**RAPID RESPONSE - INTERVENTION application form**

**Applying organisation**: Seniorer uden Grænser

**Title of the intervention**: Drought preparedness of primary schools and parent community in Makueni County, Kenya

## The humanitarian intervention (describe within max. 4 pages)

* 1. ***The context:*** *Considering the description of the context submitted by the implementing partner (attached to this application), how have you ensured that the proposed intervention is appropriate and relevant (CHS 1) for the affected population and vulnerable groups? Describe how the proposed intervention is effective and timely (CHS 2) in relation to the described context.*

Katoloni Mission CBO has over 300 member groups. And through contact with these groups get to know the plight of membership areas. Chairlady Regina Muthama is a former headmistress of a secondary school and has also kept alive her contacts to the teaching community in her areas. She and her board are always concerned for the plight of school children

As drought worsens in Makueni and the forecast promises a delayed and scant short rainy season it would be of great benefit if the affected schools could get rain water tanks virtually immediately to be able to harvest whatever rain does fall in their area. Already currently an estimated 15 % of students in the affected schools are absent due to lack of food and water and according to National Drought Management Authority NDMA the situation is promising to get worse. Weather forecast for Makueni for November 2021 is terrible. There may not be enough rainfall to start a crop successfully. And as rain usually ends again early January starting the long dry season up to April, the situation in Makueni is likely to escalate. If this scenario plays out, it may be necessary to apply for extension of this project.

School meals are not normally served in these schools, so if parents do not have enough food the children do not go to school. No food is supplied by the schools but they all have kitchen facilities and staff who can cook the meals from the time the Ministry of Education provided school meals.

**1.2 Content of the intervention:**

*a) Describe the intervention’s activities, the results these will have and what the outcome of these will be.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Budget no.** | **Project elements** | **Description** | **Indicators** | **Assumptions and Conditions** |
|  | Development objective | All children in affected schools attend classes |  |  |
|  | Immediate objective | Ensure drought resilience in school management | 100% students attend schools year round |  |
|  | Results | Schools are self sufficient in water  School children receive 2 meals per day during first drought | Schools are self sufficient in water and food for children.  All enrolled students attend school every day | Association of parents as well as local authorities are positively involved |
| 1.1. | Activities | Feed school children 2 meals/day during transition period | Good school attendance from all pupils | Parents and teachers support the project |
| 2.1. | investment | Install gutters and rain water harvesting tanks. | Rainwater tanks installed | Parents and teachers support the project |
| 3.3.1 | Activities | Drought coping strategies Awareness creation among parents and other stakeholders through volunteer service | No of parent households applying drought coping strategies | Parents motivated to adapt drought coping strategies |
| 3.1,  4.1 | Resources | Management and administration of School meals during transition  Gutters and rain water tank installation, teacher and parent education and awareness creation period | Schools installation of rain water harvesting facilities documented. | Teachers take up role model roles assisted by volunteers to spread awareness on drought coping strategies |

*b) Describe in a few sentences the change your intervention will bring to the people affected by the crisis. What do you expect the short-term impact to be after completion of your intervention?*

Short term impact will be that affected schools have own supply of water during and for a period after rainy seasons. School meals will allow and motivate all children to attend school. During prolonged droughts, there will be water storage facilities for trucking in water.

*c) How will you measure the achievement of results and outcomes?*

The results will be visible and easy to document in pictures. Rain water tanks are physical items easily accounted for. Daily student admission records and follow up is documentable. Community parents meetings will include demonstrations on drought preparedness activities all can apply in their homes. OCO, KM and teachers will visit and do interviews with some of the most drought affected. This will be documented in reports. The survey of parent households is needed in order to know which families are allowed to bring younger siblings to the schools for a midday meal, as well as future reference in case the drought worsens and further humanitarian assistance will be needed.

*d) Considering the mode(s) of assistance your intervention includes (Cash Based Assistance, Voucher Based Assistance, Goods, Services), please justify the choices made. Why are you choosing one mode instead of another, or why do you combine the modes as you do?*

Katoloni Mission CBO (KM) will buy the inputs and deliver to the schools, as well as contract experts for installation of water tanks. SuG will liaise through the Non profit Company Oleleshwa Community Outreach Ltd (OCO), which will administer the funds in Kenya. KM will be in charge of awareness creation and direct contact with the schools management and teacher involvement.

*e) How does your intervention consider the priorities mentioned in the DERF Call? How do you ensure that resources are managed and used in an effective, efficient and ethical manner (CHS 9)*

1. 1 Access to water: This is one of the main goals of this project: to harvest rain water in drought affected schools. Such harvested water will be free of charge as long as the installations last and benefit all students at the schools
2. Health and nutrition: Already children miss school attendance due to drought and lack of food and water. And the drought is predicted to get worse. With school meals organised during the critical months until harvests are possible again, no child will have to miss school due to hunger.
3. KM and school leadership liaise on the weekly distribution of food, which will be calculated according to MoE standard rations, make sure facilities are up to date for hygienic food preparation and collaboration with trusted teachers will ensure a fair distribution of the school meals to all students. KM will make surprise visits to all schools to confirm the resources are used as intended.
4. Protection: School children from poor households will also be able to attend school during droughts

*f) Briefly describe how you intend to start your activities within 7 days of receiving the first transfer of funds from the DERF.*

When news of successful application is received we shall identify trusted suppliers and contractors in readiness for receiving funds

As soon as funds are received in Kenya, water tanks will be purchased by KM against legal invoices and delivered to affected schools by the providers and gutters installed in the affected schools. This will enable the schools to harvest rain water already this coming rainy season (delayed) Depending on funds, work can proceed almost immediately once we are satisfied the contractors are genuine and capable – recommended by previous work places.

Food stuffs will be purchased by KM also on a weekly basis and delivered straight to the affected schools according to recognised rations. Schools have kitchen facilities and staff to prepare and cook food.

**1.3 The target group:**

*a) Describe the* ***direct target group*** *of the planned intervention, including their characteristics and needs. Justify how you have selected this particular target group among those affected by the crisis (i.e. which inclusion criteria did you use?). Specify also how many people will benefit from each of your main activities.*

The target group are school children, teachers and staff of the 10 selected schools. The schools were identified by KM through their extensive network of self help groups in the area and confirmed by the Ministry of Education. As shown in the table below, KM has knowledge and contact with the families whose children go to the 10 schools. The families - 1031 house holds - will be invited to meetings at the schools to be informed about the emergency assistance for their children. Non-school-going children will be offered a daily meal at school at the request of their parents if deemed vulnerable. In addition, particularly vulnerable families will receive advice on climate-smart cultivation and climate adaptation.

*b) Quantify your planned target group by gender and age group in the table below.*

|  |  |  |  |
| --- | --- | --- | --- |
| **PLANNED TARGET POPULATION (INDIVIDUALS)** | | | |
| **Age Group** | **Male** | **Female** | **Total** |
| Number of persons | Number of persons | Number of persons |
| < 5 | 30 | 30 | 60 |
| 6-14 | 1176 | 1022 | 2198 |
| 15-24 |  |  |  |
| 25-49 | 1177  house holds and teachers | 1031  house holds | 2208 |
| 50-64 |  |  |  |
| > 65 |  |  |  |
|  |  |  |  |
| **Total** | 2383 | 2083 | 4466 |

Makueni most drought affected PRIMARY SCHOOLS

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| NO. | SCHOOLS | Students TOTAL | TEACHERS  And staff TOTAL | parents | No of school meals per day served by the school currently | Normal budget for school meals (breakfast and lunch) Ksh | How many rain water tanks exist in school and what size |
|  |  |  |  | House  holds | If no meals, state reason why not |  |  |
| 1 | KASUNGUNI PRMARY IN KEE WARD MAKUENI COUNTY | 294 | 12 | 140 | Not applicable, the ministry does not support neither the parents | 306 x 12 x 5 x 50 = 918,000 (budget for a whole term) | 2 water tanks each 10,000ltrs |
| 2 | NDUMANI PRIMARY KEE WARD MAKUENI COUNTY | 178 | 12 | 85 | No meals, the ministry does not support and even the parents | 190 x 12 x 5 x 50 = 570,000 (budget per term) | NIL |
| 3 | MASAANI PRIMARY MASUMBA WARD MAKUENI COUNTY | 204 | 14 | 112 | No meals, the ministry does not support and even the parents | 218 x 5 x12 x 50 = 654,000 (budget per term) | NIL |
| 4 | KYAMWALE PRIMARY KEE WARD MAKUENI COUNTY | 255 | 11 | 101 | No meals, the ministry does not support and even the parents | 266 X 12 X 5 X 50 = 798,000 (budget per term) | NIL |
| 5 | KAKILI PRIMARY EMALI MAKUENI COUNTY | 269 | 14 | 113 | No meals, the ministry does not support and even the parents | 283 X 12 X 5 X 50 = 849,000 (budget per term) | NIL |
| 6. | KAVAI PRIMARY SCHOOL KEE WARD MAKUENI COUNTY | 250 | 14 | 101 | No meals, the ministry does not support and even the parents | 250 X 12 X 5 X 50 = 750, 000(budget per term) | NIL |
| 7 | NGILUNI PRIMARY SCHOOL KEE WARD MAKUENI COUNTY | 217 | 13 | 86 | No meals, the ministry does not support and even the parents | 230 X 12 X 5 X 50 = 690,000 (budget per term) | NIL |
| 8 | MUNYUNI PRIMARY SCHOOL KEE WARD MAKUENI COUNTY | 172 | 13 | 98 | No meals, the ministry does not support and even the parents | 185 X 12 X 5 X 50 = 555,000 (budget per term) | NIL |
| 9 | KYANDUMBI PRIMARY SCHOOL IN KEE WARD MAKUENI COUNTY | 154 | 12 | 89 | No meals, the ministry does not support and even the parents | 166 X 12 X 5 X 50 = 498,000 (budget per term) | NIL |
| 10 | KYAMBAI PRIMARY SCHOOL IN KEE WARD MAKUENI SUB COUNTY | 205 | 13 | 106 | No meals, the ministry does not support and even the parents | 218 X 12 X 5 X 50 = 654,000 (budget per term) | NIL |

*c) Describe who and how many of your direct target group are* ***particularly vulnerable people****. How have the vulnerable groups been identified and selected (inclusion criteria), and how does the intervention address their particular needs? Also describe how the intervention addresses protection needs of particularly vulnerable groups, as relevant.*

In the whole county there are 997 schools, 78 ECDE Centers, but Kee Ward and surrounding countryside seem to be particularly drought affected. KM has identified the mentioned schools in collaboration with MoE and the KM network of self help groups.

Particularly vulnerable would be the families of children who cannot attend school because of lack of food. They are mainly small holders and are identified by the school teachers who have cooperation and contact with these families Currently their immediate needs are not known, but an analysis will be conducted in collaboration with Ministry of Social Services and other stakeholders to address their needs. This will serve as guideline for possible interventions which can guide and support the families. Feeding their children already removes a big worry from the parents.

## 2. The implementing partner (describe within max. 1,5 pages)

**2.1 Capacity, experience and expertise:**

*a) What is the capacity, experience, and expertise of the implementing partner(s) (CHS 8)? Describe also the organisational and financial capacities.*

Seniorer uden Grænser, SUG, has experience in implementing development projects in the areas of children, agriculture, climate and environment. SUG has worked in East Africa - especially Kenya and Uganda - for the last 10 years with projects between 76,000 and 1,200,000 DKK. The ones mentioned here are all funded through CISU.

Within the last two years, SuG has carried out a capacity building development in collaboration with CISU, which ensures that the accounting procedures are secure and transparent, and that the organizational structures have been updated - mainly to concentrate on the above areas.

The project group has four members, all of whom have worked on development projects in East Africa. Two of the group's members have lived in Africa for more than 20 years of their working lives.

Oleleshwa Community Outreach company OCO is a partnership between two Experienced directors who have worked in the developing world in Kenya for a long time and 2 local CBOs – in Makueni area the Katoloni Mission CBO. Whereas OCO directors have mainly worked in the agriculture sector. One director still works for Biovision Farmer Communication Programme started by them both. The other director of OCO has run her own farming business fully audited along with various agricultural consultancies for over 35 years in Kenya. Katoloni Mission CBO (KM) has worked a lot with schools – the chairperson a former headmistress of a Katoloni Secondary school in Machakos.

OCO is a continuation and legalisation of development work supported in a previous CISU project through the Kenya company Oleleshwa Enterprises Limited. SuG has full confidence in the management skills of OCO. Directors of OCO are financially independent and work so far as volunteers with only travel expenses paid where necessary.

KM has in the past administered large development projects such as a Danida funded CDTF rural development project concerning water supply and tree planting in a section of their membership area. The CDTF project contributed 23 Million KSH to the CBO development. KM collaborate with all possible stakeholders in their areas to obtain services for their members. Among successes are several boreholes and sand dams constructed, businesses started, trees planted, support to widows and handicapped etc. The chairlady Regina Muthama has also in the past had experience with serving school meals, as well as consulted for schools that needed to know about nutritionally balanced school meals.

KM partners with African Sand Dam Foundation to construct sand dams and carry out capacity building of nearby residents. KM further collaborates with Ministry of Education MoE, Ministry of Interior Security, Department of Water and Sanitation as well as Scope, PELUM, Kenya Biodiversity and Ecosystem Service, capacity building of its network and TRS – Makueni County on transport and Development issues.

*b) How does the organisational set-up ensure access to the people at-risk, including particularly vulnerable people?*

KM is in direct contact with school management and teacher involvement, and will be supervising school developments. KM and the teacher community can further directly visit families of the affected children to assess needs. KM has for many years been part of the local community in the Makueni district. Many self help groups in Makueni are members of the Katoloni Mission CBO - KM's umbrella, and they have been developed by KM into independent units that can be drawn on, when there is a need for emergency aid. Learning experiences have gone both ways and have been utilized through the various projects that have been implemented.

Attached to KM is a professional communicator, former editor of The Organic Farmer Magazine and accredited videographer. Also KM board members are active in the community work of their CBO and collaborate whenever needed with all the relevant ministries in the counties. For this project Ministry of Education has been widely consulted.

**2.2 The partnership:**

*a) Kindly explain whether you have entered into partnership agreement(s) the main features of such agreement(s) and whether the agreement(s) were developed with the local partner.*

In connection with an applied CISU project, SuG, OCO and KM have signed an MOU, which has been developed jointly, describing the responsibilities and tasks of the partners.

*b) Describe the contributions, roles and areas of responsibilities of all partners (including the Danish CSO) within this intervention.*

SuG has the overall responsibility for this DERF intervention including bookkeeping, financial reporting, implementation of activities, monitoring and final report.

OCO is responsible for local bookkeeping, contact with the auditor, monitoring of KM's activities and monthly reports to SuG. OCO can assist and monitor KM in their activities

KM has contact with schools and authorities, obtains offers, makes purchases, arranges deliveries to the schools, reports to OCO and secures vouchers for all expenses.

## 3. Local strengthening (describe within max. 1 page)

***3.1 How does the intervention strengthen local capacities and avoid negative effects (CHS 3)?***

Every project undertaken by the KM CBO has learning opportunities and projects to help the communities greatly motivate the board members to achieve even more. The same goes for OCO. Every project has its challenges and overcoming them is a very good and motivating learning process. Negative effects such as creation of conflicts can be dealt with by consulting widely and involving the relevant authorities when necessary

Within the organisation of Self help groups and local CBOs there is provision for Ministry of Social services to intervene and advise in case of conflict sensitivity issues. KM works closely with The Ministry when such problems crop up.

***3.2 Describe strategies for informing and involving affected people in the intervention (CHS 4)***

Schools work closely with the parent population in their areas. During parent meetings drought management and resilience will be discussed as well as good child nutrition and coping strategies worked out. . A relevant curriculum will be worked out for the 3 months for demonstrating drought coping mechanisms to the children and their parents

***3.3 Environment marker (only for monitoring purposes)***

*a) Choose which of the following three descriptions best characterises your intervention (tick only one box)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MARK** |  | **DESCRIPTION** |  | **EXPLANATION** |
| ☐ | → | **The intervention includes environmentally harmful components without incorporating mitigation measures to reduce anticipated impact** | → | The intervention duly identifies and considers the environmental impact of its collective activities as harmful without being able to apply substantiated remedial action (e.g. sourcing, procurement, supply chains, logistics, transport, waste and service delivery). |
| ☐ | → | **The intervention includes environmentally harmful components and incorporates some mitigation measures to reduce anticipated impact** | → | The intervention duly identifies and considers the environmental impact of its collective activities as harmful and applies some substantiated remedial action (e.g. sourcing, procurement, supply chains, logistics, transport, waste and service delivery). |
| X | → | **The intervention includes environmentally harmful components and incorporates significant mitigation and environmental enhancement measures to reduce anticipated impact** | → | The intervention duly identifies and considers the environmental impact of its collective activities as harmful and includes significant substantiated remedial action as well as environmental enhancement components (e.g. sourcing, procurement, supply chains, logistics, transport, waste and service delivery). |

*b) Briefly explain your answer.*

We do not envisage harmful environmental impact of rain water harvesting or even school meals. On the contrary we aim to help the communities become better able to live with droughts. Demonstrating the Sai pit method of planting not only trees but also crops will benefit not only the schools but the entire parent communities around. This will be demonstrated in the schools and selected vulnerable groups by volunteers for parents and children to learn from.

The volunteers are experienced farmers sourced from Makueni County who have carried out drought mitigating activities on their farms. Such experienced farmers will be invited to the schools for parent days to demonstrate and talk to the parents about this subject.

Deliveries of food stuff and other supplies to the schools will be handled by KM assistant manager (board secretary) in a reliable hired pickup. Maize and bean purchases will be from one trusted supplier as will hardware for water tank installation, and vegetables from the markets. KM staff and board members will be supervising the loading of supplies and check that all is on board before delivery. A delivery note will be issued for every school to be signed by school management on arrival. Food waste will be minimal, and as far as possible fed to livestock or composted.

## 4. Risk Management & MEAL (describe within max. 1 page)

***4.1 Describe the intervention’s risk management approach and which systems and mitigation measures are applied.*** *Describe how the chosen risk management approaches are appropriate in the specific context?*

Through the KM network of self help groups and surprise unscheduled visits to the schools, both school meal management and contractor service will be closely monitored, assisted by representatives of MoE and Ministry of Interior Security

The intervention area - Makueni County - is for the most part populated by small holders, and the district can generally be characterized as less conflict-ridden. The intervention does not affect ethnic groups in conflict or areas of political tension related to emergency aid. The assessment of risks and threats is therefore generally low.

Should a discrepancy arise e.g. over which schools have been selected, the leader of KM, Regina Muthama, will take care of the situation with the support of the Ministry of Education MoE, which has been the advisor for the designation of schools. OCO employees will be notified immediately by KM. They have experience from many years of project work in conflict mitigation and can step in. The SuG project management represented by Kjeld Holmboe will receive a report from OCO, and the DK project group will decide whether further advice should be given, or whether sanctions should be implemented and reported to CISU.

Through email, phone and whatsapp, all parties have contact with each other.

Expenses will be strictly monitored and documented.

The Ministry of Social Services also has provision for conflict resolution, should the need arise.

***4.2 Describe the implementing partner(s) approach to monitoring, feedback and accountability systems (CHS 5), including the contextual complaint mechanisms.***

Results will be monitored with pictures taken with reporting on activities and accounts to SuG. OCO will visit each school to meet with management and agree on way forward. KM will follow up with families of the worst affected children to ensure their schooling is safe and sustainable.

OCO board will address complaints and mediate in case of conflicts and involve Ministry of Social Services where required. SuG will get report from OCO immediately in case of complaints.

Funds will only be released against an approved budget each week. Suppliers of most items can be paid via Mpesa direct transfers from the OCO bank account. Where not possible, pricing/quality /quantity will be assessed and approved each week.

***4.3 Describe how learning and reflection will be applied in terms of improving future humanitarian interventions (CHS 7)?***

The schools will act as knowledge centers for the parent communities and experiment with and apply appropriate drought coping mechanisms in these rural areas. From example elsewhere in Makueni rain water harvesting can make all the difference between hunger and bare fields and productive farms and communities. Rain water harvesting through digging Sai pits will be demonstrated at the schools, along with other drought coping strategies.

This is the first humanitarian intervention SuG has applied for. But we have experience from many development interventions that we will use in this context. At SuG member meetings and at the annual general meeting, we will present successes and challenges. In addition the project group will introduce the DERF concept in SuG member paper – SuG Update - and tell about our experiences. All this on the basis of the project group's own reflections over the reports from KM and OCO.

The survey of parents and other needy members of the communities planned for in budget line 6.1 will not only substantiate which younger children will be eligible for meals, but also form a good contribution towards a possible future County humanitarian intervention.

## 5. Coordination (describe within max. 0,5 page)

***5.1 Describe how the intervention complements the humanitarian and/or development efforts of the national and local authorities, as well as those of other stakeholders?***

Indesperate drought situations Makueni County trucks water to affected communities, but this needs tanks installed locally from where the communities can collect. To install water tanks in schools that do not have them, greatly facilitates this service. KM has been working with some of the schools concerning environmental conservation. The harsh climate is a main challenge and tree planting is not always successful due to lack of water. KM works closely with the Ministry of Interior Security as well as Ministry of Education and consults widely

***5.2 Describe how the implementing partner(s) participate in relevant coordination mechanisms?***

Katoloni Mission CBO is well known in Makueni area, and collaborates closely with all the ministries and other stakeholders. The KM has been offered office space in newly built County offices. Once a general emergency has been declared KM will be in a very good position to collaborate in a coordination mechanism, and with the survey conducted in Kee ward and surroundings KM will be able to contribute substantially to early planning of further humanitarian intervention, should the need arise.