**‘Working towards the future of the Kenyan child’**

**Strengthening Accountability and transparency processes in the governance and management of Basic Education in Kakamega County**

**SUMMARY**

Strengthening accountability and transparency processes in the governance and management of Basic Education in Kakamega County is a one year phase project by SPEAK, a National nongovernmental organization based in Kenya. The project’s overall objective is to strengthen Accountability and transparency processes in the governance and management of Basic Education. The specific Objectives are: to increase the capacity of school management committees, Board of management and parents Teachers Associations to effectively participate in Decision making processes at school level and beyond, and to strengthen the capacity of school administrators, grassroots CSOs, local communities and county policy makers/implementers towards ensuring quality access to basic education in the County.

The project is designed to implement 8 key activities which include: Inception workshop; Mapping out exercise; Baseline survey on the state of governance of Basic Education in view of transparency and Accountability framework; Consultative and validation forum; Capacity trainings; County policy and legislation capacity workshop; Public forums to Influence County and Awareness weeks through Radio programmes. The project will be implemented at a cost of 69,386 USD targeting County policy makers, county executive/policy implementers/particularly the education and finance departments, county education officers, ECDE/Primary school heads, SMCs, PTAs, BoM and Non state Actors, all in different levels.

**BACKGROUND**

In 2010, Kenya promulgated a new constitution ushering in broad base changes in the socio-political, economical and juridical governance of the country. One imperative element of political governance was the introduction of Devolution. Devolution in this regard, was affirmed in chapter 11 of the constitution of Kenya and whose functions were provided in the fifth schedule. As contemplated in her principles and objects, devolution was meant to allow Kenyans at the grassroots to contribute to decision making processes, addressing developmental challenges that were unique to them. To ensure a common National objective though, the county governments (which are distinct and semi-autonomous) and the National governments are expected to conduct their mutual relations on the basis of consultation and cooperation. Largely, the country remains unitary with more than 70 percent of the National Revenue in the hands of the National government.

Citizen participation in decision making processes has been well captured in all the legislations that are meant to enable the operationalization of Devolution. Knowing the dangers that devolution may pose if weakly implemented at the county level, for instance; corruption, nepotism, incompetency, misprioritization and misappropriation of development Agenda, citizen participation was repeatedly captured both in the Constitution of Kenya and other Acts of parliament to promote oversight, inclusion and checks.

A lot of initiatives have been started by Non state Actors to build the capacity of community based organization and local populations to effectively participate in providing essential civic engagements at their respective counties with the notion of ensuring that funds provided by the National government based on the 15 percent threshold, grants, loans, and revenue generated by the same County government in line with the Urban and cities Act of 2012, county public finance Management Act, County government Act of 2012 and other provisions of the constitution are utilized in the interest of the public.

To contribute and complement other ongoing processes of strengthening Accountability and transparency of the devolved system in Kenya where the county governments are able to account to the people and to perform their functions in a transparent manner, Supporting Primary Education Across Kenya (SPEAK) intends to specifically strengthen accountability and transparency processes in the governance and management of Basic Education in the County of Kakamega. Basic Education is both the functions of National and county government, whereby early childhood Development Education (ECDEs) in particular is solely the responsibility of the County government as embedded in the fourth schedule of the constitution of Kenya, with the management of primary schools in Kenya being the primary responsibility of the National government although county governments can within their county integrated Development Plans provide assistance in the construction/renovation and upgrading of these schools.

Kakamega County will be the first County to be supported by SPEAK based on: the fact that by the time of writing this proposal, it was one of the few Counties that had shared their County integrated Development Plans (CIDP) 2013-2017[[1]](#footnote-1) to the public and also on the existing willingness by the county government of Kakamega and the office of the county Director of education-Kakamega to engaged in a partnership effort to promote transparency and accountability in the governance of basic education as the County starts to adapt to the devolution concept. CIDPs from the other 46 Counties were not readily available at this specific moment. In a meeting held between SPEAK staff and County heads of Department, members of the county Assembly and based on the CIDP, the county of Kakamega had indicated that some of the challenges they are facing are within the sector of basic education, a sector that from our assessment is grappling with poor management, diminutive budgetary allocation (with regard to 2013/2014 financial year) and weak governance systems and culture that have encouraged corruption and poor leadership in this sector.

Generally, the county has a population of 1,660,651 people with poverty rate of 53 percent. Only 15 percent of its population shares urban centres meaning the rest of the population lives in the rural settings. Although 70.9 % of the population can access primary education/basic education, only 11 % are able to later on access secondary school education[[2]](#footnote-2). With 9 constituencies, Kakamega is ranked as one of the largest Counties in Kenya, a factor that may make the implementation of county services a very complex process.



Location of Kakemega County in Red

**STATEMENT OF THE PROBLEM AND JUSTIFICATION**

Basic Education provision is one of the public service’ functions of Kakamega County government. Processes of decision making in the realm of Basic education (both ECDE and primary education) have been democratized to allow effective checks and balances as well as all round participation in development of education environment in Kakamega County just like any other county. Despite this, the County has highlighted in her CIDP particularly under the education sector that some of her major challenges and which need quick intervention(s) include the following:

First is the lack of a transparent and accountability culture of governance both at ECDE and primary school sectors. The management of basic education has in the past witnessed poor decision being made due to poor implementation of policies and legislations. With the new constitutional order, the County of kakamega has inherited this poor culture and therefore there is need to exert meaningful changes. The capacities of school management committees (SMCs), parent teachers Associations (PTAs) and boards of management (BoM) are not effective to ensure sound and realistic decisions due to lack of trainings on technical knowhow regarding their participation in decision making processes in line with existing legislations. Therefore the ramification of this is that monies flowing both from the National government specifically for Primary schools and monies flowing from the county government to these public schools are always mismanaged or utilized for wrong reasons. The inclusion of parents and communities in promoting quality governance of school resources by existing legislations has also not been effective in achieving its intended goal due to incompetence and lack of public knowledge. The project in addressing this problem will contribute towards building the culture of transparency and accountability where the success can be replicated in other counties.

Secondly is the lack of County policy and legislative frameworks and legislation capacities.

The implementation of ECDE by the county government of Kakamega is faced with legislative and policy challenges. As captured in her CIDP 2013-2017, the county is yet to legislate important policies like County special Education policy, ECDE remuneration policy and other legislation touching on processes of decision making in the running of ECDE including the roles of SMCs and parents. Without coherent localized policies, it means that the implementation of ECDE within the county will not realize much in terms of development and quality services which have a multiplier effect in the ultimate growth of the child. Even with this dilemma, worst still that the county government of Kakamega do not have enough expertise to initiate county Bills and policies particularly in the education sector and therefore the need not only to train the county policy makers, stakeholders and education department officials but also to engage with them in simulation drafting exercise. With regard to primary schools, a lot in terms of governance and management has changed with the introduction of the Basic education Act of 2012 which began to operate in 2013. Different measures and decision making platforms that intends to promote accountability and transparency in primary schools are now captured in this legislation. Community and parents participations frameworks are also well captured. The current problem as acknowledged in the CIDP of Kakamega County is that head teachers and other education officials and relevant stakeholders do not understand their new roles due to lack of platforms for capacity building.

Thirdly is the lack of community awareness in the changing political and social environment in the governance of basic education which leads to weak public participation and provision of checks.

For Kakamega County to be able to close the gap of transition with regard to the 11 percent of its people who can access secondary school education, awareness creation is imperative among the different communities. The county residents can participate in envisaged democratic space/platforms to influence the budget making process in respect of increasing the allocation of county revenue to basic education. Currently, the awareness level of county residents with regard to exercising their responsibilities particularly in decision making platforms is very low. The positivity of empowering the community in this aspect is that they will be able to influence development priorities unique to themselves even in other fields apart from basic education.

**PROJECT OBJECTIVES**

Overall objective of the project: To strengthen Accountability and transparency processes in the governance and management of Basic Education.

Specific Objective:

1. To increase the capacity of school management committees, Board of management and parents Teachers Associations to effectively participate in Decision making processes at school level and beyond.
2. To strengthen the capacity of school administrators, grassroot CSOs, local communities and county policy makers/implementers towards ensuring quality access to basic education in the County.

**PROJECT ACTIVITIES**

**Activity one: Inception workshop (Month 1)**

An inception workshop will be held on the first Month to officially forge partnerships in the implementation of the project in Kakamega County. The inception workshop will be held for a day and will include the following topics: Understanding the objective of the project and the framework, the project will use to reach its outcomes; Building synergies through partnership to address any form of duplication; putting up approaches and way forward to conduct both the mapping out of public primary schools and other actors to be engaged in capacity trainings and the survey. The Inception meeting will bring on board non state actors already implementing local governance, accountability and education projects within the County, county government of Kakamega officials particularly from the education department, Ministry of education-office of the Director of education-Kakamega County, Sub County heads, chairpersons of BoM, SMCs and some school heads.

***Implementation phase (Months 2-12)***

**Activity two: Mapping out exercise (Month 2)**

Mapping out exercise will be conducted in line with the way forward agreed in the inception workshop and will majorly rely on the existing documents and analysis collected from the county government offices and education offices to quantify the existing schools and their state of management and actors within the County and the role they are playing in the field of governance and education, especially those Actors that are implementing initiatives meant to improve the management and governance of Basic education. 20 enjoined ECDE centre-public primary schools will be targeted per each sub county based on the final list of all the public schools and ECDE centres. This will total to 180 public primary schools reached for direct engagement. To ensure trickledown effect, the 180 enjoined ECDE centres and public primary schools will be used as dissemination points of information to the other schools. The mapping out exercise will take at least 20 days and will largely deal with desk top reviews and visits to sub counties education offices and Non state Actors’ offices where necessary to collect information. The culmination of the mapping out exercise will be a simple reference booklet whose content will be the responsibility of SPEAK and her partners. The mapping out exercise will be conducted by SPEAK project team (in house) and the final publication will include 80 copies which will be distributed to key partners (without charges) with some being left aside for SPEAK’s consumption during the implementation of the project and beyond.

**Activity three: Baseline survey on the state of governance of Basic Education in view of transparency and Accountability framework (Month 3)**

A quick baseline survey will be conducted for 21 days using focus group discussions, site visits, interviews and document analysis to bring out the exact status of the management of basic education. Key components to form part of the survey’s terms of reference will include but not limited to: the need to find out existing administrative controls, avenues for public/community participation in ensuring enabling and developmental environment for public schools and ECDE Centres and existing decision making processes. The baseline survey will also seek to collect the basic understanding of ECDE and primary school heads, representatives from SMCs BoM, PTAs regarding the existing laws, regulations and their subsequent level of competences with regard to making decisions touching on education, recruitment, disability issues, resource mobilization and school infrastructural development (general management). The essence of this baseline survey is to give the right picture of governance within the basic education in the County. 200 (without charges) copies of the final English written publication will be distributed to relevant stakeholders (including the county education offices, NGOs, CBOs, donor groups and county policy makers) with the project using the findings of this survey to plan for thematic capacity building trainings in the following activities. The project will hire a consultant for 21 days to conduct the survey. The contents of the baseline survey will be the responsibility of SPEAK and the editorial approval will be conducted by the project team.

**Activity four: Consultative and validation forum (Month 4)**

A consultative and validation forum will be held in Month four to validate the finding of the baseline survey collected in Month 3. The One day validation forum will bring onboard the county heads in charge of basic education (ECDE and primary schools), County policy makers sitting in education/budget committees, all the sub county education officials, relevant NGO representatives and selected head teachers/SMCs/PTAs/BoM. The consultant who carried out the survey will facilitate in this one day forum putting into perspective the objective of the research, methodology used and the emerging issues and will be assisted by the project team to collect additional views and recommendation to form the final product of the baseline survey report. Discussion based on group works will also be utilized to ensure maximum brainstorming of the issues and way forward. This forum (consisting of 60 participants) will also help to start off the process of joint ownership of the survey as well as the implementation of the recommendations.

**Activity five: Capacity trainings (Months 6 and 7)**

Capacity trainings will be conducted in three levels. Level one will target county policy makers particularly budget/education committees, county education heads, sub county and ward education officers, and the civil society on County policy development and advocacy. Simulation trainings will be conducted on the development of the special education policy or any other policy. This will be conducted in day one of the meeting (Month 6) and will be facilitated by a policy expert consulted for this specific work. Ideally the need for these consultants is to be able to build local capacities in the county of Kakamega especially on local governance and education issues. The following formats will be used during this workshop: lectures, discussions, brainstorming, group work and role-playing. Day two of the training will capture topics like prioritization of needs during Budget making exercise, tracking the usage of public resources, lobbying and advocacy, and understanding the legal frameworks and environments at the National and county level with regard to the implementation of basic education. This is critical in helping the participants to develop essential dispositions. The same consultant in day one together with one official from the county education office will work together to facilitate the second day of the meeting using formats like lectures, brainstorming, and group work. A maximum number of 50 participants will be involved in the two days meeting.

Level two of the capacity training will target 180 enjoined ECDE-Primary school heads or senior representatives to a one day per sub-county training on the changing administrative and legal frameworks for ECDE and primary schools. The training will be conducted in each sub county attracting at least 20 participating heads of schools that will be chosen based on recommendations from the mapping exercise report. The objective of the meeting is to build their understanding of the current context of education with a view of equipping them with essential skills to administer their duties in a more accountable manner. Two trainers, one from the county government of Kakamega-Education department and another one from the ministry of education in the county will be the trainers in each meeting held at the sub-county level. The 180 participants will act as (Trainers of trainers) ToTs and utilized where possible to complement ongoing or forthcoming government efforts. The capacity training will entail lectures and discussions and where possible, the trainers will be facilitated.

Level three of the capacity training will target SMCs, PTAs, and BoM for a one day training to strengthen their understanding on their changing roles and responsibilities as reflected in the different legislations. Only 3 schools per each sub county will be targeted where representatives one from SMCs, one from PTA and one from the public primary Board of management (BoM) will be invited. In total there will be 81 participants to be trained as ToTs. Additionally, the participants will be trained on how to participate effectively in decision making processes, providing oversight roles as well as checks and balances to the utilization of school funds. A simple guide will leaflet will be developed to guide the interaction of these participants with their colleagues after the training to ensure information dissemination and trickledown effect. Two trainers, one from the county government of Kakamega-Education department and another one from the ministry of education in the county will be the trainers. The capacity training will entail lectures and discussions and where possible.

**Activity six: County policy and legislation capacity workshop-Dialogue and training workshops (Month 8)**

On Month 8, the project will engage the county government of Kakamega-education department and selected members of the county Assembly committee on education and budget, and other relevant Non state actors to a one day county policy and legislation capacity workshop. Part of the meeting will also share on the different studies and evidence based analyses that inform the development of respective policies. Thereafter, the workshop will largely discuss the mechanism or framework to spearhead the development of county based education policies utilizing technical advice from a National expert who will be consulted for the entire day. The objective of this workshop is to be able to generate in a collaborative manner, crucial policy directions and way forward. Group work and discussions will be utilized to bring about the processes of drafting a county policy through a coordinated approach (Network). At least 50 participants will be targeted in this one day meeting.

**Activity seven: Public forums to Influence county Budget (Months 9 and 10)**

Public forums to influence county budget particularly in the basic education sector depending with community needs and wants, is imperative if quality and inclusion is to be realized. The project will therefore conduct public forums to create awareness on the budget making process in a bid to encourage maximum participation from the local communities to participate in prioritizing development agenda in view of their county Integrated development plan. The idea is to sell out the importance of education to the ultimate growth of the county and to allow the locals to make informed decision while participating in citizen forums or/and budget and economic forums at their respective wards. There will be 3 public forums held within primary schools’ premises where the entire public will be encouraged to attend through community based organizations that are partners to SPEAK. The public has been attending citizen public participation forums although they have remained spectators due to the lack of information on how they can participate in decision making process. The project will go beyond the education aspect to include availing knowledge to the public on how they can participate in decision making platforms both within and outside schools. This activity will solely be the responsibility of the project team and partner CBOs in the three areas where this activity will take place. Each public forum will be expected to attract at least 100 people who will only be given snacks to bite during the forum.

**Activity 8: Awareness weeks through Radio programmes (5, 11 and 12)**

The project will employ the use of Radio for mobilization of participants to her activities, sharing of the project objectives as well as to promote public knowledge on a wide range of issues relating to the governance and management of basic education, rights and obligation of the county residents and local communities in promoting quality education among other pertinent issues. There will be three radio programmes and they will take the form of discussions, call and answer/feedback format.

**Outputs**

* One day inception workshop bringing on board 60 participants to discuss on the project framework, synergy and coordination and other project deliverables.
* A mapping out publication report and production of 80 copies.
* Publication of the baseline survey on the state of governance of Basic Education in view of transparency and Accountability frameworks.
* One day consultative and validation forum bringing on board 60 participants to validate the finding of the baseline survey.
* Two days capacity training targeting 50 participants drawn from: county policy makers particularly budget/education committees, county education heads, sub county and ward education officers, and the civil society on County policy development.
* One day per sub county capacity training targeting a total of 180 enjoined ECDE-Primary school heads or senior representatives.
* One day capacity training targeting 81 SMCs, PTAs, and BoM for a one day training to strengthen their understanding, on their changing roles and responsibilities as reflected in the different legislations.
* One day county policy and legislation capacity workshop involving the county government of Kakamega-education department and selected members of the county Assembly committee on education and budget, and other relevant Non state actors.
* 3 public forums, one day each, bringing at least 300 county residents to promote public understanding on the budget making process so as to encourage their participation to influence county budget particularly in the basic education sector.
* Three radio programmes to mobilize participants to her activities, share project objectives as well as promote public knowledge to more than 500,000 county residents on a wide range of issues relating to the governance and management of basic education.

**Outcomes**

* Increased capacity of school management committees, Board of management and parents Teachers Associations to effectively participate in Decision making processes as well as exercise their responsibilities at school level and beyond.
* Establishment of basic education Governing Network.
* Strengthened capacity of school administrators, grassroot CSOs and county policy makers/implementers towards ensuring quality access to basic education in the County.
* Increased understanding by local communities/county residents on existing decision making/influencing platforms as contemplated in law and subsequent increased participation in public forums.
* Increased technical knowhow by county education department/ministry to develop coherent policies and county laws touching on county education governance.

 **EVALUATION PLAN**

Objective 1: Increase the capacity of school management committees (SMCs), Board of management (BoM) and parents Teachers Associations (PTAs) to effectively participate in Decision making processes at school level and beyond.

* To be able show that SMCs, PTAs and BoMs have acquired effective capacities to participate in decision making process based on capacity trainings provided, the groups will be able share with the project team on their minutes and reports that depict how they were able to administer their function in line with the existing laws and regulations. The reports will be used to compare the state as it was before the intervention of the project and after the intervention. Additionally, the reports which will be shared at least after every two Months after the capacity trainings will have to show how priorities were reached and how consensus was made in the different circumstances. The project team will be in charge of collecting the information (together with her partner CBOs) from the participating groups and finding out from other secondary targets if the trickledown effect has been realistic to promoting their understanding too. A mailing list will be created together with a social site where these groups can continue to share on their successes and challenges. In the capacity trainings, a pre-workshop assessment will be administered to every participant to gauge their level of understanding and thereafter, a post-workshop assessment form will be administered to find if the participants had gathered the intended contents. Additionally, the project team will monitor the nature/quality of the decisions the participants will be making in their respective work station to measure if they are participatory, democratic and substantive in building transparency, accountability and initiating development agenda in the basic education sector.

Objective 2: Strengthen the capacity of school administrators, grassroot CSOs, local communities and county policy makers/implementers towards ensuring quality access to basic education in the County.

* The participating county education department officials will be able to draft/initiate at least one key county based legislation and policy touching on ECDE, while at the same time acting on a number of recommendations provided in the baseline survey. The ministry of education- County Director of education office will be able to use some of her team, trained as ToTs to further train head teachers on the new education legislation while monitoring the change of perception and doing things. Pre and post assessment forms will be used in all the trainings to gauge existing knowledge and knowledge acquired thereafter. The project will monitor the 120 head teachers/administrators through a mailing list to discuss the socio-political and administrative challenges that they continue to face in the governance of basic education. On County policy makers particularly committees on education and budget will be able to effectively exercise oversight roles in their fields, whereby basic education budgetary allocation will increase based on informed justifications and enthusiasm on ground. The committee on county education will be able to mainstream ECDE in the county, ensuring that teachers are reasonably paid by way of policy recommendation and also ability to provide leadership and summon individuals in efforts to promote quality governance in education in the county. The project will monitor on way forward on how information reflecting progress will be shared between the project team and all the participants. For grassroots organizations and other Non state actors, they will be able to form or consolidating existing network(s) or framework to ensure that issues of transparency, proper decision making processes and accountability are well manifested in the county education sector. Additionally, the organizations will also be able to share and learn gauged by the assessment form on the existing education laws and how to complement in the operationalization of the same. Local communities in their part will be able to participate in budget making forums, county policy discussion platforms among other citizen forums at the county, ward and village level based on the skills acquired. Also here, the partner CBOs together will SPEAK will keep the contacts of the participants who will regularly be engaged through Frontline SMS software in information collection and dissemination to monitor their level of participation.
* Monitoring and evaluation report brining into perspectives the above contents and complexities will be developed in month 12 of the project although monitoring and progress reports will be developed at the end of each Month.

 **ORGANIZATIONAL BACKGROUND**

**Organization's qualifications for this particular project, including its history and past work**

SPEAK was born through a merger and partnership between Project Kenya Charity and the Lake Region Re-source Centre (LARREC). Project Kenya had been active in Kenya for more than 6 years and LARREC for the past two. Both organizations were working in rural villages and providing technical assistance, consultancies, funding and support for programs in water, sanitation, social justice, peace and security, local governance, Basic education, and public health. Supporting primary Education Across Kenya (SPEAK) came to exist in September of 2012 registered as a Non Governmental Organization by the NGO coordination Board of Kenya on 23rd of November 2012 under registration number OP.218/051/2010/0538/6749. The Organization has 7 main programmes: Water, sanitation and Hygiene; Pre-primary and primary school Education; Governance and Democracy Education; Human Rights Education and campaign; Children care and protection; Community empowerment campaign; and Peace and security. On specifically the pre-primary and primary school education, the organization has been able to renovate 6 schools in Nyanza region, establishing ICT facilities to at least 9 schools across Kenya. Additionally, the organization is in the process of establishing partnership with Transparency International Kenya to establish leadership and accountability clubs to in view of encouraging dialogue and thematic govarnance debates. On Local governance and Democracy, SPEAK has carried out a number of capacity building workshops with grassroots organizations, churches and political parties to provide civic education on existing laws and the place for constitutional culture with a view of mitigating ethno-political violence. Generally, SPEAK has three projects that are currently running in her 7 programmes.

**Provide information about mission, size, geographical reach, professional, and political character, and registration or incorporation status, including date.**

Her mission is to support and foster education in rural Kenya, while stressing the importance of leadership, tolerance, and sustainability. SPEAK has six Staff in Kenya and three in the USA. The organization which is not for profit and politically impartial, operates across Kenya and is currently developing concepts to work with different county governments depending with the issues on ground.

**SPEAK is made up of the following Staff:**

**Mr. Janes Samua-** Mr. Samua is theDirector of SPEAK in Kenya. His education background is on Social Humanities Volunteerism & Networking. Mr. Jannes has been support sector for Humanist Alliance organization in Kenya for the past Nine years and has been involved in peace building and networking. He has in the past managed peace, governance and socio-economic projects with a number of institutions. He has been a consultant for different organization across Kenya on community mobilization and organization’s strategic development and asset mapping. Mr. Samua leads the fundraising Unit of the organization and negotiates for grants as well as supervises the implementation of programs in line with the implementation framework and donor requirements. Mr. Samua has more than 15 years of experience in community development, community empowerment, local governance, project management, organization development among other qualities. His area of specialism is Kenya

**Mr. Nimrod Onyimbo-** Mr. Onyimbo is theProgrammes Administration manager of SPEAK Kenya. He is in charge coordinating multiple programmes at SPEAK’s office. Additionally, he ensures that all programmes’ and financial records and assets of the organization are well documented and preserved. Mr.Onyimbo is the lead specialist of Water, sanitation and Hygiene (WASH) programme. He holds Bsc in Environmental Health Science studies at Kenyatta University and is a holder of a diploma in water engineering from Kenya Polytechnic University College.Mr. Onyimbohas vast experience in community work having worked for a numbers of organizations in Western and Nyanza provinces. He also has skills in multiple-project planning, implementation and management, research, advocacy and monitoring and evaluation. His area of specialism is Kenya.

**Mrs Onyango Mildred,** is a Programme officer and the Lead specialist in; children care and protection, and community empowerment campaign. She holds Masters of Arts in Project Planning, Management, Bachelor of Education (Arts) Degree –English Language and Literature from University of Nairobi. She also holds Certificate in Computer Applications, and Certificate in Leadership and Management. Mrs. Onyango has worked with several organizations as consultant including Kageno trust, Sango fishermen welfare organization, Health and water foundation, Lake Region Resource Centre, Omwami Youth Group. Mrs. Onyango has more than 8 years of experience in project management, Gender, children and community empowerment. Her area of specialism is Kenya.

**Mrs. Beatrice Ogweno Akumu**-Mrs Okumu is a programme Officer and a lead specialist in Human Rights Education campaigns. She holds BA Degree in Sociology and Political science and a Diploma in Community Development and Social Work. She is in charge of developing and designing proposals touching on Human rights (Using Human security approaches as set forth by UNDP), Devolution, local Democratic Governance. She has been a consultant for Goal Kenya’s youth groups on leadership, conflict management, Business and financial management, Team work and team cohesion among others. Mrs. Akumu has 6 yrs experience in community work, project management and human rights advocacy. Her area of specialism is Kenya.

**Mr. Robert Momanyi**-Mr. Momanyi is a programme Officer and a lead specialist in Pre-primary and primary school Education programme. He holds Bachelor of Education (Early Childhood Education) from Kenyatta University, and certificate in HIV/AIDS and Drug and Substance abuse. He is in charge of developing and design proposals touching on Early Childhood Development Education (ECDE). Mr. Momanyi has 4 yrs experience in community work and project management. His area of specialism is Kenya

**Mr. Donald Kaumba –**Mr Kaumba is theAccounts officer, and heads the finance and administration section where he ensures smooth operation and observation of all accounting procedures. He coordinates all the financial and logistical matters with the programme sections to enable amicable running of the SPEAK office. He holds BBAM (Finance Option) from Kisii University. Mr. Kaumba has 3years experience in organization finance management and his area of specialism is Kenya

**The following staff will be in charge of the project**

Jannes Samua-Director of programmes Kenya who will offer oversight roles in the implementation of the project as well as lead in partnership, strategic meetings, donor reporting and Networking of the project to realize its intented outcomes. The project will pay for 70% 0f his time. (A contract will be developed for him)

Mrs Onyango Mildred-Programme officer- She will support the implementation of the project sharing responsibilities and tasks. (A contract will be developed for her)

Mr. Donald Kaumba-programme Accountant. He will manage the financial aspect of the project. (A contract will be developed for him)

**Other funding:**

SPEAK has in the past received funding for her projects, some of which are being implemented currently. The organization hasn’t yet received any grants for this specific project. Below is a list of Donors that have funded and continue to fund the organization.

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| --- | --- | --- | --- | --- | --- |
| **Donor** | **Type of support**  | **Amount USD** | **Year** | **Project-Description** | **Location** |
| Lake Victoria Environment Management Project/ GOK/ World Bank | Domestic-Monetary | 67,747 | 2012 to date | Ngothe community Water and sanitation Project. The intended outcome is to Improve sanitation in schools within Ngodhe sub location by building VIP latrines, forming hygiene clubs and training local communities on sanitation | Suba-South Nyanza-Kenya (Homabay County) |
| Pathway foundation USA | Foreign-Monetary | 30,000 | 2012 to Date | Bungoma Integrated peace and water project. The objective of this project was to build knowledge of the county residents of Bungoma on community policing while addressing the water shortage as one of the factors of conflict. The project reached 2,000 people | Bungoma-County |
| International Humanist Alliance  | Foreign-Monetary | 24,354 | 2010 to 2011 | Addressing Democratic rights through Non-violence- Campaign. 8,000 youth were engaged in understanding the constitution of Kenya as well as other drivers of the rule of law in conflict settings while most of them being able to promote national cohesion  | Kericho and Migori Counties |

1. A County Integrated Development Plan (CIDP) – a requisite legal requirement- is a five years planning document that provides a clear guide and general prioritization of development areas based on SWOT analysis among other measures and indicators on ground. [↑](#footnote-ref-1)
2. ###  Source: Kenya: County Fact Sheets ([Kakamega | County Data Sheets | Open Kenya | Transparent Africa](https://www.google.co.ke/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&ved=0CD0QFjAC&url=https%3A%2F%2Fopendata.go.ke%2Ffacet%2Fcounties%2FKakamega%3Ftags%3Dcounty%2Bfact%2Bsheets%26utf8%3D%25E2%259C%2593&ei=BdRLUqGvDKap4ATm1YD4CA&usg=AFQjCNECKKZ_xtJZIYcDikr9JZhmry6RMA&sig2=dDrPRdZdJIoaYoqPg9srQQ&bvm=bv.53371865,d.bGE))

 [↑](#footnote-ref-2)