

PLANNED ACTIVITIES	REALIZED ACTIVITIES	Outcome/input
<ul style="list-style-type: none"> - Inclusive Early childhood Education & care play and learn. - 	<ul style="list-style-type: none"> - At the moment we have 200 Children who are able to attend the early childhood education from Monday to Friday. - The children are able to learn with ease because of the learning materials available. - Increased access to reading materials and story books. - Music and movement to enhance relaxation and enjoyment. - Language literacy and communication – they can use words, understand and listening to language and develop early literacy. - Numeracy – They have been able to grasp an understanding of the basic Maths concepts such as counting, measuring and comparing sorting and classifying objects, making patterns recognizing numbers and understanding the concepts of geometrics. - The children have been able to use varied Art materials and techniques to create and perform varied songs and dances including those from their cultures. They are able to explore produce and play musical instruments. 	<p>Some children reached their development milestones while others have shown great improvement. Some children have gained school readiness skills The children gained manipulative skills, because of the availability of educational toys. Improved reading skills, writing and Number work</p>
<ul style="list-style-type: none"> - Therapy care 	<ul style="list-style-type: none"> - 100 special needs children attend the therapy session twice a week and group therapy every Friday. - Speech therapy through oral massage, exposure therapy and music. - Out of the 100 children, 46 children attend Hydro-therapy session once a week. - The sensory integration unit also caters for 28 autistic children and 2 children with Attention Deficit Hyperactivity Disorder. 	<p>To strengthen their fine motor skills. Some children are now walking and have gained their mobility. Others have acquired speech. The children have a support system to channel their challenges, emotions and experiences. Children are able to settle in class.</p>

	<ul style="list-style-type: none"> - 23 HIV +children attend the Psycho – social support session twice a month. 	
<ul style="list-style-type: none"> - Nutrition care 	<ul style="list-style-type: none"> - 200 take the mid-morning snack(mixed porridge) and A well balanced Hot Lunch every day Monday – Friday - Oral health is our priority and the 350 children brush their teeth after taking Lunch. - All the children take an afternoon Nap before the parents pick them at 3.30pm. 	<p>The balanced diet provided has enhanced concentration in class. The attendance is at 98% because of the meals provided. To some children the Lunch provided is the only meal for the day, thus they enjoy coming to school.</p>
<ul style="list-style-type: none"> - After school program. 	<ul style="list-style-type: none"> - 50 children from grade 1,2 and 3 from different schools attend after school program at little rock where they develop their English skills through reading of and writing by accessing Course books and story books from the library. They work under the supervision of 2 teachers. - At the same time we provide them with a well balanced nutritious dinner after the session before going home at 3:30 pm. 	<p>This gives the pupils opportunity to finish their home/work. Pupils enhance their reading culture by reading a story once a week.</p>
<ul style="list-style-type: none"> - No of staff 	<ul style="list-style-type: none"> - 4 Trained Teachers & 3 Special need Teachers - 5 Assistant Teachers/ volunteers. - 2 occupation therapist/ volunteers. - 4 cooks - 8 cleaners - 2 Drivers, 	<p>They make sure the children receive Quality Early childhood education The Therapist enables the special need children gain the needed resilience to cope in learning environment and enhance social skills for everyday interaction. The Support staffs make the environment clean and conducive for learning.</p>

DID YOU WORK IN COLLABORATION OF OTHER ORGANIZATION?

- We work hand in hand with Action Network for the Disabled Youth in exchange program of children with disability in creating awareness on inclusive Education in the public mainstream schools.
- The County Education Department (Education Assessment Resource Centre) for the assessment of children with special needs.
- Nutritionists who help us with the identification of malnourished children and weight monitoring.

RESULT AND IMPACT

- Working in collaboration with ANDY and EARC has enabled little rock to successfully transition 14 children into the mainstream schools.
- Children's health has improved.
- In the after school program most of the children have improved in their performance; this has made more students score grades that gave them entry to National High school.

LESSONS LEARNT

- Children learn well through peer learning and learning in a child centered environment promotes the child's full participation in the class.
- Advocacy and creating awareness of inclusive education changed the mindset of the community and the teachers of children with disability in the mainstream schools
- It's important to involve parents in the children's learning.
- When children are given the right stimulation, nurturing, nutrition and well designed parenting programs, it addresses inequality to breaking the cycle of poverty and improves outcomes. Like academic performance, social interaction and participation in co-curriculum.

FUTURE PLANS AND SUSTAINABILITY

- Training parents of children with special needs on different conditions and how to handle them.
- We have parents support groups where they meet to share their experiences with each other.
- We also plan to empower parents of children with disability economically so that they can provide for their children and to discourage them dependency syndrome due to the financial constraints.
- Quality Education can only be achieved with trained teachers, who need to be groomed, supported and well managed.

