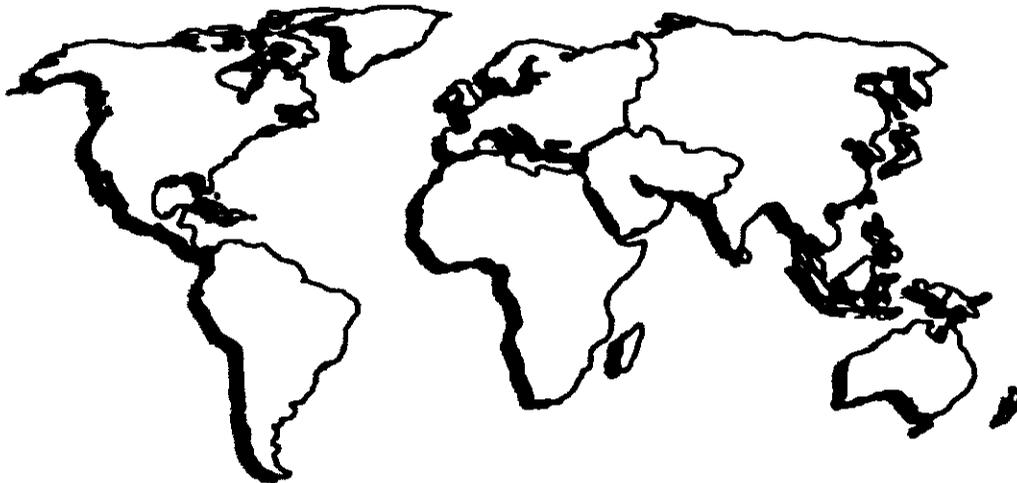




USAID/ Education for Marginalized Children in Kenya (EMACK)

Quarterly Technical Report

April-June 2004



Submitted by:

American Institutes for Research

and

The Aga Khan Foundation

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U.S. Agency for International Development
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ACRONYMS

AIR	American Institutes for Research
AKF	Aga Khan Foundation
EMACK	Education for Marginalized Children in Kenya project
EQUIP1	Educational Quality Improvement Program Award 1
CRSP	Coastal Rural Support Program
KENSIP	Kenya School Improvement Program
MRC	Madrassa Resource Center
NEP	North Eastern Province
PDC	Professional Development Center

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EDUCATION QUALITY IMPROVEMENT PROGRAM 1 (EQUIP1)

**Education for Marginalized Children in Kenya (EMACK)
Quarterly Technical Report
April 2004 – June 2004**

1.0 PREAMBLE

Project Title: Education for Marginalized Children in Kenya (EMACK)

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

Reporting Dates: May 03, 2004 – June 30, 2004

Project Budget: \$3 Million

Project Start Date: May 3, 2004

Project End Date: May 2, 2006

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2.0 EXECUTIVE SUMMARY

With an effective award date of May 3, 2004, and adoption of USAID quarterly intervals (Oct - Dec; Jan - March; April - June; July - Sept) the first project reporting period for the Education for Marginalized children in Kenya (EMACK) project is an abbreviated one. However, without the benefit of an appointed Chief of Party, the two months reflected by this report were replete with orientation and planning activities that drew overseas and country staff together in Nairobi and Mombasa for meetings the latter half of May, and culminated with workshops in June. Institutional relationships were established and expectations identified in a first round of critical meetings between contractual organizations, USAID and the Ministry of Education, Science and Technology (MOEST). An exhaustive search for an appropriate Chief of Party was successful, and their orientation began the end of June. Initial work plans were developed during the period, and subsequently reviewed in two participatory workshops. Proposed staffing plans were reviewed and critiqued in preparation for recruitment and placement activities.

This initial groundwork has provided a sound foundation for project movement in a positive direction. Plans for the next quarter reflect the commitment of all those involved to achieve the targets of the program during the two year project time period. With input from USAID and MOEST, the work plan and performance-monitoring plan will be submitted the first week of August. Recruitment, office set-up, and procurement will accelerate, and community-level project activities will commence in the Coastal province. With help from USAID, EMACK also looks forward to engaging with appropriate local government officials to initiate project activity in the North Eastern province in an agreed upon target area.

3.0 PROJECT SUMMARY

EMACK has been programmatically developed to improve educational opportunities for children of marginalized populations by enhancing existing education programs and priorities in the Coastal and North Eastern provinces of Kenya. The program seeks to improve access and retention rates for children historically under-served by the education system by working with government and local NGOs to strengthen their technical depth, as well as research and explore innovative strategies for reaching the most vulnerable pre-school and primary-aged children. The project's special focus on vulnerable children is multi-dimensional, locally-defined, and includes how the education system addresses impoverished children, those affected by HIV/AIDS, students with special learning needs, and other children who have been chronically under-served.

In the Coastal province, EMACK is working with four Aga Khan Foundation (AKF) projects to enhance their abilities to promote quality education in the classroom, and to engage communities and policy makers around issues of pre-primary to primary transition and appropriate education for marginalized children. The project works through these grassroots partners to improve classroom environments by mobilizing and training teachers, communities and parents, and local education officials. Activities are planned for rural areas of the Kwale and Kilifi districts, as well as the urban center of Mombasa. EMACK's focus allows project partners to bring new depth to their existing activities, add value through innovative new programs, and strengthen their linkages to one another and other local entities. AKF partner projects include: the Coastal Rural Support Program, Kenya (CRSP); the Kenya School Improvement Program (KENSIP); the Madrasa Resource Center, Kenya (MRC); and the Professional Development Center Lead-in Project (PDC).

In the North Eastern province, program focus will seek to enhance existing education priorities by supporting promising local initiatives. The provincial government and that of the EMACK target district are key to EMACK's success, as they help to set the project's agenda and participate in planning and delivery. It is anticipated that a limited number of piloting activities will take place through a small grants program, which will add to the knowledge base created in action research activities about effective and innovative ways to address the educational needs of pastoralist children, a historically marginalized group.

3.1 Project Goals and Objectives

In order to achieve the strategic objective "primary education opportunities increased for children of marginalized populations" the EMACK team will direct its efforts toward two performance targets:

- Strengthening community, school and district partnerships.
- Improving teacher practices and competencies.

Specific project objectives for each of the two components of the program are as follows:

Component One: In the Coastal province, 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.

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

Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom including teacher training and curriculum development.

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

Component Two: In the North Eastern province, identify and address the unique educational needs of pastoralist communities.

Sub-objective 1: Research and investigate current approaches for educational delivery and support to the target population.

Sub-objective 2: Facilitate policy dialogue and coordination among relevant stakeholders.

Sub-objective 3: Explore and carry out effective, flexible, potentially long-term approaches to providing relevant educational opportunities to the target.

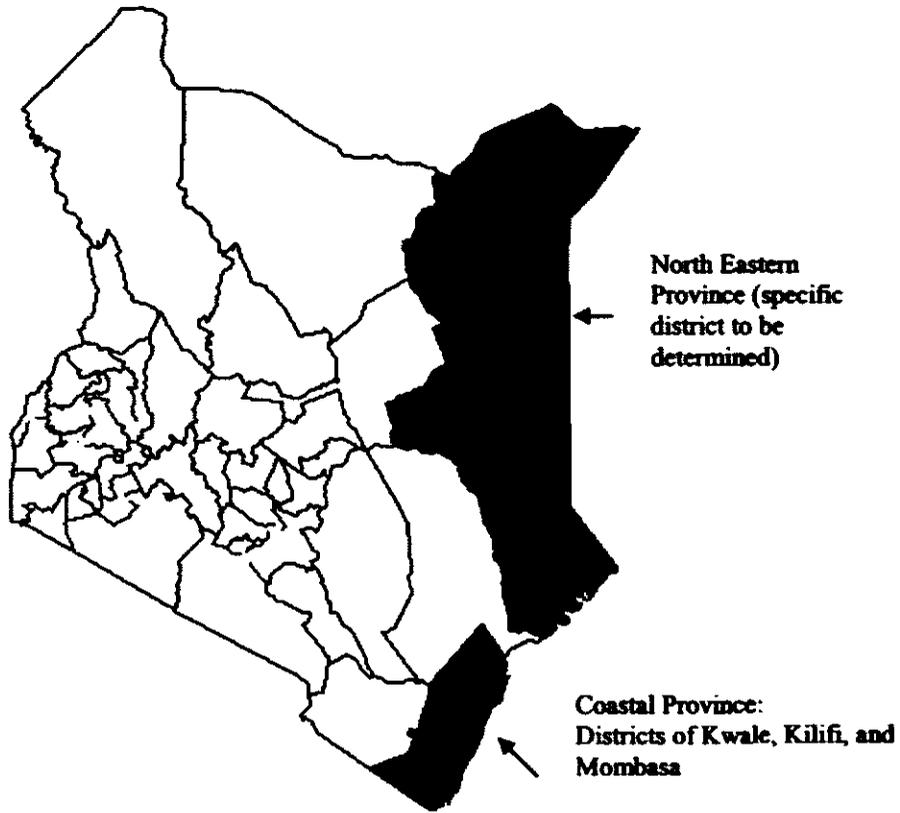
Sub-objective 4: Enhance existing education priorities.

3.2 Project Activities in Target Areas

EMACK anticipates focusing on a number of activities in order to reach the identified targets including:

- Developing replicable models of school-community–district partnerships that strengthen the school and lead to increased and more effective parenting and community participation and ownership;
- Training teachers at the pre-primary and primary school levels to integrate learning readiness and child-centered pedagogical techniques that improve literacy and numeracy skills as well as promote a more enjoyable and productive educational experience for students;
- Increasing numbers of children who successfully move from pre-school to primary school by sensitizing parents and training pre-school and primary school teachers and administrators on factors affecting successful transition;
- Exploring and supporting non-traditional models of educational delivery and support that are appropriate for pastoralist communities in the Northeast Province; and
- Upgrading on a limited basis, pre-primary and primary school infrastructure and teaching materials.

Figure 1: The target areas in which EMACK will work.



4.0 TECHNICAL ACTIVITIES DURING THE REPORTING PERIOD

The EMACK grant was signed in early May 2004. Activities during the first two months of the grant focused largely on project start-up and recruitment. Part of this process was an intensive set of conversations, meetings and workshops with AKF partners in the Coastal province to clarify geographic scope of the program, how activities will overlap, and how best to address the project's focus on vulnerable children. Two-day workshops were held in Mombasa at the end of May (24 and 25) and the beginning of June (7 and 8) for these purposes. Participants included representatives from projects already active in the Coastal province who will take part in the EMACK program, as well as core EMACK staff.

Outcomes of the workshops included draft partner work plans with preliminary benchmarks and project targets, a working definition of the project's approach to vulnerable and marginalized children, and a revised human resources plan for the Coastal province. In addition, target intervention areas were identified and include:

- Mombasa: Kisauni
- Kwale: Samburu, Kinango
- Kilifi: Bamba, Kaloleni, Bahari

In the Coastal province, these workshops proved to be an important first step to ensure that all partners had a common understanding of what EMACK should be able to achieve, and what they can expect to gain from and contribute to the project. The advantages that the partners bring to EMACK as established entities also mean that there are diverse expectations, which deserve attention as the project moves forward, so as to capture their strengths in meaningful ways and to keep the project focused.

During the workshops, the Coastal province partners had a chance to reflect on the term *marginalized* and how it will be addressed by the project. Participants listed factors that have led to the marginalization of children in the school system and in the classroom. Inadequate resources, geographic location, food and water shortages, physical or cognitive conditions, risks associated with HIV/AIDS and other health conditions, as well as gender were all factors that the participants recognized contribute to a child's vulnerability and may be areas for the program to address. The result of the discussion was an agreement among participants that EMACK focus on a needs-based assessment of how to achieve quality education for ALL children. The result of this assessment should address practical strategies that teachers, parents, and district government education staff can adopt that will contribute to breaking down some of the barriers identified.

During the reporting period, critical dialogue was opened with the Ministry of Education Science and Technology (MOEST) around the EMACK project. This dialogue was reinforcing of pre-award stakeholder workshops that occurred in March 2004 in the North Eastern province around the development of the provincial strategic plan for education. Subsequent informal conversations with MOEST officials further clarified what a project might seek to do in the NEP. On May 21, 2004, representatives from AIR, AKF and USAID met with the Permanent Secretary for Education. These meetings have been instrumental in providing guidance for the project, as well as engendering a tone of cooperation and shared ownership between the government and EQUIP1.

5.0 MANAGEMENT INFORMATION

Most of the project activities during the first quarter centered on getting EMACK up and running as a functional entity. Major progress is summarized below.

5.1 Organizational Linkages

AIR and AKF held meetings and conducted a joint visit in order to help identify timelines, priorities, roles and responsibilities, and establish relationships with USAID, as well as partners. Moreover, a great deal of effort was put into determining AKF partner projects' roles and interests in EMACK.

5.2 Human Resources

The human resource/staffing plan for EMACK was revisited within partner meetings. Each budgeted position was examined and careful consideration for the roles and responsibilities of those individuals was compared against

expressed partner needs in the Coastal province and anticipated needs in the North Eastern province. Coastal province positions were also allocated to each of the partner projects. These will be EMACK staff on secondment to various AKF projects that are implementing EMACK activities. Terms of Reference were drawn up for members of the core team and the process of identifying appropriate candidates began. The COP was hired as a husband/ wife team, who started their orientation to the project in late June.¹

Table 1: Revised human resources plan

CORE TEAM		
PROPOSED		REVISED
1	COP	COP
2	Program Assistant to the COP	Program Associate to the COP
3	Learning Specialist	Early Childhood Education Specialist
4	Policy and Dissemination Specialist	Policy and Dissemination Specialist
5	HIV/AIDS Specialist	Health and Education Specialist
6	Community Participation Specialist	Changed to NEP Team
7	Monitoring and Evaluation Officer	Monitoring and Evaluation Officer
8	Director of Operations and Finance	Director of Operations and Finance
9	Office Assistant	Project Accountant
10	Secretary	Secretary
11	Driver	Driver
12	Driver	Driver
COASTAL PROVINCE		
PROPOSED		REVISED
1	Field Director Coastal Province	Field Director Coastal Province
2	None budgeted	
3	Admin and Finance Manager	
4	ECD program officer Kwale	ECD program officer (MRC staff)
5	ECD program officer Kilifi	ECD program officer (MRC staff)
6	Community participation officer Kwale	CRSP program officer
7	Community participation officer Kilifi	CRSP community participation officer
8	New position	CRSP community participation officer
9	New position	CRSP community participation officer
10	New position	Program officer (KENSIP)
11	New position	Program officer (KENSIP)
NE PROVINCE		
PROPOSED		REVISED
1	Field Director - NEP	Field Director - NEP
2	Senior Administration Manager	Finance and Administration Manager
3	Policy and Coordination Officer - NEP	Policy and Coordination Officer - NEP
4	Action Research Officer	Action Research Officer
5	(changed from core team)	Community Participation Officer
6	Driver	Driver
7	Driver	Driver
8	Office Assistant	Deleted
9	Secretary	Secretary

¹ The revised human resources plan created during the first quarter is shown above. However, this will be subject to COP review and partner consultations in the second quarter.

5.3 Office Set-Up

The process of identifying office space began through discussions with local authorities about possible existing MOEST facilities, but an office space has yet to be identified. In the interim, a small office at the existing MRC was identified to house the project until more appropriate space is located. Procurement of office furniture will then occur. One laptop was purchased for the OOP.

5.4 Management Visits

AIR and AKF USA made a visit to Kenya in late May for the post-award meeting with USAID and the first partner workshop in Mombasa. The visit was successful in helping to exchange ideas and discuss future directions for the program. The visit also underscored the importance of getting the program staffed so that further planning could continue with partners and more thought could be put into the NEP.

6.0 FUTURE PLANS

As the quarter represented only the first two months of the project, it is too early to report on lessons learned or specific recommendations.

Activities in the coming quarter will focus on the development of project documentation, including the work plan and the performance-monitoring plan. Office space will be located, and procurement of furniture and vehicles will begin. Activities in the Coastal province are expected to get underway under partner direction in August. As technical experts are hired on the core team, they will be enlisted to provide support to implementation, planning, and strategic thinking. In the NEP, the project will work with USAID and the provincial education department to introduce the project and determine an appropriate target area.