique Needs of Pastoralist Children.....	16
Challenges.....	17
Lessons Learned.....	17
Annex 1. TORs for the School Training Manual Working Group	18
Annex 2. COPDEC Communique	19
Annex 3. Success Stories	20
Annex 4. Phase 1 PMP Results Framework	22
Annex 5. Extension Monitoring Report.....	26
Annex 6. Teaching Assessment Tools	28

ACRONYMS

AIR	American Institutes for Research
AKF	Aga Khan Foundation
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
CDC	Constituency Development Committee
CDF	Constituency Development Fund
CEMASTEIA	Center for Math, Science and Technology Education in Africa
COP	Chief of Party
COPDEC	Coalition for the Promotion and Development of the Child in the Coast Region
CP	Coast Province
CPCE	Coalition on Pastoralist Child Education
CRP	Community Resource Person
CRSP	Coastal Rural Support Program
CSN	Children with Special Needs
CSO	Civil Society Organization
DEB	District Education Board
DEO	District Education Officer
DICECE	District Centre of Early Childhood Education
DO	District Officer
DPM	Directorate of Personnel Management
DQASO	District Quality Assurance and Standards Officer
EARS	Education Assessment Resource Services
ECD	Early Childhood Development
EFA	Education for All
EMACK	Education for Marginalized Children In Kenya
EMIS	Education Management and Information System
EQUIP 1	Education Quality Improvement Program Award 1 Consortium
FPE	Free Primary Education
GAW	Global Action Week
GCC	Garissa County Council
GCE	Global Campaigns for Education
GDC	Garissa District Council
GMC	Garissa Municipal Council
GOK	Government of Kenya
GUSM	Growing Up and Sexual Maturation
HIV/AIDS	Human/Acquired Immuno-Deficiency Syndrome
INSET	In-Service Teacher
KAULI	Kenya Assembly of Ulamaa and Imams
KENSIP	Kenya School Improvement Project
KESSP	Kenya Education Sector Support Program

KMC	Kenya Meat Commission
KRT	Key Resource Teacher
LOU	Letter of Understanding
MOEST	Ministry Of Education, Science and Technology
MOH	Ministry Of Health
MRC	Madrasa Resource Center
MTC	Mother-to-Child
NACECE	National Center for Early Childhood Education
NARC	National Rainbow Coalition
NCNE	National Commission on Nomadic Education
NEP	North Eastern Province
NGO	Non-Governmental Organization
NOHA	Nomadic Heritage Aid
NPHC	Nomadic Primary Health Care
OESI	Over-Enrolled Schools Initiative
OGNEPGA	Old Girls North Eastern Province Girls' Association
PC	Provincial Commissioner
PDE	Provincial Director of Education
PDO	Pastoralist Development Organization
PGI	Pastoralist Girls Initiative
PMP	Project Monitoring Plan
SDP	School Development Plan
SFP	School Feeding Program
SMASSE-WESCA	Strengthening of Math and Science in Secondary Education in Western, Eastern, Central and Southern Africa
SMC	School Management Committee
SNE	Special Needs Education
SOW	Scope of Work
SUPKEM	Supreme Council of Kenya Muslims
SWAK	Society of Women Against Aids Kenya
SWOT	Strengths, Weaknesses, Obstacles, Threats
TAC	Teacher Advisory Center
TARNET	Taclinta Rer Guraha Network
TB	Tuberculosis
TOR	Terms of Reference
TOT	Trainer of Trainers
TSC	Teachers Service Commission
UNICEF	United Nations Children's Fund
USAID	United States Agency For International Development
WASDA	Wajir South Development Association
WCK	Women Concern Kenya
WG	Working Group
WFP	World Food Program
WOKIKE	Womankind Kenya
WSA	Whole-School Approach

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-December 31, 2006

Project Budget: \$3,523,077

Reporting Period: April 1 2006 – June 30 2006

Grantee's Contact Official:

Dr. Janet L. Robb, Program Director

1000 Thomas Jefferson St NW

Washington, DC 20007

Tel: 202 298 2972 Fax: 202 944 5454

E-mail: jrobb@air.org

Project Chief of Party:

Mr. Alex Alubisia

P.O. Box 99870

Mombasa, Kenya 80107

Phone: +254 41 2314352/2312552

E-mail: alex@akf-emack.org

EXECUTIVE SUMMARY

This report covers the final month of the initial grant period (April 2006) and the first two months of the extension period May 1, 2006-December 31, 2006. The SOW for the 8-month extension period focused EMACK activities in four areas: teacher training, EMIS, Small Grants, and the Whole School Approach. The activities reported on in this quarterly report reflect the overarching objectives of the final month of the first phase of EMACK and four areas of focus for the 8-month extension period. The annexes include the PMP for the last month of the first phase and provide a monitoring chart for the extension period.

Teacher Development

EMACK provided teaching learning materials and community education and mobilization emphasizing access, retention, infrastructure and classroom improvement and strengthening school level structures such as PTAs and SMCs.

- A one-day follow-up workshop on Large Class Management was held in Garissa for 40 teachers from 8 schools in central Garissa that had been trained. The meeting was facilitated by TOTs on Over-enrolled Schools Initiative (OESI) from the DEO's office that focused on what has and has not worked in classrooms after training.
- EMACK organized a workshop for 40 Madrasa Maalims from Kilifi, Kwale and Mombasa on child-centered teaching methods for Koranic schools.
- The development of a training manual for low-cost no-cost learning aids began with a meeting between EMACK and MOEST-INSET.

EMIS: Strengthening Community and District Capacity

EMACK disseminated lessons learned from its support to Kwale, Kilifi, Mombasa and Garissa Districts to the Ministry of Education, Science and Technology (MOEST). EMACK planned the distribution of computers and ancillary equipment to Kwale, Kilifi, Mombasa and Garissa District offices to be operational at the beginning of the September term.

Small Grants

All small grants provided during the first two years of EMACK are slated for completion by August. A total of twenty new small grant proposals for construction and the harmonization of lower primary classrooms with new ECD centers have been submitted and approved. All projects are being closely monitored by the EMACK construction supervisor. All projects will be completed by December 2006.

Whole School Approach

- Community mobilization and parental education on integrating Quranic education into secular education was held in one school in Garissa attended by 115 children (69 boys and 46 girls).
- Training for 90 parents (47 men and 43 women) was carried out in 9 ECD centers in Garissa, leading to a rise in enrolment from 569 children (273 boys and 296 girls) in February to 685 children (338 boys and 347 girls) in June 2006.
- A TOT on the Whole School Approach for partner staff, Community Resource Persons (CRPs) and DEO staff from Garissa, Kilifi, Kwale, Mombasa, Mandera and Wajir Districts attended by 11 CRPs (7 male, 4 female). Plans made for training with trainers to

improve school development planning through community mobilization, training, social/skills, resource mapping and resource mobilization

- A transition training workshop was held at Shariani Primary School in Kilifi District, attended by 87 parents, teachers and education officers (43 male and 44 female), provided training.

PROJECT SUMMARY

The Education for Marginalized Children in Kenya (EMACK) project is implemented by Aga Khan Foundation (AKF) and managed by the American Institutes for Research (AIR) through the Education Quality Improvement Program Award 1 consortium (EQUIP 1) funded by the United States Agency for International Development (USAID)

The project was designed to improve education opportunities for marginalized populations in the Coast and North Eastern Provinces, reflecting USAID/Kenya's Education Strategic Objective (SO): "Primary education opportunities increased for children of marginalized populations." In the Coast Province, EMACK uses a whole-school approach that creates a lower primary school learning environment in which parents support, children enjoy, and teachers facilitate a quality education for all who attend (see Annex 5: Extension Monitoring Report). In the North Eastern Province, EMACK works in Garissa and Wajir to identify and address the unique educational needs of pastoralist communities and is expanding its efforts to Mandera and Wajir.

EMACK also supports the Ministry of Education in its efforts to establish accurate education data as a basis for education planning by training district education officials, head teachers and parents on the importance, creation, use and storage of accurate education data. (see Annex 5: Extension Monitoring Report)

During its first two years, EMACK worked with several partners¹ and organized activities according to several overarching objectives that sought to do the following:

- Increase community and parental involvement and participation in all aspects of school life;
- Improve coordination and dialogue among stakeholders that inform community, district and provincial education plans;
- Improve pre-primary schools' teaching/learning resources and infrastructure and enhancing teachers' capacities to better prepare children for primary school;
- Improve the teaching and learning environment in lower primary to improve retention rates;
- Provide parents and pre-school and primary school teachers with strategies to assist children to make a smooth transition from home or pre-school to primary school; and

¹In the Coast Province, these include: Coastal Rural Support Program, Kenya (CRSP); the Kenya School Improvement Program (KENSIP); and the Madrasa Resource Center, Kenya (MRC), the Association for Physically Disabled of Kenya (APDK). In the North Eastern Province, these include the Pastoralist Girls Initiative (PGI), Nomadic Heritage Aid (NOHA), Womankind (WOKIKE), Woman Concern Kenya (WCK) and Pastoralist Development Organization (PDO).

- Improve the well-being of vulnerable children so that they can take advantage of educational opportunities.

Please see Annex 4: Phase 1 PMP Results Framework for more details.

During the 8-month extension, activities are focussed on four areas: i) teacher support, supervision and training in the development and use of low-cost no-cost materials; ii) support for EMIS efforts by training DEO staff, head teachers and parents; iii) providing small grants to communities to improve their education infrastructure, and specifically completing the 19 construction projects and ensure that lower primary classrooms offer equally child-friendly environments; iv) implement the whole school approach in all targeted schools in both provinces, and begin a pilot implementation in two new districts of the NEP. (See Annex 5: Extension Monitoring Report)

TECHNICAL ACTIVITIES DURING REPORTING PERIOD

COAST PROVINCE

I. TEACHER DEVELOPMENT

EMACK began to focus on teacher training during the first quarter of 2006 building upon the Montessori pedagogy and integrated learning materials. The success of initial training led to further training to develop and use low-cost no-cost teaching/learning materials that encourage appropriate child-centered pedagogy. Training for DQASO, TAC Tutors, Head Teachers, and Key Resource Teachers on developing low-cost materials, their use and storage to support and supervise teachers. Enthusiasm for the approaches has led to a partnership between EMACK and MOEST-INSET to develop training modules on low-cost teaching and learning materials for ECD and primary school teachers.

EMACK has also been supporting KENSIP's teacher mentoring and support under its School Based Teacher Development (SbTD) program. During the first week of April 2006, a follow-up workshop on reading skills for lower primary, a follow up activity for three teachers (2 women and 1 man) was held in Kwale and for 15 teachers (all women) in Mombasa.

On April 4, 2006, the last month of the first phase of EMACK, the committee of the Kenya Assembly of Ulamaa and Imams (KAULI) requested training for Madrasa Maalims (Islamic religious teachers) on child-centered teaching methodologies. Forty maalims from Chagamwe, Likoni, Kisauni and the island Divisions that are close to MRC-supported pre-schools learned to make and use learning materials and design lesson plans. In the words of one participant, "I think this record is very important and helpful to the teacher and the fact that the Maalims have frankly said that they have nothing of the sort in their Madrasas, shows that they are ready to learn." The MRC team is developing an observation tool for follow up visits. Maalims requested further training on child psychology and cognitive development, parental involvement, child discipline, drug abuse and record keeping. The event was covered by the local news radio "Radio Rahma."

On June 20th and 21st a 2-day workshop on transition was organized for three education officers from Kilifi District and 84 pre-school, primary school teachers, head teachers and SMC members (40 male and 44 female) at Shariani Primary School. Topics covered transition, the roles of the different cadres in schools, management of large classes and teaching and learning science. All participants developed implementation plans which will be assessed periodically by the zonal leaders.

To create an effective synergy among the numerous stakeholders involved in teacher in-service training, EMACK helped to create a Working Group (WG) that includes MOEST, KIE/NACECE, TSC, UNICEF, SMASSE-CEMASTE, USAID, KENSIP, MRC and Kenyatta University to help develop INSET Training Manuals for both TOTs and teachers, with specific reference to the development and use of low-cost teaching and learning materials as well as support and supervision of pedagogy. In preparation for creating a useful training manual on these issues, EMACK is supported the WG to review and harmonize existing manuals, materials and resources and harmonize to design a training manual for pre-school and lower primary teachers and teacher trainers. Two manuals on the production and use of low cost teaching and learning materials will be produced by the end of October 2006, one for trainers and one for classroom teachers

Two planning meetings were held on June 2, 2006 and on June 30th, 2006 to provide guidance and capacity building for teachers on the development and use of low cost no-cost materials. EMACK is coordinating the process. See Annex 1 for WG TORs

Mentoring and Support

During the first week of April 2006, KENSIP organized a follow-up reading workshop for 18 lower primary teachers in the target schools. Fifteen teachers were supported from Kengeleni, Kongowea, Maweni, Khadija and Ziwa-La-Ngombe schools in Mombasa and three teachers (one man, two women) were observed from Mavirivirini and Mwanda primary schools in Kwale District. Teachers appeared to have adopted the methodology of conducting a reading lesson through the stages of Introduction, Presentation, Imitation and Practice (IPIP). One KRT at Mwanda primary school had taken the initiative to give demonstration lessons to the other teachers who had not attended the reading workshop. This involved showing the other teachers how to:

- State the objectives for reading in English in the lower primary classes, and the general approach needed to achieve these objectives.
- Identify some of the reading problems commonly found in the lower primary classes.
- Use pre-reading activities for those learners who have not developed them sufficiently in pre-primary.
- Carry out a variety of word recognition activities with lower primary classes, using flashcards and other reading materials.
- Describe the phonic approach to the teaching of reading, and compare it with the look-and-say approach.

II. EMIS: STRENGTHENING COMMUNITY AND DISTRICT CAPACITY

EMACK has been supporting the MOEST in its work to improve education information collection, processing, and use. It continues to provide training to district education offices, head teachers and parents from SMCs to ensure a widespread appreciation for the importance of reliable information data.

This quarter, EMACK held a dissemination meeting on its support to EMIS in Kwale, Kilifi, Mombasa and Garissa Districts with the Ministry of Education, Science and Technology (MOEST). Nine participants (7 men and 2 women) attended the meeting, including: the Education Secretary, the Deputy Director of Basic Education, and the EMIS Investment Program Team Leader. The lessons learned from support for EMIS are as follows:

- Reliable data is essential and require regular validation in schools.
- Data capture processes need to be clearly understood and the utility of data made clear to everyone involved in the process of collecting data.
- EMIS training should be specific in each district. Elementary IT training will be completed prior to EMIS training on data capture.
- DEOs need secondary back up facilities and storage devices.
- District statistics staff should receive further training on data analysis and reporting.
- Data must be stored in secure areas.
- Regular IT maintenance is essential.

EMACK will continue to train DEO staff, head teachers and parents. A three-day TOT workshop is planned for July for 25 DEO staff including statisticians from Kwale, Kilifi, Mombasa and Garissa, at which partners' staff and five EMACK staff will be trained as trainers for head teachers and parents on using data capture forms and data for planning and decision making and the importance of information management in schools.

EMACK will supply computer equipment (one desktop with UPS and two flash disks) and the relevant operating software to each DEO in Kwale, Kilifi, Mombasa and Garissa Districts for school data entry into the MOEST database.. Equipment will be purchased in August so that it can be used as of the beginning of the next term, in September 2006. To improve data capture at school level, EMACK in collaboration with MOEST will in August 2006 facilitate the printing of 200 record books for 120 schools in the CP and 80 schools in the NEP to ensure data collection based on the three school terms (January-March, May- July, September- November) and effective storage so that the schools will have data readily available for use during school planning and decision making sessions. Community members will also be able to access such data freely and contribute towards improving the data status by advocating for retention and access for out of school children.

III. SMALL GRANTS

During the first phase of EMACK, 29 small grants were awarded to SMC and VDCs in Kilifi, Kwale and Mombasa Districts to improve community ECD centers by constructing or ameliorating classrooms, providing sanitary facilities, and generally creating conditions that encourage children to go to and stay in school. Fourteen of the construction projects are complete and the remaining 15 construction projects are in their final stages of completion. All classrooms will be ready by August 2006 to accommodate children in the September term. Ten new proposals for improving lower primary classes in schools near improved ECD centers will be funded and completed by December 31, 2006.



Guro ECD Center Before the Small Grant



New Guro ECD classroom where 31 boys and 35 girls go to school

Virtually all of the construction work has been completed or is in the very final stages of completion. All classrooms will be ready for use by July 2006. Ten new construction projects for improving lower primary classes in schools with connected ECD centers have been approved. Construction of the new classes, which will accommodate at least 400 children, will be completed by December 2006.

IV. THE WHOLE SCHOOL APPROACH

The Whole School Approach (WSA) involves mobilizing and training parents and communities to play an active role in their schools.

Community Mobilization

Community mobilization fora have also been used to distribute education messages to parents. The Ministry of Education organized a zonal prize-giving day on June 23, 2006 for 15 schools in Gandini Zone, Kwale District. The event was attended by 1000 teachers, 500 parents, 4 District Education Officers, and 2000 pupils. CRSP emphasized the importance of ECD and transition from home to ECD and ECD to Primary School to the participants,

Training

In June 2006, EMACK organized a joint training on Participatory Integrated Community Development (PICD) for a total of 30 participants (21 male and 9 females) including MOEST officers, partners and core EMACK staff. The training covered community development and practical sessions with a local community in Majaoni Primary School, Mombasa District. Participants were trained on participatory skills of working with communities and on education issues include the following:

- Developing a school vision and mission statements.
- Problem analysis and prioritization.
- Goal setting and monitoring progress.
- Planning for change and/community action planning.



**Majaoni Primary School Participatory Integrated Community Development (PICD) TOT:
Explaining a Venn Diagram**



SMC member drawing a Venn diagram

During the three-day practical sessions, 39 community members (23 women and 16 men) discussed school challenges, identified possible solutions and mapped the available local resources. They also learned how to prioritize their needs to improve access, retention, the quality of education and infrastructure development which led to a three-year School Development Plan (SDP).

V. ADVOCACY

On April 24-30th, 2006, during the last month of the first phase of EMACK, COPDEC sponsored the Global Week on Education involving seven primary schools (Tom Mboya, Makande, Ronald Ngala, Central, Burhani, Mvita and Makupa). The theme of the activities was “Every Child Needs a Teacher.” Participants included 501 children (265 girls and 236 boys) from schools in the Coast. KENSIP organized the mobilization and venue-related activities in Mombasa District, World Vision mobilized 7 children from Taita Taveta District, Plan Kenya oversaw activities in Kilifi District for 3 children, and EMACK mobilized 5 children from Kwale District and facilitated their participation in Saturday forum for all participants.

The education issues discussed during the open-day included over-enrollment, shortage of teachers and inadequate infrastructure due to the implementation Free Primary Education (FPE). Children drew up a government petition that EMACK helped to present to the Acting Mayor of Mombasa Municipality who promised to address them. The event was covered by the local press.²

COPDEC’s presentation to the Task Force for the Review of Education Legal Framework called for the fast tracking of ECDE into the envisioned Universal Basic Education (UBE) ahead of the year 2010 projection in order to expand early childhood education and care as prescribed by the EFA goals.

In April 2006, during the last month of the first phase of EMACK, The Task Force for the Review and Harmonization of Education, Training and Research sector Legal Framework created by MOEST to collect views from Kenyans visited Mombasa and the CP Education. COPDEC made a presentation advocating for the following:

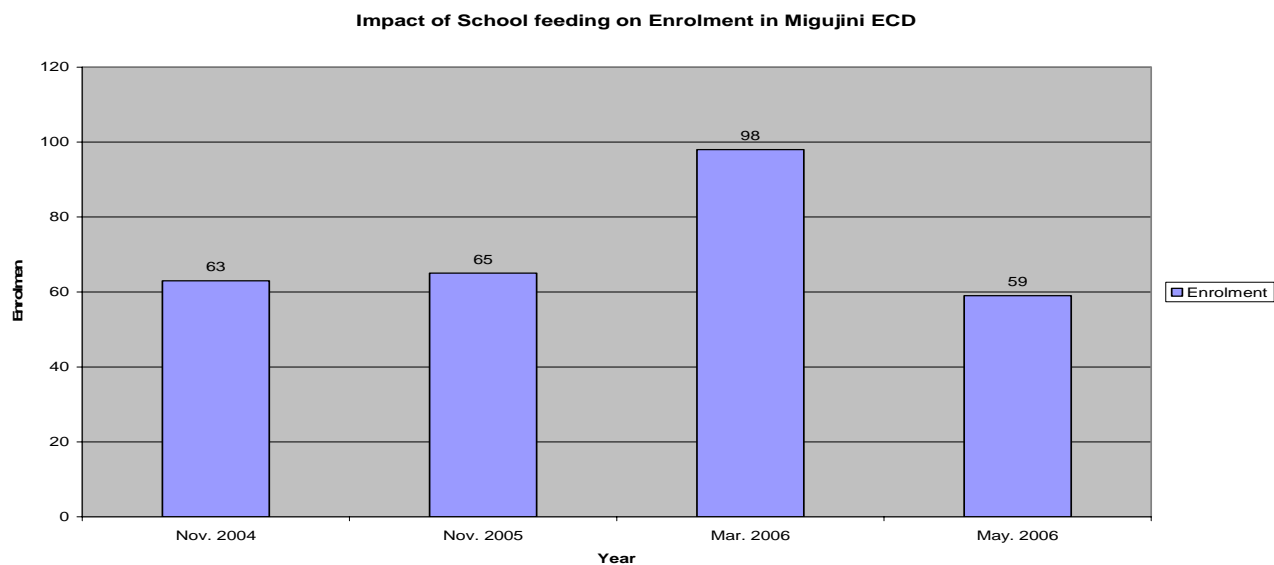
- Include pre-school in the Education Act.
- Offer compulsory and free pre-school education to all public ECD Centers.
- Provide funding for ECD infrastructure and basic meals, materials development and production.
- Provide funding for community schools
- Train teachers on ECDE in the teacher training colleges, and universities.
- Unify the curriculum for all ECD centers while capturing local community experiences, songs, culture and socio-economic situation.
- Provide incentives including a mainstreamed staffing pattern under an appropriate authority like the Teachers Service. Service similar to the one offered by TSC and PSC should be offered to provide human resources management of ECDE trainers.

² See Sunday *Standard* Twinkle Magazine of 8th May 2006 page 8.

- The ECD centers can be independent, attached to schools or act as satellite schools for the primary schools. In arid and semi arid areas, these centers are unattached due to low population and huge distances from school. The centers need to be close to human settlement to enable access, retention and transition by the children.

VI. SCHOOL FEEDING

The EMACK school feeding program in 25 ECD centers ended in April 2006 with the first phase of EMACK. The impact of the stoppage varied from place to place and partner to partner. MRC-supported schools could sustain the feeding by pooling parents' contributions of KSh. 2 per child per day for the cup of porridge provided. CRSP schools, by contrast, had no means to continue to fund the school feeding program. Migujini is 4 km from Mnagowa Dola primary school. Its ECD center has depended on relief food supply. CRSP developed a school plan here in early 2005 that identified poor learning environment, untrained teachers and lack of a school feeding program as major issues. In February 2005, CRSP with the support of DICECE organized and trained the SMC on management and governance and basic proposal writing skills. The community wrote a proposal seeking support for classroom construction from CRSP with funding from EMACK. This was granted and they are currently proud owners of a permanent classroom that is nearing completion. Towards the end of 2005 CRSP managed to access funding from EMACK to help pilot a feeding program in 15 schools as from October 2005. One of the beneficiaries was Migujini ECD centre where 63, 65, and 98 children were enrolled in 2004, 2005 and 2006 respectively. Without the feeding program most children stay at home and attendance was only 59 on June 2006 after the end of the school feeding program (Chart 1). When the Migujini ECD school committee chairman was asked why there was such a drastic change in enrollment, he said... *Watoto walikuwa wanakuja kwa sababu ya uji, sasa vile hakuna wanabaki nyumabni*, [many children were coming because of the porridge but now that it is not there, then they prefer to stay at home].

Chart 1: Impact of School Feeding on Enrolment in Migujini ECD

NORTH EASTERN PROVINCE

I. TEACHER DEVELOPMENT

EMACK organized a one-day workshop on 17th May 2006 for teachers and education officials previously trained on large class management to assess the effects of the training. Four assessment tools (see Annex 6) were used:

- Head teachers' checklist;
- Teacher observation form;
- Teachers' focus group discussion guide; and
- Children's focus group discussion guide.

The assessment revealed that most teachers trained on OESI are now able to handle large classes with ease and that they used small groups, learning materials with different groups, and class registers to monitor attendance and participation. Teachers were also monitored and supported during the quarter.

II. EMIS: STRENGTHENING COMMUNITY AND DISTRICT CAPACITY

Planning meetings were held with District Education Officer Garissa on strengthening EMIS and teacher development initiatives.

III. SMALL GRANTS

The Jambele ECD centre was elevated to a feeder primary school by the Garissa DEB. after EMACK built two permanent classrooms replacing the old grass thatched structure. Some children attending the dugsi program were not initially enrolled in the ECD program. Through PDO initiative, the community developed a schedule to accommodate the *dugsi* and the ECD program resulting in increased enrolment of 115 children (69 boys, 46 girls). During EMACK monitoring visit to Jambele on 23rd June, 2006, Mr. Muse Ore 69, a change agent and SMC chairman of Jambele Primary School commented about the need of integrating the two institutions said “Both institutions are ours....our earlier fear was that this school will compromise the dugsi programs. We have now realized that the two institutions complement one another and our children are happy moving from one program to another in the same compound without fatigue!”

EMACK has improved attached ECDs in the following lower primary schools; the environment of the lower primary classrooms will be improved and all work completed by December 31, 2006:

PGI will improve sanitation for girls at the Garissa primary school. The project will connect piped water reinforced by an overhead tank to the girls’ toilets. PGI aims to strengthen the girls’ forum program through distribution of material for fabrication of cheap and reusable sanitary towels for 10 primary schools in Garissa Central Division.

PDO will construct two classrooms at Warable feeder primary school and provide chairs and tables for the ECD class and desks for Standard 1. Current classrooms are temporary and small.

WCK will construct new standard classrooms at Bouralgi primary school for ECD and lower primary. In addition, two girl-child friendly toilets will be constructed. Currently, the ECK and two lower primary classes learn under tree arrangements exposing the children to direct sunlight, wind and dust.

WOKIKE will construct 2 new standard classrooms at Bulla Mzuri ECD and standard 1 and one lower primary classroom at Al-Fatah primary school. While at Bulla Mzuri children are learning under a tree shade since its inception, the case at Al-Fatah primary school was considered an emergency after the lower primary wing was blown down by a strong wind. Both communities were displaced by the drought and live in the outskirts of Garissa town.

NOHA is in the process of determining infrastructural needs at three primary schools in Wajir District (Abakorey, Griftu and Lagbogol) and through the Whole School Approach will start limited interventions on agreed priority areas.

DICECE Mandera is in the process of determining infrastructural needs at Shashafey and Harere-Hosle primary schools and making limited interventions on agreed priority areas.

IV. THE WHOLE SCHOOL APPROACH

Community Mobilization

During this quarter, partners and CRPs intensified their community mobilization, education and sensitization campaigns. The CRPs consolidated the gains made in their community mobilization and education campaigns by intensifying it further to 22 locations. They targeted out-of-school, special needs, and school-aged children. For example, Korakora CRP created the Al-Rahma community-based ECD (multi-grade) in Garissa with an enrolment of 38 children (18 boys, 20 girls) for pastoralist drop-outs/drought displaced groups. Students can go from here to the Korakora boarding primary school.

Woman Kind Kenya (WOKIKE) held four community meetings in Garissa District involving 105 participants (42 men and 63 women). These participants were represented as follows: Al-Fatah (20 male, 15 female), College (10 male, 20 female), Iskadek (7 male, 13 female) and Iftin (15 male, 15 female) ECD centers. At College and Iskadek, the community members discussed the integration of dugsi/madrassa into the ECD centers. At Al-Fatah primary school, the community members met to discuss on the best ways of mitigating the collapse of the lower primary school after a strong wind. At Iftin ECD, the expansion of ECD was discussed and members agreed to introduce a day care center for children whose parents are formally employed. Girls who were denied an education because they had to care for younger siblings can now attend schools.

Girl Child Initiatives

Through WCK, an anti-FGM campaign held culminated into a joint stakeholders consultative workshop on consensus building and development of a roadmap which brought together 40 participants (22 male, 18 female) that included teachers, Maalims, sheikhs, health experts, chiefs, SMC members, religious groups, women groups and Community Resource persons drawn from Saka, Daley, Sankuri, Balich, Raya and township locations. The three-day workshop was facilitated by a medical doctor, Islamic scholar and education officials exhaustively deliberated on mechanisms of subduing vices affecting girl child education.

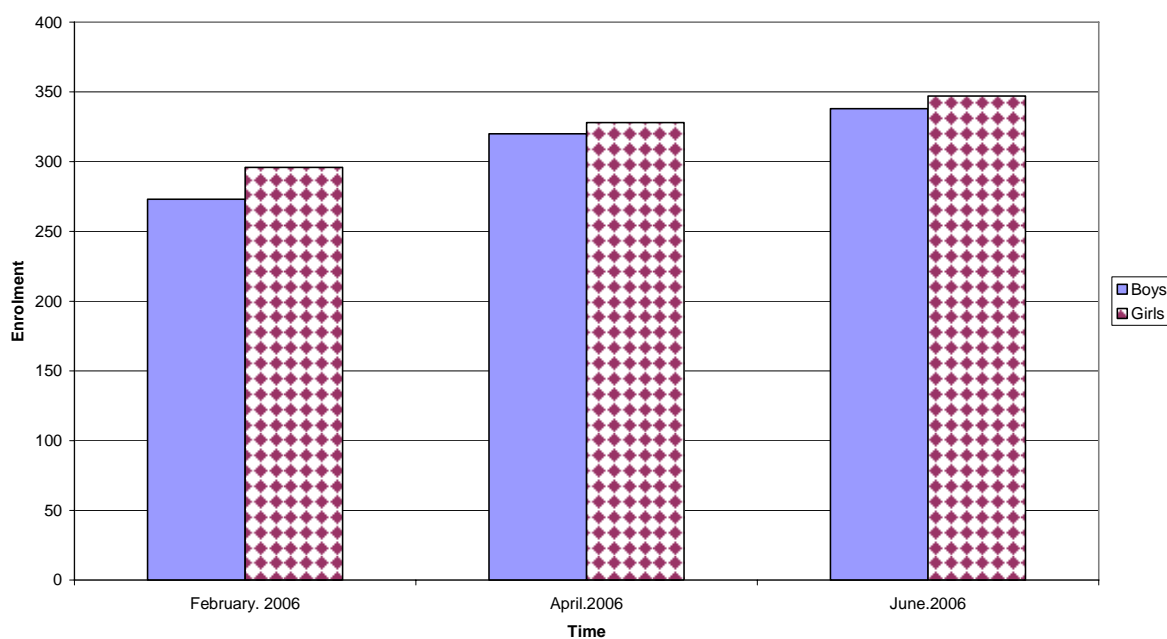
Women Concern Kenya (WCK) intensified girl child education campaign by addressing barriers that inhibit their participation in education in a region characterized by low girl child participation (GER 16%) and high parent illiteracy rates (84.5% KHDS 2003). WCK supports nine centers where increased enrolment has been attributed to community trainings on parenting, holistic child development, girl-child education and provision of supplementary food to ECD children. The contributions of other donors (UNICEF toilets, for example) also contribute to the increases.

Baseline data and enrolments (Increased enrolments for boys: 66%; increased enrolments for girls: 30%)

SCHOOL	November 2004 (Baseline)		February 2006		April 2006		June 2006	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS

Hyuga Girls	-	69	-	45	-	47	-	47
Kazuko Girls	-	59	-	67	-	71	-	72
Jaribu	No records	No records	80	42	78	45	79	47
Tetu	56	45	54	31	62	49	64	48
Sankuri	23	17	23	29	29	26	32	30
Raya	No records	No records	20	17	21	18	23	19
Balich	16	10	15	11	21	14	21	15
Saka	64	51	48	32	45	33	51	36
Daley	45	16	33	22	64	25	68	33
Total	204	267	273	296	320	328	338	347

Increased Enrolment in ECD centres supported by WCK



Pastoralist Girls Initiative (PGI) conducted a follow-up visit to five schools where Mother-to-Child (MTC) initiative and girls forums had been earlier established. These visits revealed that teachers and parents are now responsive to maturation and development needs of the girl child. The Girl's initiated discussions on issues of growing-up/maturation processes and intra/inter-schools debate on broad issues affecting girl child education. Currently, there are nine school based girl forums out of 10 established forums. Garissa primary school girls' forum is passive due the transfer of the benefactor. The functional girls' fora have raised concerns about the lack of materials for producing sanitary towels, lack of water connections to sanitary facilities for girls who stop using the toilets and IEC materials for passing messages and timely information on issues affecting girl child education and appropriate measure to eradicate those barriers.

Training

Eleven 11 CRPs (7 male, 4 female) from various locations were trained as TOTs for the Whole School Development strategy. These CRPs are expected to improve school development planning process through community mobilization, training, social/skills, resource mapping and resource mobilization.

- The Bulla Mzuri ECD centre was involved in a conflict resolution between WOKIKE and a local CBO on resource management. Later WOKIKE was recognized as lead implementing partner and the CBO was called upon to collaborate with WOKIKE.
- WCK has continuously strived to sensitize and train parents on harmful effects of FGM on girls' wellbeing and their education advancement. One such training was held at Sankuri Division of Garissa District where 50 parents (25 male, 25 female) were trained on combating issues opposing girl's education. Issues discussed included effects of early marriages; FGM and heavy household chores. This training was expected to benefit 114 girls by retaining them in school and ensuring that they do not fall victim of such retrogressive practices.
- WOKIKE carried out a three day WSA training at Al-Fatah Primary School for 70 parents (42 male 28 female) who developed a school plan. The community is targeting 100% enrolment in three years time and aiming a primary school status for their school.
- PGI is currently undertaking WSA in four schools. In June, PGI trained SMC members, Parent Teachers Association, religious and opinion leaders (37 female, 13 male) at Sambul Primary School on developing a school vision, mission and development plan. This process culminated in the production of SDP, the first plan to be produced under the EMACK support in Garissa and widely shared with partners and the DEO's office. One of the unique features of the plan is the inclusion of environmental conservation initiative. Through PDO's Whole school development strategy, Jambele's community members illustrated a clear mission and vision for their new feeder primary school. The community has constructed a low cost house for their newly posted head teacher and has submitted a proposal to CDF requesting two additional classrooms.

Planning meetings were held with District Education Officers of Wajir and Mandera Districts to identify 2 pilot schools in each EMACK will train communities of these schools on the Whole School Approach and support limited infrastructure improvement.

V. ADVOCACY

EMACK made a presentation to Task Force for the Review and Harmonization of Education, Training and Research sector Legal Framework during their public hearings on April 24th-25th, 2006, during the last month of its first phase. The meeting was held at Government Guest House, Garissa. Key issues and recommendations include the following:

- UBE should be compulsory from age 3 through primary & secondary education
- UBE for NEP should be implemented under a series of provisions and affirmative actions

- Provision for the development of a comprehensive pastoralist education policy that will govern all aspects of planning, development and management of education in NEP and other related areas.
- Government should review the boarding school system and make appropriate adjustments such as provide pastoralist friendly meals, Quranic instruction and management of boarding schools
- The mobile school program structure, organization, management, and curriculum should be revisited and adjusted. Teacher remuneration commensurate to the hardship and challenges should be provided to the teachers.
- Urgent need to review the impact of parallel education systems on the child and make workable recommendations following consultations with the community
- PTR should not be applied on a case by case basis commensurate with the actual proportion of children.
- The District Education Board should be inclusive and consult with parents, CSOs, teachers and wider public represented. DEB should elect its chair.
- Make an annual assessment of quality and quantity of education at the district level.
- MOEST should accelerate the formulation of ECD sector specific policies.
- Provision of funding modalities should reflect the specific needs of NEP and related areas with its long history of marginalization and poverty.
- Government funding for the NEP should be significantly higher

Stakeholders agreed that a National Commission on Pastoralist Education was needed to formulate appropriate pastoralist friendly policies and pilot flexible models relevant to pastoralist communities. The need for affirmative action to address historical inequalities and inequities were also emphasized during the presentations.

Regional Nomadic Education Forum

EMACK participated in June at the international conference on Nomadic Education in Garissa attended by Permanent Secretary Prof. Karega Mutahi and the Education Secretary, Prof. George Godia. The Nigerian team shared a well documented experience on nomadic education practices, models and progress made on the policy and legislation with the existence of a National Commission on Nomadic Education (NCNE). Namibia and Uganda shared unique challenges encountered in pursuit of nomadic education. The NEP was represented by TARNET members (NOHA, WCK, WAI, WOKIKE, ARLMP, UNICEF and EMACK) who participated in the 4-day discussions. TARNET has designed a profile brochure for wider distribution and expansion of partnership base.

VI. ADDRESSING THE UNIQUE EDUCATION NEEDS OF PASTORALIST CHILDREN

The mobile school initiatives have carried on despite the hardships and erratic pattern that characterized the long rains. The reconstitution of Rer-Horrow mobile school and the Dugsi program after the rains remains the single achievement of the program. Consequently, there was an election of a new committee and replacement of the mobile school teacher. Also, an adult literacy program was initiated by the new teacher to improve parent literacy levels and

strengthen the mobile school. Currently, the mobile school has 16 children (7 boys and 9 girls) drawn from 11 households that constitute the Rer-Horrow village.

The two other functional mobile schools (Gurunley & Rebai) that withstood the challenges of drought and famine continue their operations in a radius of 10-20 km within Abakorey locality. Gurenley Mobile School has an enrolment of 21 children (14 boys, 7 girls) while Rebai mobile school has 22 children (14 boys and 8 girls). All schools total 59 children (37 boys 22 girls). The drop in enrolment from pre-drought period of 86 children to the current 59 is attributed to disintegration of families that are yet to reunite and stop their traditional pastoralism. NOHA provided Jerri cans for drawing and storage of water while schools received mats, canvas covers, solar lamps, assorted T/L materials, Quran texts, mattresses for both Quranic and school teachers. NOHA further secured solar radios from Star FM, local FM radio station for communities to listen to various radio programs.

DICECE Wajir and NOHA conducted monitoring and assessment visits to two mobile schools (Rebai & Gururley). They observed teachers while teaching and pupils work. School management issues were discussed with the community. DICECE recommended that additional training should target mobile teachers to follow up and strengthen their induction program.

CHALLENGES

- The end of the pilot school feeding program in the 25 ECD centers led to some children dropping out of school.
- Understaffed DEO offices create challenges for collaboration.
- The severity of the drought has reduced the participation of pastoralist communities in the NEP region in education issues.

LESSONS LEARNED

- Involving communities in designing school development plans is met with enthusiasm; the process is empowering.
- The WSA encourages the involvement of most parents in developing a SDP and the participatory process is well received.
- School feeding programs in the very poorest communities need external support; less poor communities can sustain the feeding programs. MRC communities were able to organize daily contributions for school feeding, and to support those children who could not contribute, and sustain the feeding program and mitigate drop outs. EMACK will encourage SMCs in the Coast to visit and learn from the MRC-supported SMCs. In the NEP, poorer communities more profoundly affected by the drought were unable to raise the funds to pay for school feeding. EMACK is bringing this problem to the attention of the District SFP so that EMACK-supported schools, and specifically, unattached ECDs, are linked to nearby primary schools and participate in the SFP. EMACK will also continue to draw attention to the needs of these communities to the GOK and MOE so that they are included in the national SFP.

ANNEX 1. WORKING GROUP, SCHOOL TRAINING MANUAL:TORs

MOEST (INSET Unit, QAS, ECD, Teacher Education)

- To provide policy guidelines regarding priorities and procedures and to facilitate the process of linking/collaboration of stakeholders involved in EMACK's work;
- To assess the effectiveness of the planning process and potential scaling up and replication;
- To liaise with EMACK staff in facilitating the planning and implementation process of the teacher development initiative by organizing/chairing WG meetings.

KIE (NACECE, Primary, Teacher Education and Materials sections)

- To identify and facilitate access to all available government resources (materials, research programmatic and human) relevant to the assignment, especially those that enhance the production and use of local, low cost teaching and learning materials for ECDE and lower primary classrooms.

EMACK

- Oversee the development of the training manual by providing access to project sites through field visits to Garissa, Mombasa, KENSIP and UNICEF cluster school projects to adapt manual accurately to current conditions.
- Organize planning meetings;
- Monitor the progress of the teacher development activities.
- Arrange field visits and training workshops;
- Share information.

UNICEF, KENSIP, CEMASTEIA, MRC:

- As partners supporting the education of marginalized children, contribute expertise and suggest ways to strengthen cooperation among stakeholders.
- Specifically, to provide information concerning project infrastructure, processes, successes, constraints, for the enhancement of quality and success of the teacher development initiative.
- To share lessons learned and materials previously developed to avoid duplication.

Teachers Service Commission (TSC):

- Teachers Service Commission hires and deploys teachers on behalf of government, thus they deal with all staffing issues.
- TSC will appraise teachers on the basis of Quality Assurance officers' reports from classroom supervision and support.
- They will strengthen head teachers' supervision.

ANNEX 2. Regional Nomadic Education Forum Communiqué

- Establish a working groups/commissions or other organisational structures with legal status and relevant to the national context will comprehensively address issues and implement activities pertinent to marginalised groups including nomadic communities;
- Expand international networking at further regional and international fora to examine possibilities of working together by creating a regional association of educators working with nomadic group; an electronic network and website.
- Advocating for nomadic education at regional and international to increase recognition, funding and political will;
 - Lobby UNESCO to include nomadic education in their analysis of marginalized, particularly within EFA goals, in the Global Monitoring Report;
 - Produce an annual publication with case studies of innovative initiatives and lesson learnt and best practices in nomadic education provision ;
 - Explore strategies that will arrest challenges of current and emerging health issues such as HIV/AIDS, malaria, TB, polio, and maternal and infant mortality;
 - Explore new information technologies (mobile phones, wind-up radio, solar powered computer kiosks) to provide timely information on current issues;
 - Develop an integrated approach on current issues such as health, nutrition, water and sanitation, livestock, agriculture and other immediate concerns;
 - Design holistic policies and strategies, such as affirmative action and quota systems, which specifically target increased access to education for nomadic groups in countries that don't yet have them.

ANNEX 3: SUCCESS STORIES

COAST PROVINCE

The Madrasa Resource Centre (MRC) supports ECD centers for two years after which the center is said to have graduated, at which time it comes under community funding entirely. Community capacity to support the centers, therefore determine their futures. Mwinyi – Jeuri, Swiratwi, Furaha, Islamiya Bokole, Shubbanu, Ridhaa Mrima, Firdaus, Hibatul Ilm, Fathi Mkomani, Taqwa Magongo, Khairat Gasi, Fauz Makongeni, Swalihina, Anwar – Mishomoroni, Irshad – Magongo, Azhar likoni and Marwa Kinondo were all faring poorly after graduation.

EMACK has provided support for these ECD centers, training SMCs on conflict resolutions SWOT analysis. Taqwa, Khairat and Shubbanu ECD centers have improved greatly thanks to this training, and have received small grants for classroom renovations and learning materials.

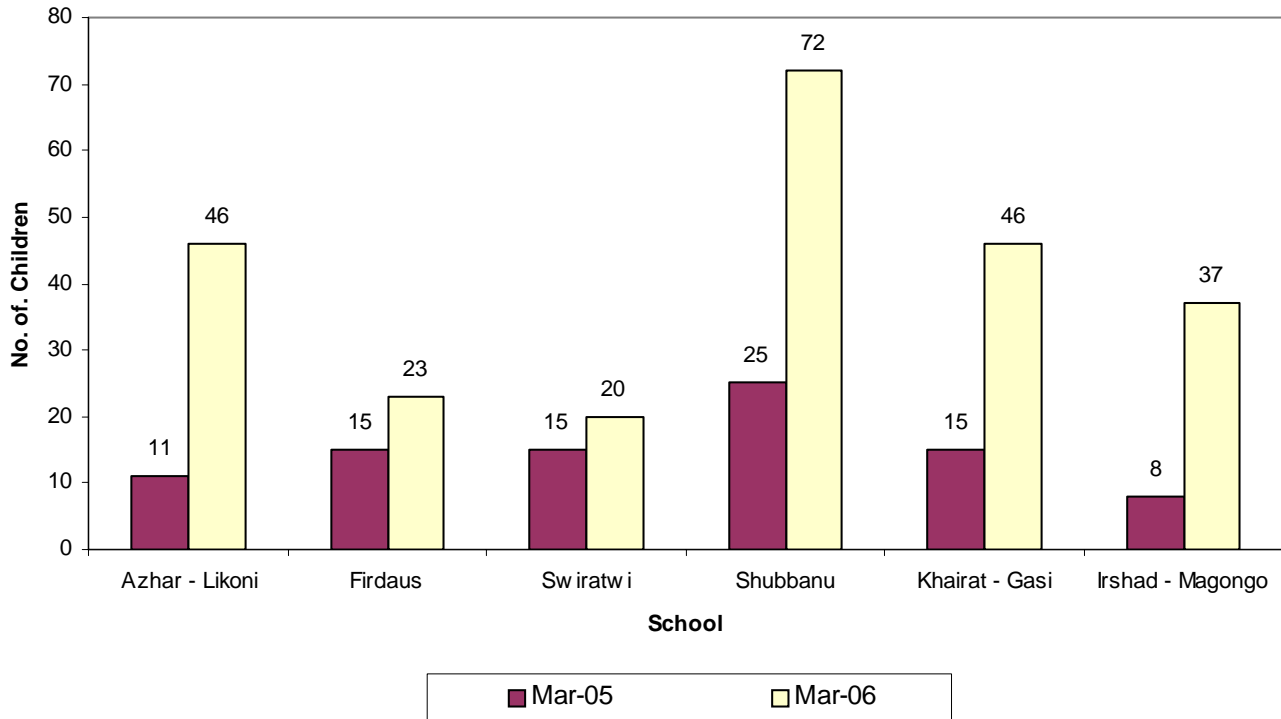


Shubbanu ECD center

Some ECD centres have elected new SMC members who are more engaged in ensuring that education quality is high. Azhar–Likoni been transformed by the addition of a second teacher who is being trained, and enrolments have risen from 11 to 46 children.

The following chart illustrates the growth in enrolments in the ECD centers that have benefited from teacher training and small grants.

Growth In Enrolment



NORTH EASTERN PROVINCE: Justice Delivered Courtesy of a Nomadic School Pupil

Aden Noor Adow is 11 years old and comes from a pastoralist community in Abakorey Location of Wajir South, approximately 200 km south of Wajir Town. Boys of his age typically help look after livestock and never go to secular school. A mobile school initiated by EMACK through the Nomadic Heritage Aid (NOHA) in the Abakorey mobile village has provided Adow with an education, so that today he can name most of the objects within his environs, write his name, the alphabet and do basic addition and subtraction.

One afternoon, when Adow was looking after his family goats near Habaswein-Abakorey Road, he watched as a government vehicle knocked down a herder and sped off. Adow noted the vehicle registration number on the ground to memorize it, raced to his village, wrote the number in his exercise book and reported the incident to his family.

Family members rushed to the scene and ferried the victim to Abakorey health centre and then reported the hit-and-run incident to the Abakorey Administration police post along with the vehicle registration number. The police officers signaled police stations along the Wajir-Nairobi Highway. The driver who caused the accident was apprehended approximately 300 kilometres away. Abakorey village has feted young Adow for this act and consider him to be a celebrity. Literacy skills acquired in the nomadic school have made history in this village

Annex 4: Phase 1 PMP Results Framework

ANNEX 4: EMACK PHASE 1 PROJECT MONITORING PLAN RESULTS FRAMEWORK					
Performance Indicator	Explanation or Definition of Indicator	Source of Data	Apr-06	Progress through April 30, 2006	Target (end of April 2006)
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, MOEST & health officials meetings & networking meetings; CRSP-ECD development plans; MRC, KENSIP, NOHA, WOKIKE: Attendance records on parent education workshops/meetings.	20 Government officials involved with 39 community members during parent education on Whole School Development Planning	101 Government officials involved with 8131 community members during parent education as well as formulation of ECD Development plans and discussion on implementation of plans; whole school development planning.	30 District Officials meet with 280 parents and leaders during coordination networking meetings
			9 sessions for 594 participants (320 males and 274 females)	135 sessions for 8950 participants (3916 males and 5034 females)	44 sessions (1200 participants) of parent education workshops/sensitization sessions/meetings conducted
			Continued school development plan implementation.	35 school development plans completed and implementation in progress. 2396 community members - 1281 males and 1125 females involved. Continued community development plan implementation.	20 ECD Centre Development Plans implemented

ANNEX 4: EMACK PHASE 1 PROJECT MONITORING PLAN RESULTS FRAMEWORK

Performance Indicator	Explanation or Definition of Indicator	Source of Data	Apr-06	Progress through April 30, 2006	Target (end of April 2006)
			<p>COPDEC and TARNET made recommendations to the Task Force for the Review and Harmonization of Education, Training and Research sector Legal Framework, COPDEC participated in the Global Week of Action on Education involving 510 children (265 girls and 236 boys), TARNET Participated in a Regional Nomadic Education Forum.</p>	<p>COPDEC in the Coast Province and TARNET in the North Eastern Province were created and involve children and mobilize parents around education issues. COPDEC advocacy events drew 186 and 86 children to 3 public debates and 1 workshop trained 119 participants (79 men and 40 women); 3 steering committee meetings with 10 members (7 men and 3 women). Situational analysis for TARNET done. COPDEC and TARNET made recommendations to the Task Force for the Review and Harmonization of Education, Training and Research sector Legal Framework, COPDEC participated in the Global Week of Action on Education involving 510 children (265 girls and 236 boys), TARNET participated in a Regional Nomadic Education Forum. Support for Advocacy activities ended on April 30, 2006.</p>	

ANNEX 4: EMACK PHASE 1 PROJECT MONITORING PLAN RESULTS FRAMEWORK

Performance Indicator	Explanation or Definition of Indicator	Source of Data	Apr-06	Progress through April 30, 2006	Target (end of April 2006)
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	0 SMCs trained, 6 SMCs noted improvement in at least one functionality area hence enrolment in ECD centres was increased.	392 SMCs trained (1237 members: 756 males and 584 females) 96 SMCs surveyed exhibited improvement in at least one functionality area/achievement of at least one element in their school development plan (improved record keeping, provision of ECD teacher salaries)	60 SMCs exhibit improvement in at least one area identified in SMC functionality assessment checklist/ achievement of at least one element in action plans/school development plans
			0 SMCs small grants awarded this quarter.	72 SMCs developed approved plans and budgets for which small grants were awarded.	25 SMCs develop approved plans and budgets for small grant awards.
			Four construction projects completed; 15 projects nearing completion.	29 grants with on-going implementation and 43 grants completed and grant objectives achieved.	20 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.	40 Madrasa Maalims trained.	1546 teachers (418 males and 1128 females) trained from 595 pre-schools, 206 primary schools and 66 Islamic religious schools.	300 teachers, 60 pre-schools, 19 primary schools and 60 Islamic religious schools trained
			55 teachers (17 male and 38 female) surveyed from 19 primary schools using child-centred approaches.	389 teachers (80 males and 309 female) surveyed from 142 pre-schools and 29 primary schools utilizing child-centred approaches.	65% of those trained (275 teachers) utilizing at least one child-centred teaching methodology as outlined in their training action plans/follow-up activities

ANNEX 4: EMACK PHASE 1 PROJECT MONITORING PLAN RESULTS FRAMEWORK

Performance Indicator	Explanation or Definition of Indicator	Source of Data	Apr-06	Progress through April 30, 2006	Target (end of April 2006)
SUB IR 2B: Increased number of pre-school and lower primary teachers adopting strategies to better address issues of transition from pre-school to primary school.	Teachers exhibit knowledge of strategies for addressing issues of transition from pre-school to primary school (e.g. child friendly interviews; orientation visits by both child and parent; classroom re-arrangement; availability of interactive learning mat	Partners' training attendance records; Teachers' supervisors/project officers' reports about observations of how teachers are using transition strategies, as outlined in teachers' training action plans and follow-up activities.	87 teachers (43 males and 44 females) from 5 pre-schools and 17 primary schools trained on transition strategies.	395 teachers (166 males and 229 females) from 59 pre-schools and 100 primary schools trained on transition strategies.	420 teachers from 65 and 180 primary schools trained on transition strategies.
			Follow-up planned for Quarter 3.	68 teachers (17 males and 51 females) of the 13 ECD and 22 primary schools utilizing skills on transition strategies	65% of those trained (275 teachers) utilizing at least one transition strategy as outlined in their training action plans/follow-up activities
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 de-worming)	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.	Training Planned for Quarter 3.	642 teachers (259 males and 383 females) from 20 special schools, 78 pre-schools and 208 primary schools trained.	300 teachers from 55 pre-schools and 19 primary schools trained on issues of vulnerable children.
			No follow-up conducted this quarter.	107 teachers (54 males and 53 females) implement at least one strategy for addressing issues of vulnerable children as outlined in their training action plans/follow-up activities	67% of those trained (200 teachers) implement at least one strategy for addressing issues of vulnerable children as outlined in their training action plans/follow-up activities.
			Activity ended as of April 30, 2006	7378 children (3600 boys and 3778 girls) participated in health interventions and feeding programs.	200 children participating in health interventions.

Annex 5: Extension Monitoring Report

ANNEX 5: EMACK PROJECT MONITORING May 1, 2006-December 31, 2006				
ACTIVITY AREA	Indicator and Explanation	Source of Data	May 2006 - June 2006	Target (December 2006)
TEACHER DEVELOPMENT	Numbers of teachers trained; and Numbers of teachers utilizing low-cost/no-cost learning aids.	Training reports with attendance lists and teacher observation reports.	EMACK-INSET meeting held to identify key stakeholders, establish a working group and define the roles of the members to harmonized INSET programs with MOE. EMACK dissemination strategy defined. A TOT training workshop scheduled for quarter 3.	150 teachers trained on the development and use of low cost/no-cost learning aids.
EMIS	No. of District Officials, head teachers and SMC/parent representatives trained.	Training reports with attendance lists.	Debriefing/dissemination meeting held between EMACK and MOE. Lessons learned from EMACK's previous EMIS support to Kwale, Kilifi, Mombasa and Garissa districts shared with MOE. Three-day Trainers of Trainers (TOT) workshop TORs developed. TOT workshop participants identified from District Education offices in Kwale, Kilifi, Mombasa and Garissa districts. TOT workshop scheduled for next quarter. TOT to carry out head	Two three-day residential training for 25 District Officials trained (15 from CP; 10 from NEP, 200 head teachers trained (120 from CP, 80 from 120 schools in the NEP) and 200 SMC/parent representatives trained (120 from CP, 80 from NEP). End-of-project report.
	Numbers of EMIS record books printed and distributed.	EMIS printed record books available in schools.	EMIS record book design endorsed by MOE. Printer identified by MOE-EMACK. Printing of 200 record book scheduled. Distribution plans made to target schools.	200 record books provided to 200 schools.
	Numbers of schools prepared to showcase EMIS after training of all stakeholders.	EMIS school records and reports; school selection based on systematic record keeping.	Target schools for EMIS implementation identified. EMACK-MOE working on a criterion for show-case school selection in target districts. Following monitoring, show-case schools to be identified in	8 District schools showcase EMIS implementation.
	Computers and ancillary equipment provided to District Offices.	Needs assessment, purchase and dispatch documentation of computers and ancillary equipment.	EMACK in the process of inviting tenders for supply of computers and ancillary equipment to district offices. Following a competitive bid analysis process, EMACK to select vendor to supply computers and ancillary equipment in the up-coming	4 MOE district offices equipped with computers and ancillary equipment for EMIS programme support.
SMALL GRANTS	Number of construction projects from EMACK phase 1 completed and in use by children for learning.	Partners report(s) and EMACK construction supervisor monitoring visit reports.	14 construction projects completed; 15 projects in final stages of completion.	All construction projects completed and inspected.
	Number of completed new ECD and classrooms built and/or improved.	Partners reports and EMACK construction supervisor monitoring reports.	10 NEP primary schools identified for new classrooms/improvements identified.	20 improved lower primary classrooms in schools with newly constructed ECDs.

ANNEX 5: EMACK PROJECT MONITORING May 1, 2006-December 31, 2006				
ACTIVITY AREA	Indicator and Explanation	Source of Data	May 2006 - June 2006	Target (December 2006)
WHOLE SCHOOL APPROACH	No. of school development plans linked to district plans.	School and district development plans	Trainers of Trainers (TOT) workshops held in Coast and North Eastern Provinces, including Wajir and Mandera, for 69 participants (51 males and 18 females). WSA implemented in four target schools (1 in CP, 3 in NEP) reaching 159 community members (71 males/88 females). Four school development plans prepared; to be linked to district plans in quarter 3. Transition training for 84 participants (40 males, 44 females): pre- and primary school teachers, head teachers, SMC representatives and three zonal officers (2 males and 1 female).	WSA fully implemented in all target schools in the Coast and North Eastern Provinces.
	No. of school development plans linked to district plans.	School and district development plans	Meeting with DEO staff in Mandera and Wajir to identify pilot schools (2 in Mandera District, 2 in Wajir District). Implementation to commence in quarter 3.	Four pilot schools in Mandera and Wajir

Annex 6 - Teaching Assessment Tools

MONITORING CHECKLIST FOR HEAD TEACHERS

Objective of the monitoring exercise:

To gauge the school administration support towards management of over-enrolled/large classes.

Checklist administration team: Staff from DICECE MSA, KENSIP and EMACK

NB:

1. The following questions should be addressed with head-teachers of schools that participated in the EMACK over-enrolled schools initiative training in December 2005.
2. Please ensure that the head-teachers' responses focus only on teacher activities pertaining to lower primary school classes (Classes 1-4)

Date of visit:.....**Name of staff administering checklist:**.....

Name of School:..... **Zone**

District:.....**Division:**.....

Name of Head teacher:.....**Gender:**.....

Pupil Enrolment:

	ECD		Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	Nov 05	Jan 06	Nov 05	Jan 06	Nov 05	Jan 06	Nov 05	Jan 06	Nov 05	Jan 06	Nov 05	Jan 06	Nov 05	Jan 06	Nov 05	Jan 06	Nov 05	Jan 06
Boys																		
Girls																		
Total																		
No. of Streams per class																		

Teacher Establishment

	ECD		Class 1		Class 2		Class 3		Upper Primary	
	Nov 05	Jan 06	Nov 05	Jan 06	Nov 05	Jan 06	Nov 05	Jan 06	Nov 05	Jan 06
Trained Teacher										
Male										
Female										
Un-trained teachers										
Male										

MONITORING CHECKLIST FOR HEAD TEACHERS

Female										
--------	--	--	--	--	--	--	--	--	--	--

	Issue	Yes	No
1.	Have you formally discussed over-enrollment/large class size with the SMC of your school?		
2.	Has the SMC implemented any changes specifically to address the challenges of large classes?		
3.	Have you formally discussed issues of large class size with the parents of your school?		
4.	Are parents contributing towards the hiring of additional teachers?		
5.	Are parents supporting any other activities aimed at improving learning in large classes?		
6.	Has your school received additional teachers from TSC since the implementation of FPE?		
7.	Has making of teaching aids been discusses with all the teachers?		
8.	Has time been set aside for the making of no/low cost teaching and learning materials?		
9.	Have your teachers made teaching aids for use in their classes this year?		
10.	Do upper primary school teachers assist lower primary school teachers in making teaching and learning materials?		
11.	Is there enough secure storage space for teaching and learning materials in your school?		
12.	Is there an agreed marking system in your school?		
13.	Does this system reduce marking time for teachers?		
14.	Are teachers managing to mark at least 2/3 of pupils work per day?		
15.	Do you have functional subject panels in your school? (Probe for minutes)		
16.	Are teachers practicing peer marking? (using pupils to mark fellow pupils' work)		
17.	In teaching, are there large classes in your school handled by more than one teacher during the same lesson? (e.g. as one teaches, the other marks and helps keep order, circulating among the students from time to time, the teachers switch roles)		
18.	Is your school practicing multi-shift (one stream in the morning and one in the afternoon) to reduce the large class size?		
19.	Are the classes that are split (morning/afternoon) taught by the same teacher?		
20.	Does the class 1 teacher progress with his/her class through class two and three?		

Signature staff administering checklist:

Other comments:

TEACHER OBSERVATION FORM

Observation Start time:

A. BACKGROUND INFORMATION

1.	Name of observer:	
2.	Date of observation:	
3.	Name of School:	
4.	Name of District:	
5.	Division:	
6.	Zone:	
7.	School cluster:	
8.	Name of teacher:	
9.	Gender of teacher:	
10.	Teacher's qualification:	
11.	Number of years as a teacher:	
12.	Class being taught:	
13.	How long has the teacher taught that large class	
14.	Subject being taught:	
15.	No. of children enrolled in the class	Male: Female: Total:
16.	No. of children present in the class at the time of observation	Male: Female: Total:
17.	No. of over age children in the class at the time of observation	Male: Female: Total:

A.	Classroom Management – Physical Environment	Yes	No
1.	There is adequate light to see the black board		
2.	The blackboard is adequately painted for visibility		

TEACHER OBSERVATION FORM

3.	There is adequate light to read books		
4.	Sitting arrangements encourage participation		
5.	The classroom is clean/tidy		
6.	The classroom is adequately ventilated		
B.	Classroom Management – Facilities and Materials	Yes	No
1.	There is a display of pupils' work in the classroom		
2.	There are teaching/learning materials available in the classroom		
3.	Teaching/learning materials displayed contain accurate information		
4.	The teacher has recommended textbooks for the class		
5.	The teacher uses the recommended textbooks in the class		
6.	The textbooks are adequate for the pupils in the class (1:3)		
7.	The pupils are using the textbooks in class		
8.	Teaching/learning materials are displayed at the learners eye level		
9.	The teacher makes use of locally available resources and materials		
10.	The pupils use learning materials		
11.	There is a place in the classroom or school for the teacher to safely store teaching/learning materials.		
C.	Classroom Management – Organization	Yes	No
1.	Pupils follow classroom routines (e.g. calling the class to attention, order of entry and exit from classroom, signals for time up, signals for calling pupils to attention)		
2.	The pupils share responsibilities for tasks within the classroom		
3.	Pupils pay attention when the teacher gives instructions		
D.	Teaching Methodology – Teacher/Pupil Relationships	Yes	No
1.	The teacher is audible so that all pupils in the class or group can hear		
2.	The teacher speaks to pupils in a motivating manner		
3.	The teacher talks to the pupils using vocabulary that they understand		
		Yes	No
4.	The teacher writes legibly on the blackboard so that all of the pupils can read		

TEACHER OBSERVATION FORM

E.	Teaching Methodology - Lesson Planning and Implementation	Yes	No
1.	The teacher has materials/supplies/equipment for the lesson ready		
2.	The teacher uses textbook supports (teaching and learning materials-realia)		
3.	The teacher uses a motivation strategy to introduce the lesson (compliment pupils on previous achievements, give pupils talented in a certain area opportunities to practice their talents e.g. by asking them to sing, recite short poems, news telling, story telling and give pupils a few questions on previous work)		
4.	The teacher maintains pupil interest throughout the lesson		
5.	The teacher celebrates positive learning outcomes with pupils (clapping etc)		
F.	Teaching Methodology – Grouping	Yes	No
1.	The teacher sometimes works with particular sub-groups of pupils		
2.	Pupils sometimes work independently in groups on activities		
3.	Pupils sometimes work in a co-operative learning group situation		
G.	Teaching Methodology - Child Centred Learning	Yes	No
1.	Pupils who need help are assisted by the teacher		
2.	Peer tutoring is used where appropriate		
3.	The teacher uses words of encouragement		
4.	In general, boys and girls appear to be treated equally		
H.	Teaching Methodology – Questioning Techniques	Yes	No
1.	The teacher directs questions to a group		
2.	The pupils respond to a question as a group		
3.	The teacher directs questions to an individual		
4.	The pupils respond to a question as an individual		
5.	The teacher provides feedback after an incorrect response in a helpful way		
6.	The teacher uses knowledge questions (e.g. tell, write, list, draw, describe, read)		

TEACHER OBSERVATION FORM

		Yes	No
7.	The teacher uses comprehension questions (e.g. explain, discuss, describe, interpret, outline, retell, predict, compare)		
8.	The teacher uses application questions (e.g. use, demonstrate, group, make)		
9.	The teacher uses analysis questions (e.g. design, investigate, experiment, categorise, separate, record, interview)		
10.	The teacher uses synthesis questions (e.g. imagine, make up, invent, create)		
11.	The teacher uses evaluation questions (e.g. judge, debate, choose, decide, prove)		
I.	Monitoring Assessment and Evaluation Indicators	Yes	No
1.	The teacher checks for pupils understanding before giving work		
2.	The teacher marks work on concepts understood		
3.	The teacher provides feedback to the pupil (oral or written) on work marked		
4.	The teacher uses a system to reduce marking load (e.g. marking in groups, using older pupils to assist in marking and checks, pupils exchange books)		
5.	Teacher spends less time marking compared to instruction time.		

Observation end time:

Observer's Signature:

TEACHERS' FOCUS GROUP DISCUSSION GUIDE

Contextual

1. What is the average number of pupils in your class?
2. What do children in your class seat on? Does it have any impact on the teaching and learning process?
3. How is the seating arrangement in your class– (**Probe** for who did the arrangement, grouping-gender, interest, age)?
4. How many shifts are in place? (**Probe** for multi-shift – does it exist, when is it done)? Which time is most appropriate to conduct classes?
5. What teaching and learning materials do you use? (**Probe** for low cost / no cost, availability and use).
6. How are teaching and learning materials used in relation to the textbooks? (Do they complement the examples in textbook)
7. Are pupils involved in making learning materials? (**Probe** How it is done)
8. How is the marking of the class register done (**Probe** who does it, how frequent, are they called by names or numbers, how long does it take)?
9. How is marking of pupils work done? (**Probe** how long it takes to mark, class work, homework)
10. Is there a display of pupils work in the classroom? How is it done?
11. Is there a feeding program in place? (**Probe** for how it is done, what they get, when)
12. What responsibilities have you assigned your pupils in class? (E.g. group leaders)
13. Do you hold remedial classes/sessions? (**Probe** How it is done, when, frequency)
14. What has changed in the classroom this term that makes you find teaching more interesting?
15. When are PE lessons held? (**Probe** For who, how often, activities)
16. Do you use a variety of ongoing assessment/evaluation of children's work to plan for lessons (**Probe** for examples)
17. Do you keep pupils' progress records? (**Probe** for secure storage)
18. In your view, as a teacher, what are the three things you have successfully implemented to cope with over-enrolled/large classes?
19. In your view, as a teacher, what are the three challenges you have faced in teaching over-enrolled/large classes?

CHILDREN'S FOCUS GROUP DISCUSSION GUIDE

General

1. What foods do you eat at home?
2. What do you like about school?
3. What don't you like about school?
4. Which is your best subject? Why?
5. What do you like most when the teacher is teaching you?
6. Which interesting things does the teacher use to teach during the lessons?

Contextual

1. What do you seat on in class? Do you like it?
2. How is the seating arrangement in your class– (**Probe** for who did the arrangement, grouping- gender, interest, age)?
3. What time do you come to school? Are there others who come at different times? (**Probe** for multi-shift – does it exist, when is it done)? Which time is best?
4. What things do your teachers use when teaching? (**Probe** teaching and learning materials, availability and use). How is the pupil involved?
5. Are you involved in making learning materials? (**Probe** How it is done?)
6. How is the marking of the class register done (**Probe** who does it, how frequent, are they called by names or numbers, how long does it take)?
7. How is marking of pupils work done? (**Probe** how long it takes to mark, class work, homework)
8. Is there a display of pupils work in the classroom? How is it done?
9. Is there a feeding program in place? (**Probe** for how it is done, what they get, when)
10. What responsibilities do you have in class? (E.g. group leaders, prefects).
11. Do you attend remedial classes/sessions? (**Probe** How it is done, frequency)
12. What has changed in the classroom this term that makes you find learning more interesting?
13. Do you go for PE? What do you like in PE?