**Communication Matters**

1. Objective and relevance (the world around us)

The overall objective of this application is to secure, that persons without a functional language in Kenya find a way of expressing themselves by means of the AAC method.

The proposal describes a new intervention, but it builds on the achievements and experiences made in the CISU supported projects, AAC in Kenya 1 and 2. It seeks to support the creation of ten new self-help groups and assist in the rolling out of the AAC method in a selection of locations across Kenya.Augmentative and Alternative Communication (AAC) is a method whereby persons without a functional language can communicate by pointing out symbols at a 50 Core Word Board and various theme boards. The method also includes a communication passport and a questioning technique for learners with multiple disabilities. As a result of the AAC in Kenya projects, the method was included in the curriculum for special education in Kenya in 2018. Based on these results, following immediate objectives are lined up:

1. AAC materials in the new curriculum designs are distributed nationwide through Kenya Education Cloud and other channels used by Kenya Institute for Curriculum Development.
2. To assist the partner organisation in becoming a strong provider of knowledge, information, and useful input in the struggle to improve life conditions of persons without a functional speech.
3. Through reach out to self-help groups (established and new) across Kenya, enhance promotion, inclusion and experience sharing of Augmentative and Alternative Communication.

**Challenges that need to be addressed**

In Kenyan Schools a big number of students do not realize full educational inclusion because of severe communication challenges and lack of functional language. In every classroom there are several students with learning disabilities resulting from these functional limitations. At special schools and units, 50% of the students have limited speech or no speech at all. Structured methods to help these students to communicate are non-existent in Kenyan schools and teachers have very limited ideas and strategies to help them. That is why the Kenyan Ministry of Education (MoE), inspired by the CISU supported project “AAC in Kenya”, in 2018 decided to include the method Augmentative and Alternative Communication (AAC) in the curriculum for special education.   
  
**Results achieved from AAC in Kenya 1 and 2:**

Through the CISU supported project, AAC in Kenya 2, Tunaweza Special Self-Help Group, the partner organisation, has succeeded in persuading the MoE to include the AAC method in the new curriculum.   
Consequently, KISE, the universities Maseno, Kenyatta, Moi, Pwani, Masinde Muliro and Mount Kenya must adjust their own curricula to include AAC. However, lecturers at these institutions are not educated in the AAC method. They do not know how to produce AAC materials and how to use them with people without a functional language.   
13 teachers at the two Nakuru based special schools were trained in the AAC method during AAC in Kenya 1 and 2. In this way the schools became model schools and demonstrated the method to many visitors including parents to children with special needs, teachers from other schools in the country, higher learning institutes, civil servants among others from MoE, and many more. This experience and knowledge about AAC is needed in Communication Matters.  
Experience from AAC in Kenya 2 shows that officials, who are not familiar with the AAC method, tend to misinterpret the meaning of symbols. This indicates that KICD may jeopardize already gained milestones in developing the system if they distribute materials not approved by AAC experts. This is still a challenge.  
  
**There are a number of challenges that must be addressed.**

* In Kenya in general, there is no knowledge among parents, the public, schools and authorities of the AAC method and how it can help people without a functional language.
* Despite the MoE in recent years having been making great efforts to promote educational services for learners with special needs, the prospects of introducing AAC to Special Schools and units remain poor due to the overwhelming lack of adequate resources to cater for every level of education. Experience has shown that with this economic scenario, priority is given to general Primary, Secondary and University education over special education.
* The Kenya Institute of Curriculum Development (KICD), under the MoE, who is responsible for developing and disseminating relevant educational materials and manuals, does not have the capacity to ensure that all schools get the necessary materials.
* KICD lacks resources to equip field Assessment Centre Officers (Pædagogisk Psykologisk Rådgivning), stationed in all counties in Kenya, with the capacity to sensitize parents about AAC.
* Kenya Institute of Special Education (KISE) which is the leading institution training special education teachers, plus six universities are due to lack of human resource capacity not ready to offer courses in AAC.
* Since the partner, Kenya Society of Augmentative and Alternative Communication, (SAAC Kenya), is determined to ensure that authorities implement AAC quickly, a strong organisation must be built. But among partner members and affiliated groups, there is not adequate knowledge of resource mobilization.
* It is a problem that the momentum created by CISU and AAC in Kenya 1 and 2 is slipping away if further intervention is not enhanced.
* Experience from the earlier projects reveal that it is hard to maintain motivation among AAC experts. Also, it is a problem that the AAC experts educated during AAC 1 and 2 are too few.
* In Kenya, teachers are regularly transferred to other schools. This can also happen to the 13 Nakuru based AAC experts. So, in the long run the group shall be scattered, and SAAC Kenya cannot rely on them to be available for producing AAC materials.
* It is a problem that girls and boys without a functional language are at risk of being abused, also sexually, not being able to raise a verbal protest. Furthermore, they are not able to report to their parents or to the police of the incident.

**Describe the context of the intervention:** Kenya’s education sector continues to have challenges that hinder the attainment of quality education standards. The challenges are in the areas of governance, management and administration leading to gaps in service delivery, learning outcomes, teacher management, competence and performance levels hindering the realization of education sector targets.   
To curb these challenges a new school reform is being introduced right now. The Kenyan government has started a process of making up with the 32-year-old 8-4-4 system and as a new initiative, special education is included in the reform.   
The reform will mean less favouring of memorization learning and exams than in the past. There will be focusing more on "life skills" and developing relevant skills and competences in all disciplines. Focus is changed from quantity to quality.  
The school reform also wants to promote Life Skills Education, and in the curriculum for this subject the purpose is to develop cooperation, sincerity, tolerance, respect, peace, freedom, unity of the Nation, love, honesty, accountability, humility, happiness and integrity. Many of these values can be understood as based on human rights, and they can also be seen as an effort to prevent hostilities between the 42 ethnic groups of Kenya from occurring again.   
The MoE has introduced the Kenya Education Cloud, where all textbooks and learning materials are going to be available for download throughout the country. This also includes the materials related to AAC.   
While all this is happening, Civil Society Organisations, parents to children with special needs and people engaged in special education are concerned whether enough focus is directed towards the needs of people with disabilities in general and to children without a functional language in particular.    
The AAC method is stipulated in the new designs of the curriculum, but it is questionable how much priority it will be given. With limited resources, focus is usually on universities and on primary and secondary schools. In a developing country, resources are few, and it can be regarded as an obvious choice to focus on children with resources who in due time will be able to contribute to the workforce.  
Persons without a functional language occur regardless of gender, social group, and ethnic affiliation.   
In Kenya there is a school going population of 13 million students. A survey carried out in 2007 showed that 0,2% had speech difficulties. It follows that approximately 26.000 students in Kenyan schools had speech disorders. In addition, there is a considerable number of children with these disabilities not attending school. A majority of these children will benefit from the AAC method when fully implemented nationwide. Consequently, a considerable number of parents and caretakers will benefit from the Communication Matters intervention. Keeping in mind that this survey is 14 years old, the number in 2021 is most likely considerably higher.

Persons without functional speech are a very vulnerable group of citizens. They depend on others to help them in many aspects of life. Many also suffer from various degrees of intellectual disabilities. Others have a normal intelligence but are unable to express their needs, desires, hopes and dreams. Since they have no speech, they must rely on the ability of others to guess what they want. They are often misunderstood by their surroundings who may take them as incompetent and “stupid”. It is a general assumption that persons with no speech are unteachable. Therefore, they are often ignored in many situations in the classroom as well as in the community.

Growing up with limited means of communication often results in development of behaviour issues and it is difficult for them to cope on their own. Parents report on their sons and daughters being sexually abused. Some live in the streets or run around in the villages becoming easy targets. Especially girls are vulnerable when access to education fails. They need a protected environment to cater for their special needs. It is seen that parents have to lock up their children in their houses in order to be able to go to work or just to leave their homes for a short time.   
Feeling shameful, some parents reluctantly send their children to school. They hide their children in their homes denying them the right to free and compulsory primary and subsidized secondary education, due to fears that the children cannot compete with the rest of the learners. Due to these circumstances the group of citizens without a functional language is at severe risk of lifelong marginalisation.   
The creation of self-help groups across Kenya will support the parents in their struggle to secure a better livelihood for their children as they grow up and leave school. In addition, they will meet other parents facing similar issues and it will sensitize them about their rights as parents to a disabled child.  
It is a human right to be able to express views and needs in all aspects of life. In this respect AAC will be extremely helpful to people without speech.  
  
**Describe how this intervention will strengthen civil society organising**In Kenya, the right to education is explicitly stated in the Kenya Constitution 2010 where Article 53(b) guarantees the right to free and compulsory basic education for every child.

Additionally, Kenya ratified the United Nations Convention on the Rights of Persons with Disabilities on May 19th, 2008. Here is stipulated that it is a human right for everyone to be able to express him/herself.

Project Communication Matters meets the intentions of Sustainable Development Goals. No. 4 concerning providing a quality education for all. In this case regarding persons who are challenged with not having a functional language. No. 10 concerning reducing inequality. No. 17 concerning partnership for goals.

Project Communication Matters seeks to promote the creation of several self-help groups affiliated to special schools across Kenya. By doing this an awareness is created among parents about their rights as parents to children with special needs. On an informed background they can call for schools and authorities to apply the AAC method in the classroom as well as in the community.  
The partner organisation, SAAC Kenya, shall be the voice of people without a functional language towards equal opportunities in all aspects of life, in particular rights of expression.

**What climate- and environmental conditions do the partnership and the intervention need to respond to?**

In this project there is a certain amount of travelling involved. Facilitators will be travelling to a number of towns across Kenya partly undertaking trainings and partly contacting civil society groups. Moreover, several meetings will take place in Nairobi implicating transport between Nakuru and Nairobi. These will be done by public transport.   
The Corona situation has opened up to the use of virtual meetings. Some of the meetings taking place in this project will use Zoom instead of travelling. The partner is already familiar with Zoom.

New symbols describing Corona and climate issues shall be included in the boards used by the method. This will raise a climate awareness among some learners.

International flights will be as few as possible. There are about 10 -15 speech therapists in Kenya, and they are mainly employed at hospitals and have no knowledge of AAC. Apart from the 13 AAC experts trained during AAC in Kenya 1 and 2, there is no knowledge of practical use of AAC in the classroom and in the community. Training in AAC does not exist in Kenya. Due to this complexity of the subject, certain training sessions will be facilitated by project group members from Denmark which will result in some flights.

The partnership/collaborators (our starting point)

The partner is Kenya Society of AAC (SAAC Kenya).

SAAC Kenya is legally registered with the Registrar of Societies in the State Law Office. Also, it is registered with the National Council for Persons with Disabilities (NCPWD) which is a state corporation established by an Act of Parliament, November 2004. NCPWID’s mandate is registering Persons with Disabilities (PWDs), institutions, organizations, giving services to PWDs, and raising public awareness on disability.  
SAAC Kenya is pursuing registration as a chapter of ISAAC International alongside a number of various chapters in other countries worldwide including Denmark. SAAC Kenya is not linked to any political or religious groupings.  
Members of SAAC Kenya are:

* parents to persons without a functional speech
* persons without a functional speech
* professionals concerned with persons with disabilities
* individuals with interest in AAC
* institutions

All of them direct their energy into this struggle on a voluntary basis.  
  
The qualifications of SAAC Kenya   
SAAC Kenya has a profound experience with project implementation with institutional funding, an experience deriving from the strong ties between SAAC Kenya and the two self-help groups and the successful completion of AAC in Kenya 1 and 2. SAAC Kenya members, at that time active Tunaweza and Gifted Angles members, networked and had extensive lobby relations with authorities, at national and local level. The collaboration between the SuG project group and the two self-help groups (now SAAC Kenya) started in 2013 where they together with the two special schools were introduced to the AAC method and the decision was made to embark on a partnership and create a project. In 2015 the project was realised educating 13 teachers as AAC experts. In 2017 the second phase, AAC in Kenya 2, was launched to run for three years. During the two phases, capacity building of the partner organisations took place.

Since 2002, the chairman of SAAC Kenya has been called by KICD and MoE as a consultant in relation to special school issues, a function he in spite of his retirement is still performing. He is the co-author of the new special school curriculum. Also, he was involved in the training of 106 teachers in the new curriculum designs. From 2002 to 2015 he was the National Secretary General for the Sports Organization for persons with special needs and took part in organising and implementing the Special Olympics World Summer Games in China in 2007. In this capacity he attained a comprehensive network with special schools all over Kenya which will be very useful in project Communication Matters.

His insight, reputation and networking capacity with the authorities is therefore substantial.    
In addition, several of the board members have a profound knowledge of Kenyan school system including special education. Among them, on management level, are 4 professionals within Special Needs Education. Two are trained AAC experts. The treasurer is a former banker and accountant, now retired, who proved her efficiency and integrity during AAC in Kenya 1 and 2. Among members of SAAC Kenya, knowledge and experience within this fields can be found. One significant member is the sub-county Social Development Officer of Nakuru East. She is the contact person to self-help groups, and she was facilitating in several workshops during AAC in Kenya 1 & 2. She is going to be a key asset in the creation of the 10 self-help groups across Kenya.

To give AAC a future in Kenya it was concluded that Kenya should have an organisation with strong relations to AAC organisations throughout the world. Through this collaboration SAAC Kenya shall be able to get information and new developments on AAC. The International Society for Augmentative and Alternative Communication (ISAAC International) has chapters all over world among others the UK, the USA, Canada, Denmark and South Africa. Every year all chapters have a conference and every second year ISAAC International conducts an international conference. Furthermore, webinars and newsletters are shared with all member organisations. Consequently, Tunaweza, Gifted Angles and the SuG project group decided to form a Kenyan chapter to be founded by members from the two groups. This is a very important step towards making AAC sustain and remain a dynamic and ongoing phenomenon in Kenyan Special Needs Education.

Other external institutional actors are:   
**Model schools:** The 13 AAC experts is the only expertise in Kenya on teaching AAC and they will be facilitating all AAC trainings during the intervention. During AAC in Kenya 2, the County Director of the Teachers Service Commission in Nakuru authorised the 13 AAC Experts to make presentations at KICD and KISE and advocate for AAC elsewhere. The result of those presentations was that AAC was accepted to be included in the national curriculum by the KICD and ratified by the Ministry of Education. As such the authorization stands by virtue of it being a national concern.

The headmasters from the two model schools sit on the board of SAAC Kenya.

**Kenya Institute of Curriculum Development (KICD):** An institution under MoE in charge of writing curricula for all schools in Kenya. During AAC in Kenya 2, KICD was sensitised about AAC at a three-day seminar. In 2018 KICD decided to include AAC in the new curriculum. KICD's principle is that the implementation of AAC as a component of the curriculum must be supported by written reference and instructional materials. This implies that a manual on AAC, the Core Board and Theme Boards will be required. KICD is in the process of implementing the Kenya Education Cloud, where school material is distributed digitally. KICD has expressed the importance of SAAC-Kenya to be involved in this initiative since, for now, the manual and other instructional materials can only be developed by members of the society who are trained in AAC.

KICD requires AAC materials to be uploaded to the Kenya Education Cloud.

**Kenya Institute for Special Education (KISE):** KISE is training teachers doing further education on Special Needs Education. During AAC in Kenya 2, 24 lecturers were sensitised about AAC. KISE realizes a business case in being able to offer AAC courses themselves and they have the ambition to become the leading AAC operator in Kenya. Also KISE emphasises the importance of a manual.

The Danish partner is **Seniors without Borders** (SuG). It consists of volunteers who after a long working career put their knowledge at disposal and by working together it is possible to get results.

The SuG project group has considerable knowledge of special education issues and of experience from development work in Kenya.   
They are: **Betina Snebang**. Speech therapist and communication consultant at Dybkær Specialskole in Silkeborg. She facilitated education of teachers, KICD officers and KISE lecturers during AAC in Kenya 1 & 2. **Lisbeth Aaen**, retired speech and hearing therapist and former consultant at Dybkær Specialskole. She facilitated education of teachers, KICD officers and KISE lecturers during AAC in Kenya 1 and 2.   
**Ole Holst**, retired. Trained specialist teacher and former headmaster of Centre for Special Education for Adults in Randers. For six years director of the Danish NGO, Landsforeningen Ligeværd. He facilitated education of teachers, KICD officers and KISE lecturers during AAC in Kenya

The SuG project group has worked together with Tunaweza since 2013 and relations go back further as early as 1987-89, when Lisbeth Aaen and Ole Holst were development workers stationed at Nakuru Hills Special school. From 2001 - 2004, Lisbeth Aaen and Ole Holst were organisational advisors to a CBO in North-western Turkana called Akosi Community Development Programme.  
From 2015 to 2020, together with Tunaweza and the two special schools, the project group has operated the CISU supported projects AAC in Kenya 1 and 2.   
The cooperation with Tunaweza has been smooth and easy. Tunaweza has complied with the partnership agreement, and the process has been open and transparent.

**Who does what?**  
*SAAC Kenya*:   
As outlined in its objectives and registration status, the society has a nationwide perspective and has the ambition that whenever authorities want to plan or decide or in any way affect the livelihood of persons without a functional speech, SAAC Kenya should be consulted first.

SAAC Kenya will make sure that activities and meetings in the activity plan are carried out. It will oversee procurement and purchases and pay scheduled diets. SAAC Kenya will answer to the project group concerning financial management. It will decide when it needs the participation of project group members.

It is the intent to bring together important players in this field and connect all the dots. SAAC Kenya shall be conveying facilitation and training in AAC to everyone who is interested. SAAC Kenya will be a forum for news on AAC e.g. by organizing annual conferences, operating a homepage and issue newsletters. SAAC Kenya has connections with media houses and the KICD Television Channel.

*Kenya Institute for Curriculum Development.*During Communication Matters negotiations between SAAC Kenya and KICD will take place. KICD is responsible for distributing school materials to schools. Some materials they produce themselves, some they buy from suppliers. SAAC Kenya will suggest a business case by offering to be such a supplier, producing theme boards etc. for KICD. The creation of boards itself will be done by AAC experts from special schools but in the long run this function should be placed at KISE. This will secure a steady and uniform production of boards.   
KICD runs the homepage Kenya Education Cloud. It is a cloud-based platform where schoolbooks, materials etc. are uploaded. All schools in Kenya have access to downloading these materials. AAC materials are supposed to be available here. SAAC Kenya shall be pushing for an AAC expert to be a member of the committee that approves materials to be uploaded. Otherwise, the committee may jeopardize the materials by changing the boards to something that is not consistent with the AAC method.   
 *AAC Experts.*    
The 13 AAC experts will be important players in the realisation of the goals of Communication Matters being facilitators at workshops and seminars educating and sensitizing parents, teachers, and others concerned with persons without a functional language.

During AAC in Kenya 1 and 2, the two special schools, Nakuru Hills Special School and Pangani Special School achieved the status of AAC model schools and in that capacity, they will continue to receive guests who may wish to see how AAC is practiced in the classroom. At the request of schools, organisations, authorities etc., the AAC experts will continue to be presenters and ambassadors of AAC. SAAC Kenya has already held discussions with KICD engaging AAC experts, including the 40 new trained teachers, as National lead trainers regarding the AAC content in the National Special Needs Education Curriculum.

In collaboration with the project group, a task force of three AAC experts and the chairman of SAAC Kenya will write a manual describing the AAC Method. The manual shall be uploaded to the cloud. *Seniors without Borders.*Group members will be facilitating certain workshops and may participate in meetings and lobby activities, always in close cooperation with AAC experts and SAAC Kenya. Throughout the project period the project group will be in close contact with the SAAC Kenya board. This is done by using Zoom meetings, e-mail, and WhatsApp. The purpose of these meetings is a continuous capacity building of the organisation:

* Which measures should be taken to make SAAC Kenya visible in the field of special education?
* Which strategic measures should be taken to develop the dialog with the authorities?
* Formulating and developing measures and politics to achieve equal opportunities for persons without a functional language
* Strategies on membership recruitment.
* Details concerning activities.

The SuG project group will be in charge of monitoring and evaluation. Modifications of the activity plan will be discussed every time. All vouchers concerning project expenditure in Kenya will be copied with a smartphone and sent to the project group.   
  
**3. Target groups, objectives, and expected results (our intervention**)

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| **Primary target group participating in the intervention:** | **How will they benefit from the intervention** |
| Board of management and 15 members of SAAC Kenya. | They will gain knowledge of management, lobby and advocacy, resource mobilisation.  Become a resource centre of AAC |
| 10 Head teachers and 40 teachers at 10 special schools | 40 teachers will be able to exercise AAC in the classroom and teach teachers from schools and community members. |
| Assessment Centre officers,  1 from each county, | 50 officers will be able to give advice to parents about AAC an to instruct colleges in their county on AAC |
| Parents from 10 self-help groups, app. 150 parents to children with special needs particularly those without a functional language. | They will be able to communicate with their children using AAC. They will know about their rights as parents. A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals |
| Lecturers at 7 higher learning institutes | 18 lecturers are trained in the AAC method. Will be able to train student teachers and to make boards |
| **Secondary target group, affected by the activities:** |  |
| Children without a functional language, at risk of long-life marginalisation. | App. 200 learners at 10 special schools will be able to communicate by means of AAC |

The strategy of the intervention

The strategy of project Communication Matters is to place SAAC Kenya in a position where it conducts lobby and advocacy activities and perform negotiations with authorities and in this way becomes an important and recognized player in the field of AAC. Since they were the ones to bring AAC to the attention of the curriculum developers in the first place, they are already known as respected and serious partners. These contacts will in future be exploited to secure the rights of persons without a functional language:

* the rights of expression
* not to be neglected
* the need for a greater understanding in society of how people without spoken language should be met in an equal interaction
* that AAC will be recognized, valued, and used throughout Kenya

To further strengthen SAAC Kenya, two workshops can be found in the activity plan. Since SAAC Kenya relies on membership fees as the only regular income, a workshop on Local Resource Mobilisation shall be undertaken. Kenya Community Development Foundation (KCDF) shall be facilitating. In addition, a workshop on management, leadership, handling of donations, transparency and accountability shall be carried out. During Corona, a routine using Zoom meetings was developed. Based on this experience, the project team shall be a sparring partner and coach in all aspects of the process. This ongoing practise shall take place on a regular basis throughout the duration of the project.

SAAC Kenya will identify 10 special schools located near the biggest towns in Kenya: Nairobi, Mombasa,

Kisumu and Eldoret. At each school and in collaboration with SAAC Kenya, the headmaster will point out four teachers to be AAC resource persons. 20 teachers from five special schools in Western Kenya will go to Nakuru for the AAC training. 20 teachers from the five other special schools from Eastern Kenya shall travel to Nairobi for the training. AAC experts will facilitate the two trainings. When trained, these teachers will pass on their knowledge on AAC to other teachers and parents and self-help groups in their areas. A network between the AAC experts and the local resource persons will be established by means of the social media WhatsApp. They will form WhatsApp groups and in this closed forum, the resource persons can send e.g. videos of classroom situations and ask questions and the AAC experts can give advice. This is possible as almost every teacher in Kenya today owns a smart phone.   
At regular parents’ meetings at the ten special schools, the head teacher will discuss with parents to learners at the school on how to improve life conditions for their children and thus also for the parents themselves. At these parents’ meetings the four trained resource teachers will sensitise parents on AAC, the new topic in the curriculum. In this way parents will be motivated to form self-help groups. They will realise that it becomes easier for them to be heard by the local authorities and to be able to exercise their rights as parents to children with special needs. They will be in a position to make demands to the schools and to authorities e.g. concerning AAC. At these parents’ meetings parents will be invited to a future training focusing on the importance of forming self-help groups and how they operate.

Facilitation will be done by two SAAC Kenya members, two local resource teachers and a local social worker. If a location already has a self- help group dealing with this subject, this group shall be invited to join the Communication Matters project.

SAAC Kenya will monitor the progress by gathering data from the AAC experts and by direct contact with the local head teachers.   
At the end of the day there will be 40 trained teachers and 10 self-help groups in Kenya focused on AAC.   
As a result of negotiations, SAAC Kenya and KICD agree to allow an AAC expert inside the approving committee for materials to be uploaded to the Kenya Education Cloud. AAC materials produced by SAAC Kenya will be available to anybody who needs them, not only teachers, assessment centres and parents but also to others in the community who meet people without a functional speech.     
In Kenya there are 7 higher learning institutes who are involved in giving teachers further education in the field of special education. In collaboration with SAAC Kenya, each institute will identify two or three lecturers to be in charge of AAC. This will make up a group of 18 lecturers who will be given a comprehensive AAC training. Facilitators will be AAC experts and SuG project group members. In this way, the higher learning institutes will obtain qualifications to offer courses in AAC to Kenyan teachers. Their motivation is that AAC is in the curriculum.  
Above all, as a necessity, SAAC Kenya must develop strength and capacity to make this happen.   
**Output and objectives**The overall objective of this application is to secure, that learners without a functional language in Kenya schools find a way of expressing themselves in all aspects of life by means of the AAC method. This will be achieved by initiating the following activities:

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| ***Expected immediate objectives*** | **Expected outputs** | **Planned activities** |
| ***No 1:***  **AAC materials in the new curriculum designs are distributed nationwide through Kenya Education Cloud and other channels established by MoE** | **1.1.**  A strategy in place to ensure apt distribution of AAC materials all over Kenya   **1.2**   By second project year SAAC Kenya is recognized by KICD as a designer and supplier of AAC materials.  **1.3**   By second project year AAC materials are uploaded to the Kenya Education Cloud. | **1.1.1** Strategy process between SAAC Kenya and KICD on the presence of a AAC expert in the Kenya Education Cloud approval board    **1.2.1**   Strategy process between SAAC Kenya and KICD on procurement and distribution of AAC materials, with the aim to recognize SAAC Kenya as the supplier of AAC materials to KICD **1.3.1**   Kenya Education Cloud approval meeting with participation of AAC experts **1.3.2**   Production and publishing of an AAC manual by a small task force of AAC experts and project group members, headed by  SAAC Kenya chairman. |
| ***No 2:***    **To assist the partner organisation in becoming a strong provider of knowledge, information, and useful input in the struggle to improve life conditions of persons without a functional speech.** | **2.1**  By second project year, SAAC Kenya has partnerships with:   * Kenya Institute of Special Education, KISE * 6 universities offering special education * Kenya Institute of Curriculum Development, KICD * Cerebral Palsy Society of Kenya, CPSK * Kenya Community Develop-ment Foundation, KCDF **2.2**   By first project year KISE and 6 universities have new revised curriculums including AAC  **2.3**   By second project year at least 18 lecturers from KISE and 6 universities are ready to teach AAC courses and short outreach courses around the country. **2.4**  By end of project, SAAC Kenya has developed into a strong actor in the field of AAC and is fully recognized by ISAAC International and memberships in Kenya come to 25 institutions and 100 personal members.   **2.5**   By third project year SAAC Kenya and affiliated groups are carrying out activities by means of local funding | **2.1.1** Identification of important players in the field of special education **2.1.2**   Strategy meetings between SAAC Kenya and important partners, parents’ organisations, and other stakeholders **2.2.1**   Since AAC is in the curriculum for the new school reform, KISE and 6 universities have their own curriculums amended to include AAC **2.3.1**   Brush up training for AAC experts **2.3.2** KISE and 6 universities each identify 2 or 3 lecturers being in charge of AAC **2.3.3**   AAC experts and SwB project group train 18 lecturers from KISE and 6 universities  **2.4.1**   SAAC Kenya collaborates with ISAAC International and ISAAC chapters in other countries and gather new knowledge and trends on AAC **2.4.2**  SAAC Kenya homepage is launched **2.4.3** SAAC Kenya amends its statutes to be able to recruit institutions across Kenya as members of the society. **2.4.4** SAAC Kenya identifies at least 10 SAAC Kenya members to become members of ISAAC International **2.4.5**  First national SAAC Kenya conference  **2.4.6** Workshop on management, leadership, handling of donations, transparency, accountability and organisational development for SAAC Kenya members **2.5.1**   Workshops on Local Resource Mobilisation facilitated by CPSK / KCDF with participation of Tunaweza, Gifted Angles and SAAC Kenya |
| **No 3 Through reach out  to self-help groups (established and new) across Kenya, enhance promotion, inclusion and experience sharing of AAC** | **3.1**  By second project year, 40 teachers at 10 special schools have been trained to function as AAC resource persons ready to train other teachers and self-help groups in their region and to sustain local change among parents and self-help groups  **3.2**   By end of project, Assessment Officers advise and demonstrate AAC to schools and parents nationwide    **3.3**  By end of project, 10 self-help groups affiliated to special schools in major towns in Kenya are identified or formed | **3.1.1**   SAAC Kenya identifies 10 special schools evenly allocated across Kenya and starts networking and planning with local school leaders and Assessment Centres  **3.1.2**   Training of 4 teachers per special school to become AAC resource persons for their region. Training is carried out by AAC experts. **3.2.1**   Training program for 1 Assessment Officers from each county. Facilitation provided by AAC experts **3.3.1** Parents’ meetings at 10 special schools. Done by head teacher and the four resource teachers. No expense for the project.  **3.3.2**   10 workshops in different parts of Kenya with the title:  *Rights and opportunities for parents to children with special needs incl. AAC.*   Facilitation by SAAC Kenya, local AAC resource teachers, and local social worker. |

What are the plans for systematising experiences along the way and at the end of the intervention?

* Project secretary or chairman take minutes at every meeting.
* Chairman draws up a summary/conclusion after each activity and secures data and statistics for evaluation purposes.
* Findings and achievements are compiled in half term and final reports to CISU.
* The SAAC Kenya homepage will inform the public about its findings.
* By means of WhatsApp and home page with newsletters, SAAC Kenya will maintain a considerable network among AAC stakeholders across Kenya.
* Existing and new support groups for parents of children with disabilities (like Tunaweza) will by means of WhatsApp organise themselves in a network which will be a driving force in advocacy for the rights of their children in schools and local communities.
* Production and publishing of an AAC manual by a small task force of AAC experts and project group members. Soft copy distributed by KICD and hard copy by SAAC Kenya.