



USAID/ Education for Marginalized Children in Kenya (EMACK)

Annual Implementation Plan

Year 1: 2004- 2005



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Acronyms

| | |
|--------|--|
| AIR | American Institutes for Research |
| AKF | Aga Khan Foundation |
| CBO | Community Based Organizations |
| COP | Chief of Party |
| CRSP | Coastal Rural Support Program |
| CRT | Community Resource Team |
| DEO | District Education Officer |
| DICECE | District Centers for Early Childhood Education |
| ECD | Early Childhood Development |
| EFA | Education For All |
| EMACK | Education for Marginalized Children in Kenya project |
| EQUIP1 | Educational Quality Improvement Program Award 1 |
| FOD | Field Office Director |
| FPE | Free Primary Education |
| GoK | Government of Kenya |
| KENSIP | Kenya School Improvement Program |
| KRT | Key Resource Teachers |
| MOEST | Ministry of Education, Science and Technology |
| MRC | Madrassa Resource Center |
| NEP | North Eastern Province |
| NGO | Non-governmental Organization |
| PDC | Professional Development Center |
| PO | Program Officer |
| PRA | Participatory Rural Appraisal |
| SMC | School Management Committee |
| TA | Technical Assistance |
| TAC | Teacher Advisory Committee |
| TTC | Teacher Training Center |
| UPE | Universal Primary Education |

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1.0 Executive Summary

The “Education for Marginalized Children in Kenya” (EMACK) Project seeks to address educational challenges faced by marginalized populations in two provinces in Kenya. The project’s interventions will span two years and target marginalized populations in the Coastal and North Eastern provinces. The project seeks to address the needs of the Government of Kenya (GoK) in these two areas through a set of tailored approaches for each province.

EMACK was designed in response to an expressed interest from the GoK to help it better address the educational needs of marginalized children. Despite the fact that recent steps to promote Free Primary Education (FPE) in the country have been successful in increasing pupil enrollment countrywide by 30%, insufficient resources and preparation at the school level have meant that this increase has overwhelmed the system. This justifiably causes concern that traditionally marginalized groups are now at even greater risk of being underserved. As a result, EMACK is focusing its activities in the chronically impoverished and water scarce Coastal and North Eastern provinces. Emphasis will be placed on reaching these geographic populations that have traditionally fared less well in terms of their educational achievement in Kenya, as well as on the individuals within these populations who are the most vulnerable children with special learning needs, girls and children affected by HIV, poverty, famine or other special conditions. The project works in partnership with government and the local non-governmental organization (NGO) sector to find innovative ways of addressing educational challenges.

The project contributes to the MOEST’s work in the context of USAID/Kenya Mission’s Strategic Objective: *Primary education opportunities increased for children of marginalized populations*, and has two major components:

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.

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

The conceptual framework builds on tailoring value added activities that contribute to: (a) increasing community and parental participation in all aspects of school life (not just cost-sharing); (b) improving coordination and dialogue that contributes to and informs an enhanced national education plan; and (c) integrating early childhood development (ECD) programming with lower primary schooling, in a way that is characterized by active, enjoyable learning; by improved literacy and numeracy skills; by attending to health (especially HIV/AIDS) and nutrition concerns and utilizes the strengths of the Aga Khan Foundation (AKF), as well as the American Institutes for Research (AIR). EMACK’s focus allows project partners to bring new depth to their existing activities, as well as to strengthen their linkages to one another and other local entities.

Major planned activities over the first year in the Coast Province will include starting new and upgrading established ECD centers, improving the organizational and administrative skills of School Management Committees (SMC), implementing school improvement small grants programs, and upgrading the skills of pre-school and primary school teachers, administrators and educational officials with regard to child-centered learning, the issues of transition from pre-school to primary school and strategies to address the educational needs of vulnerable children. In the North East province, activities will initially center on needs assessment followed by implementation of a small grants program with NGOs/CBOs/schools testing innovative models of delivering pre and primary school services to pastoralist populations.

2.0 Background

The introduction of FPE in Kenya has been hailed as a significant step toward reaching EFA goals in the country. However, the Kenyan school system has far to go before it will reach the educational needs of all children, particularly those who have been historically marginalized. Under FPE, the abolition of fees and levies for primary education has led to a tremendous escalation in pupil enrollment with little or no preparation to accommodate the increased numbers of students. Enrollment countrywide is reported to have increased from 6 million to 9 million primary school pupils over the course of a single school year. The result has overwhelmed the system. Physical space constraints, rising student/teacher ratios, lack of supplies, and concerns about suffering quality have led to the appointment of a Free Primary Education Task Force and a recent set of guidelines for FPE.

The Government of Kenya has laid out a policy of shared responsibility, requiring partnerships between the Government, parents, teachers, communities, political leaders, religious organizations, civil society, trade unions, private investors, and development agencies. As a part of these education sector reforms, the Ministry of Education, Science, and Technology (MOEST), has expressed special interest in expanding educational opportunities for marginalized populations, particularly those school-aged children in the Coastal and North Eastern provinces and urban slums in Nairobi and Mombasa, as well as orphans and vulnerable children affected by HIV/AIDS.

EMACK has chosen the Coastal and North Eastern provinces as its area of focus. The need for educational improvements is acute. According to the 1999 census, almost 24 percent of the population over the age of five had never attended school in the Coastal Province. For the North Eastern Province it was higher yet, reaching 59 percent. This is compared to a national average of 14 percent.

By geographic location, EMACK's target areas include predominantly marginalized children. EMACK will also aim to reach children within these areas who are particularly vulnerable. Girls as a percent of total enrolled students in primary school classrooms of the Coastal and North Eastern provinces are the very lowest in the country (45.4 and 32 percent, respectively). With a higher percentage of Kenya's minority Muslim population, these two provinces are also subject to scarce water resources and lower household incomes, which limit the ability of communities to financially contribute to their children's education. In the North Eastern province, pastoralist communities lack access to culturally appropriate schools. Although the infection rate is lower than in many other parts of the country, the impact of HIV/AIDS is becoming increasingly apparent. These and other factors help to define a subset of vulnerable children who will receive particular attention in the EMACK program.

3.0 Project Goal, Objectives and Activities

The project's broad goal is to improve educational opportunities for marginalized populations in Kenya. The geographic scope is limited to the Coastal province and North Eastern province, both identified as areas where populations have fared less well in terms of their educational achievement. Two sets of objectives and activities have been drawn up for each of the two provinces, which are referred to as *component one*, and *component two*. These objectives and activities reflect the assertion that access and retention rates of marginalized populations can be increased by attention to (a) increasing community and parental participation in all aspects of school life (not just cost-sharing); (b) improving coordination and dialogue that contributes to and informs an enhanced national education plan; and (c) integrating early childhood development programming with lower primary schooling, in a way that is characterized by active, enjoyable learning; by improved literacy and numeracy skills; by attending to health (especially HIV/AIDS) and nutrition concerns. Expected results of the program reflect that attention to early learning readiness also increases educational opportunities for marginalized populations, particularly the most vulnerable. Component objectives include:

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.

In the Coastal province, EMACK is working with four AKF projects to enhance their abilities to engage in the classroom and with communities and policy makers around issues of pre-primary to primary transition, and appropriate educational delivery for the province's 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 in the first year will be in rural areas of the Kwale and Kilifi districts, as well as the urban center of Mombasa. The activities for the Coastal province have resulted from extensive consultative processes with the project's partners on the Coast. As a result, the Chiefs of Party (COP) have a high degree of confidence that the activities it contains are the types of interventions needed to meet the project's goals on the Coast.

Sub-objective 1: Develop Community Capacity to support effective educational programming for the target population. Community seminars and focus groups will help to inform project design, to develop activities that address major educational challenges faced by children. School Management Committees will be strengthened through leadership and management training and awareness raising campaigns. Another priority will be facilitating closer links between parents and communities, and the wider government representatives at the district level through organized opportunities for sharing and learning, prioritizing, and coordinating planning sessions. Seminars on child development and parenting will be designed and carried out for both parents of school age children and community members. Awareness campaigns, parents'/community seminars and community involvement in classrooms around issues of vulnerable children (e.g., girls, HIV/AIDS affected children, the poor and children with disabilities) will be carried out.

Sub-objective 2: Enhance the capacity of the MOEST to better respond to the educational needs of marginalized populations. Appropriate training will be designed and provided for MOEST officials and institutions at the district and local level to help them understand community concerns, recognize community assets and to encourage them to use this information in their work. Policy dialogue activities will include coordination with MOEST officials, community members/school officials and project staff. Forums that bring community representatives together at strategic junctures (e.g. when strategic plans are being reviewed) will be hosted.

Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom by including teacher training and curriculum development. Teachers will be trained and supported to utilize child-centered methodologies in the classroom in order to promote effective learning, including child-centered health education. In addition, teachers, parents and school administrators will be trained on how to better support children's transition from pre-school to primary school. Appropriate training modules for teachers will be developed and tested, as well as supplemental teaching and learning materials, in order to address children with special needs. DICECEs, TACs and DEOs will be supported through teacher training for pre-school teachers.

Sub-objective 4: Maximize project impact by sharing lessons learned, opportunities for replication and improving the capacity of partner personnel. Lessons learned will be documented and disseminated. In addition, recommendations will be developed around the risks, opportunities and costs of replicating the EMACK model in other areas in the country. Regular meetings will be

coordinated including key representatives from the Ministry of Education, Science and Technology (MOEST), the Madrasa Resource Center (MRC), the Coastal Rural Support Program (CRSP), the Kenya School Improvement Program (KENSIP), the Professional Development Center (PDC), USAID and other relevant institutions and agencies to facilitate sharing of lessons learned.

Component Two: In the North Eastern province, identify and address the unique educational needs of pastoralist communities. In the North Eastern province, project focus will enhance existing education priorities by supporting promising local initiatives. The plan of activities for the North Eastern province, developed with brief initial discussions and input from the Ministry of Education at both the national and provincial levels, still requires more consultations with MOEST to apprise them of the goals and activities of the Project, to tailor the activities more closely to the needs of the province and the scope of the Project, and to get MOEST programmatic support.

In meeting with the USAID Mission Director on July 12, 2004, it was agreed that USAID would take the lead in paving the way for further discussions with MOEST officials, incorporating other USAID infrastructure development interventions in the overall discussion. This process will, per force, take some additional time for USAID to schedule and facilitate MOEST meetings. It will also require some revisions in the NEP work plan. However, once further clarity is obtained, the project is confident that this process will result in a more relevant and effective work plan and project interventions.

Sub-objective 1: Research and investigate current approaches for educational delivery and support to the target population. A mapping exercise outlining current initiatives in primary education will be the first step in understanding the current context including analysis of approaches and their level of success in addressing the unique education needs of pastoralist communities. Local government officials will be key informants as well as contributors to help EMACK review government documentation and collect information on effective practices in basic education (pre-school and lower primary). Local community groups and non-governmental organizations (NGOs) will also be utilized to share their experiences and attitudes regarding effective practices in basic education for the province.

Sub-objective 2: Facilitate policy dialogue and coordination among relevant stakeholders. Stakeholders' committee meetings will be held to discuss project directions and progress. A quarterly newsletter will assist with information sharing around program progress, effective practices and other educational issues of mutual interest to program partners. Training sessions and/or workshops for parties involved in the program delivery, including local government partners, will be held to share critical information about innovations in education and effective practices. A series of consultative community forums in the target areas will contribute to addressing local concerns in education.

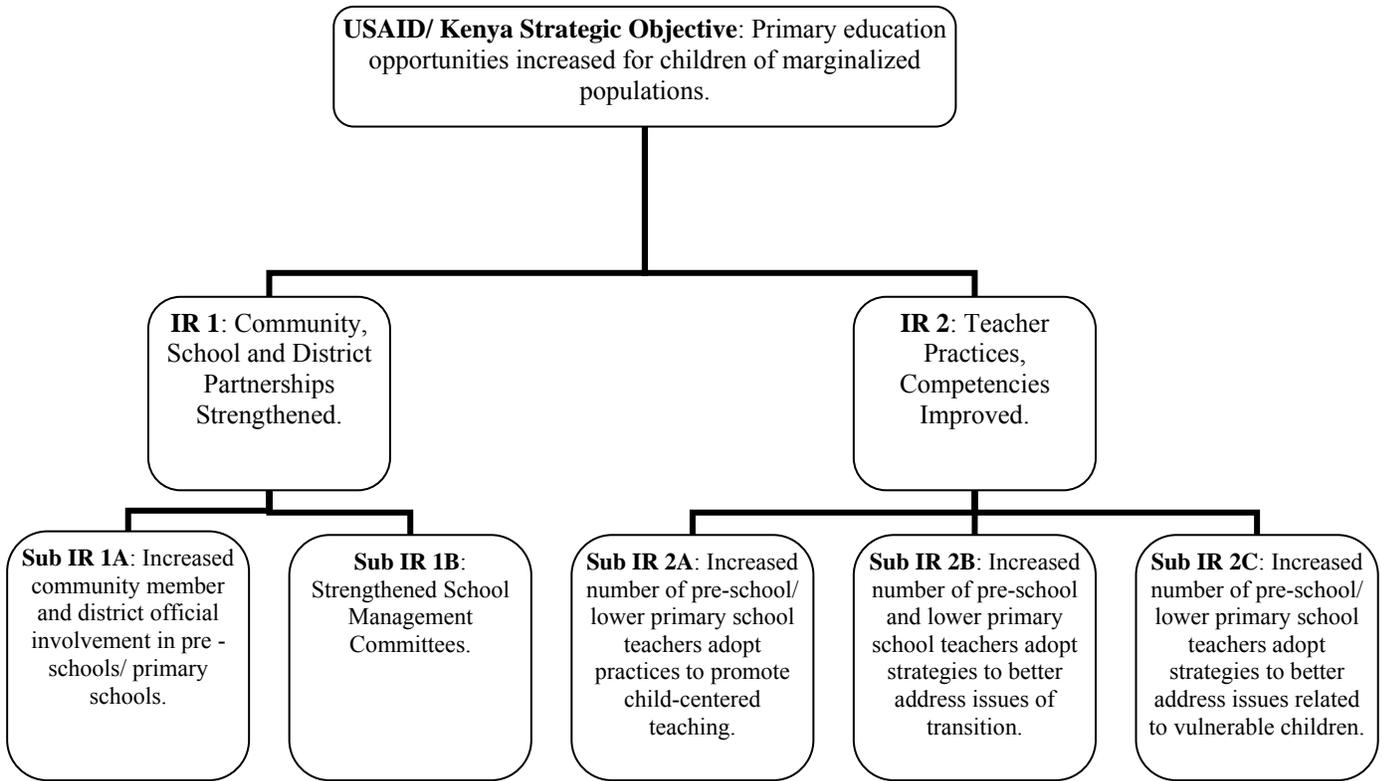
Sub-objective 3: Explore and carry out effective, flexible, potentially long-term approaches to providing relevant educational opportunities to the target population. This objective will help to identify replicable models for educational delivery in the North Eastern province. Criteria will be developed in order to institute a small grants program. Potential small grant recipients will receive support in designing effective proposals and budgets informed by best practices and PRA research. These grants will then be awarded to local organizations. EMACK will provide ongoing monitoring and technical support to small projects in order to ensure project integrity. Regular meetings of small grant recipients and local government officials will be held so that the projects can learn from one another's progress and share lessons learned. One pilot area for action research activities in cooperation with provincial education officials will be identified.

Sub-objective 4: Enhance existing education priorities. Technical and financial assistance will be provided to support the formation of provincial plans at strategic workshops. Assistance to provincial authorities will be key in order to gain approval and recognition of these plans at the national level. Teacher advisors and teacher center personnel will have the opportunity to receive in-service support on teacher mentoring and how to address the educational needs of children of pastoralists. Community awareness campaigns will contribute to the overall objective through the promotion of flexible educational opportunities.

Refer to *Annex A* for specific information about program objectives, timelines and activities by component.

The project’s results and their link to USAID/Kenya’s results framework in support of the MOEST are presented in the following chart.

Figure 1: USAID Strategic Framework



4.0 Strategic Framework

To address some of the challenges facing the education sector in Kenya, EQUIP1 offers the combined expertise of the American Institutes for Research and the Aga Khan Foundation to implement a project aimed at improving educational opportunities for marginalized populations in Kenya.

Build on current strengths. The project builds on the strengths of both of the partners involved. AIR brings 30 years of experience in creating standards for preschool programs and measurement tools to demonstrate how programs are meeting their goals. AKF has worked at the pre-school and primary levels in the Coastal province over the last 15 years. In addition, AKF and other Aga Khan Development Network institutions work in health and rural community development in Kwale. AKF has ongoing activities in the Coastal province, which will provide a significant base for project activities. In particular, AKF operates local Madrasa Early Childhood Development Centers and works with local primary schools through KENSIP. The Project's activities will build upon the existing relationships, adding specific focus on teaching quality improvement and the issues of vulnerable populations.

In the North Eastern province, project staff will design new activities and then work through local NGOs and community groups to implement the activities. For example, if the decision is made to renovate a boarding school, the project will contract with a local organization to complete the renovations. AIR will facilitate an integrated working relationship to ensure collaboration among the MOEST, USAID/Kenya, and other local partners. In addition, in the North Eastern province, the project capitalizes on AKF's current and past relationships with GoK institutions and local NGOs working in the region. These partnerships are crucial to the overall strength of the program, enabling it to gear up quickly in the first year and build capacity in the GoK and other local counterparts. Activities will be planned in order to hand over key functions to GoK and other players with long-term commitments to the region, as well as to make recommendations in order to allow those agencies to better carry out their work in the future.

Specific AKF projects involved in EMACK include:

Kenya School Improvement Program (KENSIP) aims towards improving the quality of primary education in 81 schools¹, not only by making learning a more meaningful and positive experience for both teachers and students, but also by providing holistic training to everyone involved in the education process – from head teachers to community members and even education officials at the district level. This idea of whole-school change is based on research and experience that shows the overall quality of teaching and learning in schools is more likely to increase when every teacher within a school actively participates and cooperates in the pursuit of shared goals for school-wide development and change. The *Professional Development Center (PDC)* is a project of the Aga Khan University-Institute for Educational Development, which provides in-service training to teachers and administrators. PDC will work with KENSIP as necessary in order to carry out KENSIP activities in EMACK.

Madrasa Resource Center, Kenya (MRC) has developed an innovative approach to community-based early childhood education, which has increased access and retention rates in primary schools for children who come from marginalized communities. The MRC supports communities in the Coastal province. In the last 5-6 years it supported 51 communities to establish their own pre-schools. The MRC developed its pre-school program using the lessons learned from integrating principles of early childhood education with Islamic cultural

¹ KENSIP is working intensively in 19 schools and EMACK will use those 19 schools to test approaches to effective practices, which will subsequently be used in other EMACK-targeted schools.

teachings reflecting universal ethical and value messages for young children. A keystone of the MRCs' training programs is the development of low-cost teaching and learning tools using materials found locally and produced by teachers, students and community members.

The *Coastal Rural Support Program, Kenya* (CRSP) is a participatory rural development project which links elements such as rural savings and credit, natural resource management, infrastructure development, agricultural productivity and human capacity development to an overall community development strategy. CRSP aims to create or strengthen institutional structures at the village level so people can better prioritize their needs and decide how best to manage local resources. Based on expressed community needs, CRSP has recently developed a strategy to work with stakeholders to initiate early childhood development programming activities in its communities. The strategy is based on a comprehensive needs assessment that reflects growing community awareness about and interest in early childhood development.

Figure 2: Interventions by Partner

| School and District Partnerships Strengthened | |
|--|--|
| CRSP | <ul style="list-style-type: none"> ▪ Early Childhood Development policy workshops and meetings ▪ Community mobilization activities in 28 communities ▪ Health education for parents (2 per school, 28 per term – 300 participants) ▪ Training of Community Resources Persons (CRPs) in health and nutrition issues (28 participants) ▪ Development plan with parents for each school (leads to small grant program, 28 schools) ▪ Development of policy/advocacy efforts through networking of schools and meeting with officials ▪ Health interventions with MOH in 28 ECD centers on issues such as vitamin A supplements, immunization, growth monitoring (420 children) |
| MRC | <ul style="list-style-type: none"> ▪ Parent education <ul style="list-style-type: none"> - Workshops and seminars on general Early Childhood Development issues of relevance to parents of pre-school and primary school children of 11 ECD centers (44 sessions, 600 participants) - Presentations on learning difficulties and issues of children with behavioral and emotional problems (130 participants) |
| KENSIP | <ul style="list-style-type: none"> ▪ Parent education workshops on transition issues at 19 primary schools ▪ Organize children's participation in advocacy efforts at local/national level ▪ Facilitate school Open Days to create awareness on learning needs of vulnerable children |
| School Management Committees Strengthened | |
| CRSP | <ul style="list-style-type: none"> ▪ Train school management committees and development network (2 sessions – 42 participants) ▪ Small grant program (run by SMCs, linked to Village Development Committees) |
| MRC | <ul style="list-style-type: none"> ▪ SMC refresher training (220 participants) ▪ SMC new training (50 participants) ▪ SMC Remediation (weak schools) – (50 part.) ▪ Community Resource Team (CRT) training (50 participants) ▪ Small grant program (run by SMCs) |
| KENSIP | <ul style="list-style-type: none"> ▪ Training of SMCs on effective management skills (3 two day seminars for 3 school clusters) ▪ Small grant program for SMC school development projects (6 schools) |

| Teacher Competencies Improved | |
|--------------------------------------|--|
| CRSP | <ul style="list-style-type: none"> ▪ Support DICECE 5 week course for pre-school teachers (28 participants) ▪ Transition training workshop (40 participants) |
| MRC | <ul style="list-style-type: none"> ▪ Pre-school teacher training: <ul style="list-style-type: none"> - Teachers from new ECD centers trained in child-centered teaching methodologies (15 participants) - Maalim (religious educator) training (60 participants.) - Vulnerable children – initial course (50 participants) - Vulnerable children – “advanced” course (16 participants) - Transition workshops (90 primary schools, 360 participants) ▪ Train teachers on strategies to promote tolerance/reduce stigma in the classroom (HIV/AIDS intervention) |
| KENSIP | <ul style="list-style-type: none"> ▪ Primary school teacher training: <ul style="list-style-type: none"> - Child-to-Child health education (1 six day workshop, 30 participants) - Instructional materials (1 three day workshop for 40 pre and primary school teachers) - Child centered learning methodology (2 three day workshops, 60 participants) - Special needs workshop (1 two day workshop, 30 participants) - Transition workshops (2 one day workshops for pre and primary school teachers and Heads of Schools, 19 primary/19 pre-school teachers) - Flanders Interactive Activity Checklist Workshop (FIAC) (1 three day workshop, 30 participants) - Schemes of work and lesson plan review (3 two day curriculum workshops for 90 participants) ▪ Gender (3 two day gender workshops for pre and primary school teachers, 114 participants) <ul style="list-style-type: none"> - Content-focused workshop (3 one day workshops, 90 participants) - Teacher forums to consolidate learning (3 one day sessions) ▪ Teaching and learning books addressing the needs of vulnerable children (3 clusters, 40 pre-schools) ▪ Pre-school teacher training: <ul style="list-style-type: none"> - Child Centered learning (2 three day workshops, 57 participants) - Special needs (1 two-day workshop, 30 participants) |

Focus on marginalized and vulnerable children. In the Coastal province, the project will support activities to raise awareness and better prepare educational systems and communities to work with all children from marginalized communities, with a special focus upon the vulnerable children within these communities. With an emphasis on improving teachers skills to affect learning readiness and better assist transition from early childhood to lower primary school, the project will work in coordination with the MRC, CRSP and KENSIP programs to give support to community-run early childhood education programs and the public schools where children begin their primary schooling. By infusing messages around child health, including HIV/AIDS, the importance of diverse learning and teaching approaches to reach children with special learning needs, and girls’ education, the project will bring a unique and important dimension to the existing work of partners.

Strengthen transition from early childhood to primary school. EMACK recognizes that the transition period from pre-primary to primary school represents a critical period when marginalized children often get left behind by the formal school system. The reality of universal primary education (UPE) reform, with larger classes and more stress on teachers, places greater numbers of children at risk of failing to make a successful transition to primary school. By putting focus on this critical time

period when families, communities, teachers, schools, and government members need to be aware of the importance of young children's initiation into the formal school environment, EMACK will provide a safety net for learners who might otherwise not have been as successful in primary school, or even gone on at all. EMACK will take a variety of approaches to working with children as they transition from early childhood programs to primary school by working with government entities; strengthening and expanding the reach of AKF partners, ; and mobilizing communities to play a more active role in this aspect of their children's education.

Address sustainability issues for long-term results. Sustainability issues are addressed at the onset of the program by focusing on replicable models, wide participation, and documentation and dissemination. The project will take a similar approach in the North Eastern Province. The engagement of local, regional, and national authorities, as well as local communities, will be a key underpinning to the project so that successes and lessons are shared. Cultural appropriateness within the current and projected resource pools of the local government and communities will also receive special attention. However, program activities will be exploratory in nature, so that action research, small grants, and an emphasis on documentation can give flexibility to and better inform the approach. This component of the program will be structured to underpin the GoK's strategic plan for the province by helping to test out promising models and generate recommendations for the future.

5.0 Individual Long-Term Technical Assistance Tasks

An extensive internal mid-term review of project activities will be conducted in the thirteenth month of the project. The purpose of the activity will be to reflect on progress in meeting project goals and in planning for the sustainability of project outcomes. The review will include facilitated meetings with all project staff as well as USAID representatives. Recommendations from the review will be included in the project's annual report and will be reflected in revisions to the project work plan.

AIR will provide ongoing technical assistance (TA) on some of the following topics: a) Special Needs including, child assessment procedures, and strategies for pre-school and primary school teachers; b) Transition from pre-school to primary school including current approaches, strategies for teachers and school administrators and consultations on interventions of partners. AIR will also work with the COP to conceptualize and develop activities to strengthen school management committees, community capacity, MOEST's capacity in early childhood development, and support of children in marginalized populations. Activities will also address the preparation of training materials, in conjunction with project staff; and the development of the monitoring and evaluation plan, with input from the COP. In the North Eastern province, TA in consultation with the COP will occur for planning focus group sessions and other meetings with stakeholders to assess the current situation in the province and debate alternatives.

AKF USA will provide ongoing technical assistance to guide program interventions and help streamline tools and approaches to effectively manage the EMACK project. They will also ensure program learning from the wider Aga Khan Development Network is incorporated into EMACK management, design and delivery.

6.0 Schedule and Benchmarks for a Training Plan

Partner capacity building. Each partner contributing to the success of EMACK has specific training needs. In the first quarter of year one, training needs will be assessed as the first step in an ongoing performance improvement process. These needs are based on the fundamental value of program learning and reflection and how these key elements contribute to the ultimate impact of program activities. Training activities for this section will focus upon staff capacity building themes directly related to project goals, including building

partners' capacity in the content areas of special education (specifically children with learning and behavioral difficulties), gender and transition, improving curriculum and training design, developing new programmatic interventions, and increasing capacity in contributing to policy debates and ECD advocacy efforts.

Figure 3: Training Plans for Partner Organizations

| Training Component | Description | Timeframe |
|--|--|-----------------------------------|
| Transition Issues | Strengthening understanding of partner Program Officers (PO) and MOEST partners on issues of pre to primary school transition and “state of the art” strategies and training interventions to address these issues through teacher training and community interventions. For all partners. | October, 2004 (Before Ramadan) |
| Gender Issues | Assist partner POs to gain greater understanding of issues related to, and ways of enhancing, girls' success in the classroom and effective models for training teachers in gender –related issues. For all partners. | March, 2005 |
| Teacher to Teacher Mentoring (Peer Coaching) | Consultation and training to assist KENSIP to improve their model of training Key Resource Teachers (KRTs) as mentors of other teachers. | October, 2004 (Before Ramadan) |
| Children with Special Needs | Strengthen understanding of PO's on issues related to needs of children with learning and behavioral difficulties, sharing of strategies for teachers and review/development of partner's training plans. For all partners. | November, 2004 |
| Policy and Advocacy | Assist partners to work with stakeholders to develop concrete goals, communication approaches and actions around policy and advocacy. | March, 2005 |
| Promoting Tolerance and Stigma Reduction Through Classroom Interventions | Technical assistance to MRC to develop a teacher-training module that focuses on tolerance, dealing with differences, stigma reduction and strategies for presenting these ideas to pre-school and primary school children. | November, 2004 |

Beneficiary capacity building. A major thrust of the project includes training and capacity building initiatives for beneficiaries. Direct beneficiaries include: community members, parents, teachers, children, and education officials. The project seeks to develop teachers' and communities' capacities to better address the educational needs of children living within marginalized populations. Below is a list of training activities that will be carried out in the first year of the project.

Figure 4: Training Plans for Beneficiaries

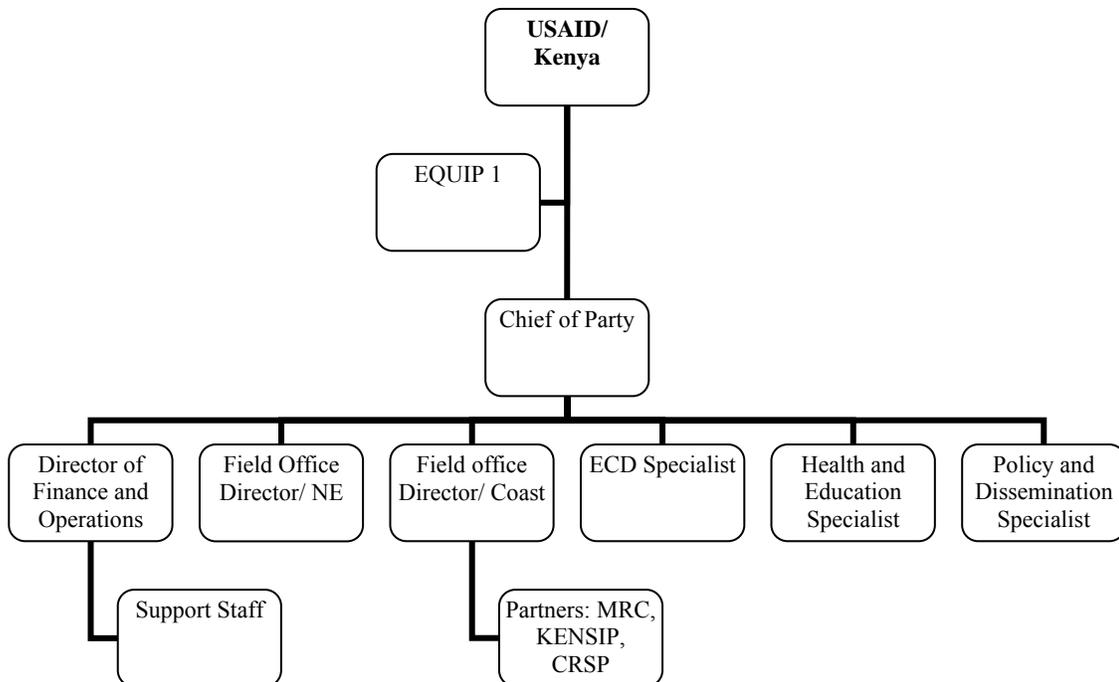
| Training Component | Description | Timeframe* |
|--|--|--|
| Community Awareness/ Community Mobilization | Hold community awareness sessions in preparation for project activities. | August – October 2004 |
| | Carry out seminars & workshops for TAC Tutors, TTCs and Inspectors on upgrading/improving skills in advising on the needs of vulnerable children. | January 2005 |
| | Train community resource persons | December, 2004 |
| Parent Support | Sensitize parents on their roles in supporting their children's education through parents' meetings. | August – onwards |
| | Hold parents' workshops on holistic child growth, development and education in participating schools and ECD centers. | January – March 2005 |
| School Management Committees | Train and support SMCs on effective management techniques including record keeping, community and resource mobilization, school administration and financial management. | September onwards |
| Strengthen CRTs | Train CRTs of the 49 graduated schools in facilitation, community mobilization and monitoring and evaluation including: facilitation and mentoring, community mobilization, monitoring and evaluation, and issues affecting early childhood development. | September-November, 2004 |
| Teacher Training | Carry out workshops for teachers and SMCs on care for children with learning and behavioral problems. | January-April, 2005 |
| | Train teachers and education officials in child centered methodologies. | November, 2004- January, 2005 & April, 2005 |
| | Strengthen madrasa maalims on teaching methodologies (pedagogy) including child-friendly environments and child-centered methodologies. | February-March, 2005 |
| | Strengthen teachers' teaching methodology skills (pedagogy) focusing on the special education needs of children with learning and behavioral difficulties. | September, 2004 & Jan.-March, 2005 |
| | Train teachers on child-to-child health initiatives. | November, 2004 |
| | Train ECD teachers in identification, care and promotion of children with learning and behavioral problems. | December, 2004- February, 2005 & April, 2005 |

| | | |
|--------------------|---|--|
| | Sensitize lower primary and pre-school teachers to gender issues in teaching and learning and provide them with effective strategies to use in the classroom. | February-March, 2005 |
| | Organize and facilitate workshops for primary school teachers on production of inexpensive locally-produced instructional materials. | March, 2005 |
| | Sensitize teachers on learning needs of vulnerable children | April, 2005 |
| | Organize and facilitate workshops for lower primary school teachers, school heads and pre-school teachers on transition of children from pre-to primary schools. | November – December 2004 & April, 2005 |
| Education Officers | Train and facilitate education officers on participatory assessment, community mobilization and children's rights methodologies and integrated approaches to ECD. | January 2005 |

7.0 Management Plan

The *EMACK* project is managed through a Cooperative Agreement between the Education Quality Improvement Program 1 (EQUIP 1), a Leader with Associates Award and the USAID mission in Kenya. The participating EQUIP1 partners and staff members – the American Institutes for Research and the Aga Khan Foundation – will be responsible for implementing a strategy and work plan that is cohesive and integrated. The following organizational chart illustrates the proposed management structure for the project.

Figure 5: Management Structure



As the lead organization for EQUIP1, AIR has the managerial oversight and ultimate responsibility for the project. AIR will ensure the project's technical and financial integrity as well as its ultimate success. AIR's Technical Advisor, in consultation with AKF's Chiefs of Party, will act as liaison for formal communication between USAID and project staff.

The EMACK/EQUIP team is led by two Co-Chiefs of Party, a husband and wife team who job-share this position. They have over 30 years of project implementation and management experience working together internationally. The Co-COPs are EQUIP1's representatives in Kenya and provide technical leadership, direct project operations, and manage project expenditures and scheduling. The Co-COPs are also responsible for managing non-contractual issues that can be resolved at the country level.

The second in charge, and designee in the absence of the Chief of Party, is the Director of Finance and Operations. This position is responsible for managing the finances in accordance with AKF and USAID policies and procedures and directly supervises the Project Accountant. S/he also supervises the Office Manager and all aspects of procurement, logistics, office maintenance and personnel, and grants.

In addition, there are two Field Office Directors (FODs) who are responsible for co-ordination of project implementation and co-ordination with partner organizations at the field offices in the Coastal province and the North Eastern province. They report directly to the COP, and coordinate with the Director of Finance and Operations. In the Coastal Province, the FOD liaises with key implementing partners and supervises and consults with the staff "seconded" to the partner organizations. In the North East Province, the FOD is responsible for both programmatic and administrative operations. A major priority of the North Eastern province activities includes maintaining solid and transparent relationships with provincial education staff, communities, and indigenous NGOs. S/he supervises a small administrative team and also monitors and implements programmatic activity through a small grants program with existing NGOs, CBOs or School Management Committees (i.e. – PTAs). The FOD also takes the lead on managing and supporting action research activities.

The EMACK senior management team also includes technical specialists in the areas of Early Childhood Education, Health Education, Monitoring and Evaluation and Policy and Dissemination who work closely with other staff and partners. These technical specialists ensure overall program consistency in their technical area, provide added support to partner organizations, and contribute to the design and implementation of monitoring and evaluation initiatives.

Annex A

FIRST YEAR WORKPLAN - EMACK

| Activities by Objective | | | | 2004 | | | | | | | | 2005 | | | |
|--|---|----|---|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|
| | | | | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr |
| Coastal Province Objective: 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. | | | | | | | | | | | | | | | |
| Coastal Province and Core Team Office Set-up | | | | | | | | | | | | | | | |
| F | 1 | 1 | Develop work plan | | | | | | | | | | | | |
| F | 1 | 2 | Locate project office space for core team in the Coastal province | | | | | | | | | | | | |
| F | 1 | 3 | Carry out procurement of office equipment | | | | | | | | | | | | |
| F | 1 | 4 | Write TOR for all core team and Coastal province personnel | | | | | | | | | | | | |
| F | 1 | 5 | Identify existing staff who can take on Core Team positions | | | | | | | | | | | | |
| F | 1 | 6 | Advertise for vacant coastal province and core team positions | | | | | | | | | | | | |
| F | 1 | 7 | Conduct interviews for vacant Coastal Province and core team positions | | | | | | | | | | | | |
| F | 1 | 8 | Create performance monitoring plan the project | | | | | | | | | | | | |
| F | 1 | 9 | Create baseline and monitoring tools for Coastal Province | | | | | | | | | | | | |
| F | 1 | 10 | Conduct baseline in Coastal Province | | | | | | | | | | | | |
| F | 1 | 11 | Administer monitoring tools in Coastal Province | | | | | | | | | | | | |
| Sub-objective 1: Develop community capacity to support effective educational programming for the target population | | | | | | | | | | | | | | | |
| Design and facilitate community seminars and other participatory activities to identify major challenges and solutions to local educational situations | | | | | | | | | | | | | | | |
| G | 1 | 1 | Conduct dissemination forum from the baseline survey | | | | | | | | | | | | |
| G | 1 | 2 | Hold community awareness sessions in preparation for project activities | | | | | | | | | | | | |
| G | 1 | 3 | Sensitize parents on their roles in supporting their children's education through parents' meetings | | | | | | | | | | | | |
| G | 1 | 4 | Develop a community resource persons training manual | | | | | | | | | | | | |
| G | 1 | 5 | Train community resource persons | | | | | | | | | | | | |
| Strengthen School Management Committees (SMCs) where they exist through leadership and management training and awareness raising campaigns NB: The SMCs are the executive committees of the Parent Associations; Parent Associations elect SMC members. | | | | | | | | | | | | | | | |
| G | 2 | 1 | Carry out SMC capacity development needs assessment (SMC bio-data) | | | | | | | | | | | | |
| G | 2 | 2 | Review and adapt SMC training modules | | | | | | | | | | | | |
| G | 2 | 3 | Train and support 55 new SMC (165 participants) on effective management techniques | | | | | | | | | | | | |
| G | 2 | 4 | Strengthen the SMCs of 49 graduate schools on management and community involvement | | | | | | | | | | | | |

FIRST YEAR WORKPLAN - EMACK

| Activities by Objective | | | | | 2004 | | | | | | | 2005 | | | | |
|---|---|---|---|---|------|-----|-----|-----|------|-----|-----|------|-----|-----|-----|-----|
| | | | | | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr |
| G | 2 | 4 | 1 | Conduct six refresher courses for 220 SMC members on record-keeping, community and resource mobilization | | | | | | | | | | | | |
| G | 2 | 4 | 2 | Train 100 new SMC members in school administration and financial management | | | | | | | | | | | | |
| G | 2 | 4 | 3 | Hold four special meetings with 11 weak SMCs from the graduated schools to plan and strategize to improve school administration and management | | | | | | | | | | | | |
| G | 2 | 4 | 4 | Organize study tours for SMC members to other well-functioning ECD Centers | | | | | | | | | | | | |
| G | 2 | 5 | | Train CRTs of the 49 graduated schools in facilitation, community mobilization and monitoring and evaluation | | | | | | | | | | | | |
| G | 2 | 5 | 1 | Hold 11 workshops for 147 CRT members in graduated schools on facilitation and mentoring, community mobilization, monitoring and evaluation, and issues affecting early childhood development | | | | | | | | | | | | |
| G | 2 | 5 | 2 | Organize 11 follow-up visits and focus group discussions for 49 CRTs | | | | | | | | | | | | |
| G | 2 | 6 | | Institute small grants program administered through SMCs to increase capacity of SMCs and improve school infrastructure | | | | | | | | | | | | |
| Facilitate closer links between parents and communities and the wider government representatives at the district level through organized opportunities for sharing and learning, prioritizing, and coordinating yearly planning sessions; | | | | | | | | | | | | | | | | |
| G | 3 | 1 | | Facilitate government and community involvement in school/ECD center based development planning by holding and supporting joint meetings | | | | | | | | | | | | |
| Design and carry out parents/community seminars on child development and parenting | | | | | | | | | | | | | | | | |
| G | 4 | 1 | | Review and adapt as necessary current AKF project material used in parent's' workshops | | | | | | | | | | | | |
| G | 4 | 2 | | Hold parents' workshops on holistic child growth, development and education in participating schools and ECD centers | | | | | | | | | | | | |
| G | 4 | 3 | | Hold parents workshops on children health issues and issues of children with emotional and behavioral problems (20 workshops for 600 participants) | | | | | | | | | | | | |
| G | 4 | 4 | | Facilitate immunization, growth monitoring, deworming at the ECD centers | | | | | | | | | | | | |
| G | 4 | 5 | | Facilitate CORPs to provide parental education | | | | | | | | | | | | |
| Promote awareness campaigns, parents/community seminars and community involvement in classrooms around issues of vulnerable children (e.g., girls, HIV/AIDS affected children, the poor and children with disabilities) | | | | | | | | | | | | | | | | |
| G | 5 | 1 | | Carry out community workshops on learning and support needs for vulnerable children | | | | | | | | | | | | |
| G | 5 | 2 | | Invite key local authorities to parents' workshops in order to carry out sensitization sessions on education needs of different populations of vulnerable children | | | | | | | | | | | | |
| G | 5 | 3 | | Facilitate children's activities that enable them to understand, appreciate, and support vulnerable children through child-to-child activities | | | | | | | | | | | | |

FIRST YEAR WORKPLAN - EMACK

| Activities by Objective | | | | 2004 | | | | | | | 2005 | | | |
|---|---|---|--|------|-----|-----|-----|------|-----|-----|------|-----|-----|-----|
| | | | | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar |
| Sub-objective 2: Enhance the capacity of the MOEST to better respond to the educational needs of marginalized populations | | | | | | | | | | | | | | |
| Design and provide appropriate training for MOEST officials and institutions at the local level to help them understand community concerns, recognize community assets and to encourage them to use this information in their work. | | | | | | | | | | | | | | |
| H | 1 | 1 | Provide briefings to Education offices and other relevant line Ministries on ECD issues and activities | | | | | | | | | | | |
| H | 1 | 2 | Train and facilitate education officers on participatory assessment, community mobilization and children's rights methodologies and integrated approaches to ECD | | | | | | | | | | | |
| H | 1 | 3 | Carry out seminars and workshops for TAC Tutors, TTC's and inspectors on upgrading/improving skills in advising on the needs of vulnerable children | | | | | | | | | | | |
| Initiate and coordinate policy dialogue activities where MOEST officials, community members/school officials and project staff discuss Issues related to ECD | | | | | | | | | | | | | | |
| H | 2 | 1 | Organize children's participation in advocacy efforts at local/national level (i.e.-Day of the African Child) | | | | | | | | | | | |
| H | 2 | 2 | Organize and facilitate an annual policy dialogue conference at local level (TTC, MOEST, NGOs) | | | | | | | | | | | |
| H | 2 | 3 | Train project staff, community members, school officials on policy advocacy focusing on education | | | | | | | | | | | |
| H | 2 | 4 | Facilitate formation and support of a Coast ECD promoters Network | | | | | | | | | | | |
| H | 2 | 5 | Participate in the District policy forums (DEB, DEC, DCAC) | | | | | | | | | | | |
| Sub-objective 3: Support teachers to better address the needs of the target populations in the classroom including teacher training and curriculum development. | | | | | | | | | | | | | | |
| Train and support teachers in child centered methodologies that promote children's effective learning | | | | | | | | | | | | | | |
| I | 1 | 1 | Carry out a teacher training needs assessment | | | | | | | | | | | |
| I | 1 | 2 | Train Key Resource Teachers (KRTs) and education officials in child centered methodologies (three-day workshop) | | | | | | | | | | | |
| I | 1 | 3 | Train 125 Primary and ECD teachers and MOEST officials in child center methodologies | | | | | | | | | | | |
| I | 1 | 4 | Mentor and support teachers on a regular basis through visits to identify how to plan and apply appropriate interventions for interactive teaching and learning | | | | | | | | | | | |
| I | 1 | 5 | Organize instructional materials schemes of work and content focused workshops for 240 ECD and primary school teachers | | | | | | | | | | | |
| I | 1 | 6 | Support DICECE program to train 35 pre-school teachers | | | | | | | | | | | |
| I | 1 | 7 | Provide ECD centers and lower primary classrooms with books and learning materials not available in schools | | | | | | | | | | | |
| I | 1 | 8 | Train 120 Madrasa maalims on child-friendly environments and child centered methodologies | | | | | | | | | | | |

FIRST YEAR WORKPLAN - EMACK

| Activities by Objective | | | | 2004 | | | | | | | 2005 | | | | |
|---|---|---|---|---|-----|-----|-----|------|-----|-----|------|-----|-----|-----|-----|
| | | | | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr |
| I | 1 | 9 | Organize teachers forums to share experiences and consolidate learnings | | | | | | | | | | | | |
| Train and support teachers to facilitate child centered health education in schools | | | | | | | | | | | | | | | |
| I | 2 | 1 | Train teachers on child-to-child health initiatives | | | | | | | | | | | | |
| I | 2 | 2 | Provide technical support for the formation of child-to-child health clubs | | | | | | | | | | | | |
| Train and support teachers, parents and school administrators on issues of transition from pre-school to primary school | | | | | | | | | | | | | | | |
| I | 3 | 1 | Carry out needs assessment to identify factors influencing smooth transition from pre-school to lower primary | | | | | | | | | | | | |
| I | 3 | 2 | Facilitate consultative meetings between primary school and ECD management committees/teachers to promote smooth transition | | | | | | | | | | | | |
| I | 3 | 3 | Sensitize parents on transition during parent meetings at pre-schools | | | | | | | | | | | | |
| I | 3 | 4 | Organize and facilitate workshops for lower primary school teachers, school heads and pre-school teachers on transition of children from pre-to primary schools | | | | | | | | | | | | |
| I | 3 | 4 | 1 | Conduct workshops on transition from pre-school to primary school for 440 participants | | | | | | | | | | | |
| I | 3 | 4 | 2 | Follow up on transitional issues so that teachers are supported in the implementation of lessons learned in workshops | | | | | | | | | | | |
| Develop and test appropriate training modules for teachers, as well as supplemental teaching and learning materials, in order to address children with special needs. | | | | | | | | | | | | | | | |
| I | 4 | 1 | Conduct needs assessment to identify factors which limit the ability of vulnerable children to participate effectively in school | | | | | | | | | | | | |
| I | 4 | 2 | Train 50 ECD and lower primary teachers on issues of, and strategies for addressing needs of children with learning disabilities and behavioral problems | | | | | | | | | | | | |
| I | 4 | 3 | Sensitize 60 ECD and primary school teachers on learning issues of children with special needs | | | | | | | | | | | | |
| I | 4 | 4 | Train 110 primary school teachers on special needs of girl children and classroom strategies to promote academic success | | | | | | | | | | | | |
| I | 4 | 5 | Distribution of teaching and learning materials addressing the needs of vulnerable children and those who teach them | | | | | | | | | | | | |
| I | 4 | 6 | Mentor and support teachers through regular visits to identify how to plan and apply appropriate interventions for vulnerable children | | | | | | | | | | | | |
| Sub-objective 4: Maximize project impact by sharing lessons learned, opportunities for replication and improving the capacity of partner personnel | | | | | | | | | | | | | | | |
| Track and disseminate lessons learned from the project | | | | | | | | | | | | | | | |
| J | 1 | 1 | Analyze project experience to draw conclusions about the effectiveness of project interventions in addressing the educational needs of marginalized children | | | | | | | | | | | | |

FIRST YEAR WORKPLAN - EMACK

| Activities by Objective | | | | 2004 | | | | | | | 2005 | | | | |
|--|---|---|--|------|-----|-----|-----|------|-----|-----|------|-----|-----|-----|-----|
| | | | | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr |
| J | 1 | 2 | Document and analyze the role and impact of community participation in improving children's education at pre-school and primary levels | | | | | | | | | | | | |
| J | 1 | 3 | Disseminate learning on a semi-annual basis in a project newsletter | | | | | | | | | | | | |
| Coordinate regular meetings of key representatives from MOEST, MRC, CRSP, KENSIP, PDC, USAID and other relevant institutions and agencies. | | | | | | | | | | | | | | | |
| J | 3 | 1 | Hold monthly review meetings between project core staff and partner project staff | | | | | | | | | | | | |
| J | 3 | 2 | Organize Project Steering Committee meetings | | | | | | | | | | | | |
| J | 3 | 3 | Convene workshops/meetings on a semi-annual basis with AKF partner staff, core team staff, and select staff from the NEP | | | | | | | | | | | | |
| J | 3 | 4 | Attend and/or convene meetings with local NGOs and GoK officials on issues of ECD | | | | | | | | | | | | |
| Enhance skills of partner organizations' staff | | | | | | | | | | | | | | | |
| J | 4 | 1 | Partner staff development in content/skill areas that will lead to improved project performance (Training in special education, gender, transition, stigma reduction) | | | | | | | | | | | | |
| North Eastern Province Objective: To identify and address the unique educational needs of pastoralist communities in the province. | | | | | | | | | | | | | | | |
| North Eastern Province Office Set-up | | | | | | | | | | | | | | | |
| A | 1 | | Develop tentative work plan | | | | | | | | | | | | |
| A | 2 | | Finalize work plan | | | | | | | | | | | | |
| A | 3 | | Develop annual monitoring and evaluation plan - draft | | | | | | | | | | | | |
| A | 4 | | Finalize monitoring and evaluation | | | | | | | | | | | | |
| A | 5 | | Hold discussions with provincial authorities to jointly select specific program target area/district | | | | | | | | | | | | |
| A | 6 | | Carry out procurement and distribution of office equipment | | | | | | | | | | | | |
| A | 7 | | Advertise for NEP office personnel | | | | | | | | | | | | |
| A | 8 | | Conduct interviews for NEP office personnel | | | | | | | | | | | | |
| A | 9 | | Negotiate with GoK for shared office space | | | | | | | | | | | | |
| Sub-objective 1: Research and investigate current approaches for educational delivery and support to the target population | | | | | | | | | | | | | | | |
| B | 1 | | Write terms of reference (TOR) for a consultant to conduct a mapping exercise of current initiatives in primary education underway in the province. | | | | | | | | | | | | |
| B | 2 | | Hire and orient a consultant | | | | | | | | | | | | |
| B | 3 | | Conduct mapping exercise | | | | | | | | | | | | |
| B | 4 | | Conduct visits to government offices and review government documentation to collect information on effective practices in basic education (pre and lower primary) in NEP | | | | | | | | | | | | |

FIRST YEAR WORKPLAN - EMACK

| Activities by Objective | | | 2004 | | | | | | | 2005 | | | | |
|--|----|--|------|-----|-----|-----|------|-----|-----|------|-----|-----|-----|-----|
| | | | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr |
| B | 5 | Conduct visits to NGOs and school sites and review documentation to collect information on effective practices in basic education | | | | | | | | | | | | |
| B | 6 | Conduct visits to donors and review documentation regarding effective practices for basic education in NEP | | | | | | | | | | | | |
| B | 7 | Research effective practices material available about similar populations in other countries | | | | | | | | | | | | |
| B | 8 | Prepare a summary of findings for review by stakeholders | | | | | | | | | | | | |
| B | 9 | Share findings in an interactive workshop with key stakeholders and potential partners | | | | | | | | | | | | |
| B | 10 | Revisit effective practices paper every six months to add new findings | | | | | | | | | | | | |
| Sub-objective 2: Facilitate policy dialogue and coordination among relevant stakeholders | | | | | | | | | | | | | | |
| C | 1 | Agree with GoK on the composition of the stakeholders' committee | | | | | | | | | | | | |
| C | 2 | Create NEP stakeholders' committee TOR | | | | | | | | | | | | |
| C | 3 | Secure stakeholders' committee member commitments | | | | | | | | | | | | |
| C | 4 | Hold stakeholders' committee meetings to discuss project directions and progress | | | | | | | | | | | | |
| C | 5 | Create a quarterly desktop newsletter to distribute to key stakeholders and interested parties that will discuss program progress and effective practices and other educational issues of mutual interest | | | | | | | | | | | | |
| C | 6 | Hold training sessions and/or workshops for parties involved in the program delivery and local government partners to disseminate information about innovations in education or effective practices | | | | | | | | | | | | |
| C | 7 | Hold a series of consultative community forums in the target areas to address local concerns in education. | | | | | | | | | | | | |
| C | 8 | Hold action-oriented local and provincial roundtables to address problem solving of local issues facing education | | | | | | | | | | | | |
| C | 9 | Use the results of roundtables to work with the MOEST to create a policy recommendation paper that addresses the educational needs of the target population | | | | | | | | | | | | |
| Sub-objective 3: Explore and carry out effective, flexible, potentially long-term approaches to providing relevant educational opportunities to the target | | | | | | | | | | | | | | |
| D | 1 | Develop criteria for recipients of small grants | | | | | | | | | | | | |
| D | 2 | Approach potential small grants recipients | | | | | | | | | | | | |
| D | 3 | Work with small potential small grant recipients to design an effective program design informed by best practices and PRA research | | | | | | | | | | | | |
| D | 4 | Award small grants including at least one small grants that would address educational delivery at the early childhood and lower primary level through existing madrasas and duksis and one grant that would address efforts to support and train teachers. | | | | | | | | | | | | |
| D | 5 | Conduct regular monitoring visits of small grant projects and provide technical assistance | | | | | | | | | | | | |
| D | 6 | Assist small grant recipients in documenting their projects and provide technical assistance | | | | | | | | | | | | |

FIRST YEAR WORKPLAN - EMACK

| Activities by Objective | | | 2004 | | | | | | | 2005 | | | | |
|--|----|--|------|-----|-----|-----|------|-----|-----|------|-----|-----|-----|-----|
| | | | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr |
| D | 7 | Hold regular meetings of small grant recipients and local government officials to learn from one another's progress and share lessons learned | | | | | | | | | | | | |
| D | 8 | Identify partner to implement pilot through a grant mechanism | | | | | | | | | | | | |
| D | 9 | Determine one pilot area for action research activities in cooperation with provincial education officials | | | | | | | | | | | | |
| D | 10 | Conduct participatory rural appraisal in this community to determine the educational situation | | | | | | | | | | | | |
| D | 11 | Interview local education and governance officials about the stat of education in the target area | | | | | | | | | | | | |
| D | 12 | Compile stakeholder information in a report and share with communities and local officials | | | | | | | | | | | | |
| D | 13 | With Partner, develop one pilot design based on effective practices research, mapping exercise, and PRAs in coordination with local authorities | | | | | | | | | | | | |
| D | 14 | Assist partner to get community and provincial authority consent to the pilot design | | | | | | | | | | | | |
| D | 15 | Create a detailed work plan for the pilot initiative | | | | | | | | | | | | |
| D | 16 | Implement project designs | | | | | | | | | | | | |
| D | 17 | Conduct regular activities to test community attitudes toward project design and implementation in pilot areas | | | | | | | | | | | | |
| Sub-objective 4: Enhance existing education priorities | | | | | | | | | | | | | | |
| E | 1 | Hold meetings with provincial authorities to determine their progress and needs regarding education plans for the province | | | | | | | | | | | | |
| E | 2 | Provide technical and financial support to the formation of provincial plans at strategic workshops | | | | | | | | | | | | |
| E | 3 | Give assistance to provincial authorities as needed in order to get approval and recognition of NEP education plan at the national level | | | | | | | | | | | | |
| E | 4 | Provide in-service support to teacher advisors and teacher center personnel on teacher mentoring | | | | | | | | | | | | |
| E | 5 | Distribute necessary material and in-kind support to teacher center personnel to more effectively mentor teachers in the classroom | | | | | | | | | | | | |
| E | 6 | Hold training sessions for teachers, teacher center personnel, government officials, or other relevant players on how to address the educational needs of children of pastoralists | | | | | | | | | | | | |
| E | 7 | Hold community awareness campaigns in the project impact area in order to promote continued educational opportunities | | | | | | | | | | | | |
| E | 8 | Determine the need for boarding schools and, if appropriate, help existing schools to create tailored outreach campaigns for potential students and their families | | | | | | | | | | | | |