



## **Activiteiten Onderwijskwaliteit 2012 – 2013**

### **INHOUD**

1. Algemene stand van zaken m.b.t. onderwijskwaliteit.
  2. Begeleiding en organisatie van de activiteiten
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  4. Overzicht activiteiten kwaliteitsprojecten per schooltype in de volgorde;
    - Lagere scholen
    - Kleuterscholen
    - Middelbare scholen
    - Technische scholen
- Inhoudelijk betreft dit:
- A. Individuele bezoeken van Tryphosa Nandasaba aan de scholen
  - B. Verslagen van vergaderingen met de families naar type school
  - C. Verslagen van workshops en trainingen
5. Overzichten resultaten van diverse scholen

NB De rapportage is voor wat betreft de structuur in het Nederlands geschreven. Met betrekking tot de inhoud is gebruik gemaakt van de Engelse rapportages van Tryphosa Nandasaba die hier onverkort zijn weergegeven.

Kimilili/Bavel, januari 2014

## **1. ALGEMENE STAND VAN ZAKEN M.B.T. ONDERWIJSKWALITEIT**

In de periode 2012 – 2013 hebben veel activiteiten plaats gevonden in het kader van het verbeteren van de onderwijskwaliteit in West – Kenia. Basis van de activiteiten is de behoefte die door de scholen zelf is aangegeven m.b.t. onderwerpen voor de trainingen en cursussen. Naar aanleiding van ons 10-jarig bestaan in 2011 heeft in de loop van 2012 het merendeel van de 33 scholen, die Stichting Harambee Holland tot nog toe heeft ondersteund bij verbetering van de onderwijskwaliteit, zich op eigen initiatief aaneengesloten bij zgn. families. We kennen de familie van ECD (kleuterscholen) en lagere scholen, van middelbare scholen en van technische scholen. Elke familie heeft een bestuur gevormd (voorzitter, secretaris, penningmeester) dat de activiteiten coördineert.

Het doel van elke familie is om per schooltype te bespreken welke problemen zich voordoen op de scholen en hoe die aangepakt kunnen worden. Zij komen regelmatig bij elkaar om deel te nemen aan de workshops en trainingen die onze stichting faciliteert maar ook om te overleggen, elkaar te adviseren en diverse zaken aangaande het onderwijs te bespreken. Het voorziet duidelijk in een behoefte. Enkele voorbeelden van activiteiten: het maken van proefexamens als voorbereiding op de landelijke examens, elkaar op de scholen bezoeken om te leren van elkaar, bepalen welke opleidingsbehoefte er is, het verzamelen van eenvoudige leermiddelen etc. Tijdens de trainingen komen aan de orde: verbeteren van het management, het maken van strategische plannen, discipline op school, het verbeteren van de prestaties, de verhouding met de schoolbesturen, het betrekken van de ouders bij de school, etc. Al deze workshops en trainingen worden gegeven door onderwijsspecialisten uit Kenia zelf. Er zijn genoeg gekwalificeerde mensen die dit kunnen uitvoeren. Bovendien kennen zij de lokale situatie en dit werkt veel beter.

Ter informatie een overzicht van de deelnemende scholen per familie:

### Familie van technische scholen:

Kamasielo YP, Sosio YP, Sikhendu YP, Chebukwabi YP, Naitiri YP, Sinoko YP, Wabukhonyi YP en Muliro YP.

### Familie van middelbare scholen:

St. Luke's Boys High School, St. Theresa's Girls Sec. School, Moi Girls High School, Kimilili FYM Girls Sec. School, Kimabole Mixed Sec. School, Beulah Girls Education Institute, Mukuyuni Girls Sec. School, Kaptola Mixed Sec. School, Kamusinde Mixed Sec. School.

### Familie van ECD en lagere scholen:

Dreamland Education Centre, Kaptola PS, Kamusinga PS, Kimilili RC Boys PS, Kimilili RC Girls PS, Kimingichi PS, Lutonyi PS, Kibunde PS, Hafoland PS, Mukuyuni PS, Luuya PS, Makunga PS, Lunyu PS, Ebubole PS, Ebwalito PS, Indangalasia PS, Ugolwe PS, Khalayi Nursery School.

## **2. BEGELEIDING EN ORGANISATIE VAN DE ACTIVITEITEN**

Alle activiteiten die in het kader van de verbetering van de onderwijskwaliteit worden gedaan, worden uitgevoerd of gecoördineerd door Tryphosa Nandasaba. Zij is onze ‘permanente’ vertegenwoordigster in West-Kenia en daarmee ook eerste aanspreekpunt samen met de drie lokale partners. Aangezien zij een voormalig schoolhoofd is geweest op verschillende vooraan-staande middelbare scholen, heeft zij inmiddels een goed gezag opgebouwd om haar taak goed te kunnen vervullen. Tryphosa zelf hierover aan het woord:

*“In samenwerking met haar drie partners: IcFEM, Father Peter en Mr. John Were, vond de stichting het nodig na te gaan of en hoe de hulp enige verbetering stimuleert op het gebied van de kwaliteit van het onderwijs dat geboden wordt door de scholen die van die hulp profiteren. De nazorg en steun wordt gedaan op verschillende manieren en dat is waar ik een rol heb. Ik ben enthousiast over mijn werk omdat het een gebied betreft waarin ik dertig jaar bezig ben geweest vóór mijn pensioen, namelijk werken en in wisselwerking staan met schoolgemeenschappen. Daarom ben ik vertrouwd met deze opdracht en doe ik het met een zeker gemak en is het een uitdaging.*

*Het werk betreft voornamelijk 16 basisscholen, 8 middelbare scholen en 3 vakscholen. Bij mijn bezoeken aan die scholen controleerde ik als regel de projecten, besprak enkele schoolkwesties, maakte een overzicht van kwaliteitsonderwijs of verzamelde informatie over studieprestaties. Tezamen met de partners help ik ook bij het organiseren van workshops voor schooldirecteuren en hoofdonderwijzers om daarmee invloed uit te oefenen op de bestuursorganisatie. Hulp is geboden aan directeuren van vakscholen en hoofden van basisscholen om beleidsplannen op te stellen zodat zij in staat zijn hun instituten beter te organiseren. We gaan ervan uit dat de beleidsplannen gebruikt worden om het lesprogramma op school effectief uit te voeren waardoor het realiseren van kwaliteitsonderwijs gestimuleerd zal worden.*

*Ook organiseren wij workshops voor leerkrachten in het kleuteronderwijs (ECDE) in de hoop dat we de leerkrachten voldoende effectief toerusten om een sterke onderwijsbasis te leggen bij hun kleuters. Tezamen met de partners verschaffen en coördineren we bijeenkomsten voor schoolhoofden en directeuren. Er wordt gekeken naar opkomende kwesties, we bespreken wegen hoe daarmee om te gaan en we leggen enkele ervan voor aan de stichting en haar partners in rapporten die ik daarover maak. Getuigenissen van de schoolhoofden, directeuren en leerkrachten tonen het nut aan dat zij ondervinden van de bijeenkomsten en workshops die zij hebben meegemaakt. Wanneer ik bij mijn bezoeken aan de scholen met hen besprekingen voer, voel ik mij bemoedigd over hoe zij de kennis op prijs stellen, en de wijze waarop zij een positieve verandering brengen in hun instituties.*

*Mijn werk is niet zo maar van mij alleen, het is een collectieve verantwoordelijkheid. Om mij in staat te stellen een verslag te schrijven over wat gebeurt in deze instituten, moeten er spelers zijn met wie ik contact heb, moet ik hun meningen horen, hun twijfels en suggesties. Hun bereidheid om mij de nodige informatie te verschaffen en hun goedkeurig om betrokken te zijn bij activiteiten van de stichting met betrekking tot kwaliteitsonderwijs, is zeer zeker een aansporing voor mij. Ik ben veel dank verschuldigd aan de commissies die elke groep heeft gevormd om mij in staat te stellen hen te coördineren. De grootste voldoening en vreugde die ik in dit werk ervaar, is het positieve effect dat de stichting heeft gehad in de gemeenschappen waarover ik rapporteer en de mij geboden gelegenheid om te werken en contacten te hebben met deze gemeenschappen.”*

Alle trainingen en activiteiten worden georganiseerd in overleg met de betreffende familie. Samen met een medewerkster van IcFEM worden de bijeenkomsten georganiseerd, accommodatie vastgelegd, begeleiders uitgenodigd etc.

Tijdens elk bezoek van het bestuur van de stichting aan Kenia wordt in overleg met de partners en Tryphosa een activiteitenprogramma gemaakt m.b.t. de onderwijskwaliteit. Tryphosa verzorgt de rapportage van haar activiteiten elke keer voordat wij Kenia weer bezoeken zodat we rekening kunnen houden met onze activiteiten tijdens ons bezoek. De informatie in de overzichten zoals hieronder aangegeven is de verzameling van haar terugmeldingen.

### 3. CONCLUSIES

#### Conclusie van Stichting Harambee Holland

Stichting Harambee Holland is enkele jaren geleden begonnen met de uitbreiding van haar activiteiten waar het de kwaliteitsverbetering betreft. In 2012 en 2013 zijn vooral dank zij de inspanningen van onze coördinator ter plaatse veel goede activiteiten ontplooid. Wij zijn haar dankbaar voor de voortvarende manier waarop zij dit heeft aangepakt en de goede samenwerking die we met haar hebben.

Uit haar verslagen blijkt duidelijk dat de problemen op de scholen enorm groot en divers zijn en dat niet kan worden verwacht dat Stichting Harambee Holland en haar partners die in korte tijd kunnen oplossen. Daarvoor zijn de problemen te omvangrijk en te gecompliceerd. Daarbij zijn wij afhankelijk van vele anderen die betrokken zijn bij het onderwijs in de regio. Het vertaalt zich daardoor ook niet in directe verbetering van resultaten op de scholen, sommige scholen daargelaten. Echter de aandacht en begeleiding die nu wordt geschonken aan de moeilijkheden dank zij de input van onze Stichting Harambee Holland, doet veel met de mensen die verantwoordelijk zijn voor het onderwijs in dit gebied. Het blijkt dat het voorziet in een enorme behoefte en er is een roep om verbetering van vele hoofden van scholen die ook hun eigen tekortkomingen onder ogen zien. Wij zien tijdens onze eigen bezoeken dat men op de scholen zich er meer en meer van bewust wordt dat verbetering op vele vlakken noodzakelijk is om vooruitgang te bewerkstelligen. Daar hoopt de stichting ook in de komende jaren aan te kunnen bijdragen.

#### Conclusie van Tryphosa Nandasaba

*In all the institutions that Harambee Foundation Holland and her partners have involved themselves with the purpose of ensuring that improvement in educational standards is achieved, there is varied evidence to show a positive impact. Every institution in its own way has positively moved away from where it was found by the partners. This uniqueness is possibly due to the kinds of challenges each of the institutions has. With time and necessary gap filling by the partners, I am positive that the target of the partnership in the institutions will be achieved.*

#### ***Assumptions.***

*The carrying out of all cited activities under HFH program, is expected to impact greatly on quality education thus causing the targeted institutions achieve and manifest the following outcomes:*

- ✓ *Improvement on quality of grades and/or skills achieved by students/ trainees that pass through the institutions.*
- ✓ *Strengthening of the partnership among the institutions.*
- ✓ *Turning out of useful and committed citizens into the society by the institutions.*
- ✓ *Enhancement of accountability and good governance in the institutions.*
- ✓ *Improvement on the retention of students/trainings.*

#### **4. OVERZICHT ACTIVITEITEN KWALITEITSPROJECTEN**

Om de activiteiten goed in kaart te brengen hebben we de werkzaamheden van Tryphosa gerubriceerd per schooltype en per activiteit. Daarbij komen we tot de volgende indeling:

- A. Individuele bezoeken aan de scholen in het kader van de begeleiding. Opgemerkt dient te worden dat wanneer het om de kleuterscholen gaat, zaken zijn besproken met de lagere schoolhoofden.
- B. Verslagen van vergaderingen met de verschillende families. Hierbij waren zoveel mogelijk hoofden van scholen aanwezig.
- C. Verslagen van de workshops die voortkwamen uit de bezoeken van Tryphosa aan de scholen en de vergaderingen met de families.

#### **Overzicht activiteiten voor lagere scholen**

##### **A. LAGERE SCHOLEN – bezoeken in het kader van individuele begeleiding**

- **KAMUSINGA ACK PRIMARY SCHOOL**

*Visit 12-01-2012 with the aim of assessing the progress on the Vulnerable Children project and quality education.*

*a. Vulnerable Children project:*

*Something is being done to assemble the necessary materials for the start of the project, rough stones and timber have been delivered to the site. The committee is involved in mobilizing other stakeholders in preparation to the start of the project.*

*b. Quality Education:*

*From the judgment tool that was used, the following could be said of the school:*

- *There is need to improve on physical environment*
- *Lunch program for pupils has to be looked into*
- *Curriculum organization be improved on*
- *To improve community sensitization*
- *Look for a way of encouraging parents to be actively involved in monitoring their children's academic progress*
- *Parents to be sensitized on playing their role more effectively.*

*The following were cited as challenges to the school;*

- *Many vulnerable children make it difficult for the school to collect necessary levies*
- *Less classroom causing overcrowding in classes*
- *Community's inability to contribute towards school needs*

*Visit 17-07-2012 as a follow up on some issues that were raised from the tool judgment and assessment of the vulnerable children project. The building is being worked on and other arrangements about feeding are being dealt with. The school is working on improving results by seeing to the finishing of the syllabus in all classes especially std 8. From the assessments of a number of exams done by class 8, the school mean score has improved and so hopefully will register good external examination results. The teacher – parent interactions have been increased with the hope of sensitizing parents on the importance of education, and their role in it. By having frequent evaluation tests the school has sought parents' involvement in monitoring their children's school work. The school has the following challenges;*

- *Child labour has caused instability in attendance of over 100 pupils. The school at times has to seek assistance from the local administration in notorious cases.*
- *Inadequate desks*
- *Small acreage which denies children enough playing ground for physical exercises.*
- *Inadequate staff yet parents are not ready to pay PTA employed teachers.*
- *Lunch program has not effectively taken off due to the unwillingness of parents.*

*Visit 16-10-2012* was for two reasons. One to attend a meeting on the Vulnerable Children (VC) project and secondly to assess the project's progress. The meeting brought the two school committees together to discuss pending issues on the VC project. In attendance was a representative of KCB who told the members of the bank's foundation programme which reaches out to communities in education, health, environment and entrepreneur. In Kimilili their focus on education is on special units. The bank was happy with the Kamusinga ACK unit because of its permanent structures, therefore, was willing to give support. This would come in due course. The meeting asked all committees formed for the purpose of facilitating the completion of the project and operation of the unit to speed up their activities.

As for the progress of the project, it was encouraging to see how hard the building committee was working. Roofing was being done on one dormitory while more timber was being solicited for the second. A tree had been given and arrangements were underway to have it cut and split for timber that would be used on the second roof.

*Visit 25-03-2013* which was also a day for the Vulnerable Children Project meeting.

From the report given on the project, the following issues emerged;

- The two dormitories were yet to be completed;
- One dormitory had a bad crack that must be dealt with before plastering;
- KCB contributed 50 mattresses, 40 blankets, 20 sheets, 19 basins, 06 buckets and 04 brushes to the project;
- Mrs. Pat Stevens had offered to grow food for the project.

Way forward:

- The chairman was to talk to the ACK bishop (sponsor of the school);
- The secretary of the VCP was to invite stalk holders for an emergency meeting;
- A site meeting to be organized so as to be held on 03-04-2013.

*Visit 31-05-2013* for the purpose of monitoring the progress of VC Project. Workers were at site and both dormitories were nearly finished from the outside.

#### ● DREAMLAND PRIMARY SCHOOL

Being a private school, Dreamland has moved several steps towards quality education. It has minimized barriers that are experienced by most schools. From the assessment tool used and its performance in external examinations, the school is working hard to deliver quality education despite the challenges that put strain on it due to a bad road.

Nevertheless, there is need for the school to find a way that will make its PTA more involved and more active. This could complement the efforts that are made by the school and lift it to a higher level. It is the school with by far the best results.

#### ● KIMINGICHI PRIMARY SCHOOL

This is a school that has had a very interesting history because of its set up. The school was in the past used as a dumping place for incorrigible teachers. Also the community was not keen on education. This made the school to lurk behind for many years. Nevertheless, the situation is hopefully going to change because useful and committed teachers have been posted to the school. Notwithstanding the standard of education at the school is still very low. For the present staff to be properly utilized, several areas have to be improved on, for example:

- ❖ School Management Committee' commitment
- ❖ Support from parents
- ❖ Expansion of school playing ground
- ❖ Lunch arrangement for both teachers and pupils
- ❖ Teacher pupil ratio that is wanting
- ❖ Book pupil ratio improved
- ❖ Payment of necessary levies by parents

- ❖ *Sensitization of the community*
- ❖ *Coverage of the syllabus in all classes.*

*Below are some of the school's challenges:*

- *Poor reading culture thus need for a library*
- *Lack of text books*
- *Absenteeism of pupils*
- *Parents' lack of interest and commitment to their children's' education*
- *Lack of water*
- *Small school acreage.*

*Generally Kimingichi needs a lot of support from all stakeholders.*

*The follow up of the previous visit was done on 13-03-2012. Though the head teacher was not in, I was well received by the deputy head teacher. He together with the teachers I had in the earlier visit gone through the judgment tool with, gave me a very encouraging feedback. The school had responded to the following issues that had been raised in the tool:*

- *Plans towards syllabus completion were in place*
- *School community relationship was being improved*
- *Water tanks were to be repaired*
- *A program to have parents of pupils in all classes attend meetings had been made*
- *Weakness in curriculum implementation was being sorted out*
- *Plans to buy more land was underway*
- *Creation of time for remedial and syllabus coverage had been organized*
- *Teachers' welfare had been improved.*

**Visit 04-11-2012.** *There is effort to rehabilitate the school and turn it round into a place of effective learning. The sponsor is working towards purchasing land for the school and is also willing to help the school install electricity so that the learners can benefit from radio lessons. The school has already asked the SMC to give it Ksh. 40,000 for wiring which is to start as soon possible. Three of us; the sponsor, head teacher and I had a discussion on the way forward on the spiritual aspect of the school and community around it. The sponsor agreed to this. The school's academic strategy consists of:*

- *Team teaching that will help in filling gaps that have existed for years by going back to the foundation. In the past, syllabus in all classes has never been completed. Teachers tried to complete only Std. 8's, which impacted negatively on the school's mean score.*
- *Sensitize the pupils on negative cultural practices that cause them lose sight on education.*
- *Cultivate unity and strength of the staff.*
- *Cultivate reading culture by converting one classroom into a library and equipping it with book, then educate the pupils on borrowing and reading text and story books.*
- *Initiate reading culture through reading cards.*
- *Organize release of results in every exam in the presence of parents and award those who excel with badges.*
- *The parents to be asked to hire and pay six more teachers in case the ministry does not post them to the school in January.*
- *To elect a committed SMC that will look into the needs of the school.*

*The school has benefited from a women group that organized for a borehole for it. The hole is in operation and the school has plenty of clean water.*

**Visit 26-03-2013.** *The population of the school has risen from 700 to 800 because of lack of a primary school in Mutekesi village which has become a catchment area for the school. This population is likely to increase in future if a primary school is not built in the said village in the near future. Kimingichi primary does not have the capacity to accommodate the increase, the school has inadequate staff and a small acreage. On that day, the pupils had gone for games in a neighbouring primary school. The head teacher*



was busy with std 8 registrations. My interaction was mainly with the deputy head teacher. From the discussion the following are reasons for the poor performance:

- Language problem that disenables the candidates who find communication impossible during exam time
- Effect of poor background of the candidates
- Indiscipline in some pupils which spills from their homes and makes them have problems with administration police.
- Lack of cooperation from parents around the school
- Inadequate and weak staff
- Presence of overgrown pupils
- Transfer of school chaplain.

Way forward:

- The school to activate Guidance and Counselling department
- To organize team teaching
- Group the learners and assist in languages
- Assessment by class teachers through which internal supervision is to be activated
- Have regular class meetings with parents
- Have head teacher's day fortnightly during which teachers and pupils are motivated
- Encourage democracy in choosing prefects and in creating school rules.

**Visit 30-10-2013.** I first met with the head teacher who admitted there were fightings among the staff but he had organized for a meeting with the SMC that could see the problem solved. Next I had a discussion with three senior members of the school, the deputy, examination council chairman and teacher in charge of lower primary. They admitted they were not happy with the position the school holds in external examinations and were equally embarrassed. They gave the following reasons for poor results;

- Poor reading habits which is being addressed through USAID which has introduced sound teaching and PRIMA which runs a program that gives text books.
- A poor start that was given by uncommitted teachers
- Lack of teacher –pupil relationship
- Lack of quality teaching time with pupils due to some teachers' personal problems
- Resistance to change by old or long serving teachers at the school
- Unsupportive parents who have no interest in their children's education
- Poor turn up of parents at AGM's and other parents meetings
- No follow up on issues agreed upon
- SMC never gives teachers support. Once elected they go home only to come back on the day of another election, a very incompetent SMC.

It was agreed that the three teachers, will join the head teacher to spear head change in the weak areas.

#### • MUKUYUNI PRIMARY SCHOOL

Mukuyuni seems to have had a major boost from the new head teacher. Apparently most of the challenges they had earlier seem to be vanishing. Community problem that had persisted is currently a thing of the past. Division that existed among the staff has been removed. The school's mean score improved, which has attracted more enrollment; consequently putting pressure on the facilities available. Hopefully completion of Hafoland will be a solution. Signs of efforts made towards quality education are evident; however the school administration is expected to involve the parents more than has been in the past. Also teacher- pupil ratio could frustrate the staff's efforts. The following are some of the things that have stimulated Mukuyuni primary community:

- Commitment and punctuality of teachers
- Transparency of the administration
- Amicable Teacher/ administration interrelationship

- *Change of attitude of the P.T.A*
- *Discipline through strong guidance and counseling team*
- *Reading of laid down rules repeatedly*
- *Combined decision making by the staff and willing parents*
- *Efforts made towards sensitization of parents.*

*The school nevertheless has some challenges as listed below;*

- *Less classrooms*
- *Inadequate text books*
- *Negative influence from a coming up neighboring town.*

**Visit 23-05-2012** *The purpose was to take photos of two ECDE blocks for HFH.*

● **UGOLWE PRIMARY SCHOOL**

**Visit 19-01-2012.** *Of all the schools that have been assisted it is presumably the youngest but quite promising. Team work is evident and the head teacher is very transparent if the staff's testimony is anything to go by. Though there had been a small problem with ECD teachers, this has been cleared by her assigning the senior teacher to streamline the anomalies that had been created by EDC teachers. Construction of a strong ECD block is complete while the repair of one of the tuition blocks is being worked on. I found parents working at the project. Though they are financially unable, they give labour needed with all their hearts. I was impressed by the concern teachers have for the pupils, majority of whom are orphans. Apart from mending torn clothes for them, they contribute money to buy necessary items for the needy. While being taken around, it broke my heart to see many pupils seated in class working on their home work instead of going home for lunch. Since there was no meal at home, they preferred staying in class. Unfortunately, the school too cannot provide lunch because the guardians, mostly old mamas, are not able to pay towards it. The challenges are:*

- *The majority of the pupils are orphans due to AIDS. The guardians are old mamas who are penniless and cannot contribute towards any monetary school levies.*
- *Most afternoon lessons are not very effective because of the hungry pupils; that is why teachers find it difficult to keep the interest of the pupils on the lessons.*
- *There is an acute lack of water at the school.*
- *Text book: pupil ratio is deplorable. Government funds are not forthcoming.*
- *Need for library to encourage reading culture and curtail vernacular use.*

*The large orphan numbers at the school is alarming; something needs to be done!*

**The next visit** to Ugolwe was on request by Mr. John Were who asked me to check on the renovation that had been done at the school on four classrooms. I attested that these were well done and they are in use. I also used the opportunity to make a follow up on issues raised during my previous visit. Apart from increasing the staff, a lot was being done to improve school mean score and this could easily be seen in the meticulous test analysis the deputy of the school had made. The way the this was done is worthy being emulated by other schools. The school, in effort to start a feeding program, has planted maize and beans on 4 acre land given by Mr. Were. The ECD classrooms are well utilized though there is a problem of having nursery and baby class in the same room under one teacher.

● **LUTONYI PRIMARY SCHOOL**

**Visit 20-01-2012.** *The school is overenrolled. It has a population of 1085 pupils sharing inadequate facilities which has caused a lot of congestion. The school is one of those that performed below average in KCPE results. The school has adequate teachers and this should be an advantage that when properly used, could improve the school's performance. Unfortunately the community has not been sensitized enough to give adequate cooperation. The school seems to be struggling on its own and this puts strain*

on the school administration. Lunch is given to only Std 8s while the rest of the pupils go home for lunch; some to distant places. Below are Lutonyi's challenges;

- Overcrowded classrooms
- Unconcerned community
- Inadequate text books

**Visit 09-07-2012** for the purpose of a follow up on issues that were discussed in the judgment tool. The school now has enough staff and though the book ratio is still poor, efforts are being made to overcome the problem. The monitoring of curriculum by the head teacher has been improved on by involving subjects' panel heads. From the zonal examination results, there is an improvement in the school's Std 8 mean score. Efforts are being made to complete the examination class syllabus before the end of term two. Teacher/parents interaction has increased though there is still negative attitude from some parents who do not do any follow up on their children. Unfortunately this comes from a group of young parents.

The school still has the following challenges:

- Uncaring parents or guardians who make the children under them feel neglected, therefore, do not concentrate in school
- Inadequate latrines
- Congestion in classes due to lack of enough classrooms
- Lack of adequate readers for pupils which makes them perform poorly in English
- High rates of dropout by needy children.

#### • LUNYU DEB PRIMARY SCHOOL

**Visit 24-01-2012.** The school has a new head teacher, he is the chairman of Education Board in Kabuyefwe Local Unit. Hopefully, he is going to put in his work some extra effort in order to bring Lunyu from where it sunk.

Any time I have been at Lunyu, I never find the head teacher or the deputy; this was the first time I found both and I made it known to them. From my assessment tool it is obvious that though there are subject panels, they are in theory due to lack of team work. The commitment of teachers was below average and supervision of the curriculum was inexistence. For that matter, curriculum coverage was very poor hence poor results for many years. I had healthy discussions with the new head teacher and his deputy during which a number of issues were noted for deliberations by the entire staff.

Below are some of the problems experienced by the school:

- Lack of cooperation from the community and parents
- High turnout of head teachers
- Negative attitudes of parents towards education
- High rate of drop out due to various issues
- Lack of staff houses yet all teachers come from afar
- Lack of school development plan
- Lack of water.
- Crowded classrooms

The new head teacher looks promising but we shall wait and prove this with time.

**Visit 20-06-2012** with an aim of finding out if the school administration took any step in implementing some of the issues the judgment tool raised about the school. It was with a lot of relief and satisfaction when the first sight of the school conveyed a positive message- Lunyu was changing for the better! Some of the positive changes noted:

- Had started on a feeding program by giving STD 8 and special class lunch. Hopes to start feeding STDs 1, 2 and 3 in third term.
- Has planted 5 acres of maize and beans to boost the lunch program.
- Has installed electricity and pupils can now access radio lessons on a TV donated.
- Has cleaned the fish ponds, removed a wrong breed and entered a new agreement with the ministry of fisheries.

- *Teachers have their lunch organized for.*
- *Their standard 8 class now has one more period for learning curved from lunch hour.*
- *Remedial for all classes done before normal classes begin and in the evening.*
- *Parents are being sensitized on parental responsibility through class meetings for parents during which outsiders are used.*
- *Teachers from schools which excel have been called in to talk to the staff in various subjects.*
- *Parents who fail to attend class meetings are called in and talked to individually.*
- *To avoid frequent absenteeism by teen girls, the school has purchased sanitary towels for them.*
- *The administration block has been renovated.*
- *Napier grass has been planted in preparation of dairy farming.*

*Nevertheless the school still has a number of challenges;*

- *Almost all teachers come from far yet there are no teachers' houses. This lack causes lateness and inconveniences for teachers.*
- *Lack of library; an improvised room has neither furniture nor readers.*
- *Need for renovation of six classrooms.*
- *A shortage of four classrooms.*
- *Lack of dormitories yet many pupils come from afar.*

*I want to admit that Lunyu is now on the correct track and needs every assistance to enable her leap forward.*

- **MAKUNGA S. A. PRIMARY SCHOOL**

*Visit 24-01-2012. For some time Makunga has been recording below average marks in KCPE. This in a way can tell on curriculum implementation and coverage. The many times I have been in Makunga, I found the head teacher only once.*

*The school has always had the following problems;*

- *Lack of classrooms*
- *Lack of water*
- *Drop out of pupils*
- *Lack of a playing ground*
- *Parents' negative attitude towards education.*

*The good news is that HFH is ready to assist the school in putting up an ECD block which will definitely give the school a sigh of relief. Bricks for the same are being made in readiness for the project.*

*Visit 17-05-2012. This was after the cheque for ECD classrooms had been handed over to the school by IcFEM Director on behalf of Harambee Foundation Holland. Apparently the speech given by the Director poked school staff's conscience. It caused the teachers to feel guilt of their poor commitment. Consequently the staff and the SMC had a joint meeting to discuss issues that were highlighted by the Director.*

*The following measures were to be taken by the school to improve its mean score:*

- *Revival of subject panels*
- *Strict monitoring of pupils' attendance*
- *Introduction of remedial especially for standards 7 and 8*
- *Set up of class mean scores*
- *Introductions of awards for those who excel*
- *Allowing pupils to borrow and carry home story books and school text books*
- *Making plans for parents' sensitization*

*Nevertheless the school has one big headache, child labour. It urges all stakeholders to work together to solve this problem.*

*The building committee had delivered 12000 bricks and had money for 3000 more which were to be purchased the following week. 9000 feet of timber was in store for roofing.*

*This meant they were ready to start. I looked at the SP which they had completed and printed. Unfortunately it had a number of mistakes that were to be corrected.*

*Visit 23-05-2013 The ECDE block was being plastered and wiring for power was going on at the same time. All these works indicates that by July the Makunga project will be complete.*

• LUUYA DEB PRIMARY SCHOOL

*Visit 24-01-2012. There had been an attempt to remove the head teacher but this was met with protests from the Head teachers' Association. At the time of the visit there was a SMC meeting, therefore, I got the information I needed from the senior teacher. Seemingly the School Management Committee is weak and ineffective. This makes it hard for the head teacher to work without adequate cooperation from the parents. Below are some of the challenges sited:*

- *Shortage of staff and inability to pay P.T.A teachers*
- *Unwilling and difficult parents*
- *Indiscipline of pupils*
- *Somewhat uncaring community*
- *Weak and distant SMC*
- *Poor working relationship between the head teacher and the chairman of the SMC*
- *Lack of adequate classrooms*

*Hopefully the school will find a way of overcoming some, if not all, of these hiccups. It had completed the SP and printed it. Nevertheless a few stages were left out and there were a number of changes to be made. The head teacher was receptive and promised to put right every wrong and deliver the draft to Mr. Tatwa as soon as the school was able. From several Bungoma North mock examinations for standard 8, Lunyu moves away from bottom.*

*The school harvested 38 bags of maize and 4 bags of beans. To remain productive sunflowers have been planted with hope of getting money from its sell that would enable the school buy a cow for milk. One fish pond will have its fish ready for sell in January 2012. Its sell shall be used to purchase a printer.*

• KIMILILI R.C. BOYS PRIMARY SCHOOL

*Visit 25-01-2012. Though the school is right in the heart of Kimilili town, it is interesting and unbelievable that the parents are quite uncooperative. One expects the community to be more receptive to the demands of quality education on parents. Apparently here things are different because of the belief of parents that the school is adequately funded by some quarters. This and the fact that some teachers are not very committed and uncooperative, might be putting a lot of stress on the head teacher. Hopeful there will be a solution to it as soon as possible.*

*I must say the Head teacher was the most open and sincere among all the persons in all institutions. Below are the school's challenges:*

- *Unwilling parents*
- *Lack of water tanks for rain water harvest*
- *Lack of adequate classrooms*
- *Unequipped ECD*

• KIMILLILI R.C. GIRLS PRIMARY SCHOOL

*This is a sister school to Kimilili R.C Boys and was visited on 26-01-2012. A comparison is very interesting. While parents are a bit unfriendly over the other side, they are amicable and cooperative, always willing to contribute towards the education of their children. Mark you, some parents have children in both schools! The school being for girls in the middle of town, one would anticipate high drop out of school. This is not so*

here because of a strong school guidance and counseling team. The school is able to give lunch to all standard 8 and any other pupils whose parents are willing to pay for it. Plans are under way to start a boarding wing soon. Presently the vulnerable pupils are quite catered for. The head teacher seems to be good at making necessary connections that benefit such pupils in her school. The academic performance is above average.

Nevertheless the school still has challenges such as:

- Lack of boarding facilities
- Lack of more classrooms
- More funds to enable adequate help to the vulnerable girl child

#### • EBWALIRO PRIMARY SCHOOL

Ebwaliro is a school in Mumias division and was visited on **27-01-2012**. Some of its pupils come from the village, others from town, so the school administration deals with two types of parents. It also gets pupil with special needs i.e. the deaf. No wonder the school has remedial for pupils with special needs thrice a week. The school time table begins from 7 a.m. to 5.10 p.m. It is lucky to get uniforms for the vulnerable pupils from a NGO known as SAIP. Curriculum seems to be well managed. The staff is very cooperative and it is not surprising that they get free lunch. Some of the unique programs that I found implemented at Ebwaliro and no other primary school are;

- Library time for all classes and supervised by teachers
- Composition and Insha written thrice a day by standards 7 and 8 marked and revised
- Integrated program for the deaf.
- An elaborate system of assessment.
- Girls perform better and their retention is high.

The school has been recording above average mean score which it hopes to better despite the fact that it registers pupils with disability from Mumias School for the Deaf. Below are some of the challenges that were cited:

- Crowded classrooms
- Lack of electricity
- A good number of unwilling parents
- A small playing ground

#### • EBUBOLE PRIMARY SCHOOL

**Visit 27-01-2012.** The population is 715 pupils. The school has a solid curriculum implementation. The staff is dedicated to their work despite the fact that it is the only school that has no lunch program for teachers. The school's mean score is above average. Though the school should be happy with it, the fact that most of the pupils that excel are never lucky to join form one brings sorrow to the staff. The community is believed to be very irresponsible because instead of going home for lunch, the pupils would rather remain in school which they find friendlier. It is sad that the school has no lunch program for the pupils who choose to stay in school at lunch hour than go home where they would find none.

Below are some of the challenges that were expressed:

- Parents' poor commitment
- Many good passes that are thrown to waste
- Parents' poor attitude towards education
- Lack of enough classrooms which causes overcrowding in some classes
- Too many pupils that could be classified as vulnerable causing the school to stagger under the weight of demands for help ( Many pupils lack basic needs)
- Discrimination of girl child by the community despite her effort to excel.
- A weak School Management Committee.

- **INDANGALASIA PRIMARY SCHOOL**

*Visit 03-02-2012 Indangalasia is the only school that does not have an obvious HFH kind of building; this shadows the help the school received from the Foundation. It has a population of 670 pupils yet has only 9 teachers. Though quite disadvantaged, Indangalasia's results have always been above average. The school is very unfortunate because parents are not committed to educating their children. It is another school that does not have any kind of lunch program for any of its pupils.*

*Below are challenges that are at the school:*

- *High level of drop out due to*
- *Early marriages*
- *Pregnancies*
- *Transfers*
- *Poverty and parents' irresponsibility*
- *Child labour*
- *Death of both parents*
- *Unwilling parents*
- *A weak SMC*
- *Crowded classrooms.*

*Visit 19-06-2012 for the purpose of a follow up on the judgment tool. In the earlier visit I discussed the tool with the head teacher. To evaluate its implementation and the way forward promised by the head, I requested that I talk to one of the teachers. This I was granted. I then discussed with the teacher on various school issues including his effort to spiritually rehabilitate the pupils since many of them come from an environment that lacks morals. We also discussed on ways in which the school's launching of results could be made better so that much learning time is not eaten into and pupils are less fatigued by it. Ultimately, I was able to deduce that emerging issues from the tool were worked on by the school; for example:*

- *The staff was increased by 2 TSC teachers and 3 SMC teachers, one of them for the nursery.*
- *Lunch program for STD 8, though with a lot of challenges, has been started.*
- *Utilization of the school garden by planting crops that could be used for the lunch program*
- *Efforts to sensitize parents on their responsibilities were being made*
- *The strength of the school lays on pupils' positive attitude towards education and the good teacher-pupil relationship.*
- *The school is working towards better grades.*
- *Pupils have been motivated into working hard by the possibility of being on a sponsorship program organized by one of the teachers.*

*Nevertheless, Indangalasia still has a lot of challenges some of which are;*

- *High community poverty levels that spill into the school and incapacitate some of its programs that would help it to excel.*
- *Lack of enough classrooms causing a big congestion in classes 1, 2, 3 and 4.*
- *Need for renovation of all existing classrooms.*
- *Lack of administration block.*
- *Inadequate text books and lack of readers/ story books.*
- *A good number of the pupils do not stay with parents; either because they were born out of wedlock or their parents died. This has made many of them suffer rejection and give up hope of advancing in education.*
- *The negative culture in the community due to its dependence on sugar cane growing.*
- *Though the school produces good passes, most go to waste because of lack of fees.*
- *Majority of parents/ guardians are not supportive i.e. they neither pay the necessary levies nor give parental support to their children.*

On **10-09-2013** a meeting was held at Indangalasia primary school during which Harambee Foundation Holland discussed with all stakeholders about the involvement of the community in the project. HFH was also promised quality work by her partner Mr. Were. It was decided to build 4 new class rooms for the school, supported by HFH. The foundation was assured by parents, Sponsor, Education office, CDF and all other stakeholders that they were ready to give every contribution and support to the project.

**Visit 11-11-2013** for the purpose of finding out if all the necessary materials had been gathered in readiness of the start of the project. The following materials were at the site:

- Stones worthy Ksh. 100,000
- 130 tones of sand worthy Ksh. 120,000
- 13,000 bricks @ 7/= worthy Ksh. 91,000

A meeting with parents was planned for 19-11-2013 to discuss on how timber would be brought to the site and to ask parents to take on casual labour when the construction work starts. The CDF promised to bring in funds as soon as the work starts.

- **HAFOLAND PRIMARY SCHOOL**

**Visit 25-10-2012.** It was visited for monitoring purpose and delivery of profile form. The building committee had brought on the ground 6650 bricks and was meanwhile looking for funds so as to cut down the trees that had been donated and make timber. The school was in session and the population had risen to 97. I found the head teacher and one other teacher in class.

**Visit 23-05-2013** The workers were found plastering the ECDE classrooms which testifies that the project work is going on and hopefully will be through soon.

**Visit 13-11-2013** to check on what was going on at the site. I am happy to report that there was good progress on brick making by parents, supervised by the PTA chairman and treasurer. So far there is a total of 12,000 bricks awaiting baking. Meanwhile others are being added with intention of providing 20,000 baked bricks to be used on three classrooms at the start of the year 2014. There was obvious enthusiasm among those that were working on the bricks. I was told that IcfEM had promised to provide the rest of materials that will be needed to finish the project so long as the PTA produced 60,000 baked bricks and that is what the PTA is working on. There is big possibility of having construction on the project resumed in January.

- **MUMIAS SCHOOLS**

I visited the schools on **26-10-2012** for two reasons. To deliver profile format and to find out if they were ready with their Strategic Plan. Due to the coming of external exams, I decided to put all the Mumias schools together at Ebwaliro instead of visiting them individually. Here I went through the SP of each school with the heads. Ebwaliro and Indangalasia had already put their SP in print, here were minor corrections to be made. Unlike the two, Ebulole was not ready and had a number of problems; therefore, after pointing out the errors I requested Ebwaliro and Indangalasia to help their colleague. Ugolwe was not able to come and was just beginning to work on the SP. I requested the head teacher of Indangalasia to go to Ugolwe and assist. He was willing to do so. Hopefully the school will be ready for the collective launching in January 2013.

- **KITAYI PRIMARY SCHOOL (special visit)**

**Visit 13-03-2013** for the purpose of taking some data of the school, delivering copies of material covered in the previous primary head teachers' workshops and discussing emerging issues with the head teacher. The school has a population of 889 pupils, 83 ECD kids and 18 teachers. It lies on 5 acres land. At the time of the visit a lot of renovation was going on in a number of classes whose floors had been depilated. Doors and windows fixed and floors cleared for the final finishing. Looking at the pace at which



work on the project was going on, I anticipate its completion at the end of July 2013. To me it was a sign that development was going on in the school. Challenges:

- Inadequate classrooms
- Lack of parental guidance among the pupils
- Bad influence of local brew on the pupils
- High level of dropout
- Waste of bright children because of high level of poverty in the community
- Lack of a unit for the physically challenged pupils

#### • KIBUNDE PRIMARY SCHOOL

The school was visited on **30-04-2013** for the purpose of delivering photos from their partner schools in Holland and also to look at the progress on material gathering. The school has collected a good quantity of materials and is basically ready for the take off of the project.

**Visit 16-10-2013** with an aim of making a follow up on the progress of material gathering. It was found that most of the materials were at the site. The head teacher and his team asked me to go through the letters they received from HFH with them and make clarifications; which I did and helped them to understand the steps they were to go through in readiness for the start of the project. I have already given Mr. Albert Bakasa (HFH partner) the head teacher's phone number and by this, I have initiated communication between the two.

### **B. LAGERE SCHOLEN – vergaderingen schoolhoofden**

#### • GENERAL MEETINGS PRIMARY SCHOOLS

**The first meeting** to discuss on what kind of topics the head teachers needed help in was held on **31-05-2012** at IcFEM H/Q. All schools assisted by HFH apart from Makunga and Dreamland attended the meeting. During the meeting, a decision was reached to have a committee in place. The following were made officials:

- Chairman - Peter Wafula Situma (Kimilili RC Boys') - Kimilili
- Secretary - Francis Mutali (Mukuyuni Primary) - Bungoma North
- Treasurer - Sylvester Kweyu (Indangalasia Primary) - Mumias
- Member - Anne Adiema (Ugolwe Primary) - Siaya
- Member - Patrick Mwangi (Kaptola Primary) - Mt. Elgon

The chairman led the teachers in giving the topics during the workshop in order of priority;

- 1) Strategic planning
- 2) Curriculum supervision
- 3) Guiding and Counseling
- 4) Community resource mobilization
- 5) Leadership and integrity
- 6) Project proposal writing
- 7) Team building

Since all these topics could not be covered in two days' workshop, it was agreed that the first two be handled and the rest later. They also identified a facilitator for curriculum supervision- the DQASO (Mr. Andrew Ashiundu) while strategic planning was facilitated by Mrs. Opondo. The date for the workshop was put on 28<sup>th</sup> -29<sup>th</sup> June 2012.

The meeting decided that a common exam for class 8 be set, administered, marked and launched in August 2012. Responsibility to set papers was given as follows:

- Siaya (Ugolwe) Kiswahili
- Kimilili Mathematics
- Mt. Elgon SSR

- Mumias Science
- Bungoma N English

Mark lists to be delivered to the chairman on 10-07-2012.

A way forward was given as below;

- Setting of a common exam
- Link system for the schools
- Donations into a kitty
- Visits to each other
- Wish to partner with schools in Holland and elsewhere
- Stay together.

**The second meeting** was called by their chairman Mr. Peter Situma. It was held on **14-11-2012** at IcFEM H/Q . Most schools were represented but Lunyu, Dreamland, Luuya, Makunga and Kaptola were not. At the meeting the following issues were looked at;

- 1) State of the schools. Each head briefly told what was going on in their institutions.
- 2) Strategic Plan.

Every head present assured the meeting that their SP was ready for launching. It was then unanimously agreed the launching would be done in January and requested education program to discuss with the sponsor and communicate it to the heads.

- 3) Joint examination results.

The results were released as shall be found on a separate document. It is good to note that only two schools got a mean score of less than 250 marks while three schools got above 300 marks. The schools regretted the delay in the release because if it had been done earlier, the comments made would have been used for correction.

The Mumias group was not comfortable with the fact that the Bungoma schools marked the scripts of their own candidates while they swapped their scripts. It was agreed that the marking be done in the same manner to avoid disparities. The chairman commended the Mumias group for having been very cooperative but asked the Bungoma North schools to be considerate in future. He narrated a number of challenges his team experience in organizing the exams. The worst was lack of finances which made the work quite a nightmare. He hoped that in future members would keep their promises.

Way forward:

- They were asked to consider their way of life and how they handle issues in their schools i.e. finances. Curriculum, infrastructure etc.
- Make efforts to grow in networking.
- Maintain the bond and expand the relationship between them.
- Have three exams in 2013 which should be marked, centrally if possible and released immediately.
- The team to become a small KNEC and set the exams whose name should meanwhile be Harambee Foundation Holland Schools examination.
- The committee to release a timetable for the three exams which would then be cooperated in the schools' timetables for ease management of the same.
- The committee to write a letter to Mrs. Opondo and thank her for the work she did.
- To have the SPs launched individual and await collective launching in January.
- To take minutes of their future meetings; copies of which would be given to IcFEM Education program.

**The third meeting** was on **17-09-2013**. The head teachers of the following schools were in attendance; Lutonyi, Kibunde, Kimingichi, Lunyu, Ebwaliro, Indangalasia, Ugolwe, Ebubole, Kimilili Girls, Kimilili Boys , Mukuyuni, Kaptola . Luuya and Kamusinga ACK sent deputies while Makunga and Dreamland failed to attend.

*The main agenda of the meeting was on the administering and carrying out of an examination that was almost ready; other issues:*

- 1) *School management*
- 2) *HFH examinations and necessary actions*
- 3) *Need to plan activities for 2014*
- 4) *HFH family welfare.*

*It was agreed that the exams be carried out professionally with time table drawn and all general rules. No school was to mark their own candidates' work and dates were to be strictly followed. The schools that had not paid for the exams were to do so immediately. An exam committee was formed of three members. It was apparent that schools were finding it difficult to have exams printed and photocopied in readiness for implementation. A request was made to HFH for a photocopier machine. Though a number of other requests were made, they will not be mentioned here because an elaborate report will come under 2014 activities.*

***The fourth meeting*** *was on 11-10-2013 at EARC in Mumias. The two main agendas were: to discuss their HFH family 2014 activities and to release results of the exam the standard 8 pupils had done. The schools that attended were, Indangalasia, Kimingichi, Kimilili Boys primary, Kimilili Girls primary, Kaptola, Lunyu, Ebwaliro, Ugolwe, Lutonyi, Ebubole, Mukuyuni and dreamland. Unfortunately Makunga, Luuya, Kibunde and Kamusinga ACK were unable to attend for varied reasons.*

*The purpose of the exams was said to be;*

- *To involve all pupils in the said schools in the activities of the family*
- *To psyche one another*
- *To enhance and implement skills*
- *Through the results communicate to HFH that their contribution is productive.*

*Also resolutions were made at the same meeting as follows:*

- *Head teachers to do all they can to add value to their institutions*
- *All the schools to help all the candidates at the bottom to move away from 200 marks*
- *Teachers in the family schools to be challenged to obey all rules made by the family on future exams*
- *Head teachers to do their best in bringing parents on board so as to make their percentage of the contribution in order to facilitate for efficiency and more exams.*

*Next discussion was on activities for the year 2014 which were outlined as follows;*

*Examinations* *It was suggested that standards 7&8 take two common exams in the year 2014 for the purpose of exposing the pupils in the family schools to a competitive exam and to give them a preparation for national examinations.*

*Workshop for deputies and senior teacher.* *The workshop was found necessary because most deputies and senior teachers have not been prepared enough for their responsibilities; there-fore a workshop in the following areas would be useful:*

- 1) *Curriculum delivery*
- 2) *Record keeping*
- 3) *Assessment*
- 4) *Discipline*
- 5) *Guidance and Counselling*

*School management workshop* *In the workshop the three parties (head teachers, PTA chairman and Sponsor) of the management would be brought together to spell out their roles in order to remove role conflict that has always existed in the instructions; because of the conflict most schools stagnate. The topics to be covered were:*

- 1) *Role of school management committee- SMC*
- 2) *Head teacher – sponsor relationship.*

Motivation It was found necessary that some form of awarding is done by giving tokens to higher achievers in order to create health competition. A request was therefore made that two types of trophies be bought; big ones for the first three schools and small ones for good performance in subjects.

Mentorship It was suggested that pupils in the family schools be exposed to what exists in National secondary schools. This, it was hoped, would motivate pupils to aspire to join National schools which in turn would motivate them into working harder in order to achieve high grades.

*Proposed budget for 2014:*

DATE	ACTIVITY	VENUE	PARTICIPATION	BUDGET	TOTAL
February 2014	Deputies and sponsors workshop	Mumias	D/Ps and senior teacher 17x2 = 34 Facilitators 3 Coordinators 2 Total 39	Lunch 39x300x2 = 23400 Tea(4 teas) @100 =400x39= 15600 Accommodation( less 6 ) 33x1500 = 49500 Facilitation 6sessions @ 5000= 30000 Stationary(flip charts, felt pens, ream, tape etc) 3000	121,500
March 2014 For 2 days	Workshop for school Management	EARC	17 schools' sponsors, chairmen and head teachers 17x3 = 51 Facilitators 3 Coordinators 2 Total 56	Lunch 56x300x2 = 33600 Tea ( 4 teas@100) 400x56 = 22400 Accommodation for (56-9) = 47x1500 = 70500 Facilitation fee 6x5000 = 30000	156,500
March 2014	Release of results for term 1 exams	Mukuyuni	H/Ts 16 Chairmen 16 Officials 10 Total 36	Lunch 36x300= 10800 Tea 36x100 = 3600	14,400
March 2014	Trophies			3Big ones 3x1000 = 3000 Small 16x500 = 8000	11,000
Sep 2014	Mentorship		Teachers 16 Students 170 Drivers 3 Total 189	Hiring 3 buses @10000 = 30000 Lunch 170x70= 11900 Lunch 16+3=19x300 = 5700	47,600
October 2014	Release of results for term 3 exams		H/Ts 16 Chairmen 16 Officials 10 Total 36	Lunch 36x300=10800 Tea 36x100= 3600	14,400
Early in the year	Photo-printer	Kimilili Boys Primary	All school	1 photo-printer@18500 = 185000	185,000
3 times in 2014	Head teachers meetings	Mumias, Kimilili and Mukuyuni	17 schoolsx3= 51 Officials 3x3= 9 Total 60	Lunches 60x300 = 18000 Tea 60x100= 6000	24,000
				<b>Total</b>	<b>574,400</b>

- MEETING WITH SCHOOLS IN MUMIAS

The meeting was carried out on **14-03-2013** at Ebwaliro primary school. All the four schools; Ebulole, Ugolwe, Indangalasia and Ebwaliro were represented by their head teachers and deputies. The agenda of the meeting was as follows;

- Analysis of 2012 KCPE results and way forward
- Continuous collaboration of the four schools on emerging issues
- Frequent reports from the team to facilitate updates for HFH
- The award from HFH
- SP implementation meeting
- Copies of notes of work covered in the previous workshops

Way forward: after discussions on the agenda the following were agreed upon:

- a. The schools will organize a forum for exam analysis which will include schools 'exam councils
- b. Would give reports to the coordinator on development in their schools as often as possible
- c. The awards to be forwarded to the winning schools as soon as possible
- d. The four schools to collaborate more formally on emerging issues
- e. That SP implementation workshop to include deputies
- f. To help neighbouring primary schools that do not have a SP write one

- BUNGOMA NORTH HFH FAMILY HEAD TEACHERS' MEETING

I organized a meeting on **01-11-2013** with the North schools at Mukuyuni Primary School. Out of the five schools three attended thus Mukuyuni, Lunyu and Makunga while Hafoland was away with apology. Luuya said was coming but never arrived. Rachel Biboko and David Mungami from IcFEM education pillar were in present. The agenda:

- a. Challenges that arise from HFH activities
- b. Common challenges in schools
- c. Way forward

Ad a. Challenges were as follows;

- Poor and inconstant communication with the sponsor and donor which breaks the linkage and information flow.
- Lack of clear understanding of what the sponsor expects of every school
- Poor community sensitization on the kind of contribution that is expected of them by the sponsor and donor
- Stoppage of building more infrastructure in schools by the donor
- Lack of familiarity with the donor
- Common HFH family examinations restriction to the family alone causes envy from other schools in IcFEM partnership.

Ad b. Common challenges in the five schools were;

- Lack of adequate classrooms
- Avoidance of active contribution to development and school projects by the communities
- Refusal by parents to own school programs
- Stakeholders' attitude that is noncommittal towards school programmes

Ad c. Way forward

- Partners and donor (if possible) to hold meetings with staff of each family school to familiarize the relationship;
- Head teachers to involve the pupil, staff and SMC in activities carried out by HFH and also give out information on the same.

### C. LAGERE SCHOLEN – trainingen schoolhoofden

*As the result of the head teachers' meeting **the first workshop** was carried out on **28-29<sup>th</sup> June 2012**. The workshop was attended by the head teacher and the deputy of Kaptola, Dreamland, Kamusinga, Kimingichi, Mukuyuni, Makunga, Luuya, Lunyu, Ebubole, Indangalasia, Ebwaliro, Ugolwe, Kimilili RC Boys, Kimilili RC Girls, Lutonyi and Kibunde. The two main topics were, strategic planning which was facilitated by Mrs. Francisca Opondo and curriculum supervision by Mr. Andrew Ashiundu, the Kimilili District DQASO. The workshop was successful since it delivered the desired information to the head teachers. The topics were as follows:*

Strategic planning:

- Stakeholders
- Formation of technical team
- Developing Data collection tool
- Data collection
- Data analysis
- Strategic objective
- Implementation matrix
- Monitoring and Evaluation matrix
- Writing a strategic plan: mission, vision, core values.

*At the end, a way forward was agreed on as follows:*

- Stake holders to be sensitized on what went on during the workshop.
- Schools to form a core team to work on the SP
- Schools to form a draft team
- Make identification of key issues
- Start drafting of strategic plan
- Type the draft
- Take back the typed draft to the stakeholders for validation
- Launching of the strategic plan in August for all schools.

*All the schools filled forms to indicate when these activities would be carried out. They will be reminded on this from time to time.*

#### • WORKSHOP IMPLEMENTATION SP FOR SCHOOL HEADS AND DEPUTIES

*This was done for two days **16-17 May 2013**. On the first day the facilitator Mrs. Opondo met with Ruth, Rachel and Tryphosa to look at all plans that had been delivered to IcFEM. These were from; Ebwaliro, Ebubole, Ugolwe, Indangalasia, Kamusinga ACK, Kimilili Boys' Primary, Kimilili Girls', Kaptola, Dreamland and Kimingichi Primary schools. The four, using a tool that outlined the issues to be covered in writing a SP, made elaborate corrections. From the exercise it was apparent that the facilitator goes through the SP writing process for clarity since all schools had missed out on some steps. On day two, all targeted schools but Kimilili Girls' Primary, sent participants to the workshop. Before the facilitator took them through SP issues, they were reminded on the following:*

- Time utility- to manage time well and to encourage others to do the same
- To have joy and gladness in work regardless of unique challenges
- To ask God for favour in establishing work of their hands
- Purpose to be committed.

*After which the facilitator covered the following items:*

- SP review( format and issues to be captured)
- Performance Based Management
- Hindrance to Performance
- Performance and Service Delivery

- *Public Relations*
- *Change Management*
- *Financial Management*
- *Managing school Budget*

*Way forward;*

- *All the school to immediately embark on making corrections*
- *All the schools to immediately implement their SP*
- *Send copies of corrected and printed SP to IcFEM by the end of July*
- *Come up with an examination panel*
- *Organize HFH schools exams and make them ready for third term*

## **Overzicht activiteiten voor ECDE**

### **A. ECDE – a meeting with the ECDE officer in Kimilili**

*This was done on 29-10-2012 at IcFEM headquarter between the officer and education programme. The officer, Mrs. Ademba, reported that she had done monitoring and evaluation on two schools namely Kamusinga ACK and Khalayi. She hoped to visit the two RC schools soon and move on to others later. Asked if there was necessity for another workshop for the ECDE teachers, she observed that though much had already been given to equip the teachers, a few new ideas and skills were still pending. These were life skills and POP. Though we together planned for the consequent workshop for 8/9-11-2012, we were overtaken by events as facilitators had heavy schedules elsewhere and also there was hardly any time in third term. ECDE workshop will, therefore, be organized in first term 2013.*

### **B. ECDE – vergaderingen leerkrachten**

*The first meeting to chart a way forward for the first workshop for ECD teachers was held on 05-06-2012 at IcFEM H/Q. Nine schools sent representatives. These were: Kimilili RC Boys', Khalayi, Lutonyi, Kaptola, Ebwaliro, Luuya, Ebubole, Kimilili RC Girls' and Kibunde. These were put into discussion groups to come up with topics for their workshop. After the discussion each group presented what it thought was essential for them.*

*How to identify children with special needs and how to handle them.*

- *Material development and utilization.*
- *How to teach sounds in language activities in an ECD class.*
- *How to sensitize communities on the importance of ECD.*
- *Display of locally made materials and thematic activities.*

*Way forward:*

- *ECD teachers' workshop to be held on 12 and 13 July 2012.*
- *Teachers from far to board and from near to commute because of funds*
- *Schools to develop locally available materials and bring them for display as follows:*
  - ❖ *Languages*                      *R.C Boys and Little Angels*
  - ❖ *Mathematics*                    *Khalayi and Lunyu*
  - ❖ *Outdoor*                         *Lutonyi and Kamusinga ACK*
  - ❖ *Science*                         *Kaptola and Hafoland*
  - ❖ *Social*                            *R.C Girls and Kimingichi*
  - ❖ *R.E*                                *Luuya and Makunga*
  - ❖ *Life skills*                       *Ebwaliro and Ugolwe*
  - ❖ *Art and Crafts*                *Ebubole and Indangalasia*
  - ❖ *Music and movement*       *Kibunde and Mukuyuni*
- *Requested for certificates after the two workshops.*

**The second meeting** by the group was held on **22-10-2013** at IcFEM for the purpose of discussing on the intended activities for EDC teachers for the year 2014. It was also at the meeting that the officials for the group were elected. These were as follows:

Chair person	Grace Wanyama	Kibunde primary	Kimilili
Secretary	Tabitha Chitechi	Ebubole primary	Mumias
Treasurer	Esther Mutama	Kimilili RC Girls	Kimilili

Activities suggested were:

**1. Material Development**

There is need for all the ECD teachers in the family to develop locally available materials into teaching Aids so as not to depend on those that have to be purchased. This will also help in equipping the ECDs with toys and necessary teaching aids that will reinforce children's interest in learning. This exercise will;

- equip the teachers with skills of making the teaching aids
- ease lack of teaching aids in the ECDs
- motivate both the children and teachers
- lessen expenditure on teaching aids

**2. Excursions**

The teachers felt it would be better to take the children away from their accustomed environment into the unknown. This they said would:

- give children change of routine
- capture children's interest to different sceneries
- build ability to interact with other children they are not familiar with and learn something from them.
- motivate children and help them enjoy being at school

**3. Fun Day**

There would be some kind of very basic competition among the children in various areas competition meant to:

- build child's self-esteem
- create confidence in the participants
- cause interaction
- ease tension in the children while promoting humour

**4. Exhibition**

After the material development training it would be necessary to find out the outcome of the training. Therefore an exhibition was planned for in order to:

- Verify the outcome in terms of quality and quantity
- Encourage the teachers by appreciating their contribution towards the exhibition
- Demonstrate to the reluctant teachers that it is possible to produce locally available materials
- Expose the materials to those schools that would want to buy them
- Bring variety of materials for others to learn from.

The proposed budget for 2014:

DATE	ACTIVITIES	VENUE	PARTICIPANTS	BUDGET	TOTAL
February 2014	Material Development	IcFEM	2 ECD teachers per school 2x17= 34 Facilitators 2 Coordinators 2 Total 38	Lunch 38x300= 11200 Tea 38x100= 3800 Facilitation fee for 3 sessions 3x5000= 15000 Pieces of blankets of 50kgsx200= 10000	85,460



				10Ms of cloth @120=1200 Office glue two bottles @150 = 300 Glue 6 liters@250= 1500 Wool 17 rollsx100= 1700 Crayons 17 ptsx120= 2040 Oil paint 6@400 = 2400 Waterpaint2x6@300=3600 Brushes 6@70 = 420 Strings 16@50 = 800 Scissors 6@250= 1500 A set( covering rugs, wire, polythene, carton, nails etc. @ 10000= 10000 Facilitation fee 4 sessions @5000 = 20000	
March 2014	POP( playing materials for in and out of class)	All the 17 schools		Jigsaw 2x17x150= 5100 Picture books 3x17x200 = 10200 Outdoor swings 17x10000 = 170000	185,300
June 2014	Fun Day	IcFEM	20 children X17=340 2 teacherX17= 34 Officials 5 Assessors 2 Total 381	Lunch for children 340x17 = 23800 Teachers& officials 41x300 = 12300 Assessors' fee 2x5000 10000 Buses 3x10000= 30000	76,800
July 2014	Setting of a common examination	Ebubole primary	Teachers form Ebubole, Ebwaliro, RC Boys, RC Girls and Khalayi 5	Lunch 5x300= 15000 Tea 5x100 = 500 Ream of paper= 400 Transport 3x600 1800 Printing one set 100x17x3 = 5100	22,800
September 2014	Exhibition	EARC	2 teachersx17= 34 Assessors 2 Officers 6 Total 42	Lunch 42x300= 12600 Tea 42x100= 4200 Asse. fee2x5000= 10000	26,800
October 2014	Excursion	Bungoma ECD Resource Centre	15children x17= 255 Teachers 1x17= 17 Coordinators 2 Total 274	Lunch for children 255x70 = 17850 Teachers and coord. 19x300 = 5700 Charges 1000 Buses 4x10000= 40000	64,550
In the year 2014	Meeting to assessor activities carried out and last meeting for 2015 planning	EARC	Teachers 17 Coordinators 2 Officers 4 Total 23	Lunches 23x300x3= 20700 Teas 23x100x3= 6900	27,600
				<b>Total</b>	<b>489,310</b>

### C. ECDE – trainingen leerkrachten

- ECDE TEACHERS WORKSHOP

*This was carried out on 12- 13<sup>th</sup> July 2012 and was attended by ECDE teachers of Kimilili RC Boys, Khalayi, Lutonyi, Kaptola, Ebwaliro, Luuya, Ebubole, Kimilili RC girls and*

*Kibunde. Facillitators were the District ECDE coordinator Kimilili-Bungoma, Mrs. Jane Ademba, the District ECDE coordinator Bungoma West, Mr. Waliaula and the Special Needs Officer Kimilili. The following topics were handled:*

*1. Thematic approach.*

*Under this, the facilitator expounded on objectives of EDCE, character of a good ECDE teacher and ECDE curriculum by NACECE. He also illustratively talked on thematic intergraded learning, characteristics of thematic integration learning, organization of learning and the necessary official documents e.g. schemes of work.*

*2. Material development.*

*In this topic the facilitator elaborated on what the materials are, their uses and their sources. She also explained how materials are organized, the characteristic of good material and factors that guide in selecting teaching and learning materials. Finally she dealt with storing of materials, class organization and display of materials.*

*3. Sounds in ECDE classroom.*

*In this, the teachers were taught how to use speech organs properly since each organ has its role and if misused can cause mispronunciation of words. They were told where to start from and which language to start with according to communities they are. Use of vowels and consonants were articulated and organized to form syllables.*

*4. Community sensitization.*

*The participants were told how to sensitize the community but before they are able to do so, they have to identify whether the community they are in is functioning or not functioning (functional community is capable of supporting necessary community projects. They were also given ways in which they would talk to the community, how to collect information from the community and the things to look at in the community sensitization.*

*Before the topic on materials was presented, ECDE teachers put locally made materials they had been asked to prepare in the corners they were assigned. These were then assessed and materials from Ebugole were the best. The teacher was commended for her work and requested to explain to the rest on how to collect the raw materials and how to involve the school community in the collection and making of the same.*

*Way Forward:*

- Participants were to go and implement what they learned*
- They were to share out to their colleagues immediately they returned to their stations and make a report on who they shared with and their responses. This report to be made, signed, copied and sent to the organizers of the workshop.*
- Make locally available materials in the Ebugole way and make a report on the same which has to be signed, copied and send to organizers of the workshop by early October 2012.*
- Make identification of children with special needs and give a report on steps taken towards helping them to their DEOs*
- Develop materials and make them available for collection.*
- Participants requested for an ECDE Resource Centre. .*
- Asked the organizers to deliver their gratitude to the sponsor of the workshop.*

### **Overzicht activiteiten voor middelbare scholen**

*There is quite a big difference between the curriculum, fee payment and management structures in secondary schools which I can safely assert put them at more advantageous place than the primary schools. For example, the lunch programs are not an issue, the parents' role is dictated upon, the hierarchy is clearly defined and levies can be asked for with more ease. Also absenteeism is very easily curbed and remedial given in the evenings or early morning.*

## A. MIDDELBARE SCHOLEN – bezoeken in het kader van individuele begeleiding

### • KIMILILI FYM GIRLS' SECONDARY SCHOOL

*Visit 20-01-2012. The school is adequately staffed. All students are given lunch. The community in which the school is has yet to accept its responsibility; because as now it lacks the willingness to develop the school. The parents are not yet ready to cooperate fully in the payment of fees and monitoring of their children's academic progress.*

*The school has the following challenges;*

- *Low retention of students at school*
- *Parents poor attitude towards girl child education*
- *Physical limitations e.g. adequate labs, library and classrooms*
- *Inadequate water.*

### • MUKUYUNI GIRLS' SECONDARY SCHOOL

*Formally this was a mixed school. However, the last batch of boys was faced out last year and now it is purely a girls' school. Hopefully it will solve the school's biggest moral problem. I made the visit to the school on 08-02-2012. The population is still small yet the school has had to take on ten BOG teachers the consequence of which could be negative. One, this has an enormous economical implication on the school. Two, such large number of temporal teachers could easily affect academic standards of the school since it indicates unsteady staff. Below are some of their cited challenges:*

- *Too many pregnancies and some abortions*
- *Day/ boarding that encourages theft*
- *Understaffing*
- *Lack of a trained nurse/ matron*
- *Lack of staff houses*
- *Less classrooms creating overcrowding in classes*
- *Having many vulnerable students mainly from poor families.*

*The first visit was on 07-03-2012 because I wanted to discuss the issue of pregnancies and abortion in the school. Both pregnancies and abortions had increased which necessitated some action. This resulted in the deputy requesting me to speak to the students.*

*The second visit was on 21-03-2012. Ruth Nabie and I talked to the girls who themselves described the situation at the school as disastrous. We hoped the talk will bear fruit; nevertheless more talks are needed and I am looking for someone who might have a film on abortion for the girls' viewing.*

*The third visit to the school was on 18-05-2012. After our meeting with the girls the BOG of the school picked up the challenge and reached a decision that pregnancy tests be carried out on all girls once a term. Meanwhile every means is sought and used to curb the vice. Apart from that, the Board had a meeting with the staff to discuss academic issues and the following resolutions were reached:*

- *Every subject to set a target*
- *Class teachers together with students in their classes to set class targets*
- *Library to be completed with or without CDF help*
- *To have two major exams before mock*
- *In future to complete the syllabus for the examination class in first term*
- *To team up with schools in other districts and collect enough revision materials for candidates.*

*Visit 25-10-2012. The good news is that in third term, when pregnancy tests were made, only one girl who had been admitted to the school in the term, was found pregnant. We thank God that the girls have come to their senses and can now concentrate on their studies.*

- ST. LUKE'S BOYS SECONDARY SCHOOL

*Visit 08-02-2012. The school though large, is privileged with facilities that should be instrumental to quality education. The trend at the school indicates that this is going on. Hopefully the school's efforts will bear very good fruits. Nevertheless this does not mean that they lack challenges, as such, below are some of them;*

- *Incomplete dormitory which has stalled due to depleted PTA Funds*
- *Lack of a school van*
- *Need for computers for heads of departments*
- *Less classrooms*
- *Poor fee payments*

- ST. TERESA'S GIRLS SECONDARY SCHOOL

*Visit 08-02-2012. The teaching processes, teamwork and curriculum organization seems to be in line with what propels quality education.*

*However, being a physically growing school, it has a number of teething problems, like:*

- *Lack of boarding facilities, more importantly, kitchen and dining hall*
- *Lack of a playing ground that cause swelling of feet of some students due to lack of enough play/ physical exercises*
- *Buying of water during dry seasons or drying of pipes*
- *A larger number of vulnerable students*
- *Poor fee payment.*

- BEULAH GIRLS SECONDARY SCHOOL

*Beulah is a Private Girls' School which admits vulnerable students. It has a small enrolment but is in a very clean environment. Unfortunately the school is unable to get sponsors for the students causing it to stagger under very heavy financial challenges some of which are as follows:*

- *Stalled dining hall due to lack of funds*
- *Lack of commitment by guardians and parents*
- *Lack of sponsorship for the girls*
- *Lack of qualified teachers due to poor remuneration caused by inability of guardians' payment of fees*
- *Need for library*
- *Finishing of stalled classrooms*
- *Salary payment*

*Visit 04-11-2012 for two reasons; to assess the progress it was making and to deliver profile form. I found classes on but the principal was in Nairobi. I talked to Mr. Khakula who gave me a lot on what was going on and future plans. There are big plans in the pipeline on the expansion of the school; some of which are building of a large dormitory and a kitchen. Efforts to sell the school are being done through internet and advertisement. In January 2013 enrolment is expected to rise considerably.*

- KIMABOLE SEC. SCHOOL

*Visit 08-03-2012. Though the principle was away on a trip to Tanzania the deputy ran the school as usual. He was very cooperative and assisted me to have a talk with the senior master. The population at the school is at 300 students. It is day and boarding for both boys and girls. This puts a lot of challenges on the administration. The library and the laboratories are well maintained and in good use. The following challenges were cited:*

- *Boy- girl relationships that sometimes result to pregnancies.*
- *Lack of water in the school.*
- *Frequent turnover of B.O.G teachers.*

- *Lack of boarding facilities.*
- *Four schools in one which gives a number of challenges.*
- *Pregnancies and abortions which also cause absenteeism.*
- *The two communities in which the school is situated cause conflict of interest*

- **KAPTOLA SECONDARY SCHOOL**

*Visit 19-03-2012. The school started in 1979. Presently it is four schools in one because it is mixed as well as boarding and day. The population of the students is 339 (145 girls and 194 boys). Though the number of teachers (18) is seemingly adequate, there is a big shortage in some subjects which interferes with curriculum coverage. Those employed by PTA look for greener pastures. Plans are underway to separate the girls. The school serves two main communities- the Luhyas and Sabaot who sometimes are at war with one another; perhaps causing the seeming poverty that contributes to poor fee payment. Below are the school's obvious challenges:*

- *Four schools in one*
- *Poor fee payment*
- *High dropout rate*
- *Parents' lack of interest in their children's education*
- *Lack of teachers' houses*
- *Lack of boarding facilities especial the kitchen*
- *Bad roads*
- *Inadequate classrooms*
- *Need to separate the girls*
- *Lack of laboratories and library.*

*The school has put its priority as follows; kitchen, staff houses and library. The school P.T.A apparently is active and willing to be involved in the school development. Presently they are putting up a hall and with other stakeholders have a joint plan to separate the girls for better management.*

- **ST. JOSEPH'S KAMUSINDE SECONDARY SCHOOL**

*The school started in the year 2008. Its sister primary school donated classrooms and rooms for administration and staffroom. The single stream school has an enrolment of 80 boys and 64 girls bringing it to a population of 144 students. Its staff consists of 3 TSC teachers (the principal, his deputy and one more teacher) and 6 BOG teachers totalling to 9 teachers. This scenario puts a big financial burden to the small school. So far it has put up four unfinished classrooms on one and a half acre land it purchased. It hopes to buy more land from its willing neighbours.*

*Being very young, the school has a lot of challenges some of which are as follows:*

- *Lack of adequate staff*
- *Lack of enough land*
- *Unsupportive community which also sees little value of education*
- *Lack of water*
- *Poor fee payment*
- *Lack of latrines*
- *Unfinished classrooms*
- *Lack of electricity*
- *Lack of essential facilities: laboratories, staffroom, administration block and library*
- *High dropout rate due to poverty and discrimination of girl child.*
- *Inability to retain BOG teachers because of poor payment.*

*Looking at last year's results, which were the school's first candidates' outcome, one would appreciate the efforts made despite all the challenges the school has. Consequently the school is capable of better performance in future and this should be encouraged.*

On **04-09-2013** there was a meeting between HFH and the PTA and B.O.G of St. Joseph Kamusinde Secondary School for the purpose of coming to an agreement by which the two parties would use to work together on the proposed school project. Harambee Foundation Holland found it necessary to spell out their expectations which would cover issues such as:

- ✓ Details of what the project entails i.e. proposal
- ✓ Details of estimates/ list of costs
- ✓ Modality of sending money i.e. in phases
- ✓ Reports on the progress of the project
- ✓ Parents/ community contribution
- ✓ The person/persons responsible for supervision of the project
- ✓ Ascertaining of the quality of material use on the project
- ✓ Details of the project duration

It was then agreed at the meeting that the handing over of the cheque would be done on **11-09-2013** at the school.

The next visit was as promised on **11-09-2013** and a cheque of 1.8 million was handed over to the school in the presence of all stakeholders including the partner Fr. Peter. It was hoped that the money would complete the first phase of the project. The full project consists of an administration bloc, completion of four classrooms and 5 latrines.

The work on the project had started before HFH forwarded the money to the school account; the school took cement, stones and ballast on credit to start the project but now they have already paid their creditors. The building is moving very fast and I believe it will be through by January 2014. The work is keenly supervised by the principal, his deputy and the chairman PTA. At the finish we expect a quality product.

## **B. MIDDELBARE SCHOLEN – vergaderingen**

### • MEETING WITH PRINCIPALS

The meeting was held on **22-10-2012** at IcfEM. Principals of St. Luke's Kimilili, Kaptola, St. Joseph's and Moi Girls Kamusinga attended the meeting. Others sent representatives but Beulah was absent. Commenting on the meeting that was held for them on 11-07-2012, the participants thanked HFH for enabling them get information in the areas that were handled, they said it was very useful to them.

The agenda of the then meeting was on how in the partnership, quality education could be achieved in the schools. The following possibilities were cited in order of priority:

1. Organize a workshop for B.O.G, PTA and principals together. This could be for one day and if possible on a Tuesday in early first term 2013.
2. Organize symposiums for form four students in Mathematics, Chemistry and English; one in early first term, the second and third in second term. It was the principals' prayer that their partner helps in the payment of six facilitators each of whom would require Ksh 10,000 for setting the questions, carrying out the symposium and marking the same. The principals would transport and feed the students.
3. After the results of the symposium, organize an educational tour for top ten students from small schools and twenty from big schools. The partner was requested to help in the fueling of three buses for the tour. The principals would provide lunch.
4. Organize a workshop on induction for all heads of departments (HODs) and deputies for efficiency. It was hoped the partner would help by proving funds for the workshop.

Others were:

- Make payment to KEMI (Kenya Education Management Institute) for the training of two or three teachers per school. One teacher would require Ksh 22,500.
- The sponsor to organize principals' visits to Holland.
- The sponsor to help small schools with lab equipment.

- *The sponsor to assist in meeting the expenses of a common marking of examinations.*
  - *The sponsor to make one of the schools a resource centre by equipping it well with 'unaffordable' lab equipment. Such can never be afforded by a single school. The schools will then easily access the facility thus enabling them to be efficient in science.*
- At the end of the meeting a consensus was reached that their committee works closely with the partners and improves on communication.*

● **MEETING FOR HEADS OF GIRLS AND MIXED SECONDARY SCHOOLS**

*This was held on 16-01-2013 at IcFEM H/Q and the following schools were represented: Kamusinga Girls, ST. Teresa's Girls, ST. Joseph mix, Mukuyuni Girls, Beula Girls and Kimilili FYM Girls. The principals were encouraged to:*

- *Be people of prayer*
- *Draw inner strength from God*
- *Desire to be rooted and grounded in love and have the same for those under them*
- *Involve God in their school issues*
- *Trust God for peace and wisdom*
- *Work diligently*
- *Think of one another*

*Issues affecting girl- child: many issues were discussed, noted and found as affecting girl-child's academic performance. Solutions for each were looked at under three sources;*

- a. *School Guidance and Counseling department*
- b. *Parents' role*
- c. *School programs*

*It was observed that a lot of the solution lay on the schools, however some outside recourses would be needed for the following;*

- *Sort wares*
- *Equipment*
- *Workshops*
- *Consultancy/ facilitations*

*Prioritization of problems: the following were seen as the main causes of girl- child poor academic performance;*

1. *Negative attitude towards school work in subjects such as Science and Mathematics.*
2. *Negative boy-girl relationships*
3. *Lack of adequate information on careers*
4. *Negative impact from ITC and media.*

*Way forward*

- a. *Schools to establish and sustain activities that will help girls develop positive attitudes towards Sciences, Mathematics and general work.*
- b. *Schools' Guiding and Counseling departments should be used to bring about good relationships, reduction in pregnancies and drop out.*
- c. *Schools to strengthen career department and expose students to role models.*
- d. *Each school to come up with ITC policy that could help in protecting the students from phonography and subversive information.*

*Time frame:*

- *The schools are to assess the impact of their efforts on termly bases and see how to effectively deal with emerging issues.*
- *To monitor each other as deemed necessary.*

● **PRINCIPALS' MEETING**

*The meeting was held on 15-10-2013 for the purpose of coming up with activities for 2014 that are perceived to be necessary but have no school vote head. Below are the objectives of the activities:*

1. **Student Leaders workshop**
  - Will help in equipping the student with leadership skills
  - Better administration by student leaders which would then enhance learning
  - Assist student leaders to be confident and comfortable as they lead others
2. **Science congress**
  - The congress will prepare learners to compete favourably in the competition that would come there after
  - It will sharpen the learners' skills in science subjects
  - Improve learners' attitude towards reading and learning science subjects in schools
3. **Science congress winners' tour**
  - Serve as an incentive for and appreciation of those who put in good performance
  - To psyche other students into positive attitude towards the competition
  - Put pressure on teachers whose students failed to achieve well in the competition
  - It will be an exposure tour for learners to the science world outside school
  - It would motivate learners into learning and teaching of science subjects
4. **Joint pre-mock examination**
  - It will help in evaluating students' syllabus coverage
  - Help learners to prepare for National examinations in science subjects
5. **H.O.Ds Workshop**
  - To help in the management of subject areas
  - Help in sharpening mastery of content for H.O.Ds
6. **Peer counseling workshop**
  - Help in equipping peer leaders with necessary skill
  - To empower the leaders with information on peer counseling
  - Help the peer counselors manage classes well which will enhance teaching and learning in schools
7. **Account clerks training**
  - Will lead to better financial management
  - Better management of funds will ensure enough funds for school programmes which in turn effects quality education

A budget for the activities was drawn as follows:

DATE	ACTIVITIES	VENUE	PARTICIPANTS	BUDGET	TOTAL
January 2014	Student leaders' workshop	St.Luke's	Students 108 Teachers 9 Facilitators 3 Coordinator 1 Total 221	Lunch 108x76= 8208 Teacher& facilitators lunch 13x300= 3900 Tea 13x100= 1300 Administration 9000	22,400
January 2014	Science Congress	Moi G. K	Students Chem. 24 Biology 24 Physics 24 Mathematics 24 Home Science 12 Teachers 37 Adjudicators 28 Officials 3 Total 176	Lunch 108x76= 8208 Teachers 37+3x300=12000 Tea 40x100= 4000 Adjudicators fee 28x15000 = 42000 Certification: Top performers= 1350 Teachers 840 Stationary 2000 Cert. writing 1000	71,398
February 2014	Science Congress tour	Kisumu	Students 58 Driver 1	Transport 15000 Meals 58x76 = 4524	27,224



			Teachers 9 Total 68	Teachers 9x300= 2700 Driver upkeep 1000 Administration 4000	
March 2014	Joint mock exams	The 9 schools	NO. of candidates in the 9 schools 1000	Fees for each 800x1000 = 800000	800,000
May 2014	H.O.Ds workshop	Kaptola secondary	8per schoolx9= 72 Coordination 4 Facilitators 2 Total 78	Lunch 78x300= 22500 2Tea 78x100x2= 15600 Facilitation2x5000=10000 Coord.4x1000= 4000	52,100
May 2014	Peer counseling	Mukuyuni Girls	Students 94 Teachers 9 Facilitators 3 Officials 4 Total 120	Lunch 94x76 = 7144 Teachers & officials 16x300= 4800 Teas 16x100x2= 3200 Facilitation fee3x5000 = 15000 Administration 9000	39,144
November	Account clerks training	MOEST	1 Acc. Clerk per school x9= 9	Training fee 25000x9 = 225000	225,000
				<b>Total</b>	<b>1,236,168</b>

*It should be noted that if a photo-printer is purchased, the amount to be spent on joint mock would be cut down considerably; to be precise, by more than a half the price.*

### **C. MIDDELBARE SCHOLEN – Workshops en trainingen**

- **WORKSHOP FOR PRINCIPALS AND DEPUTY PRINCIPALS**

*This was done on **11-07-2012** and was attended by the principle and deputy principals of Kaptola, Kamusinde, Lukhome, Kimabole, Mukuyuni, St. Theresa's, St. Luke's and Kimilili FYM. The workshop was facilitated by the Schools Audit Unit Bungoma County, assisted by Patrick Wandili. The following topics were handled:*

1. *Effective human resource management. The following subtopics were dealt with; the HRM in school situation, team building, core- functions of teams in schools and team dynamics.*
2. *Effective financial management. Here subtopics consisted of; the role of the BOG in school financial control, tender committee, annual budget estimates and collection of funds. Others were; putting the financial resources into good and proper use, writing books of account e.g. cash book, financial ledgers and registers, trial balances, and their usefulness.*
3. *School infrastructure. Under this the facilitator dealt with; types of school infrastructure, the link between infrastructure and project, and life cycle of a projects. The role of project manager was reiterated and monitoring and evaluation emphasized.*

*The way forward was agreed upon:*

- *In case any project is done in their institutions they will take keen and good care of it.*
- *Talk to communities around their schools about the role of IcFEM and her partners.*
- *Share ideas among themselves by increasing partnership.*
- *Accept and appreciate where they are stationed and use the available resources to improve.*
- *Requested for more workshops that would bridge the gaps in the education system.*

- **SECONDARY SCHOOLS' MATH AND SCIENCE SYMPOSIUMS**

*The first symposium was held on **05-04-2013** as is reported in the attached document by the schools' committee. On **14-06-2013** the student who excelled were taken to Moi University for an academic tour which is supposed to stir them up thus causing them aim higher and attaining grades that will earn them direct entry to public universities.*

- **WORKSHOP FOR HEADS OF DEPARTMENT**

*The activity was to be held on 26-06-2013 at Moi Kamusinga Girls High School but unfortunately a teachers' strike started a day before so it was postponed to after the strike will have been called off. The money for the activity had already been released to the chairperson Mrs. Jane Wasike of ST. Teresa's Girls.*

- **WORKSHOP FOR B.O.G AND PTA**

*The workshop was to be held on 28-06-2013 at Moi Kamusinga as organized by the head teachers' committee; unfortunately it too failed to take off because of the teachers' strike. Similarly funds for it are with the chairperson.*

- **H.O.D (HEADS OF DEPARTMENT) WORKSHOP**

*This was held at Moi Kamusinga Girls on 12-09-2013 for a full day. All H.O.Ds in secondary schools that belong to HFH family attended the workshop. Topics handled:*

- 1. Enhancing readiness of students for summative evaluation.*
- 2. The role of H.O.Ds in curriculum implementation and administration*
- 3. Departmental organization and management*
- 4. Managing challenges and emerging issues in departmental management*
- 5. Monitoring and evaluation of performance.*

*The participants were very grateful to HFH and assured it that they were going to be better performers which will then translate into better results. They suggested that more workshops be organized for them because they needed more information even on the topics that were handled since time was short for details.*

- **B.O.G/PTA/PRINCIPALS WORKSHOP**

*The workshop was carried out on 17-09-2013 at Moi Girls Kamusinga. All the HFH family schools sent participants apart from Beula Educational Centre.*

*The following topics were handled:*

- 1. Leadership and governance and fundraising in schools*
- 2. The role of B.O.Gs/PTA in schools*
- 3. Management of school resource.*

*The Kimilili District Education Office was very appreciative of HFH for the kind gesture and hoped that more workshops for different groups in her family would be organized. But also requested the foundation to kindly extend her help to all the schools in Kimilili District.*

## **Overzicht activiteiten voor technische scholen**

Hieronder volgt een overzicht van de verschillende activiteiten, bezoeken, trainingen en workshops voor deze familie zoals gerapporteerd door Tryphosa Nandasaba.

### **A. TECHNISCHE SCHOLEN – bezoeken in het kader van individuele begeleiding**

- **KAMASIELO YOUTH POLYTECHNIC**

*Visit 16-02-2012. The enrolment was 119 students. Nevertheless, those who actually attend regularly are 40 second years and 27 first year trainees. The active courses are: carpentry, garment making, mechanics and building. Initially, the Polytechnic has been working without a syllabus and assessing through DIT (Directorate of Industrial Training). But from this year they have started on KNEC syllabus to increase on the assessment tools such as NVCE (National Vocational Certifications in Education and Training). Power has not yet been installed neither are the rain water harvesting tanks.*

*The Management is in the process of change. The incoming Manager hopes to put the following in place:*

- *Poor payment of fees*
- *Update all the inventories*
- *Bring about staff unity*
- *Build a dormitory*
- *Source for funds*
- *Revive greenhouse*

*She also cited the following as the challenges that face the Polytechnic;*

- *Payment of instructors employed by the Board which is now in huge arrears*
- *A BOG that lacks novelty and foresight*
- *Lack of Administration Block*
- *Poor payment of fees*
- *Irregular attendance by the trainees*
- *Teachers poor morale caused by nonpayment of salaries which in turn brings about lack of cooperation and commitment*
- *Lack of more workshops*
- *Need for administration block and more physical workshops.*

**Visit 22-03-2012.** *It was during exam time; therefore, most trainees were in for exams. A number of issues were discussed with both the manager and her deputy.*

*Some of the issues were as follows;*

- *The working relationship between the manager and her deputy*
- *The presumed preference of the deputy over the manager by IcfEM*
- *Debts incurred by the YP and the intimidation of the manager*
- *Henry Wasike's departure (woodwork instructor)*
- *Reapplication of positions by BOG instructors.*

**Visit 10-05-2012.** *The YP had just reopened and many trainees were still at home. The manager and a few instructors were present. The institution had had to use a state counsel to help in dealing with a debt issue in which a supplier is seeking to be paid for the things that the manager cannot verify. Some development towards the restoration of the green house and production in carpentry department had been made. I had a short discussion with the second year in garment making; I gave them a challenge to produce something that would be of benefit to the polytechnic and to each one of them. This assignment has to be worked on and reported on or shown during my next visit. The manager felt she needed help in establishing a proper system of record keeping. I promised to talk to Rachel over it, which I did.*

**Visit 07-06-2012.** *Though I had requested the manager to plead with the BOG chairman to be present during my visit, he sent his deputy who could not discuss the pending issues raised by the manager. It is unfortunate the manager spends most of her time outside the YP on issues created by creditors. The Board especially the chairman is not keen on supporting her. In fact the YP had not embarked on strategic plan because of the same. I then took time to ascertain the promise made by second year Garment Making trainees. I was happy to get a display of items they had made for the YP and also stories of what they had done for themselves. This was verified by their teacher.*

**Visit 20-07-2012.** *Due to the challenges Kamasielo has with a creditor, the institution has been a bit unstable and therefore, up to the date of the visit nothing had been done on SP. The manager is out most of the time trying to sort out the problem. The institution also has an acute shortage of staff. Hopefully next term things will be different in Kamasielo. After IcfEM and HFH have put so much effort in the school it is very important that also the government and the community play their part to get the school back on its feet.*

**Visit 18-10-2012** for the purpose of finding out what was going on special after suggestions had been given to the manager and vice chairman on the poor enrolment. It was encouraging to find that the following steps had been taken;

- An instructor in MVM had been hired and was in class when I visited. Trainees who had absconded were recalled and were glad to continue with their course. More trainees were enrolled.
  - The mayor and a number of village elders had taken to themselves the responsibility of sensitizing the community on the usefulness of the polytechnic and need to take trainees there; who after completion would be economically empowered.
  - To prepare enrolment of trainees in computer studies in January 2013, 5 computers had been fitted with operating system while 5 others were being worked on.
  - The problem in garment making was being addressed; hopeful by January an instructor will have been posted to the polytechnic.
- Instruction materials in all trades had been purchased.

Challenges:

- Lack of instructors in Leather Work, Woodwork and Agriculture.
- The pending debt case in court.
- Lack of proper record keeping of the stores.
- Possible accessibility to stores by other people in whose hands the keys to the same might be available. This poses the danger of losing some tools.

Suggestions on how to go about the above challenges were given to the manager; hopefully she will find a solution to each one of them.

**Visit 11-03-2013** as a follow up on the progress of the institution. A lot of efforts were being made by the manager to secure the property of the polytechnic. She had reinforced the doors and windows with steel and installed computers in readiness for computer classes. MVM class was on and I was given an opportunity to interact with the trainees. It had been reported to me that though the class had a committed instructor, the learners were lazy and irregular in attendance. I took the chance to find out from them the reasons for their lack of commitment and they gave me the following reasons;

- Deliberate absenteeism by a good number of the students.
- Going out to work for money on some days of the week instead of going for class.
- Attending to family needs first before thinking of their training.
- Negative attitude and low self esteem

I took time to advise and challenge them and at the end they promised to take their training more seriously than they had done before. I hope this will be done and there will be evidence when I next visit the institution. The polytechnic still suffers from a shortage of instructors. I advised the manager to put in a request and give it to me to see if I would have it delivered to someone who could intervene. We are still waiting for the outcome.

**Visit 04-06-2013** to find out if the community meeting that was held on 04-04-2013 yielded any fruits i.e. if it had any impact on the enrolment. The findings were as follows:

- ✓ There is consistence in attendance of classes.
- ✓ At least 50 trainees are regularly in polytechnic for lessons.
- ✓ Enrolment has increased from handful to over 50. MVM class is the largest.
- ✓ Parents' concern is now noticeable.
- ✓ Attraction from trainees beyond the LTU to the institution.
- ✓ Efforts are made towards retention through:
  - Introduction of entertainment on Fridays at 4.00pm and CU (Christian Union) at the same time on Wednesdays.
  - Creation of space as a boarding for a few boys who are unable to commute.
  - Improvement on food production and income generating projects i.e. fish farming and green house.

○ *Making and distribution of brochures by the polytechnic.*  
*Hopefully Kamasielo will, in a period of a year, have overcome its main challenge: poor enrolment and moved ahead into productivity.*

● **SOSIO YOUTH POLYTECHNIC**

*Visit 16-02-2012. It was pleasant to note developments that have taken place at the polytechnic since last October e.g.*

- ✓ *A few water gutters for rain water collection have been put in use*
- ✓ *A green house which is already producing tomatoes*
- ✓ *A big enrolment of first years*
- ✓ *More tools from the government*
- ✓ *Production by carpentry and garment making departments.*
- ✓ *Installation of electricity.*

*The total enrolment on the day of the visit was 173 but more were expected. Already there are 19 males and females boarding in what should be classrooms. Unlike Kamasielo, Sosio has had a syllabus though still tested its trainees using DIT (Directorate Industrial Training) which is under Ministry of Labour. This gives grades from 3 to 1. Eventually this will be done away with as the new syllabus expects them to give different exams. These will be NVCENT (National Vocational Certificate of Education and Training) which awards levels 1 and 2, and KNEC (Kenya Examination Council) which awards artisan and crafts. It is only after then, that the YP could offer training in diploma.*

*Sosio's challenges are as follows:*

- *Urgent need for boarding facilities*
- *Lack of a library*
- *Lack of commitment from instructors paid through a grant*
- *More classrooms*

*Visit 20-03-2012. A new board had been picked on. At the time of the visit exams were going on. Previously trainees would abscond during exam time, however this time they were willing to take the exams due to the sensitization made to them by the YP on the importance of such exams. Since the manager was not in, it gave me a chance to speak to the other people. Apparently the instructors paid from a grant given by the government had not been paid for months; this caused them to go slow. One of those affected is the deputy manager who is irregular in the YP. He and the others in his situation are demoralized.*

*There was also a complaint over the flow of information about the engine of the van used in mechanics. I hoped to discuss all that was raised by the instructors with the manager during my next visit to the YP.*

*The next visit was done on 16-05-2012. The second years were on their attachment while first year class was in session. The manager was officially away while the deputy had not yet reported on duty. Non-payment is still an issue. I had a discussion with them and encouraged them to be innovative and use the tools to the advantage of the YP by making enough production of items that could be sold. By this, they too would be paid.*

*Further interaction with the staff indicated that Sosio's neighbourhood is still sceptical of the institution's usefulness so has only a few trainees in the YP. Apparently, coming in of trainees from elsewhere does not deny the locals places in the institution. In fact it is hoped that bringing in trainees to boarding will awaken the sleeping neighbourhood.*

*On 14-06-2012 I visited the school for the purpose of making a follow up on issues discussed with the staff in the absence of the manager. One of the major issues was the need to maximize utilization of the tools to the benefit of the polytechnic, trainees and instructors. This way the school will be able to top up instructors on government grant and to pay those employed by the BOG. I was encouraged to find that this had been extensively discussed with the manager and measures put in place. Fortunately electricity had been installed and the YP community is quite excited. Some welding had been done using the materials left over by the*

*skill heroes. It is hoped windows will be made out of the materials. Computers are now in use and computer class has been started. The manager confessed that with electricity, the new board and his team, the focus would be on how best to utilize the facilities available to the benefit of the polytechnic. The determination is hoped to cause production in all trades which would bring all round positive change to the institution.*

*I also needed to monitor the steps the YP had taken towards strategic plan as was instructed to write after the workshop on the same. Though much had not been done, a technical team had been put in place. The manager promised to have the plan started on as soon as possible. Apart from that, he also had plans for staff development. Some staff would go for further training while others would be guided on how to do work properly in their various trades.*

**Visit 25-07-2012.** *Though this was a routine visit, it was necessary for monitoring the strategic plan. I found trainees preparing for tests. The manager was away officially; however, for the first time I found the deputy manager in charge of the YP. Woodwork class had just completed two projects- ordinary stool and folding stool. Such projects are supposed to pave way for production. Money for requisition of materials was available therefore, plans were underway and budgets were being made. It is hoped that a number of production in all trades would be made next term.*

*On strategic planning a number of steps had been handled i.e., vision, mission, motto, core values, SWOT and questionnaire. I looked at each one of them with the deputy, gave the necessary advice and corrections, and requested him to have it returned for changes.*

*The following challenges still persist at the polytechnic:*

- *Lack of motivation for instructors on grant*
- *Lack of staff houses which also creates a challenge on discipline especially over weekends and evenings.*
- *Inadequate classrooms*
- *Lack of hostels for trainees who come from a far*

*However there are some positive things that were cited by the deputy i.e. a new enthusiastic and understanding board, healthy communication between the board and the staff and minimization of demoralization of instructors on grant through recognition of their service by the board.*

**Visit 06-06-2013** *for a follow up on three issues: SP draft, completion of the tables started by Marlies and the machine for crushing nuts or blending juices as would be found useful by the community as was initiated by Skill Heroes. It was sad that none of the three was completed. The manager promised to have them completed in the near future, though he cast doubts on the ability of the trainees to produce a machine as was promise to Skill Heroes. The polytechnic is now attracting attention of other stakeholder e.g. ministry of agriculture, KRA, Quality Assurance, Water, NITA (National Industrial Trade Authority). NITA made the following recommendations to the polytechnic:*

- *To put up a shade for Masonry.*
- *Separate classes from workshops, thereby building more classes or workshops.*
- *Increase sockets in electrical class.*
- *De-congest tools.*

*The polytechnic is perceived as having a lot of potential by all stakeholders that visit it and so much is expected from it.*

#### ● CHESIKAKI YOUTH POLYTECHNIC

**Visit 08-03-2012.** *In the discussion with the executive it came out that the polytechnic had been offered one acre of land by the SMC of Kimabole primary school to start the polytechnic. Nevertheless the Unit was making an arrangement to buy three acres of land. Also the primary had offered two classrooms in which classes in two courses could be started. After the discussions it was agreed that classes in tailoring, carpentry and computer could be started in the offered classrooms but every effort to be made to buy land and build on it*

*instead of investing on the primary land. An interim committee was already in place and had come up with a way forward. A fee structure was formulated and those who were willing to register have been encouraged to do so. The project plans were expounded on when on the next day the education board coordinator, chairman and the Local Transformation Unit (LTU) chaplain visited D/ Director Mr. Tatwa. The team was asked to give to the community the polytechnic by taking responsibility of organizing for land, materials and other necessities as fast as possible.*

• **SIKHENDU YOUTH POLYTECHNIC**

*Three of the Garment Making trainees were in class. The other five had not come because they preferred to revise from their homes. Two trainees in Building and Construction were working together with those who were doing construction at the Centre; that was a way of giving the trainees lessons in their course. Meanwhile three trainees in Electrical and four in mechanics were training at the market whereby they pay fees to the Centre and the Centre pays the owners of the workshops. This is due to lack of teachers; as soon as the Centre is registered and instructors posted, the trainees will be withdrawn. The YTO is said to be very keen on the registration of the institution, hopeful this will speed up the process. A parents' meeting had been held and parents asked to pay fees. Apparently most of them were reluctant to make the payment. They were encouraged to pay in kind because it was harvest time. They promised to comply.*

*The manager was advised on the following;*

- *To use fellowships as a platform for sensitization.*
- *Find out from Fellowships what their needs would be and supply them through the Centre's production unit.*
- *To encourage payment of fees instead of giving false hope by being mum about it.*
- *To utilize the farm as much as possible.*
- *To be outgoing and willing to approach those that would possibly be of some help.*
- *Persuade parents with youths that are languishing at home to send them for training at the centre.*
- *To devise means of retaining qualified instructor.*

*The SP of the centre was being finalized, hopefully it will be ready by January 2013. At the site construction was going on well. Roofing and plastering was complete awaiting delivery of shutters.*

*The centre has a number of challenges that need immediate attention:*

- *Difficulty in fee payment*
- *Low enrolment*
- *Registration of the centre*
- *Negative attitude of the community*
- *Complete lack of tools*

**Visit 21-03-2013.** *On the ground were the chaplain, store man and the manager. The workshops were not yet complete. Materials for the latrines were still being gathered. It was hoped that the availability of the latrines would speed up registration of the institution. Enrolment was still a problem and that was due to lack of tools. An arrangement was being made to have four manual sewing machines taken to the polytechnic as a big boost. Hopefully trainees will come in to use the machines.*

**Visit 12-06-2013.** *The project was about through. What was remaining was painting and completion of the latrines. Five sewing machines had been delivered to the polytechnic. There were five trainees in Garment Making instructed by Mr. Kenneth Lubisye who is presently managing the polytechnic after Centrine gave up and left in early May 2013. So far, Mr. Lubisye has been able to meet the parents of the five and with them agreed that;*

- *The parents pay the term's tuition fee*
- *Parents pay Ksh.500 for materials to be used by the trainees during lessons*

➤ *Parents contribute some food stuff towards the trainees' lunch programme*  
*The manager has also met with head teachers of seven primary schools and sensitized them on the usefulness and needs of the polytechnic. He has gone further to make posters and intends to distribute them to various points in attempt to attract more enrolment. He cited lack of machines and tools as a hindrance to useful operation of the polytechnic. His appeal to all stake holders and partners is that they help in equipping the polytechnic with adequate facilities. On the same day I attended a meeting for Sikhendu Local Unit Education pillar- committee members. This was their second meeting since the committee was instituted. The team requested to be capacity built on their roles and responsibilities by the Education pillar from IcFEM; and they set a date for it to be on 27-06-2013 at the polytechnic. This was to be confirmed by General Education coordinator at IcFEM H/Q. On 20-06-2013 I was invited to a B.O.G meeting at the polytechnic. The main agenda of the meeting was on enrolment of trainees. Apparently the Board had a number of unsolved issues with the executive of the LTU some of which were sorted out then, consequently the following actions were to be made:*

- *Another Board meeting to be organized for as soon as possible*
- *A new chairman for the Board to be elected in the next meeting*
- *The LTU executive to work in harmony and cooperate with the management of the polytechnic*
- *All stakeholders to unity in the development of the centre*
- *Tools and equipment to be sourced*

*Visit 12-11-2013 in order to find out if the motor engine that was delivered to them was in use or not. I found that the engine had been open by the instructor that is expected to be in charge of motor mechanic class; nevertheless there were no students because recruitment was underway in readiness for next year intake.*

*The manager was a bit discouraged by the delay in giving the Ksh. 75,000 as was severally promised by Ruth. In fact he was told that the money will be given in two instalments. To him it was unnecessary because it will cause extra costs; it is sad that the delay has caused the hair dressing instructor to leave.*

*Another disappointment the manager had to content with was that the acre on which the workshop is, has not been paid for; so the polytechnic has now taken up two debts; Ksh. 400,000 for the acre and Ksh. 24,000 for the bore- hole and the old latrine. Fortunately and hopefully CDF has promised to give them money for the two.*

*The next meeting was 27-06-2013 at the polytechnic was organized by Sikhendu Education pillar committee. The aim of the meeting was to have the committee members envisioned on its mandate and role. A team of four, Rachel, David, Elizabeth and Tryphosa, from IcFEM gave the required information to the committee. With the information delivered, the committee is expected to work well and with a focus. They are to help in the acceleration of quality education in Sikhendu LTU.*

## **A. TECHNISCHE SCHOLEN - vergaderingen**

### **• MEETING YOUTH POLYTECHNICS STRATEGIC PLAN TEAM**

*This meeting was held on 24-10-2012 for the purpose of finding out if all the targeted polytechnics were on track in writing the Strategic Plan (SP) or if there were any hitches that needed to be removed. Mr. Tatwa took the participants through what was expected of them by asking each team to present what they had written in their SP. Most of them were at analysis stage. From this, corrections were made and direction given on how to complete the other parts of the same. Some teams cited challenges such as refusal by the community to participate in the process and lack of finances due to the uncooperative Youth officers who were not willing to release funds. The participants were advised on the following:*



- *To be diligent; and think on the value of their work and their relationship with other stakeholders.*
- *Look after the resources that are under them, guard and use the resources for the benefit of the institutions and the community.*
- *Strive to have tools in their polytechnics well-arranged and records properly kept.*
- *Give regular reports on the institutions to the sponsors without fail; it is necessary that IcFEM is up dated from time to time on what goes on in the polytechnics.*
- *Be focused on the vision of their institutions.*
- *Recruit enough trainees so that tools are not under-utilized.*

*A way forward was agreed on. All SPs were to be complete, drafted and brought to Mr. Tatwa for verification before typing. All the SPs were to be made ready by January 2013.*

• **MEETING ON SP IMPLEMENTATION FOR POLYTECHNIC MANAGERS**

*The meeting was held on 19-03-2013 at Sosio polytechnic and facilitated by Mr. Tatwa. All the polytechnic managers who were trained during SP writing workshop attended. Each manager went through their SP as the facilitator made necessary amendments and comments on them; then requested those who were yet to complete theirs to work on them with speed. Only two polytechnics had completed writing and printing their SP as others sited lack of competent board as a setback. Commenting on what was going on in their institutions, Sosio, Kamasielo and Sikhendu, said that they are doing all they can to increase enrolment of trainees and production of different items in each trade. Nevertheless they have challenges especially; inadequate instructors.*

*Way forward from the meeting:*

- *All polytechnics to hand in their typed SPs to Mr. Tatwa by 30-03-2013.*
- *The polytechnics to plan for the launching of their SP.*
- *The launching of the SPs to be done in second term.*
- *There is need for capacity building workshops for board members of the polytechnics.*
- *All polytechnics need help in community sensitization.*

• **MEETING FOR KAMASIELO COMMUNITY together with Kamukuywa LU**

*The meeting was held on 04-04-2013 at Kamasielo youth polytechnic. Registered as present were 63 stakeholders, unfortunately those who came late forgot to register. Among those who attended were assistant chiefs for Kamasielo, Maeni and Nasusi sub locations and their chief.*

*In her speech, the manager introduced three instructors posted by the government and four hired by the Board of governors. She went further to reassure the community that she and the staff were working tirelessly to see to the improvement of the polytechnic. She then informed them of the trades that the trainees take. These are as follows:*

- |  |                                  |
|--|----------------------------------|
| ○ <i>Motor vehicle mechanic</i>        | ○ <i>Carpentry and joinery</i>   |
| ○ <i>Painting and decoration</i>       | ○ <i>Garment marking</i>         |
| ○ <i>Plumbing technology</i>           | ○ <i>Leather work technology</i> |
| ○ <i>Building technology (Masonry)</i> | ○ <i>Computer</i>                |

*The manager appreciated HFH for the much help the foundation has given Kamasielo i.e. the workshops, training on SP and other assistances. She assured the community that she will do all she can to cause a positive change to the polytechnic.*

*The community on its part assured the meeting that it will do all it takes to sensitize the communities around the polytechnic of its value to them and need to send trainees there so that the facilities at the polytechnic are fully utilized. Pledges were made by the youths, women and men to bring in trainees. IcFEM through Mr. Tatwa registered their disappointment over the low enrolment and reiterated that in case this is not improved on, tools would be taken away to a polytechnic that lacks tools yet has large enrolment. He further advised the community to organize itself and move the polytechnic forward.*

Way forward:

- The polytechnic to have registered an addition of 80 trainees by May 2013
- Parents to pay fees as required
- The L.T.U of Kamukuywa to contribute in the enrolment of 20 trainees
- Compute unit to be made productive and open to the public.

• YOUTH POLYTECHNIC MANAGERS' MEETING

This is an association that brings together a group of youth polytechnics in Bungoma County under the umbrella of HFH with an aim of supporting the youth polytechnics in various ways. The association includes the following youth polytechnics:

Sosio	Sikhendu	Sinoko	Naitiri
Kamasielo	Chebukwabi	Wabukhonyi	Muliro

The polytechnics are represented in the Association by Managers of the institution:

- |                        |           |                          |
|------------------------|-----------|--------------------------|
| 1. David Limo          | Chairman  | manager Sosio Yp         |
| 2. Kassim Sumba        | Secretary | manager Chebukwabi Yp    |
| 3. Rose Langa't        | Treasurer | manager Kamasielo Yp     |
| 4. Christopher Mabonga |           | deputy manager Sinoko Yp |
| 5. Sarah Mukhwana      |           | manager Naitiri Yp       |
| 6. Mary Simiyu         |           | manager Wabukhonyi Yp    |
| 7. Kenneth Lubisia     |           | manager Sikhendu Yp      |

A meeting with the managers was held on **01-10-2013** at Sosio polytechnic to discuss 2014 activities. In the meeting the following objectives were stipulated:

- Offering of quality training to trainees in the youth polytechnics by organizing capacity building forums for the staff
- Sourcing attachment for trainees in the youth polytechnics
- Evaluation of all the trainees through a common exam
- Organizing a yearly inter- polytechnic trade exhibition

Plans for the year 2014 were discussed and agreed upon. Following the need to achieve the objectives, the association created a schedule of the same starting with capacity building among the polytechnic staff. The objective was broken down into:

• **Capacity building for all instructors**

Quality education entails preparation of lesson plans and schemes of work.

Unfortunately most of the instructors in the said polytechnics are ignorant of the two. This workshop will therefore, aim at training all the instructors on how to prepare schemes of work and lesson plans in order to reinforce and improve their service delivery.

• **ICT instructors workshop**

- It was realized that most ICT instructors need training in areas that can help trainees acquire skills that could help them start ICT related business.
- The instructors also need training in the latest packages they are not conversant with.
- The training will also bring together the ICT instructors thus enable them share ideas while at the same time learn new ones.

• **Capacity building for Garment making instructors**

Most Garment Making instructors need skills in the latest fashion trends, creativity and use of modern machines. This prompted the need for a workshop where the instructors will be trained in various areas that they are inadequate in.

• **Capacity building for Managers**

The managers need to be equipped with basic skills to help them run the institutions properly in the following areas:.

- Human resource management

- Education management
- Accounting
- Planning
- **Trade exhibitions**
  - It's important for trainees from all the youth polytechnics under our umbrella to display their products at one centre for public viewing, assessment and purchasing.
  - Hopeful through this the trainees involved will get new ideas which could help them diversify their thinking and in the process get motivated to improve on their wares.
  - This forum will also be used to show outsiders that the polytechnics are capable of producing marketable items and will provide the best platform for marketing the polytechnics
  - Exhibitions will be in the following trades
    - Carpentry
    - ICT technology
    - Garment making
    - Welding
    - Building
    - Electrical installation

The budget for all the above activities is as below:

DATE	ACTIVITY	VENUE	PARTICIPATION	BUDGET	TOTAL
5-2-14	Capacity Building for instructors	Sinoko YP	77 Instructors 2 Facilitators Coordinator	Meals 80x300=24000 Tea 80x100= 8000 Facilitation sessions 6x5000= 30000	62,000
Feb. 2014	Launching of SP	Sinoko YP	Managers 8 Chairmen BOM 8 Officials 6 Visitors 8 Total 30	Tea 30x100= 3000 Lunch 30x300= 9000	12,000
18-20/3/14	Capacity Building for ICT instructors	Sosio YP	15 instructors 3 facilitators Coordinator	Meals 19x300x3= 17100 Tea 19x100x3 = 5700 F/sessions 9x5000= 45000	67,800
21-22/5/14	Capacity Building for Garment Marking instructors	Naitiri YP	15 Instructors 3 facilitators Coordinator	Meals 19x300x2=11400 Tea 19x100x2 = 3800 F/Sessions 6x5000=30000	44,900
18-19/6/14	Capacity Building for Managers	Chebukwabi YP	8 Managers 2 facilitators Coordinator	Meals 11x300x2= 6600 Tea 11x100x2= 2200 F/Sessions 6x5000= 30000	38,800
10-9-14	Trade exhibition in 6 trades	Sosio YP	5 x6trainees from each poly= 30x8 = trainees 240 6 patrons per Poly=6x8= 48 2 Examiners per trade=2x8=16 Managers 8 Youth Officers 5 Coordinators 2 Total NO. 305	Lunches 305x300=91500 Tea for assessors= 16x100= 1600 Assessors 16x1000=16000	109,100

14-10-14	Managers' 2015 meetings( 3)	Sikhendu, Kamasielo and Wabukhonyi	8 Managers 1 Coordinator	Meals 9x300=2700x3=8100 Tea 9x100x3 =2700	10,800
				<b>Total</b>	<b>344,600</b>

- **COMMUNITY SENZITIZATION AT KAMASIELO**

*This was done on 24-10-2013 at Kamasielo YP. The majority of the people who attended were parents. The main agenda was to evaluate the implementation of decisions that were made in the previous meeting. Some of the issues that were handled were as follow:*

- *Improve office – polytechnic relationship*
- *Reach a target of 80 students*
- *Organize attachment for trainees*
- *Have income generating projects*
- *The B.O.G to hire more instructors*
- *Organize for an open day during which the community, parents and stakeholders would view the facilities and tools available in the polytechnic*
- *The polytechnic should be involved in partnership*
- *To sell the name of the polytechnic*
- *Keep the trainees in the school instead of them absenting themselves from school*

*Responses to the above were quite encouraging:*

- *The number of trainees has increased from 35 to 93*
- *Trainees in masonry were sent to various building sites in several institutions while those in Motor vehicle were attached to mechanics in town*
- *Income generating activities such as fish farming, growing of maize, vegetables and green house farming were initiated*
- *Attempts were made towards hiring instructors though lack of funds frustrates it*
- *Improved relationship between the office and the polytechnic has been achieved*
- *The image of the polytechnic has improved because parents from the neighbourhood have accepted to send in their children*

*Way forward:*

- *Those at the meeting were asked to help bring in a trainee each*
- *Parents should pay fees*
- *The existing income generating activities should be improved on*
- *The polytechnic management should have write-ups that could be distributed for publicity*
- *The management to organize an open day for the public.*

### **C. TECHNISCHE SCHOLEN – trainingen en cursussen**

- **YOUTH POLYTECHNIC MANAGERS AND BOARD MEMBERS**

*This was carried out on 21 – 25 March 2012 at Guesthouse of IcFEM facilitated by Mr. Tatwa Mwachi and Mrs. Francisca Opondo. The topics were as follows:*

1. *Organizational governance*
  - *Governance structure*
  - *Role of the Board*
  - *Delegation*
  - *Board manual*
  - *IcFEM field structure*
2. *Strategic planning*
  - *Stakeholders*
  - *Formation of technical team*

- *Developing Data collection tool*
- *Data collection*
- *Data analysis*
- *Strategic objective*
- *Implementation matrix*
- *Monitoring and Evaluation matrix*
- *Writing a strategic plan.*

*The workshop was meant for managers, dep. managers and chairman BOG and attended by 19 persons, 14 drawn from 8 village polytechnics namely; Kamasielo, Sosio, Sikhendu, Muliro, Chebukwabi, Sinoko, Wabukhonyi, and Naitiri. Also the District Youth Training Officer (DYTO) was present. At the end of the workshop all the participants attested that its impact was evident. Therefore, a way forward was agreed upon as follows;*

- *Constitution of a committee;*
  - *Chairman - Kassim Sumba (Chebukwabi)*
  - *Secretary - David Limo (Sosio)*
  - *Treasurer - Centrine Wanyonyi (Sikhendu)*
  - *Member - Murage Mbogo (Sinoko)*
  - *Member - Rose Langat (Kamasielo)*
- *Every YP to immediately form a committee that will make it embark on SP process*
- *Every YP to develop its own vision, mission and core values at the end of June and deliver a copy to IcFEM.*
- *Data analysis to be ready in August*
- *Draft of the strategic plan to be ready in January 2013 for editing by the partner.*
- *Final copy of the strategic plan to be ready before collective launching in March 2013.*

#### ● SP IMPLEMENTATION WORKSHOP FOR MANAGERS

*This meeting was carried out on **05-11-2013** at Chebukwabi Youth Polytechnic. The following polytechnics were in the workshop, Chebukwabi, Sosio, Sinoko, Sikhendu, Kamasielo, Muliro and Wabukhonyi.*

*The objective of the meeting was to have the facilitator go through the Strategic Plan drafts together with all the participants. Key areas were looked at so as to polish the drafts and create uniformity. By this all shortcomings in all SPs were ironed out and better SPs were to be written for the purpose of implementation. Those that were not yet through and ready with their SP were advised not to work on the plan alone but make it participatory so that all stakeholders play a part in order to own the plans. The areas that were looked at:*

- *Justification for a SP*
- *Flow of Mission, Vision, core values and Motto*
- *Development of objectives/ strategic issues*
- *Coming up with implementation plan*
- *Monitoring matrix and evaluation matrix*

*Way forward:*

- *All drafts to be polished before 30-11-2013*
- *All polytechnics to produce a workable final plan in readiness for launching*
- *Those who were far behind, (Sikhendu, Sosio, Muliro and Wabukhonyi) to consult Mr. Tatwa from time to time and make sure are ready with a polished draft by the end of November 2013.*
- *Launching of the SPs to be done in February 2014 in Sinoko polytechnic.*

## 5. EXTERNAL EXAMINATION RESULTS AND TOOL JUDGMENT FINDINGS

### A. Lagere scholen

#### KCPE Results 2011

Ranking	School		Subject mean score					Mean	2010	Dev.
	Name	Entry	Eng	Kis	Maths	Science	SSR			
1	Dreamland Pr. Sch.	27	78.12	68.59	70.44	64.33	74.96	<b>356.18</b>	<b>328.12</b>	<b>+28.32</b>
2	Ebubole Pr. Sch.	50	58.92	67.06	59.88	60.10	59.22	<b>305.18</b>	<b>293.05</b>	<b>+12.13</b>
3	Ebwaliro Pr.Sch.	70	62.16	66.73	57.69	54.60	51.49	<b>292.67</b>	<b>287.90</b>	<b>+04.77</b>
4	Kimilili RC Boys	84	53.98	52.14	53.10	54.11	55.75	<b>269.82</b>	<b>277.40</b>	<b>-08.32</b>
5	Ugolwe Pr. Sch.	21	62.66	60.90	50.42	49.14	45.76	<b>268.90</b>	<b>250.21</b>	<b>+18.69</b>
6	Indangalasia Pr.Sch.	29	51.50	55.58	55.35	57.27	49.92	<b>268.62</b>	<b>284.81</b>	<b>-16.19</b>
7	Mukuyuni Pr. Sch.	111	47.01	69.60	46.06	47.11	54.99	<b>261.17</b>	<b>240.02</b>	<b>+24.15</b>
8	Kimilili RC Girls	104	49.48	53.89	50.10	49.43	49.62	<b>252.52</b>	<b>250.50</b>	<b>+02.00</b>
9	Kamusinga ACK	91	48.99	50.78	51.29	48.78	50.38	<b>250.22</b>	<b>250.94</b>	<b>-00.72</b>
10	Kaptola Pr	38	49.18	50.13	49.82	49.90	48.31	<b>247.39</b>	<b>253.37</b>	<b>-05.98</b>
11	Makunga SA		47.36	52.58	47.31	47.79	50.06	<b>245.09</b>	<b>249.11</b>	<b>-04.02</b>
12	Kibunde	51	38.54	46.90	50.70	48.48	46.14	<b>230.76</b>	<b>273.81</b>	<b>-43.05</b>
13	Luuya DEB	95	44.59	51.45	45.73	44.62	43.62	<b>230.01</b>	<b>242.50</b>	<b>-12.49</b>
14	Lutonyi Pr. Sch.	121	45.41	45.31	46.13	45.64	44.97	<b>227.46</b>	<b>256.51</b>	<b>-29.05</b>
15	Lunyu DEB	39	49.10	51.97	39.28	44.13	41.21	<b>225.69</b>	<b>184.00</b>	<b>+41.69</b>
16	Kimingichi AIC	87	38.67	44.71	39.62	40.20	37.84	<b>201.04</b>	<b>200.60</b>	<b>+00.98</b>

#### Primary schools' Tool judgment results

Ranking	Name of school	Result
1	Kimilili R.C Girls Primary	73.5
2	Ebwaliro Primary School	73
3	Ebubole Primary School	71.5
4	Dreamland Primary School	71
5	Mukuyuni Primary School	70.5
6	Kibunde Primary School	70
7	Ugolwe Primary School	70
8	Kaptola Primary School	67.5
9	Makunga Primary School	66
10	Luuya DEB primary	64.5
11	Lutonyi Primary School	64
12	Kimilili RC Boys Primary	62.5
13	Kamusinga ACK Primary	59.5
14	Kimingichi AIC Primary	56
15	Indangalasia Primary School	55.5
16	Lunyu Primary School	55

#### *Quality Education in Primary Schools*

*For HFH to ascertain that the schools they assist are improving on the education the said schools deliver, some kind of measurement was to be made. One, through some common judgment tool and another by recorded external examination results; the average of which hopefully reveals the efforts put towards achieving the target. Below is such assumption for the primary schools:*

Ranking	Name of school	KCPE Results	KCPE %	Tool	Average
1	Dreamland Primary School	356.44	71.28	71.00	71.14
2	Ebubole Primary School	305.18	61.04	71.50	66.27
3	Ebwaliro Primary School	292.66	58.53	73.00	65.76
4	Kimilili RC Girls Primary	252.52	50.50	73.50	63.00
5	Mukuyuni Primary School	264.17	53.78	70.03	61.92
5	Ugolwe Primary School	268.90	53.78	70.00	61.92
7	Kimilili RC Boys	269.81	53.96	62.50	58.20
8	Makunga SA Primary School	245.09	49.01	66.00	57.50
9	Lutonyi Primary School	235.35	47.07	64.00	55.54
10	Luuya DEB Primary	230.01	46.00	64.50	55.25
11	Kamusinga ACK primary	250.22	50.04	59.50	54.77
12	Indangalasia	268.62	53.72	55.50	54.61
13	Lunyu Primary School	225.69	45.14	55.50	50.00
14	Kimingichi Primary School	201.04	40.21	56.00	48.15

*It would be interesting to note that the last five schools are in communities that are indifferent to educational needs of their children; that makes one to very much appreciate Ebubole and Indangalasia which are in the same situation yet put in a spirited fight.*

#### **Observations on primary schools**

- *All the schools but for Kimilili RC Girls, do not get enough support from their communities and parents.*
- *Most School Management Committees are inactive*
- *The contribution of HFH at Indangalasia is not obvious by sight*
- *Schools in Mumias have no lunch program of any form for students*

#### **KCPE Results 2013**

Ranking	School		Subject mean score					Mean	2012	Dev.
	Name	Entry	Eng	Kis	Maths	Science	SSR			
1	Dreamland		68.91	64.23	69.82	62.59	68.20	<b>333.76</b>	<b>338.00</b>	- 4.24
2	Indangalasia		62.72	65.34	62.82	65.86	61.17	<b>318.61</b>	<b>309.63</b>	+ 8.98
3	Ebubole		57.71	71.51	62.98	59.85	62.61	<b>314.66</b>	<b>311.76</b>	+ 2.95
4	Ebwaliro		61.95	64.47	57.64	56.84	55.12	<b>296.10</b>	<b>281.43</b>	+14.67
5	Kimilili RC Boys		51.95	58.92	54.80	53.85	58.47	<b>283.99</b>	<b>277.26</b>	+ 7.73
6	Mukuyuni pr.		51.76	59.93	53.05	52.22	59.15	<b>275.73</b>	<b>258.16</b>	+17.57
7	Ugolwe		53.61	45.93	56.83	64.25	53.87	<b>274.50</b>	<b>274.54</b>	- 4.96
8	Kimilili RC Girls		59.08	64.97	46.22	47.55	52.26	<b>270.08</b>	<b>266.04</b>	+ 3.68
9	Makunga pri		52.99	59.23	52.62	47.96	56,01	<b>268.86</b>	<b>264.92</b>	+ 3.94
10	Kamusinga ACK		51.41	49.81	49.01	48.72	52.60	<b>251.55</b>	<b>252.69</b>	- 1.14
11	Kaptola primary		50.39	54.34	46.45	48.26	51.68	<b>251.00</b>	<b>237.00</b>	+16.00
12	Lunyu primary		47.37	66.57	47.20	44.04	46.02	<b>241.77</b>	<b>220.00</b>	+21.77
13	Luuya primary		43.69	51.49	46.59	45.74	47.72	<b>235.23</b>	<b>242.17</b>	- 6.92
14	Kimingichi		43.63	52.72	39.22	42.20	44.74	<b>222.52</b>	<b>172.28</b>	+49.23
15	Kibunde primary		39.75	44.28	43.79	49.94	41.93	<b>219.43</b>	<b>237.97</b>	-18.54
16	Lutonyi primary		43.16	46.30	40.30	40.80	43.90	<b>215.74</b>	<b>248.02</b>	-32.28

*The range of results below show that the majority of the schools improved between 2010 and 2013 which is a positive sign to better grades that move towards quality education.*

<b>Development of the KCPE results 2010 - 2013</b>					
	<b>Name of school</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
	Dreamland primary	328.12	356.18	338.00	333.76
	Indangalasia primary	293.05	305.18	309.63	318.61
	Ebubole primary	287.90	292.67	311.76	314.66
	Ebwaliro primary	277.40	269.82	281.43	296.10
	Kimilili RC Boys primary	250.21	268.90	277.26	283.99
	Mukuyuni primary	284.81	268.62	258.16	275.73
	Ugolwe primary	240.02	261.17	274.54	274.50
	Kimilili RC Girls primary	250.50	252.52	266.04	270.08
	Makunga primary	250.94	250.22	264.92	268.86
	Kamusinga ACK primary	253.37	247.39	252.69	251.55
	Kaptola primary	249.11	245.09	237.00	251.00
	Lunyu primary	273.81	230.76	220.00	241.77
	Luuya primary	242.50	230.01	242.17	235.23
	Kimingichi primary	256.51	227.46	172.28	222.52
	Kibunde primary	184.00	225.69	237.97	219.43
	Lutonyi primary	200.60	201.04	248.02	215.74
	average	257.68	258.30	261.95	267.10

## **B. Middelbare scholen**

### **KCSE Results summary:**

<b>Ranking</b>	<b>Name of school</b>	<b>Entry</b>	<b>Mean 2012</b>	<b>Mean 2011</b>
1	St. Luke's Boys High School	237	7.869	8.03
2	Moi Girls Kamusinga	178	7.179	6.78
3	Kaptola Mixed	67	5.223	5.32
4	St. Teresa's Girls	96	4.927	5.29
5	Kimabole Mixed	72	4.027	4.00
6	Mukuyuni Girls Sec	87	3.574	4.30
7	St. Joseph Kamusinde	17	3.529	3.42
8	Beulah Girls	-	-	

### **Secondary schools' Tool judgment results:**

<b>Ranking</b>	<b>Name of school</b>	<b>Result</b>
1	St. Luke's Boys High School	86.5
2	Moi Girls Kamusinga	
3	Mukuyuni Girls Sec	75.5
4	St. Teresa's Girls	73.0
5	Kaptola Mixed	70.5
6	Beulah Girls	66.5
7	Kimabole Mixed	64.4
8	St. Joseph Kamusinde	58.0



### Judgement tool results for secondary schools

No	School	KCSE Results	KCSE %	Tool
1	St. Luke's Boys High School	7.869	78.69	86.5
2	Moi Girls Kamusinga	7.179	71.79	
3	Kaptola Mixed	5.223	52.23	70.5
4	St. Teresa's Girls	4.927	49.27	69.5
5	Kimabole Mixed	4.027	40.27	
6	Mukuyuni Girls Sec	3.574	35.74	75.5
7	St. Joseph Kamusinde	3.529	35.29	
8	Beulah Girls	-	-	66.5

*As said before, Secondary Schools have advantage over the Primary Schools in various ways and therefore, the grading of the two cannot be compared in terms of these results.*

### C. Technische scholen

#### *Judgement tool results for youth polytechnics*

*Tool results show the following position:*

Polytechnic	Results
Sosio	68
Kamasielo	53

*Generally Sosio has always been ahead of Kamasielo in many ways. Hopefully one day Kamasielo will catch up.*