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10 Introductions:

General information of the project, context, objectives

The challenge of illiteracy is still very acute in the informal urban settlements despite the introduction of Free Primary Education (FPE) programme in 2003. This is mainly due to high poverty levels that prevent majority of children from poor households from accessing formal education because of lack of many levies that are still charged by mainstream formal schools. Majority of children from poor households have often been left with no option other than the alternative basic education, like the non-formal education system offered by Undugu Society of Kenya. Such systems have provided viable options for responding to the needs of children and older youth who are unable to join formal schools systems or other educational institutions in Kenya.

Recently the government of Kenya has recognized the importance that Alternative Provision of Basic Education and training (APBET) in increasing access to basic education, especially in the informal settlement and other marginalized areas. However, in the past the Ministry of Education, Science and Technology (MoEST) has not been able to legally recognize these institutions or provide mechanisms for providing substantive support for various reasons such as; issues of staffing, facilities and many others. In 2015, the government in partnership with key stakeholders developed guidelines to operationalize the APBET framework developed in 2009 to facilitate effective implementation. It is anticipated that these guidelines will enable the key stakeholders offering APBET like USK to tap into the much needed government support. The guidelines outline the minimum standards and procedures for registration of APBET and require that all institutions or organizations like USK register themselves with the MoEST to be recognized. This is hopefully going to present new opportunities including recognition and integration of APBET into the national education statistics and allow organizations like USK to attract funding from the government of Kenya which has been elusive over the years. This if realized will decrease the pressure that USK has had for a long time by solely depending on external development partners like KNH who have been supporting USK. USK will strive to meet the requirements and hopefully position itself to attract additional government support other than the few teaching staff whose numbers have drastically reduced after majority retired and a few others passed on over the last few years.

In 2015, the Undugu Basic schools enrolled a total of 955 learners (525 boys and 430 girls) in the four schools. These learners were supported by 24 teachers and 4 social workers. To integrate economic empowerment initiatives for poor parents with children in USK non formal schools, over 300 were trained on diversified areas such as parenting skills, leadership, group management and business management skills. A total of 38 support groups were formed and are currently engaged in varied income generating activities.

The implementation of project activities was guided by Undugu's Basic Education Units (UBEU) overall objective; ***"To improve literacy, numeracy and life skills for 4250 vulnerable out of school children and youth from the 4 urban informal settlements in Nairobi (Mathare, Ngomongo, Pumwani and Kibera) by the June of 2018"***.

The following were the specific objectives for 2015:

1. To increase access to basic education for 850 vulnerable out of school children and youth and facilitate reintegration of 80 learners to formal schools to acquire quality formal education from the urban informal settlements in Nairobi.
- 2 To facilitate reintegration of 80 learners to formal school and integrate of 80 learners graduating from non-formal schools to informal skills training.
- 3 To strengthen the capacity of 200 parents and caregivers using SHGs approach to provide effective care and support to children and youths enrolled in UBEU schools.
- 4 To strengthen the capacity of teachers, PTA members to promote the rights of children enrolled in UBEU's Non-formal schools.

To establish strategic linkages to advocate and lobby on issues affecting education of vulnerable out of school children in Ngomongo, Mathare, Pumwani and Kibera informal settlement in Nairobi.

1.1. Children supported by the programme in the year 2015:

UBEU schools in the year 2015 offered services to 955 learners (525 boys and 430 girls) in the four schools. The four schools collectively integrated 97 learners back to formal primary schools while 150 learners who completed phase four were prepared and transitioned to Undugu's skills training unit to acquire Technical vocational and entrepreneurship training skills in 2016. Despite the increased number of enrolment, 35 learners (21 boys and 14 girls) dropped out. Some the reasons that contributed to the dropouts are parental neglect due to alcohol and drugs abuse which is still rampant amongst many poor households in the slums, peer influence affecting the adolescents, loss of livelihood opportunities of parents that led to relocation to the rural homes among others. Reports gathered by social workers and child rights clubs interactions has also revealed that some children / youths have been influenced and lured join to illegal gangs that are constantly emerging in the various neighbourhoods around our schools. The Social Workers have intensified the group and individual counselling and home visits to ensure that these issues are addressed to reduce cases of drop outs in future. There is already an indication that the work done by social workers is bearing fruit. This is evidenced by the reduction in drop outs rates from 5.03% in 2014 to 3.67% in 2015. Life skills sessions have been intensified and participation of children increased through the child rights club activities.

The tables below illustrate the UBEU disaggregated statistics for 2015

School	New enrolment in 2015		Integration		Drop outs		Transition of Phase IV class of 2015		Total Enrolment for 2015	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Ngomongo	50	23	26	19	12	8	17	5	128	99
Pumwani	68	42	7	13	6	3	17	16	134	95
Mathare	45	41	6	9	0	2	26	21	131	155
Kibera	49	42	11	6	3	1	26	12	132	81
Total	212	148	50	47	21	14	86	64	525	430

1.2. External factors and events that affected the programme work:

In the year 2015, the programme work was affected by the following challenges;

- Inability of TSC to replace retired and the deceased teachers in UBEU: USK's management made several attempts to have Teachers Service Commission deploy new teachers without much success. In order to fill the gap, USK opted to recruit volunteer teachers who are paid an allowance some which were not factored in the current budgets. National wide teachers strike called by the teachers union, which lasted five weeks in September affected UBEU.
- Teachers who are seconded to Undugu Society by the Teachers service commission were on go-slow in solidarity with their peers. Many learners from public primary schools flocked in to Undugu's basic schools during the period of strike. The increased population of learners constrained USK's in areas such as provision of hot lunches which overshoot the budget because of increased targets
- The weakening family structure that entailed children having four parents as a result of their birth parents breaking up and remarrying soon after. This led to increased neglect of children who moved on with either parent and when levels of neglect were high they migrated to try the stay with the other parent. The Social Workers intensified the follow ups and counselling of the caregivers and children too in bid to restore stability for the children.
- The digital era has influenced households and owning a mobile telephone has become the norm for caregivers and now children. The children are accessing the unrestricted internet easily and are very keen on pornography. This has affected morals to a large extend. The teachers and social workers have intensified the life skills sessions especially to hold discussions with the teenagers who are hyperactive and at the same time vulnerable to influences leading to them engaging in sex and even early marriages.

2. Activities implemented in the in the project in 2016

2.1.1. *Mopping out of school learners/school drop up outs from the community and the street;*

In 2015 period USK managed to enrol new 360 learners. The learners composed of 212 boys and 148 girls. USK utilized the community local administration meetings, child right ambassador campaigns, street mopping visits and referrals from the RRR program, In some instances children reached out to their fellow children who are their neighbours and are out of school and physically brought them along to school in the days that followed.

2.1.2. **Provision of teaching, learning materials, low cost and high nutrition lunch to 850 learners:** Lessons were conducted addressing varied subjects that included Science, and Social studies, Music & Crafts, Home Science, Kiswahili, Christian Religious Education and Physical Education. Life skills and extra curriculum activities were also mainstreamed into the school curriculum. The learners were assessed through common examination harmonized and moderated by a USK teacher's assessment committee. To facilitate learning, materials include teachers' lessons preparation books, schemes of work, chalk, text books, exercise books, pens and pencils. High nutritional low cost lunch was provided to all UBEU learners, 5 days a week during schools session. The provision of meals has significantly contributed to the retention of the learners and reduced cases of absenteeism. In 2014 the drop rate was at 5.03% i.e. 45 learners as compared to 2015 where the rate was at 3.67% i.e. 35 learners.

2.1.3. **Psychosocial support to learners:** social workers conducted individual and group counseling sessions with the learners addressing issues that were hindering children from regular school attendance. Home visits were also conducted to support parents and caregivers in resolving matters that in turn were affecting the well-being of children. Teachers, social workers conducted life skills sessions for the learners. This enabled the children to develop coping mechanisms while improving their self-esteem. The children were active in guiding other learners who experience various challenges at home and in schools. The challenges faced include less than three meals in a day, gender based violence in the homes, drug and substance abuse by caregivers who neglect their roles and also become violent or turn to sexually abuse their children.

2.1.4. **Engagement in extracurricular and co-curricular activities:** Learners engaged in extra national curriculum activities, namely Athletics and music festival competition. Ngomongo School was outstanding and represented a poem in French at the National level competition held in Kisumu city. Four learners from Kibera Scouting club joined their colleagues from other schools for a one week camp in Machakos, where they were trained on first aid, stages of scout development, and categories of scouting, leadership skills, scout rules and regulations. As a result, the leadership qualities and desirable behaviour of those who attended were enhanced. Learners had an opportunity to participate in educational trip to the shores of Lake Victoria, Giraffe centre and National Museum of Kenya in Nairobi. The children enjoyed these trips while learning history and Geography by interacting with the environment. Learners got motivated and have developed positive attitude towards schooling. The learner's attitude was positively influenced and they appreciated the opportunity to travel as a result of their being consistent in school. The transition rate in 2015 of 955 is higher as compared to 2014 with 894.

2.1.5. **Meetings:** Quarterly meetings for UBEU staff were held in 2015 to review the progress and plan next steps throughout the year. The staff took time and reviewed the proposed targets and deliberated on the monitoring framework too. This contributed towards the smooth implementation of the UBEU program. Parent's teachers' association meetings were held at end of every term in all the four schools. The meeting agenda addressed parent's contribution, integration of underage children below 12 years to formal public schools, security, criminal gangs recruiting children and youth rights and responsibilities and transition of learners to informal skills training. The awareness created during these meetings contributed to higher retention rate and enhancement of security in UBEU.

2.1.6 Integration and follow up of learners to formal schools: The unit managed to support and integrate a total of 97 learners (50 boys and 47) girls to public primary schools. The social workers continued to make follow ups in other schools and in the specific households to ensure that integrated children do not drop out of schools and find their way into the streets. The unit prepared 150 learners (86 boys and 64 girls) for transition to informal skills training programme in the year 2016. These are the phase four learners who were expected to transition after the four years education in UBEU. Those identified for placements for skills training with the local artisans were taken through a 3 days trade choosing workshop where they were introduced to various trades and opportunities in the labour market. Since parents support is required during training, the schools organized separate sessions for parents and caregivers informed them on obligations and responsibilities during and after training.

2.1.7 Strengthening the capacity of parents and caregivers to provide effective care and support to children and youth enrolled in UBEU schools.

In the year 2015, three hundred parents (300) in the four schools were taken through parenting skills sessions to strengthen their capacity to provide effective care to their children. Group leaders for 46 support groups were trained on business management skills, group dynamics and conflict resolution for effective running and generating capital to support the youth enrolled in UBEU schools and assistance / guidance to their fellow members who engage in different income generating activities. The increase in integration is as a result of the improved capacity of parents to care and support their children. This can be reflected by the 41% increase in the number of children integrated to public schools in 2015 as compared to 2014. In 2014 UBEU integrated 69 as compared to 97 in 2015.

2.1.8 Refresher courses to UBEU Teachers: Teachers' refresher course was organized for UBEU teachers, One was held on 12th -13th August 2015. The focus was on child protection policy, code of conduct for teachers, formation of Rights clubs in schools and how to handle adolescent children/learners. This was aimed at strengthening teachers' capacity to handle children from difficult circumstance

2.1.9

Meetings with relevant stakeholders and networks: In 2015 various meetings were organized with various stakeholders to fulfill its objectives. Some of the meetings were held by the following organizations

- **Teachers Service Commission (TSC):** USK management held several meetings lobby for replacement of retired teachers from the various departments of the TSC. The meetings have not been successful since the commission claims that there is shortage of teachers in the entire department and hence organizations offering Alternative Education like USK are no longer a priority when it comes to teacher's deployment. We are optimistic that the new APBET guidelines that have come into place will enable us succeed since the policy now recognizes and aspires to integrate non formal education as an alternative of Basic education.
- **Elimu Yetu Coalition:** This is a Coalition that has been articulating various educational issues such as employment and deployment by the government of ECD teachers. The advocacy campaign resulted into to County government taking up the roles of running the ECD education by employing teachers instead of the leaving that responsibility to the parents. Through this coalition, USK has been lobbying for deployment of teachers to non-formal school, funding to non-formal schools and affordable secondary school.
- **Pendekezo Letu** – A local CSO operating in the slums. Through various interactions, the organization managed to offer training for 2 teachers and 6 PTA members on gender based violence and alternative forms of discipline. They also trained 10 children on peer to peer education with focus on HIV/AIDS and Reproductive Health, Sexuality and Adolescence
- **MSF France and Belgium** – they trained parents on gender based violence and reporting of incidences of violence that includes rape and sodomy. They trained the learners on self-defense from sexual molestation, health and communicable diseases. This has enhanced knowledge and skills among the young learners in our schools.

2.2 How the work of the project influenced children's development:

The learners have been enabled to acquire skills and knowledge that will provide them with opportunity to meaningfully engage further activities for gainful employment. The extra- curricular activities have enabled learners to develop their inborn skills and talents thereby realizing long term dreams and aspirations.

Other areas the project has influenced children development includes:

- Parents counselling and parenting skills are able to effectively support their children.
- The children and caregiver health has improved as those who fall sick are referred for medical checkups to the various service providers such as Crescent medical Aid Kenya, Red Cross, Missionary of Charity and Medicines San Frontiers enabling them access medical treatment for minor illnesses. The services are free of charge apart from Crescent where USK pays a subsidized rate for the beneficiaries.
- Parents were economically empowered and more are conducting small scale business. About 30% of the caregivers trained on business skills have either expanded their business or started one to supplement the family income.
- The learners who transit to informal skills training programme acquire various apprenticeship skills that prepare them for wage or self-employment in future thus earning a living for themselves and their families.

CASE STUDY: JOSHUA MUTUNE-UBEU KIBERA PHASE 4 CLASS OF 2015

Joshua Mutune is the 9th born in a family of nine; he stays with his father Bernard Makau in a single room house in Laini Saba Kibera area while his mother resides in their rural home in Machakos County. The father undertakes casual work and is the bread winner for his nine children and six grandchildren. Joshua joined UBEU Kibera phase one in the year 2010 (Admission number 2519). Joshua was actively involved in child right club activities and this made him to be elected as the students leaders (head boy). He was also responsible for the Kenya Scout and child right club in the year 2015.

Being active in the extra curriculum activities enabled him to acquire a birth certificate which his parents were unable to access for many years. Having a birth certificate motivated him to register for the Kenya Certificate for Primary Education (KCPE) in 2015. He worked hard and scored 311 marks out of the possible 500 and was one of the best candidates in Kibera Silanga area. He has maintained high levels of discipline in school and at home. Despite the fact that his parents didn't have any regular source of income, he did not despair. He instead went out of his way to look for casual jobs casual job after school such as washing the public toilets in Kibera to earn some income. He used the proceeds to contribute the basic needs such as buying food and other items. His is hopeful that his dream to continue with education will soon come to reality. USK is currently supporting him through various bursary programs including Constituency Development Fund managed by the local member of Parliament to pay for his secondary school.

2.3 Difficulties faced during the project implementation:

One of the challenges that USK has been facing in promotion of non-formal education is complacency and negative attitude of majority of poor parents from the slums. Majority of parents neglect their children or prefer to enroll very young children not targeted by USK below the target age of 12 years to our school instead of mainstream government schools. This is partially because they cannot afford the mandatory levies charged in government run schools or because they know that USK offers free lunch. Majority of these them have either dropped from formal school or have not been to school at all. We admit them with the intention of working closely with the caregiver to eventually reintegrate them back to the formal school system. This has been challenging to USK when parents are not supportive or cooperative. Some of the reintegrated learners only stay in formal schools after a few weeks then run back to Undugu School once their parents refuse to provide some basic needs. Of course USK will continue to lobby the government managed schools to keep the children but it becomes more difficult when such parents are either sick, abusing drugs or just don't take seriously their roles and responsibilities of working with the school to keep their children in school keep up with their formal school but still come to USK centres' for lunch. USK will continue to enroll these parents to the existing parent's support groups with a view to enabling them engage in some viable economic activities and hopefully start small businesses through group loaning and lending schemes currently promoted by USK in the urban slums. It is hoped by motivating these parents to engage and interact with others in the various initiatives promoted by USK, they will manage to access small loans and start small income generating activities to enable them afford some of the school requirements.

USK staff will continue to integrate Family therapy approach which is a strength based approach to counsel such households with an aim to making them understand the importance of supporting their children's education in formal school. USK is also reaching out to the public school board of management to support the vulnerable families and incorporate their children in their schools. It is also in the USK advocacy strategy to work closely with the education stakeholders to ensure that those who neglect their parental responsibilities are held accountable by the law enforcement agencies or relevant government departments such as the children services department.

3 Outlook and thanks

3.1 Future plans:

USK intends to continue offering alternative education using the non-formal curriculum to compliment the Kenyan government policy of primary education and where possible to assist those willing to be integrated back to public schools. Economic and social empowerment of parents and caregivers will be given emphasis to enhance their capacity to better care and support the children and youth. Networking and linking parents with other stakeholders to enable them access other services that are not offered by USK such as bursaries for OVCs from various arms of government.

USK also plans to enhance her effort in improving child protection initiatives at the community level to address some of the issues that affect holistic development of children to enable us increase access to education for vulnerable children as well as reduce various forms of violations that are rampant in the informal sector such as Gender based violence, pornographic materials through the informal video dens that are mushrooming in various corners in the slums.

3.2 Thanking the donors:

USK Board and management on behalf of the children, parents and caregivers take this opportunity to convey appreciation enormous appreciation to KNH for the financial support received to make this project a reality and success. The support has positively enhanced the lives of children and youth residing in the Nairobi informal settlements. We continue to affirm our commitment to protection of the rights of marginalized and vulnerable children in the urban slums and hope that together we will enhance our Advocacy work to hold the duty bearers to take their responsibilities towards protection of children's rights.

I. SPECIFIC ASPECTS

1. Organizational level

1.1. Major events

The Mathare UBEU has received a face lift with support from Wilde Ganzen from Netherlands affiliated to the Friends Circle. All classrooms and abolition block have been renovated. The dinning and kitchen and the community hall has also been repaired. The learners are now enjoying a child friendly environment.

USK Management and Board continued to pursue the acquisition of land titles given that the Mathare and Kibera parcels of land had been allocated to the founder Fr. Arnold Grol but the organization has seen external forces including some local politicians trying to grab the land the school buildings sit. This is a major challenge to most schools in Kenya and hopefully those responsible in the various government offices will heed the President **Uhuru Kenyatta's** directive to provide all the schools with registration documents.

1.2. Changes in the partner organization, such as key staff, board composition etc.

Staff Changes: The organization recruited several new staff to replace those retiring and a few others to work in the newly funded projects; Among the new staff are, Benjamin Ilagosa – Youth Development Officer who replaced Jason Etole who retired after attaining the mandatory retirement age, Mrs Beldina Sigar Onyango – Program Officer and Rebecca Atieno Owiny – Program Assistant both recruited to work under the CSEC project Kisumu funded by one of our French Partners who is supporting us to intervene and combating sexual exploitation of girl in Kisumu and Nairobi.,, Morris Muniu Ngugi was recruited as Social Worker for Ngomongo school to replace Mercy Gichegi while in Gwasii Program the following staff were recruited; Collins Otieno Odoyo – Program Monitoring and Evaluation Officer, Racy Adhiambo Odero, Youth Development Officer.

Resignations in this period were Mercy Gichengi – Social Worker, Deo Ochieng – Program Monitoring and Evaluation Officer, GICEP, Jedidah Kendagor – Youth Development Officer – GICEP and Jacqueline Chebi – Project Coordinator, Deaf Children and Youth project.

Board changes: Five Board members retired namely: Amb Denis Afande – USK Patron, Mr. Lennard Membo – USK Chairperson, Mrs. Wambui Njuguna – USK Vice Chairperson, Mr. Wilfred Onono – Treasurer and Fr. Charles Obanya – Member. Prof. Ojiambo – Trustee had passed on. The council agreed to appoint: Mr. Wilfred Onono – Chairperson – BOD, Mrs. Hannah Cheptumo – Vice Chairperson, BOD, Mr. Joshua Okeyo – Treasurer

1.3. Major challenges and related responses at the organization

One of the major challenges was failure of the government to replace the retired TSC teachers. Back in 1983 government of Kenya had seconded up to 17 teachers to Undugu's schools. These numbers have drastically reduced to only four after some have died and a few others retired after attaining the mandatory teachers retirement age of 60 years. This has adversely constrained the organization simply because of relying on volunteer teachers who are paid an allowance from the current USK which is already overstretched. USK continues to pursue the Teachers Service Commission with the hope that they will second teachers to UBEU.

Limited contribution from Parents: Parents contribution introduced in July 2013 has not been embraced by many community members who for a long time depended or knew that USK has adequate resources to cater for all the school needs from external partners. In the past year less than 10% of the parents across the four schools contributed. In 2015 at least 30% of the parents managed to make some contributions although this is still negligible. USK will continue to encourage parents who are not in economic empowerment groups to join support groups and benefit from the various initiatives such as training and group loaning and savings schemes. At least 40% of the parents have joined in the groups and are saving, taking loans and undertaking small businesses to supplement their income.

2. Program/project management

2.1. Changes in staffing

One teaching staff member employed by USK management Ruth Ahuli retired from USK services at end of December 2015. The Ngomongo social worker-Mercy Gikengi left for greener pasture. She was replaced by Morris Ngugi who holds a Bachelors of Arts in Social Science from Makerere University and has experience in social work previously at Women Rights Awareness Programme.

2.2. Staff capacity building

The staff capacity to handle vulnerable and marginalized children from disadvantaged communities was enhanced through a 2 day workshop in August 2015 on child protection policy, code of conduct for teachers, formation of rights clubs and adolescent sexual reproductive health.

2.3. Changes in the organizational structure of the project/program

In 2015 there were no major changes in organizational structure.

In October, a review meeting was held and in attendance were: Senior Program Manager, UBEU Programme Coordinator, Head and Deputy Teachers and the Social Workers. The proposal targets were reviewed based on the realistic output of 2013 to date. The beneficiary targets were revised i.e. 5000 parents to 1000 parents for the proposal period, integration of 1000 to formal school revised to 400 for the five years. The PTA members were outlined to be 24 and networking with at least 24 organizations.

2.4. Major incidents and changes related to the equipment, infrastructure, office management etc.

Infrastructural changes: The Mathare School was refurbished with the support from Friends Circle Netherlands, giving it a completely new face. The areas refurbished included classrooms, staffroom, offices utilized by Coordinator, social worker, Head Teacher and Deputy Head teachers and the wash rooms for girls and boys.

Incidents: We experienced two break ins in Mathare and Ngomongo that led to a loss of text books, 2 desktops and all the catering equipment for the Ngomongo caterer. This was a setback given the limit of resources we are working within.

2.5. Major changes and incidents in the environment of the project, if any

The National wide teachers strike from Early August to September 2015 adversely affected learning not only in the country but also in UBEU. The Teachers Service Commission seconded teachers were on a go slow and thus the USK teachers had to undertake more work load. There was an influx of children to UBEU from the community whose parents preferred to send to UBEU and protect them from joining the street given that the government schools were virtually closed. This translated to a strain on the resources that included the rise in population and USK responded by accommodating these children through the September and half way into October.

3. Networking

3.1. Networking activities with like-minded organizations and KNH partners

The programme continued to work closely with relevant partners. These partners included: Education for Life, Care Kenya, Elimu Yetu Coalition, One Lamp, Ministry of Education, Ministry of Sports, Gender Culture and Children Affairs, Mathare youth association, Ministry of Local Government, Initiative for Community Action, Divine optician, Vigilant lady, Red cross, Nairobi safer space initiative, Maji na Ufanisi, Korogocho slum upgrading committee, Tatus Kenya, Vijana Amani programme, High-rise Rovers, widow orphan support programme, Carolina for Kibera, MSF Belgium and France, Plan International, No Means No World-wide, Giraffe Centre, Museum of Kenya

3.2. Coordination activities with other stakeholders concerning the project

USK worked closely with neighbouring public primary schools to integrate learners from our centres. Some of the schools were Daniel Comboni, Kiboro, Salama, Ndururuno and St. Johns Primary. The Department of registration assisted in provision of birth certificates for our learners and Ministry of Education for registering the candidates for Kenya Certificate of Primary Education which is a mandatory requirement.

4. Monitoring and evaluation

4.1. Overview of M&E activities planned and conducted

In the year 2015, USK continued utilizing its monitoring framework which covered the following: Weekly home and field visit conducted by the social workers to support the learners who had extreme challenges that were affecting their learning.

The school monitoring summaries were compiled by the Head Teachers. The class teachers schemed and planned all the lessons. These were monitored and verified by the Coordinator.

Weekly planning and review meetings with the Social Workers were held and cases handled were shared for input by the team to inform the follow ups. Social Worker conducted home visits, individual and group counselling with the support of the teachers. They also followed up the children integrated to formal schools and the youth undertaking skills training. Parents were also counselled on parenting skills during the home visits.

End of term review meetings were conducted bringing together staff from the 4 UBEU centres. All the teachers had an opportunity to input into the progress of the work.
Quarterly Program Technical Committee (PTC) meeting bringing together all programme managers to discuss the work and to obtain feedback on the modalities of countering presenting challenges to ensure that the annual targets are on track.

Biannual programme monitoring visits were conducted by Head of Programmes and Executive Director. During these visits they interacted with the parents, learners and the UBEU staff. Their critic was instrumental in ensuring that the staff put effort in achieving the objectives of UBEU.

4.2. Major challenges/constraints and responses concerning M&E

There were no major challenges.

4.3. Lessons learned and key observations concerning output and outcome

Through this period the activities conducted with the parents and caregiver has led increased awareness that has resulted in improved care and support of their children in the home. The follow up visits by Social Workers has led to caregivers purposing to make effort in meeting their parental obligations. This has in turn led to the retention and transition improving. In the year 2015, UBEU had accumulative population of 955 compared to 894 in the year 2014. This translates to an improvement of 6% which can be directly attributed to the close follow up and monitoring of the beneficiaries/learners.

4.4. Unintended results and outcome of the project, if any

None

5. Incidents related to the anti-corruption and child protection code

None

6. Planned changes for the next period

6.1. Planned adjustments and changes in the project strategies and activities

No planned adjustments to the project strategies.

Activities: USK will continue to recruit volunteer teachers to fill in the gap created by retirement of 3 and demise of the four TSC seconded teachers in 2014 and retirement of one USK staff teacher to ensure children and youth acquire quality numeracy and literacy knowledge and skills.

USK is fundraising towards the construction of modern infrastructure buildings in Ngomongo. This is in bid to ensure that the children learn in friendly and conducive learning spaces in UBEU.

6.2. Planned adjustments and changes in the project set – up

No adjustments in 2015. USK will be reviewing the organizational strategic plan that is being concluded in 2016.