

Progress report

Organization	VSO Kenya	Project location	Kenya; Wajir/Siaya/Kisumu County
Project number		Reporting period	18 th September 2017 – 19 th February 2019
Project name	Enhancing access to quality education and lifelong learning for children and adolescents	Date of report	February 8 th 2019

1. Children’s voices

Citizen participation, particularly, children voices are critical in implementation of development processes in Kenya. This is in line with the constitution of Kenya that upholds participation of citizens. Enhancing access to quality education and lifelong learning for children and adolescents with disabilities project worked with children and adolescents with disabilities between the age of 4 -18 years. The project engaged children during the baseline to identify what excites them at home, community and in school. Through this exercise, the children identified stresses and shocks around them and interesting moments they enjoy. Most of them were happy in school than home and in the community, and most wished they should always remain in school rather than being at home. Their feedback spelt out instances of abuse and violence at home and in the community which made them wish to remain in school. For example,

Victor from Kisumu County says, *“I don’t like home especially in the evening, my father always come home drunk and start a fight with my mother, he chases us away without taking supper, he beats everybody even us the children and its every day”* school is good and safe for me.

Jane Awino from Siaya County says, *“I don’t like visitors in our home, because when they come I am not allowed to go out of the house the whole day, I am locked in the store till they leave, one day I was beaten when I cried loudly yet there were visitors”*

The level of disability awareness at home and school is very low thus children and adolescents with disabilities experience exclusion, discrimination and stigma (VSO baseline 2018). The project sensitized parents and community on disability inclusion that changed the perception of the community on children and adolescents with disabilities. The project also supported assessment and placement of children and adolescents with disabilities to learning institutions. This has created a conducive, accommodative and supportive environment for them at home and in the community. It has also raised their self- esteem, confidence and positivity in life. Below are quotes from children and adolescent with disabilities reporting on interventions they found useful through-out project implementation:



Training children without disabilities/mild disabilities on social inclusion at Nyangoma County Hall.

Aphline Auma, 5 years old with a congenital problem was identified and placed at Nyamonye Integrated School in Bondo, Siaya County. She says, *“Erokamano maduong kuom konya. Amor nikech anayalo dhi e skol. Nyasaye Ogwethu ahinya.”* Meaning thank you so much for helping me. I am happy because I can go to school. God bless you so much.”

Janet Akinyi Onyango, 18 years old. She is deaf and an orphan living with adopted parents in Muhorini, Kisumu County. She was supported to access technical and vocational training on beauty and therapy at Sikri technical institute. She is mastering the art of weaving, blow drying, manicure and pedicure skills. She says, *“I am happy and I intend to start a saloon at Ahero when I finish my training. I am looking forward to a start-up capital.”*

Felix Otieno Says *“I have been in problems for too long, my mother always carry me in and out of the house at times I crawl from here to there. With this ‘vehicle’ now I can go to school. I want to learn to be a doctor and see how to stop this disease from affecting other children, thank you”*

Danita Atieno says, *“Ne jo VSO agoyonu erokamano ma kende kuom konya. An gi mor to gi il mogundho e chunya nikech anyalo wuotho mayot. Erokamano makende ne sister Elizabeth kod jopuonj mane oriwore gi jo VSO mondo lek mar VSO otimre kendo obed adier. Ngima mosiko ne VSO. EROKAMANO”* (To VSO Kenya many thanks for supporting me this far. Am happy and fulfilled at heart because I can move with ease. Special regards to Sister Elizabeth and teachers who joined hands and worked with VSO to make the project dream a reality. Long live VSO Kenya. Thanks.)

Pellycloy in Dholuo says *“Ne nyakachieng abro duoko ne VSO Kenya erokamano kuom konya. Anyalo riwora mayot gi osiepena nyaka ba chop e kona mora mora e school. Nyasaye*

ogwedhu. Erokamano” (I will forever be grateful to VSO Kenya for supporting me this far. I can interact freely with my peers and get to every corner of the school with minimal assistance. God bless, Thanks.)

Philgona Hilda Mola in dholuo says *“Erokamano mangeny ne jo VSO kanyakla kuom miya geno gi jingo. Arwako kony gi mar miya gare matin mar tielo ariyo mondo okonya e wuoth mayot. Erokamano”* (Much regards to the entire VSO team who have given me hope and confidence. I appreciate their support in giving me a wheel chair for easy mobility)

2. Fulfilment of project objectives and results of activities

The project worked towards removing systemic, attitudinal and environmental barriers to ensure that marginalized children especially children and adolescents with disabilities access quality education, acquire skills for life and work and maximize their potential as productive citizens in line with country’s development blueprint, Kenya Vision 2030 and SDGs goal 4. The project has contributed to children and adolescents with disabilities (C&AWDs) in Wajir, Siaya and Kisumu attain their right to quality and inclusive education and lifelong learning opportunities. This impact is evident by increased literacy rate among children and adolescents with disabilities in the project school measured through a functional literacy test. (VSO end evaluation survey 2019)

Objective 1: Improved Enrolment and attendance for 300 children and adolescents with disabilities in Wajir, Kisumu and Siaya

The project impact is attributed to improved enrolment and attendance of 368 children with disabilities (197 boys and 171 girls) and 60 adolescents with disabilities (34 male and 26 female) in Wajir, Kisumu and Siaya County. The baseline target was to reach out to 300 Children with disabilities and 60 adolescent with disabilities in the ration of 1:1 for boys and girls. This has translated to 102.22% percentage in overall enrollment and retention from the baseline target. To achieve this outcome, the project first ensured that communities, parents and education structures were equipped with knowledge on disability inclusion and child protection to embrace children and adolescent with disabilities. The project conducted two talk shows to raise disability awareness in Kisumu and Siaya County through Nam Lolwe-<https://wetransfer.com/downloads/be2f02a68e8b83d8d4151ea9ed9d5ec120180613050740/47d972e06312c7218bbf278fa72de4b820180613050740/ca8ccd> and in Wajir County through Community Radio to trigger discussion on rights of marginalized children especially children with disabilities on the 29th of May 2018. A total of 227 communities/parents (98 male, 129 female) were reached and their knowledge enhanced from a baseline target of 120 people.

Secondly, the project facilitated capacity building of Education Assessment and Resource Coordinators’ on early identification, emerging disabilities and universal assessment tools. The EARCs were also supported to conduct integrated assessment and placement. This led to identification and referral of 362 children with disabilities (211 boys and 151 girls from a baseline target of 300 children). How many EARCs officer were trained? How many were supported in conducting integrated assessments and placements

Thirdly, the project equipped 106 head teachers, teacher, board of management, members of parents association and quality assurance and standard officers (41 male and 65 female) with

knowledge and skills to deliver inclusive education and competency based curriculum from a baseline target of 105. Volunteer placement also offered mentorship and coaching on delivery of inclusive education to education stakeholders particularly the teachers leading to enhanced knowledge. The teachers consequently practiced appropriate child centred pedagogies and enhanced delivery of competency based curriculum in early years as confirmed through classroom observation and coaching sessions conducted by the national volunteers attached to the project. One of the teacher trained reiterated that *“Despite the new curriculum being introduced, I had been teaching just the old ways, the training I attended on the new curriculum left me confused hence I fell back to my old ways. But after VSO and Kenya Institute of Curriculum Development workshop, I now understand how to infuse the core competencies in a lesson, I used to wonder how to teach co-operation, ICT integration, citizenship and love in a lesson, it is this simple! Teaching learners with disabilities is now fun. In any lesson I infuse a competency, this has improved children and adolescent with disabilities personality and behaviours.”*



Case Study Mr.
Elisha Genga.docx

Fourthly, VSO Kenya in partnership with Action for Children with Disabilities and Sense International through advancing the rights of children with disabilities to inclusive education project funded by Open Society Initiative for East Africa (OSIEA) developed inclusive education standards and guidelines for monitoring inclusive curriculum implementation in schools and developed a monitoring report on implementation of competency based curriculum in special schools. The knowledge product identified critical capacity gaps thus informed effective capacity building of stakeholders in the project schools. In addition, 24 educational officers (9 male and 15 female) in the Ministry of Education Science and Technology and Teachers Service Commission (TSC) knowledge on special need education were enhanced, established quality assurance guidelines/index for inclusive institutions and on site coaching on inclusive quality assurance enhanced teacher capacity.

A total of 32 teachers (10 male and 22 female) in the 15 project schools in Siaya, Kisumu and Wajir County were supported during the onsite capacity building by Quality Assurance and Standards Officers to observe quality implementation of competence based curriculum. The exercise revealed that the quality implementation of competency based curriculum was still low in all the schools visited hence there was need to continuously train teachers and the field staff. This informed the design of a new initiative on increasing access to quality education and transition. The project also supported government in review of curriculum designs towards implementation of competency based curriculum in early years of education, review of national education sector strategic plan, development of implementation guideline for sector policy and formulation of sector policy for learners and trainees with disability. The project ensured integration and effective implementation of education, child protection and social protection policies.



Revised Checklist
for IE guidelines and



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Sector Policy for
Learners and Trainee guidelines-Sector Pc



Implementation
guidelines-Sector Pc



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Additionally, the project ensured that children and adolescents with disabilities were equipped with knowledge on rights, life skills, sexual and reproductive health and literacy skills to enable them have greater ownership over their safety and learning process. This was done through periodic trainings and follow up visits to the schools by the project team with support from a lead consultant. 305 children with disabilities (156 boys and 149 girls) and 60 adolescent with disabilities (34 male and 26 female) were reached from a baseline target of 300 children with disabilities and 60 adolescent with disabilities. The acquired knowledge and skills enabled children and adolescent with disabilities develop self-efficacy, self-esteem, confidence and practice better hygiene at school, home and in the community.

The project targeted to reach 30 non-children with disabilities to build their capacity on social inclusion. A total of 53 learners (29 boys and 24 girls) non-children with disability were trained on social inclusion and disability rights. This has changed their perception on disability and created a supportive environment for children with disabilities. Children with disability are discriminated against by their fellow learners, this is reflected on their social relations when playing out of class and while in the classroom, one learner in Wajir County said *“My mother told me not to play with them (children with disability) because I can get their disease.”* The training enabled learners without disability to appreciate learners with disability and engage them in all the social school activities without considering their disability as a hindrance. Thus enhancing the dignity of children and adolescent with disabilities.

Objective 2: Improved transition and acquisition of skills for life and work for 60 at risk and out of school adolescents with disabilities in Wajir, Kisumu and Siaya

The realization of the project impact is also as a result of improved transition and acquisition of skills for life and work for 60 at risk and out of school adolescents with disabilities in Wajir, Kisumu and Siaya County. In realization of this outcome, the project equipped adolescent with disabilities with technical and vocational skills. 60 adolescent with disabilities (34 male and 26 female) capacity on business skill was developed. This enabled them develop better understanding on how to identify business opportunities, resource for financial resource, carry out record keeping, manage credit and market their products. 14 adolescent with disabilities (8 male and 6 female) were placed at Sikri Technical and Vocational Centres to undertake different courses. (Beauty and Therapy -2, ICT-1, Welding and Fabrication – 3, Clothing and Textile-3, Electrical- 4, Agriculture-1 and Plumbing-1). The courses commenced in May 2018 and are expected to end in June 2019. The project supported learners with identification of training facility, subsidized school fee and learning material. Their financial need are sufficiently met to the end of their programme.



List of YWD and
details.docx

The project also mentored and linked 60 adolescent with disabilities (34 male and 26 female) to employment and entrepreneurship opportunities in Wajir, Kisumu and Siaya Counties. Successful business people in the locality from formal employment and informal employment were identified and linked to adolescent with disabilities. The business people identified were either person with disabilities or those who had engaged with person with disabilities. The businesses visited ranged from dressmaking/tailoring, general merchandise shop, shoe

making, car wash among others. This enabled the adolescent with disabilities to learn from individual experiences on business management.



Experienced tailoring trainer showing youths with disabilities on how to use a sewing machine

The project initiatives were complemented by funding from David Wall, a philanthropist that donated GBP 5000 for procurement of assistive devices. The selection of beneficiaries for the assistive devices was informed by the diagnostic and functional screening and assessment of children with disabilities carried out in May 2018 by a multidisciplinary team from the government. The Education and medical assessments were conducted in Siaya, Wajir and Kisumu County. A number of children with disabilities were identified and referred to appropriate school placement. However, some children needed assistive devices and medical surgery to enhance their mobility. This fund enabled the project to provide 45 children and adolescents with disabilities (60% male and 40% girls) with assistive devices thus enhancing their mobility and access to learning institutions. Below is a report with more details on this intervention:



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3. Time schedule

This is an end of project report. It capture activities accomplished and result realized in the project period since inception of the project in 18th September 2017 – 19th December 2018. Since the project could not access schools in November 2018 to carry out end of project evaluation, a two month no cost extension was requested and granted thus the last day of the project is 19th February 2019. VSO has commissioned an external evaluator to evaluate project guide by the project intended impact, outcomes, outputs as well as indicators. A comprehensive project evaluation report, a financial report and this end-of project report will be submitted to ERIKS Development Partner by 28th February 2019.

4. Monitoring and Follow-up

Monitoring and follow up was employed during the delivery of the project. This was guided by the monitoring and evaluation framework in VSO including the personnel and tools. Project delivery oversight and quality check were carried out by country director, finance manager, programme manager and programme development specialist. The monitoring and follow up promoted effective delivery of the project implementation and efficient resource utilization towards realization of the project outcome. The project also conducted review meetings with project partners who reflected on the delivery of the project activity implementation and outcome. The project staff and national volunteers were also involved in monitoring and following up with teachers on implementations of competency based curriculum and development of professional document such as scheme of works, lesson plans and assessment record keeping. The Quality Assurance and Standards officers, Ministry of Education, also conducted an onsite coaching to observe quality implementation of competence based curriculum in Kisumu, Siaya and Wajir Counties. ERIKs Development Partners also conducted a project visit in Kisumu and Siaya County to check on the project progress. The monitoring and follow up were critical and provided appropriate advise on how to improve the project delivery, efficient use of financial resource, established the gap as well as areas for future programming.



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Field Visit Report.dc



Checklist for
Monitoring Impleme

Were there any specific challenges in the way you did your M&E? Any areas you feel you could improve on if any?

5. Participation of target groups

The project team organised activities by employing participatory approaches where the target groups were active participants through group discussions, giving their views and findings as well as participated in project interventions. The project's primary actors (beneficiaries) were children and adolescents with disabilities whose participation have been absent in development processes. Through the project, the primary actors participated actively in the baseline survey; sensitization on disability right and inclusion; life skill, social inclusion, business and sexual reproduction trainings; mentorship programme on entrepreneurship, technical and vocational trainings, dialogue meetings and evaluation.

Other target group (beneficiaries) included government institutions, schools, Civil Society Organizations who were also involved in policy formulation and implementation consultation. The County educational structure participated in capacity strengthening activities on inclusive education and competency based curriculum as well as sensitization on child protection, forms of disability, social inclusion and special needs education. This enabled them to own the initiative and create enabling environment for children and adolescent with disabilities to explore their potential.

6. Actors

The project embraced a multi-stakeholder approach in its implementation thus many actors were involved in the delivery of the project. Children and adolescent with disabilities were the primary actors in the project. Children in pre-primary one, pre-primary two, grade one and grade two and out of school adolescents with disabilities were the main focus in the project.

The project aimed to influence their access to quality education in special school and technical and vocational training.

Teachers, head teachers, parents, board of management, Education Assessment and Resource Coordinators (EARCs), Quality Assurance and Standard Officers (QASOs) were the intermediary actors. The project build their capacity to enhance their support in delivery of inclusive education to children and adolescent with disabilities. The actors were involved in teaching of children and adolescent with disabilities; administration and management of special learning institution; financing of education, school overnight and governance; identification and assessment of children with disabilities and monitoring implementation of inclusive education and curriculum implementation.

Action for Children with Disabilities, Kenya Institute of Curriculum Development and Ministry of Education were also involved to strengthen policy advocacy and influence, knowledge development, dissemination and capacity building. This resulted in production of knowledge product on monitoring implementation of competency based curriculum in SNE schools, development of inclusive education quality assessment index, formulation of sector policy for learners and trainees with disability and training of teacher on competency based curriculum.

Community elders or opinion leaders, area chief/assistant chief, school sponsors, parent class representatives (pre-primary one and two; grade one and two), civil society organization working with the school or child welfare society, members of area children advisory council, children officer, national council for person with disabilities and social service development office were also involved to ensure access to service for children and adolescent with disabilities.

7. Other Matters

VSO Kenya in partnership with World Friend and Action for Children with Disabilities (ACD) in advancing access to education for children with disability identified three children for sponsored surgery but was only able to trace one child. The other two children, from Siaya County, were in a boarding school and could not be traced since the school was on holiday and children had travelled home. Emmanuel Ochola from Kisumu County, was re-assessed at Neema Hospital and has undergone two surgeries on his legs awaiting the one for the hands on 20th of February. One leg has fully healed and the other leg is yet to heal with good progress noted by the doctor.

In partnership with Research Triangular Institute (RTI), the project piloted literacy tool for young people in Technical and Vocational Centre on 20th December 2018. The test revealed that most youths were able to read words to the highest level but had a challenge in comprehension and answering comprehension questions. Initiative that will enhance comprehension among students in Technical and Vocational Training Centres is recommendable.



Youths learning at varied Village Polytechnics who participated in literacy assessment survey in partnership with RTI

Following the introduction of new examination rules for KCPE and KCSE in 2017, school access for non-academic activities is limited to first and second term. The schools also close early to allow room for examination. Consequently, the project could not finalize its evaluation as scheduled since pupils and teachers in school were not accessible. It is in this regard, that the two months no cost extension to February, 19th 2019 was requested.



NCE approval.pdf

The project also did not fully implement the initiative on provision of learning resources. It only managed to procure Kenya Sign Language learning materials. The recommended adapted numeracy and reading learning material for children with disabilities were not available in the market. The private publisher are mandated to publish books for approval by Kenya Institute of Curriculum Development but are not willing to develop adapted material due to low returns. It is recommended that the new project design should integrate development of adapted learning material for children with disabilities to enhance implementation of competency based curriculum.

8. Follow-up of recommendations received

VSO Kenya submitted biannual financial and narrative report in July 2018. There is no feedback or recommendation the organization is expected to action and report back.

9. Financial Matters

The budget allocation towards some interventions in the project was not sufficient. This included development of inclusive education quality assurance index, breakfast meeting, baseline survey, end line and review of assessment tool. However, the project collaborated with other initiatives to ensure delivery of these interventions. Besides, some critical activities such as external audit, security assessment, sign language communication and organization capacity assessment as well as planning and introductory meetings were not budgeted for during the design stage. This created a challenge during implementation and the project had to re-adjust its budget to support some of the activities.

The project focused budget was Kshs. 17,414,996. An additional fund of Kshs. 210,000 was approved to support sign language communication and inclusive services. Thus the total project fund available was Kshs. 17,624,996. The project total expenditure including overhead, administrative cost, staffing and programme implementation is Kshs. 17,624,996. The utilization rate was 97.8 per cent.

10. Learning and Experiences

Continuous professional development to all teachers is instrumental in improving access to quality education to children and adolescent with disabilities. The project only targeted one teacher per grade. This was limiting as some schools had more than one teacher per grade in the project schools. It is recommended that the project should target all teachers in the early years for capacity building in inclusive education and competency based curriculum implementation.

Mentoring and coaching programme on linguistic methodologies to teachers of English in hearing impaired school is important. This will enable them develop the requisite language skills to facilitate their effective learning thus improving their educational outcome.

Partnership and collaboration are beneficial in a disability inclusion initiatives. This complement and build synergy on project initiatives for maximum support to children and adolescent with disabilities and project impact. The project collaborated with Action for children with Disabilities and Sense International, Ministry of Education, Kenya Institute of Curriculum Development and David Wall. This resulted in development of knowledge product, capacity building of education stakeholders and monitoring quality assurance in project schools.

Despite the increase in budgetary allocation to education expenditure in Kenya, the budget allocation criteria to children with disabilities is still insufficient and non-differentiated thus insufficiently support to children and adolescent with disabilities educational needs such learning material, personnel, assistive devices, play materials and infrastructure.

Special learning institution lack basic adapted learning materials and assistive devices. This has negative effect on learning of children and adolescent with disabilities resulting in low educational outcome. VSO participation in the review of the SNE policy and development of the policy guidelines went a long way in ensuring evidence based planning by MOE. VSO will

continue to hold the government to account on effective implementation of the sector policy for Learners and Trainees with Disabilities-another lesson.

11. Analysis of project context

VSO participated in the National Taskforce that reviewed the Special Needs Policy of 2009; our direct contribution involved a) providing technical support in generating critical evidence that informed policy review and development of the policy guidelines, b) Financial support towards convening stakeholders for consultations and validation processes, c) Mobilizing children with disabilities to participate in the review and validation processes-VSO mobilized and engaged CWDs from Kisumu, Bungoma, Nairobi and Kwale counties to provide useful feedback to the policy and the guidelines which was factored during the validation process, d) lastly, VSO organized for feedback sessions for the Action for Children with Disabilities Network members and linked them for participation through-out the critical consultation processes. The development of sector policy for learners and trainees with disability, implementation and marshal plan to actualize the sector policy as well as the adaptation of new basic education curriculum framework provide a framework and context for disability inclusion in education in Kenya. Effective implementation of these frameworks will enhance access to quality education to children and adolescent with disabilities.

The Ministry of Education has also developed a draft National Education Sector Strategic Plan 2018 – 2022 that proposes to adopt thematic level planning by sub-sectors. This will guide education implementation in Kenya to ensure access and equity in education; improve quality and relevance of competency based curriculum, assessments and standards; and enhance education management, governance and accountability. The sub-sectors include: ECDE, Primary, Secondary, Adult Education, TVET, University, Special Needs, and Teacher Management. However, disability inclusion and equity only features in the primary sub-sector. This is in contravention with sector policy for learners and trainees with disability that seek to ensure that special needs education is integrated in all sub-sectors.

Of the twelve (12) identified risks during the project design, below manifested in the course of the project period and were mitigated to ensure project implementation processes was not disrupted:

1. Insecurity in Wajir County prompted by terrorists killing teachers that were considered “outsiders”

In anticipation of possible terrorist activity in Wajir, VSO undertook the following measures:

- a) Conducted an intensive security assessment during project initiation phase; the assessment report was shared with ERIKS and it entailed details of areas considered risky by wajir security operators. This enabled VSO to settle for Wajir south which was considered safe but vulnerable as the project operation area
- b) We also identified a skilled and competent national volunteer from the target region who easily continued with implementation in the absence of other project team members when the terrorist attack happened
- c) Working in strategic partnership and having a hosting arrangement with WASDA-a local and popular NGO, safeguarded the project team from being deemed as “outsiders”

2. Cost overruns (exhausting budget before meeting the planned targets)

- a) During the project initiation period, VSO requested to realign the budget to factor crucial costs that had been left out during the design. The costs were mainly for project launch activities and use of sign language interpreters; ERIKS agreed to provide a budget top up of 210,000 KES
 - b) In the spirit of partnership, ERIKS allowed for adaptive programming where VSO was able to realign the budget to transfer savings made from one budget line to another- this was especially useful since one intervention of purchasing adapted learning materials was not feasible (there were none available in the market).
 - c) Leveraging resources from other sources: the project was able to get resources from Volunteering for Development grant (VSO), private donor, Open Society and Ministry of Education inform of funds and skills to undertake key project activities like; Learning visit to Rwanda to understand realities of implementing Inclusive Education; Assessment of Teachers on gaps in capacity to implement Competency Based Curriculum; purchase of assistive devices for children with profound disabilities and delivery of capacity building exercises
3. Project operating in political hot spots during elections or in the midst of inter-tribal disputes

The project was affected by the skirmishes that followed the 2018 presidential elections: having recruited project staff and volunteers from the target counties ensured that we continued with minimal operations during these periods while still ensuring that all the members were safe.

Disability inclusion is a major concern. Children and adolescent with disabilities still experience challenges due to discrimination and stigma as a result of negative cultural and bad attitudes in the community. As the Country strive to achieve sustainable development goals, children and adolescent with disabilities should be an integral focus to ensure that no one is left behind in line with SDG 4.

12. Signatures

Organization: VSO Kenya

Catherine Mwangi, Programme manager-Education

Name and position

8th February, 2019

Name and position

