



# ACTIVITY REPORT.

MAPPING AND REGISTRATION OF CHILDREN WITH  
DISABILITIES IN MOMBASA COUNTY.

October 2021.



© County Government of Mombasa

No Rights Reserved.

This report may be reproduced or transmitted in any form or by any means. Requests for permission to reproduce this report should be addressed to the Department of Education and ICT – Mombasa County.

The designations employed and the presentation of the material in this report do not imply the expression of any opinion whatsoever on the part of the County Government concerning the legal status of any institution or organization. Any mention of specific organizations, companies, or products do not imply that they are endorsed or recommended in preference to others of a similar nature that are not mentioned.

All reasonable precautions have been taken to verify the information contained in this Activity Report. However, the report is distributed without warranty of any kind, either expressed or implied. The responsibility for the interpretation and use of the material lies with the reader. The text has not been edited to official publication standards and the authors accept no responsibility for errors.

Nairobi, October 2021.

TECHNICAL SUPPORT FOR THE MAPPING & REGISTRATION WAS PROVIDED BY:



# Acknowledgements.

The successful completion of the registration process has been made possible by the commitments and sacrifices by a number of Government, UNICEF and CHASP teams at the National and County levels. There was immense support and leadership from the County Government of Mombasa (Department of Education and ICT), UNICEF Kenya Country Office, the national council for People With Disabilities in Mombasa, and Educational Assessments and Resource Center in Mombasa.

**We would particularly wish to acknowledge the contributions of the following:**

**County Government of Mombasa:** John Musuva, David Mwangi, Sahale Bawazir, Mary Nyale, Zelipha Mureithi, Janet Chebet, along with other county government officials that were involved in various capacities across the County.

**National Council for People With Disabilities (NCPWD):** Juliet Mati and the team of 14 medical doctors.

**Educational Assessment and Resource Centers:** Bwanalddi Umuru and the team of 21 EARC officers.

**UNICEF:** Susan Momanyi, Charles Otieno, Nahashon Njuguna

**CHASP Advisory:** Omondi Otieno, Lucas Chacha, Collins Kiptoo, Elizabeth Shiakamiri, Elizabeth Mwashuma, Derick Betz, and the team of 36 enumerators.

## TABLE OF CONTENTS

### Contents

ACRONYMS .....	5
1. INTRODUCTION AND BACKGROUND .....	6
2. SCOPE OF ACTIVITY .....	7
3. APPROACH TO MAPPING AND REGISTRATION .....	8
3.1. Inception and Planning .....	8
3.2. Training of Data Enumerators, EARC Officers and Medical Doctors .....	9
3.3. Community and Stakeholder Sensitization .....	10
3.4. Centralized mass registration .....	11
a) Total Children Registered .....	12
b) Children Registered by Sub-Counties .....	13
c) Mvita Sub-County .....	13
d) Kisauni Sub-county .....	14
e) Nyali Sub-county .....	15
f) Jomvu Sub-county .....	16
g) Likoni Sub-county .....	17
h) Changamwe Sub-county .....	17
3.5. Payroll Genertion .....	18
3.6. Beneficiary Validation .....	18
4. CHALLENGES AND LEARNINGS .....	19
5. LESSONS AND RECOMMENDATIONS .....	20
ANNEXES .....	21
ANNEX 1: KEY MESSAGES (ENGLISH VERSION) .....	22
ANNEX 2: KEY MESSAGES (SWAHILI VERSION) .....	25
ANNEX 3: ENUMERATOR TRAINING PROGRAM .....	28
ANNEX 4: STRIDE DATA COLLECTION TOOL .....	30
ANNEX 5: LIST OF ENUMERATORS .....	46
ANNEX 6: LIST OF EARC OFFICERS .....	47
ANNEX 7: LIST OF MEDICAL DOCTORS .....	48

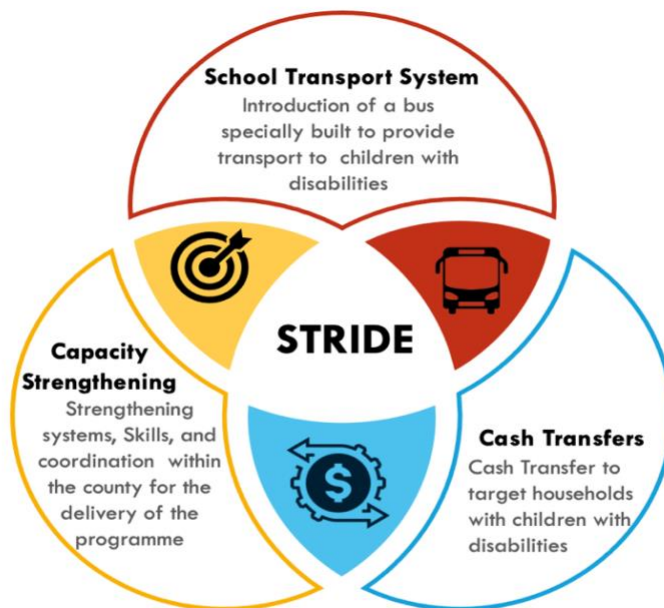
## ACRONYMS

CGM	County Government of Mombasa
CHASP	Capacities for Health and Social Policy
EARC	Educational Assessments and Resource Centers
ECD	Early Childhood Development
ICT	Information and Communications Technology
ID	Identification
KISE	Kenya Institute of Special Education
MIS	Management Information System
MOH	Ministry of Health
NCPWD	National Council for People with Disability
STRIDE	School Transport System for Children with Disabilities
TOR	Terms of Reference
UNICEF	United Nations Children Fund

## 1. INTRODUCTION AND BACKGROUND

The design of the STRIDE programme was informed by the Mombasa County Social Protection Strategy that identified key areas of intervention to strengthen and expand the coverage of social protection within the County. Amongst the key areas identified in the strategy paper was on school transport for children with special needs, which is to be addressed by the STRIDE programme.

The School Transport for Children with Disabilities (STRIDE) program is designed with an overarching goal of increasing school enrollment and access to education by children with disabilities within the County of Mombasa. STRIDE programme builds on three key programme pillars as depicted in the diagram below; (i) a school transport system for children with disabilities; (ii) an unconditional cash transfer aimed at providing financial support to households with children with disabilities for school-related expenses and (iii) the strengthening of capacity for government implementers to support the implementation of the programme and to advocate for the increase in capacity of Educational Assessment and Resource Centers (EARCs) in the County for the fulfillment of their mandate. The three programme pillars can be implemented independently of one another, with synergies from their implementation expected to set a foundation for future social protection programming that targets children with disabilities. The approach to the programme is further expected to have additional benefits to the County Government of Mombasa that include strengthening of social protection responses, creating linkages within various departments and developing capacity that would be requisite for future programme scale-up.



**The specific objectives of the STRIDE programme are;**

- Develop a safe and efficient school transport system for children with disabilities in the County.
- Provide financial support to households with children with disabilities for school-related costs.

- Strengthen the capacity of CGM staff for the implementation of the programme and build capacity for future scale-up.
- Advocate for the increase in EARC capacity in the County for the fulfillment of their mandate.
- Create civic engagement concerning children's rights with disabilities to education and breaking stereotypes on the stigmatization of children with disabilities.

## **2. SCOPE OF ACTIVITY**

CHASP Advisory signed a contract with UNICEF to provide technical support to the County Government of Mombasa to register beneficiaries for the STRIDE programme. The consulting engagement was specifically aimed at providing technical support for the Registration of all children with disabilities across Mombasa County to be included in the STRIDE programme.

**The Mass Registration exercise intended to achieve the following;**

**a. Provision of technical support to Mombasa department of Education and ICT in the Mapping, identification, and Registration of children with disabilities in the entire Mombasa County.**

Specifically,

- i. Develop mapping tools for identification of in and out of school children with disabilities,
- ii. Facilitate the consultation and validation workshops on the tools for Mapping in and out of school children with disabilities,
- iii. Support the county government of Mombasa in planning and overseeing the mapping process, including the data collection
- iv. Data analysis and reporting of mapped households providing gender focus lens and geographical characteristic of mapped children with disabilities
- v. Training of mapping enumerators on assessment of children with disabilities
- vi. Develop and manage a database for children with disabilities in the cash transfers laying the groundwork for MIS development for STRIDE programme

**b. Support the Mombasa department of Education and ICT to disburse and manage the cash transfers to children with disabilities selected from the mapping exercise and support the joint coordination with all the stakeholders.**

Specifically,

- i. Consult and develop the criteria for cash transfers to children with disabilities guided by the STRIDE operation manual
- ii. Detailed analysis of the generated data from the mapping exercise
- iii. Registration and enrolment of 4000 children with disabilities to be considered for both Vertical and Horizontal Cash top-up
- iv. Support and manage the cash transfers and reporting of the targeted 4,000 children with disabilities from vulnerable households,
- v. With collaboration and support from the County Government of Mombasa, develop cash transfer payroll, conduct three monthly cash transfer payments.

### 3. APPROACH TO MAPPING AND REGISTRATION

The process of beneficiary registration for social protection programmes can be a complex activity given the multiple considerations that need to be in place. Some of these considerations cover the need for adequate stakeholder involvement, fluid interpretation of eligibility criteria, diverse geographies, need to adequately have community participation given the project universality, and capacity challenges, some of which may not be envisaged. Being alive to and circumventing these complexities is critical for the success of any beneficiary targeting process. The approach to the Registration of the STRIDE programme beneficiaries is thus divided into two distinct and interconnected phases that cover Mass Registration and On-Demand Continuous Registration.

**This report details the processes and activities that took place during the Mass Registration exercise, as well as the results, lessons learned, obstacles faced, and recommendations made as a result of the exercise.**

The mass registration exercise followed a three-step process that was determined to be the best fit given the nature of the programme and other complementary processes undertaken at the point of beneficiary registration. The exercise also relied upon the leadership of government officials drawn from the county government of Mombasa, NCPWD, and EARC, who constituted the STRIDE technical working group. The activities of this technical working group were supported by UNICEF and guided by CHASP teams. The beneficiary mapping and registration process used tools developed by CHASP in collaboration with all the programme stakeholders.

The beneficiary mapping and Registration process was conducted in three distinct stages;

- Community mobilization and sensitization
- Centralized mass Registration
- Beneficiary validation

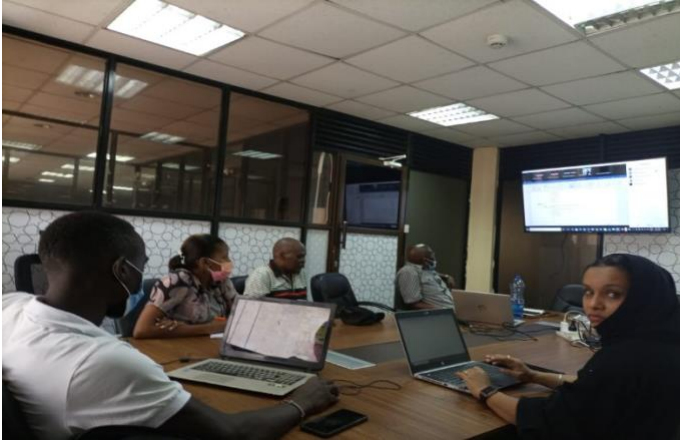
The process described above was carried out through a set of key activities as discussed below;

#### 3.1. Inception and Planning

At this stage, there were consultations with UNICEF Social Policy team and the County Government of Mombasa within the framework of the Technical Working Group and the Programme Implementation Unit. The stage also entailed the review of critical programme documents such as the Operations Manual, Mombasa Social Protection Strategy, Washington Group on Disability Statistics, and the Programme Agreement Document (PAD), amongst other relevant documents.

The consultations and document reviews at this stage led to developing a protocol/inception report that specified the approach and methodology to the exercise in substantive detail and provided a breakdown of activities and techniques for community engagement and stakeholder involvement. During the consultations, our teams continued to leverage on established coordination structures at various levels, such as ward representatives, the Programme Implementation Unit, teachers trained in functional assessment, Educational Assessment and Resource Centers (EARCs), NCPWD, and the County Commissioner's office (through the Chiefs and Assistant Chiefs).





### *Inception Meeting involving the PIU in Mombasa and the National TWG*

The inception meetings also provided an opportunity for CHASP teams the county and National level stakeholders and UNICEF teams to have a concurrence on the way forward for the registration exercise activities. Clarity was achieved on key issues flagged during programme document review, and this included;

- The eligibility criteria for the beneficiaries.
- Agreements on the roles of the county Government staff, and the National level actors, including KISE and EARCs.
- Details of the Cash Transfers (amounts, payroll structure, cycles, payment mechanisms)
- The Assessment tool (and the need to incorporate the tools used by education and disability assessments)
- Approach to Community listing in the context of Covid 19
- Resourcing for County staff to facilitate movement etc.

## **3.2. Training of Data Enumerators, EARC Officers, and Medical Doctors**

Upon completion of planning and inception activities, a two-day training workshop for all the personnel w involved in the STRIDE programme beneficiary mapping and registration process. A total of 36 enumerators, 21 EARC officers, and 14 medical doctors from within the County received the training. The training provided them with details on the background of the STRIDE programme, an understanding of the beneficiary registration process, the importance of disability inclusion programming, the data collection tool, aspects of disability assessment, insights into the key messages document, among other essential elements of the programme registration.

The content covered during this two-day training is annexed.



*Enumerator Training in session*

### **3.3. Community and Stakeholder Sensitization**

Community mobilization and stakeholder sensitization was a critical process whose success had a direct bearing on the overall success of the mass registration process. CHASP teams working closely with the CGM, NCPWD, and EARCs developed a key messages document and rolled out escalated sensitization campaigns. The sensitization was mainly targeted through the existing structures within the county/ communities like the sub-county administration system, National government administration officers (particularly chiefs and sub-chiefs), school heads, and other teachers, among other structures. These stakeholders then cascaded the messages down to communities on key programme aspects, including eligibility criteria, program goals, potential benefits, required documentation, and precise registration centers and dates. Mass communication channels, specifically the radio, were also utilized for sensitization. Specifically, radio announcements about the programme were undertaken, and officers from the county government attended radio interviews where they provided detailed information about the programme and undertook to answer and clarify any questions from the listeners.



*Photo representation of sensitization meeting with Chiefs from various sub-counties at Khadija Primary Hall and with the CEC and Chief Officer Department of Education and ICT.*

### **3.4. Centralized mass registration**

This step involved simultaneous community-based mass registration exercises organized at specific centrally located venues within all the sub-counties. Each Sub-County had two designated beneficiary registration centers save for Kisauni Sub- County, which had an additional third center based on the vast geography and high overall population size.

Registration at these centers integrated three core activities; the gathering of demographic data and a basic functional assessment based on Washington set of Questions (Desk 1), the assessment for education assessment led by the EARCs (Desk 2), and the Medical Assessment for purposes of the issuance of the Disability cards led by the NCPWD (Desk 3).

The information gathered at this stage was guided by the integrated beneficiary reregistration tool, as annexed. The tool was administered by a team of enumerators, functionality assessors, and medical assessors who had been identified and taken through a two-day training.

The enumerators were required to take photographs of the agreed-upon documents to support the beneficiaries' eligibility and complete the structured questionnaire using data collection devices provided.

Notably, in addition to the 13 registration centers spread across the County, some enumerators were sent to special boarding schools to register STRIDE eligible beneficiaries who were in boarding schools and hence unable to avail themselves for Registration at the designated public registration centers.

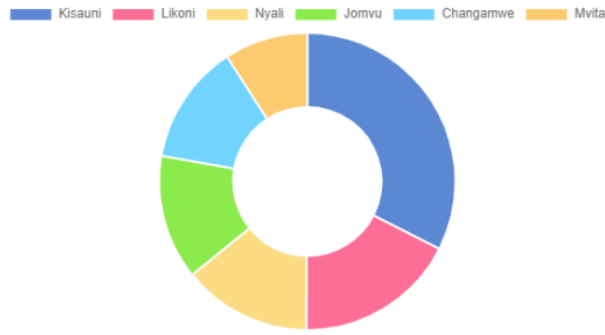
The centralized mass registration activity lasted six days, during which all households that showed up for the registration exercise had their details captured.



*Illustrations of the STRIDE beneficiary registration process on course at different registration centers.*

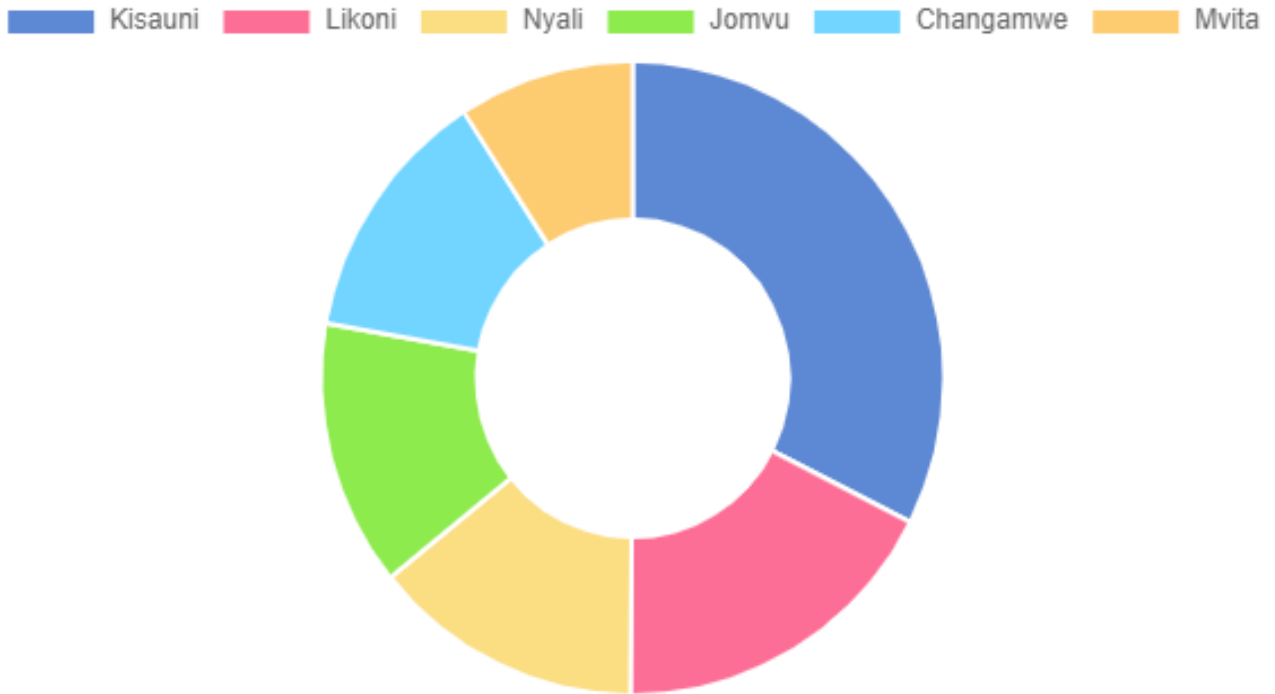
**The graphs, tables, and charts below summarize the out-put of the listing exercise;**

**a) Total Children Registered**



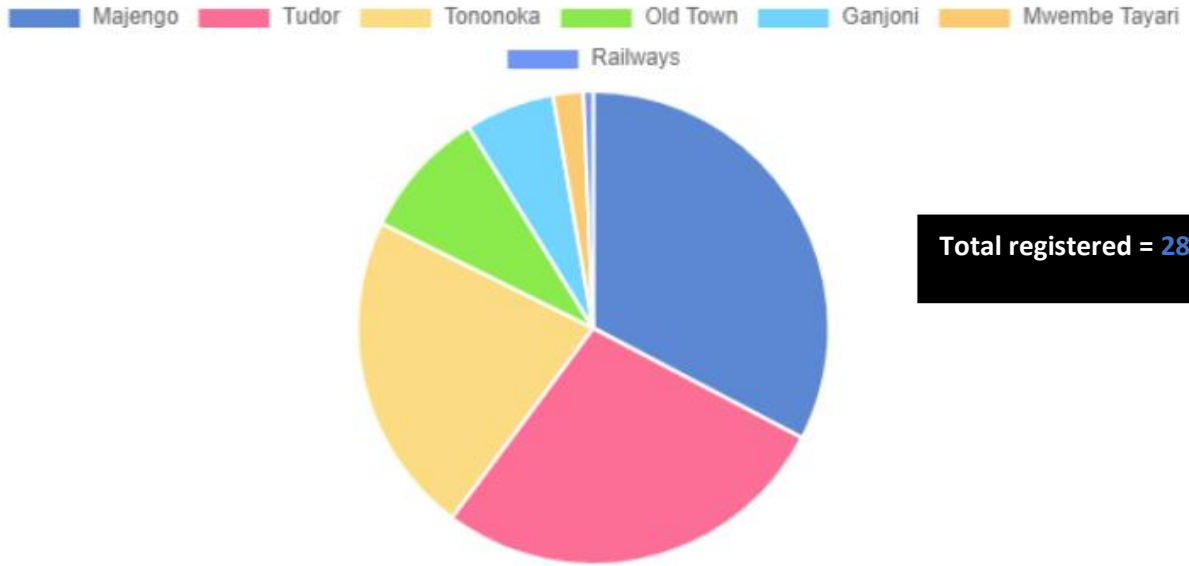
**Total children registered = 3170**

Value	Frequency	Percentage
Kisauni	1028	32.43
Likoni	558	17.6
Nyali	445	14.04
Jomvu	430	13.56
Changamwe	415	13.09
Mvita	288	9.09



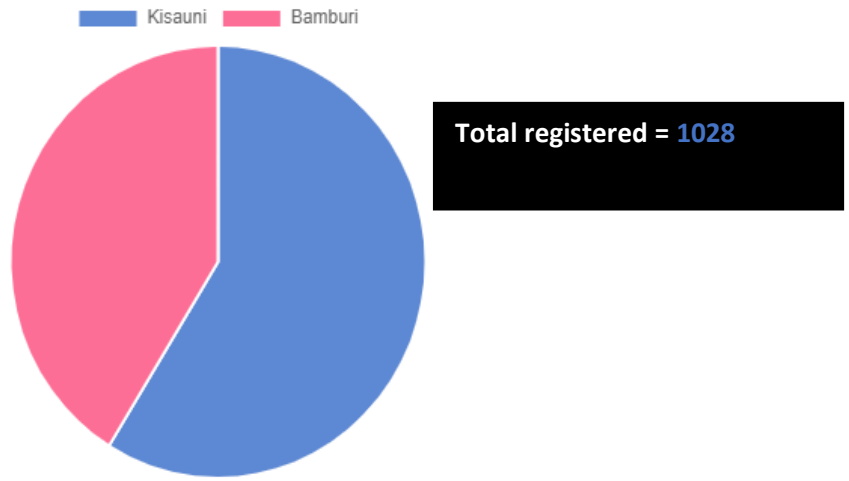
**b) Children Registered by Sub-Counties**

**c) Mvita Sub-County**



Value	Frequency	Percentage
Majengo	96	2.99
Tudor	81	2.52
Tononoka	65	2.02
Old Town	26	0.81
Ganjoni	18	0.56
Mwembe Tayari	6	0.19
Railways	2	0.06

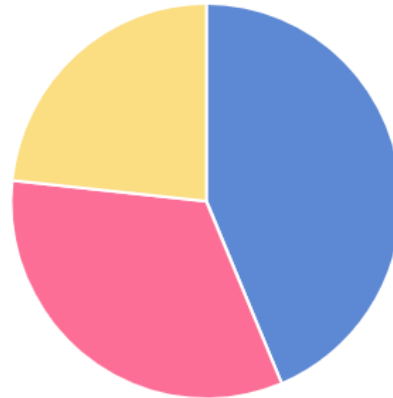
**d) Kisauni Sub-county**



Value	Frequency	Percentage
Kisauni	605	18.84
Bamburi	424	13.2

**e) Nyali Sub-county**

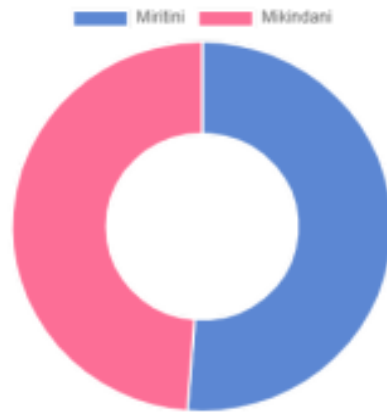
Frere Town Kongowea Maweni



**Total registered = 445**

Value	Frequency	Percentage
Frere Town	195	6.07
Kongowea	147	4.58
Maweni	104	3.24

**f) Jomvu Sub-county**

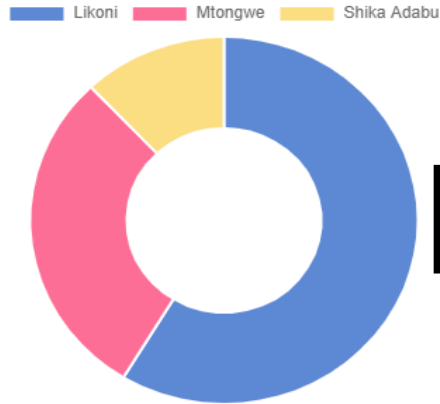


**Total registered = 430**

Value	Frequency	Percentage
Miritini	223	6.94
Mikindani	212	6.6



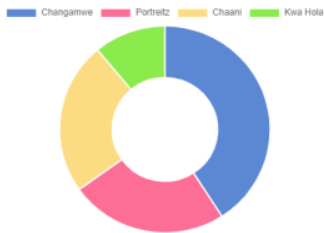
**g) Likoni Sub-county**



**Total registered = 558**

Value	Frequency	Percentage
Likoni	321	9.99
Mtongwe	160	4.98
Shika Adabu	66	2.05

**h) Changamwe Sub-county**



**Total registered = 415**

Value	Frequency	Percentage
Changamwe	170	5.29
Portreitz	101	3.14
Chaani	99	3.08
Kwa Hola	46	1.43

### **3.5. Payroll Generation**

The generation of payroll was an integral part of this engagement as this would give way for the processing of the unconditional cash transfers, which is the second pillar of the STRIDE programme. To do this, the details of the registered beneficiaries were accessed from the database from where relevant information that needed to be included in the payroll like Head of household name, name of the Child, Telephone, and ID numbers were extracted.

Given that the cash transfers are designed to be completed through mobile money platforms, the telephone numbers collected from beneficiaries were validated with mobile money services providers for correctness and accuracy as an extra step to ensure that money would reach the intended beneficiaries once disbursed.

### **3.6. Beneficiary Validation**

Upon the successful completion of the beneficiary registration process, there was the process of printing of the registered beneficiaries per location for onward community validation. While having communities directly engaged in this process through chief barazas would have been desirable, this could not have been possible due to the prevailing Covid-19 situation in the country and the ensuing Infection Prevention and Control measures instituted by the Government of Kenya through the MoH.

Therefore, the printed beneficiary lists were forwarded to chiefs who were mandated to perform the beneficiary validation process in collaboration with various village elders and Nyumba Kumi heads.

## 4. CHALLENGES AND LEARNINGS

Activity	Challenges and Remedial Actions
Community Mobilization and Sensitization	<p>During the sensitization, chiefs from two sub-counties failed to turn up for the meetings, which necessitated rescheduling. Thus meetings were aborted due to quorum hitches and the desire to have a representation from all the locations in the County. This was particularly a challenge as it delayed the onset of information flow within communities and also meant encroaching into time that had been slotted for other equally important activities in the build-up to the registration exercise.</p> <p>The delayed onset of mass media/ radio messaging led to jitters about how far the sensitization messages would go within the short time, given the assignment was done under tight timelines. The team had to be innovative and have multiple officers appearing in different stations at different times to increase the intensity of messaging and sensitization. Similarly, radio announcements had to be recorded and shared across several social media platforms, which helped cover what would otherwise have been lost time.</p>
Centralized Registration	<p>mass</p> <p>There were cases of events of other organizations and institutions clashing with the registration exercise in the venues within which the Registration was happening. In most cases, the other organizers had to settle for alternate locations. At the same time, there were situations, for example, in Tononoka Hall where the registration exercise had to be moved to a nearby ECD center, and parents who reported to the halls were redirected to the new venues.</p>
Community Validation	<p>Being an urban setup, two scenarios presented themselves that made it challenging to validate all the STRIDE registered beneficiaries: i) lack of awareness among the populace of their administrative locations. This meant that when the validation lists were printed, their details went to locations where they did not reside, hence the area chief's inability to validate them. ii) there were also instances where chiefs confessed to not verifying whether particular beneficiaries were from those exact locations, even after consultation with village elders. The chiefs recognized that being an urban setup, they may not identify everyone who lives within their localities. However, their failure to identify them didn't necessarily mean they were not residents of those specific locations.</p>
Payroll generation	<p>Mismatch of details provided by the registered beneficiaries. This necessitated follow-up phone calls to get the correct payment details where possible to facilitate the electronic transfer of the cash transfers.</p>

## **5. LESSONS AND RECOMMENDATIONS**

- Early preparation and proper testing of data collection tools and devices would ensure the process of data collection envisages and captures possible practical scenarios. By conducting a field-based pre-test, we established the approximate time it takes to administer one questionnaire from the start at the enumerators' desk to the last point at the NCPWD desk. This was key for the planning of the entire beneficiary registration process.
- Given the importance of community mobilization and sensitization in community-based beneficiary targeting processes, investing in multiple sensitizations always proves to be a solution to ensuring proper coverage of the target area and that the right messages finally reach potential beneficiaries. In the STRIDE programme, we had sensitization done through several platforms. Communication was done through Radio interviews and announcements, county administration structures, and national governments administration officers-(mostly chiefs and assistant chiefs). We also had printed out flyers distributed to the public and the key messages documents pinned at strategic locations across the County. These multiple sensitization channels were collectively responsible for the impressive beneficiary turnout at respective registration centers during the registration period.
- The development of a key messages document beforehand ensures the standardization of messages passed across various channels. This is remarkably accurate in cases like the STRIDE programme, where information was given to certain individuals who were then expected to cascade downwards to the community members.
- The success of the beneficiary targeting exercise resulted from the active involvement of all stakeholders involved in the programme. This observation underscores the need to ensure that key programme stakeholders are well oriented on the programme and adequately facilitated to play their part.

# ANNEXES.

## **ANNEX 1: KEY MESSAGES (ENGLISH VERSION)**

### **THE SCHOOL TRANSPORT SYSTEM FOR CHILDREN WITH DISABILITIES PROJECT- STRIDE**

### **MESSAGES FOR SENSITIZATION AND AWARENESS CREATION FOR BENEFICIARY MAPPING AND REGISTRATION.**

#### **What is the STRIDE Project?**

The School Transport System for Children with Disabilities (STRIDE) is a County Government of Mombasa project under the Department of Education and ICT and implemented with the technical support of UNICEF. The development of this Programme was informed by the Mombasa County Social Protection Strategy 2017, which highlighted the key intervention areas for social protection programmes within the County. The STRIDE Programme has three key pillars which include;

1. Unconditional cash transfers to help with school-related expenses for children with disabilities,
2. Improving School Transport System for Children with Disabilities
3. Capacity Strengthening for the county government

STRIDE combines social protection and educational interventions to be able to improve learning and other developmental outcomes for children with disabilities. The Programme will be implemented across the entire Mombasa County.

#### **What is the Goal of the STRIDE Project?**

The overarching goal of the project is to improve school enrollment for children with disabilities in Mombasa County.

#### **What will be happening?**

The county Government of Mombasa, with its partners will be undertaking mass beneficiary identification and Registration for all children with disability in Mombasa County.

- Disability assessments will be undertaken on site for purposes of issuing disability cards to all eligible children.
- Educational assessments will be undertaken for placement of children in appropriate schools.
- Important information will be collected for future programmes targeting children and families with Children with Disabilities on Mombasa County

#### **Who is eligible for Registration?**

**For a Child to be registered, all of the following conditions must be met:**

The Child must be:

1. A Kenyan Citizen by Birth or Registration
2. A resident of Mombasa County
3. Living with Disability

4. Aged between 0 to 24 years

**What is the eligibility Criteria for enrollment in the School Transport System?**

Children with disabilities who would be eligible to benefit from the pilot school transport system would have to be;

- School going
- Aged between 4 to 24 years.
- **From Likoni sub county**

*\* Depending on the outcome of the pilot in Likoni Sub County, the County Government has plans to roll-out the school transport model to the other Sub Counties*

**What Documents are required at the registration Centre?**

The Mandatory documents that would be required as proof for eligibility for the various Programme components include:

- Proof of Age through birth notification/ certificate or a letter from the area chief.
- Proof of residency in Mombasa County letter from the village head.
- Proof of Nationality through National ID of parent/ guardian.

**The following documents are important (if available) but NOT MANDATORY**

- Filled Child's EARC assessment form (If Available)
- Filled Child's school placement and referral letter (If Available)
- Filled Child's Ministry of Health disability medical assessment form (If Available)
- Child's NCPWD disability registration card (If Available)

**Where and when will Registration be done?**

Mapping and Registration will be conducted across the six sub-counties in the following **Public** locations across diverse dates ranging 27<sup>th</sup> September to 2<sup>nd</sup> October 2021

DATE	SUB-COUNTY	VENUE
<b>27<sup>ND</sup> TO 29<sup>TH</sup> SEPT 2021</b>	<b>JOMVU</b>	1. Jomvu ECD Centre 2. Mikindani Hall
	<b>CHANGAMWE</b>	1. Bomu Stadium 2. Chaani Hall
	<b>LIKONI</b>	1. Likoni Hall 2. Longo ECD Centre
<b>30<sup>TH</sup> SEPT TO 2<sup>ND</sup> OCT 2021</b>	<b>KISAUNI</b>	1. Marimani ECD Centre, 2. Mtopanga ECD Centre, 3. Utange ECD Centre
	<b>NYALI</b>	1. Khadija Primary School Hall 2. Kadzandani ECD Centre
	<b>MVITA</b>	1. Tononoka Hall 2. Majengo Hall

**How is the community involved in the exercise?**

- Community participation will be required throughout the process of mapping and Registration of STRIDE beneficiaries. A Community Validation process will be undertaken to verify the information gathered
- A comprehensive community sensitization process will be conducted before onset of mapping and registration exercise.

**Important to Remember**

- Bring all Children with disabilities to the registration Centre's within your Sub-County for Registration and/or assessments.
- All Eligible children stand to benefit from the issuance of disability cards, educational assessment letters and other benefits that may come up in future.
- Kindly share this information with all Parents/Guardians with Eligible Children as no child living with disability should be left behind.



## **ANNEX 2: KEY MESSAGES (SWAHILI VERSION)**

### **MPANGO WA USAFIRI WA SHULE KWA WATOTO WALEMAVU - (STRIDE)**

#### **UJUMBE WA KUHAMASISHA NA KUFHAMISHA KWA AJILI YA KUTAMBUA NA KUSAJILI WAFADHILIWA.**

##### **STRIDE ni Mradi gani?**

Mpango wa Usafiri wa Shule kwa Watoto Walemavu (STRIDE) ni mradi wa Kaunti ya Mombasa ulio chini ya Idara ya Elimu na Teknolojia ya Habari na Mawasiliano (TEKNOHAMA) unaotekelezwa kwa ufadhili wa Hazina ya Watoto ya Umoja wa Mataifa (UNICEF). Wazo la kuanzisha Mradi huu lilitokana na Mpango wa Hifadhi ya Jamii wa mwaka 2017 wa Kaunti ya Mombasa, ambao uliangazia sehemu muhimu za miradi ya hifadhi ya jamii katika Kaunti ya Mombasa. Mradi wa STRIDE una nguzo tatu ambazo ni;

1. Ugavi wa fedha usio na masharti kufadhili watoto walemavu katika masuala ya kielimu,
2. Kuimarisha Mfumo wa Usafiri wa Shule kwa watoto walemavu
3. Kuiwezesha serikali ya Kaunti ya Mombasa

Mradi wa STRIDE unajumuisha hifadhi ya jamii na ufadhili wa kielimu ili kuimarisha masomo na ustawi mwingine wa watoto walemavu. Mradi huu utatekelezwa katika kaunti nzima ya Mombasa.

##### **Ni Nini Lengo la Mradi wa STRIDE?**

Lengo kuu la mradi huu ni kuimarisha usajili wa watoto walemavu shuleni katika Kaunti ya Mombasa

##### **Ni Nini Kitafanyika?**

Serikali ya Kaunti ya Mombasa, pamoja na washirika wake watatambua na kusajili watoto walemavu katika Kaunti ya Mombasa.

- Tathmini ya aina ya ulemavu itafanyika katika vituo maalum katika Kaunti ya Mombasa kwa ajili ya kupeana kadi za utambulisho wa ulemavu kwa watoto wote wanaostahili.
- Tathmini ya kielimu itafanywa ili kuwaweka watoto katika shule mwafaka.
- Taarifa muhimu zitakusanywa kwa ajili ya miradi mingine ya siku za usoni inayolenga watoto walemavu na familia zenye watoto walemavu katika Kaunti ya Mombasa.

##### **Ni Nani Anastahili Kusajiliwa?**

##### **Ili Mtoto asajiliwe, lazima awe na sifa zote zifuatazo:**

Mtoto huyu lazima awe:

1. Mkenya wa Kuzaliwa au Kusajiliwa
2. Mkazi wa Mombasa
3. Mlemavu
4. Kati ya Miaka 0 na 24

### Ni sifa gani gani zitamwezesha Mtoto kusajiliwa katika Mpango wa Usafiri wa Shule?

Watoto walemavu wanaostahili kufadhiliwa katika majaribio ya Mpango wa Usafiri wa Shule watahitajika kuwa na sifa zifuatazo;

- Wanaoenda shuleni
- Wenye umri wa kati ya miaka 4 na 24.
- **Wanaotoka Kaunti Ndogo ya Likoni**

*\* Kutegemea matokeo ya majaribio ya mpango huu katika Kaunti Ndogo ya Likoni, Serikali ya Kaunti ya Mombasa ina mipango ya kuanzisha Mpango wa Usafiri wa Shule katika Kaunti Ndogo nyingine.*

### Ni stakabadhi gani zinahitajika katika Vituo vya usajili?

Stakabadhi **ZA LAZIMA** zitakazohitajika kama thibitisho la kustahili kufaidi vipengele mbalimbali vya ufadhili ni pamoja na:

- Thibitisho la Umri kupitia kwa **hati ya taarifa ya kuzaliwa/cheti cha kuzaliwa/au barua kutoka kwa afisi ya Chifu au Naibu wa Chifu.**
- **Barua** kutoka kwa mzee/mwenyekiti wa kijiji ya kuthibitisha kuwa mtoto ni mkazi wa Kaunti ya Mombasa.
- **Kitambulisho cha kitaifa** cha mzazi au mlezi kuthibitisha uraia wake.

### Stakabadhi zifuatazo ni muhimu (kama zipo) lakini si ZA LAZIMA

- Fomu ya mtoto iliyojazwa ya EARC (ikiwa ipo)
- Barua ya usajili au rufaa kutoka shule ya mtoto (ikiwa ipo)
- Fomu ya mtoto iliyojazwa ya vipimo vya ulemavu kutoka Wizara ya Afya (ikiwa ipo)
- Kadi ya usajili wa mtoto ya Baraza la Kitaifa la Walemavu, NCPWD (ikiwa ipo)

### Mahali na Tarehe ya Usajili?

Kutambua na kusajili watoto walemavu kutafanyika katika kaunti ndogo zote za Mombasa katika maeneo ya **Umma** yafuatayo siku mbalimbali kuanzia tarehe 27 Septemba hadi tarehe 2 Oktoba mwaka 2021

Tarehe	Kaunti Ndogo	Mahali
TAREHE 27 SEPTEMBER HADI TAREHE 29 SEPT 2021	JOMVU	1. Kituo cha ECD cha Jomvu 2. Ukumbi wa Mikindani
	CHANGAMWE	1. Bomu Stadium 2. Ukumbi wa Chaani
	LIKONI	1. Ukumbi wa Likoni 2. Kituo cha ECD cha Longo
TAREHE 30 SEPT HADI TAREHE 2 OCTOBA 2021	KISAUNI	1. Kituo cha ECD cha Marimani, 2. Kituo cha ECD cha Mtopanga, 3. Kituo cha ECD cha Utange
	NYALI	1. Ukumbi wa Shule ya Msingi ya Khadija 2. Kituo cha ECD cha Kadzandani
	MVITA	1. Ukumbi wa Tononoka

	2. Ukumbi wa Majengo
--	----------------------

**Jamii itashiriki vipi katika zoezi hili?**

- Jamii itahitajika kushiriki katika mchakato mzima wa kutambua na kusajili watoto kwa mradi wa STRIDE. Kutaandaliwa Mchakato wa kijamii ili kuthibitisha taarifa zilizokusanywa.
- Mchakato mpana wa kuhamasisha jamii utaandaliwa kabla ya kuanza kwa zoezi la kutambua na kusajili watoto walengwa.

**Mambo Muhimu ya Kukumbuka**

- Kumbuka kuwaleta watoto wote walemavu katika vituo vya usajili katika Kaunti Ndogo yako kwa ajili ya usajili na/au vipimo.
- Watoto wote wanaostahili watapewa kadi za utambulisho wa ulemavu, barua za vipimo na tathimini za kielimu na mafao mengine yatakayotokea katika siku za usoni.
- Tafadhali wajulishe Wazazi/Walezi wote wenye Watoto walemavu kwa kuwa hatutaki kumwacha nyuma mtoto yeyote mlemavu.

**ANNEX 3: ENUMERATOR TRAINING PROGRAM****DAY 1: THURSDAY 23<sup>RD</sup> SEPTEMBER 2021**

Time	Agenda Item	Lead
09:00 – 9:30	Introductions	Derick
09.30- 9.45	<ul style="list-style-type: none"> <li>Who is CHASP?</li> <li>Why are we here?</li> </ul>	Lucas
09:45 – 10:30	Introducing the STRIDE Project <ul style="list-style-type: none"> <li>Background and goal</li> <li>Pillars: School Transport system, CTs, Capacity Strengthening.</li> <li>Eligibility</li> </ul>	CGM
10:30 – 11:00	<b>TEA BREAK</b>	
11:00 – 11.15	Basics of Disability Inclusion	Shiakamiri
11:15 – 13:15	Understanding the questionnaire/Research tools	Shiakamiri
13:15 – 14:00	<b>LUNCH BREAK</b>	
14:00 – 14:30	Basics in data collection (The Dos and Don'ts)	Lucas
14:30 – 16:00	Simulation of tools for Section 1&2 of Questionnaire	Shiakamiri
16:00 – 16:30	Q & A Session/ A.O.B	Lucas
16: 30	<b>TEA &amp; END OF DAY 1</b>	

**DAY 2: FRIDAY 24<sup>TH</sup> SEPTEMBER 2021**

09:00 – 9:30	Introductions <ul style="list-style-type: none"> <li>Medical Assessors</li> <li>EARC Officers</li> </ul>	Derick
	<ul style="list-style-type: none"> <li>Why are we here?</li> <li>What are our Objectives for the day</li> </ul>	Lucas
9:30 – 10:00	Introducing the STRIDE Project (To Medical Team and EARC Officers) <ul style="list-style-type: none"> <li>Background and goal</li> <li>Pillars: School Transport system, CTs, Capacity Strengthening.</li> <li>Eligibility</li> </ul>	CGM
10:00 – 10:30	<ul style="list-style-type: none"> <li>Process overview</li> <li>Understanding the data collection and process Flow</li> </ul>	Lucas
10.30- 11.00	<b>TEA BREAK</b>	ALL
11.00- 1.00	<ul style="list-style-type: none"> <li>Definition of roles and responsibilities</li> </ul>	Lucas/Derick

	<ul style="list-style-type: none"> <li>• Brief introduction on the tool &amp; its Structure (to Medical team and EARCs)</li> </ul>	
<b>13:00 – 14:00</b>	<b>LUNCH BREAK</b>	
<b>14:00 – 15:00</b>	<p>Process simulation</p> <ul style="list-style-type: none"> <li>• HH Data &amp; Washington group</li> <li>• Educational Assessment</li> <li>• Medical Assessment</li> </ul>	Lucas Bwanaidi Medics Juliet
<b>15:00 – 16:30</b>	<ul style="list-style-type: none"> <li>• Dos and Don'ts</li> <li>• Deployment/Assign Stations</li> <li>• Enumerator Contract Signing</li> <li>• Housekeeping</li> </ul>	Derick/ Lucas
<b>16:30- 16:45</b>	Training Closure	CGM/Omondi
<b>16:45 – 17:00</b>	Photo Session	ALL
<b>17: 00</b>	<b>TEA/ END OF DAY 2</b>	

## ANNEX 4: STRIDE DATA COLLECTION TOOL

### BENEFICIARY MAPPING TOOL

#### INTRODUCTION & INFORMED CONSENT

*This statement is to be addressed to the parent/caregiver.*

Good morning/afternoon, my name is .....and I am supporting the County Government of Mombasa in the Registration of children with disabilities within the County. We are gathering information from potential beneficiaries in order to inform various county services/activities that will target children with disabilities – with the intention being to better understand your needs and determine the nature of services that you may require in relation to education and other social services. The information you provide will be useful for County Government and partners to plan and deliver better services to the children with disabilities

All caregivers/households within the County with one or more children with disabilities have an EQUAL chance of willingly participating in this registration exercise, and therefore you do not have to answer any questions that you do not want to answer, and you may end this interview at any time you want to. However, we hope you can participate fully as any information you provide would be very important to the exercise.

The assessment is divided into four main parts;

- PART 1: Will seek ask you basic questions about your Child and household
- PART 2: Will involve an assessment of the nature of their functionality
- PART 3: Will involve the assessment of learning/education needs
- PART 4: Will involve a medical assessment of disability

We shall keep your responses confidential and only those involved in this study will review the discussion notes, and this phone I have at hand will be used to record your responses.

Are you a resident of Mombasa County? 1=Yes 2=No

If no, proceed to EARC/MOH assessment/NCPWD registration.

Do you agree to participate in the survey? 1=Yes 2=No

***If respondent agrees to be interviewed, proceed with the interview. If respondent does not agree to be interviewed, thank the respondent and move to the next (based on the substitution procedure provided).***

## SECTION 1. DEMOGRAPHICS

---

### 1.1. CHILD'S DETAILS

- 1.1.1. Name of the child: \_\_\_\_\_
- 1.1.2. Name the child is called at home: \_\_\_\_\_
- 1.1.3. Child's Date of Birth: \_\_\_\_\_
- 1.1.4. Sex: 1=Male 2= Female 00=Other \_\_\_\_\_
- 1.1.5. Does the Child have a Birth Certificate/Birth Notification 1=Yes 2=No
- 1.1.6. Do you have the following documents?
  - a. Parent/Caregiver's National ID

- b. Child's Birth Certificate/ Birth Notification
- c. A letter from the Area Chief/Assistant Chief to support the absence of a Birth Certificate/Birth Notification
- d. A letter from the Area Chief/Assistant Chief to support the household's residence i.e. Mombasa
- e. Filled Child's EARC assessment form (if available)
- f. Filled Child's school placement and referral letter (if available)
- g. Filled Child's Ministry of Health disability medical assessment form (if available)
- h. Child's NCPWD disability registration card (if available)
- i. Child's 2 passport size photos for those without NCPWD disability registration card

**Please note those without the documentation numbered from C-F will be supported to apply or obtain them during this exercise**

## 1.2. PARENT'S/CAREGIVER'S DETAILS

- 1.2.1. Does the Child have either or both parents?  
 1=Has both parents alive  
 2=Has father only alive  
 3= Has mother only alive  
 4= Both parents are deceased
- 1.2.2. If Yes in 1.2.1 above (fill as applicable)
- a) Name of Father \_\_\_\_\_ DoB \_\_\_\_\_ ID Number \_\_\_\_\_
  - b) Name of Mother \_\_\_\_\_ DoB \_\_\_\_\_ ID Number \_\_\_\_\_
  - c) Highest level of education attained by Father/or Mother  
 1= No formal education  
 2= Some primary education  
 3= Primary completed  
 4= Some secondary education  
 5= Secondary completed  
 6=Some tertiary college education  
 7=Tertiary college completed  
 8= Some university education  
 9=University degree and beyond  
 99=Don't Know
- 1.2.3. Contact Telephone Number: \_\_\_\_\_ Occupation/ What do you do for a living?: \_\_\_\_\_
- 1.2.4. If No to 1.2.1 above;
- a) Name of Caregiver \_\_\_\_\_ DoB \_\_\_\_\_ ID Number \_\_\_\_\_
  - b) Relationship to the Child 1= Relative 2= Legal Guardian 3=Other Specify
  - c) Highest level of education attained by Caregiver  
 1= No formal education  
 2= Some primary education  
 3= Primary completed  
 4= Some secondary education  
 5= Secondary completed  
 6=Some tertiary college education  
 7=Tertiary college completed  
 8= Some university education  
 9=University degree and beyond  
 99=Don't Know

- d) Contact Telephone Number: \_\_\_\_\_  
e) Occupation: \_\_\_\_\_

1.2.5. Who is the Head of the Household where the Child stays?  
1=Mother 2=Father 3= Caregiver

### 1.3. RESIDENCE

1.3.1. **Sub- County:** (Dropdown Options)

- 1=Mvita.
- 2=Likoni
- 3=Changamwe
- 4=Kisauni.
- 5=Jomvu.
- 6=Nyali

1.3.2. Ward: (Dropdown Options to appear based on Sub-County Selected)

1.3.3. Village/Estate: \_\_\_\_\_

### 1.4. SCHOOL ATTENDANCE

1.4.1. Does the child attend school? 1=Yes 2= No

1.4.2. If yes, Name of child's school \_\_\_\_\_

1.4.3. A) What is the educational level is the Child at?

1= ECD

- a. PP1
- b. PP2

2= Primary.

- a. Grade 1
- b. Grade 2
- c. Grade 3
- d. Grade 4
- e. Class 5
- f. Class 6
- g. Class 7
- h. Class 8
- i. Foundation
- j. Intermediate
- k. Pre Vocational

3=Secondary

- a. Form 1
- b. Form 2
- c. Form 3
- d. Form 4

4=TVET

- a. Year 1
- b. Year 2
- c. Year 3

5=University



- a. Year 1
- b. Year 2
- c. Year 3
- d. Year 4

B) Depending on the responses above, in what grade/year is the Child? (A drop of down to appear based on the level of education)

1.4.4. A) If not attending school, would you please share reasons why the Child is not attending school?

- 1= Child is under school going age
- 2= I have never looked for a school for my Child
- 3= I do not think my Child can benefit from school
- 4=I do not think my Child is ready for school yet
- 5=School is too far
- 6= I cannot afford it
- 7= I do not think the school will be able to handle my Child
- 00=Others (specify)

B) If the Child was to attend school, what is the name of the nearby school to home?

## 1.5. IMMUNIZATIONS

Has the Child been given the following vaccines?

VACCINE	1=YES	2=NO	99=DON'T KNOW
1.5.1 BCG (TB)			
1.5.2 Diphtherias Tetanus Hepatitis B/ Aemophilus influenza type			
1.5.3 Oral Polio Vaccine (OPV)			
1.5.4 Measles			
1.5.5 Did the child interrupt/terminate immunization			

## 1.6. CASH TRANSFERS

1.6.1. Is anyone in the household receiving benefits from any of the following National Safety Net Programmes? 1=Yes 2=No

1.6.2. If yes; which programme are they registered to (tick all that apply)?

- 1= Cash Transfer for Orphans and Bulnerable Children (CT OVC)
- 2= Older Persons Cash Transfer (OP-CT)
- 3= Cash Transfer for Persons with Severe Disabilities (CT-PWSD)
- 4= Other (Specify)

b) How much was the last receipt? \_\_\_\_\_

c) When was your last receipt? \_\_\_\_\_

- 1= This month
- 2= Between this month and 3 months ago
- 3= Between 3 and 6 months ago
- 4= More than 6 months ago

1.6.3. Is the Head of household registered for mobile money? 1=Yes. 2=No

1.6.4. If yes;

A) which one?

- 1= Safaricom M-PESA
- 2= Airtel-Money
- 3= Telkom Mobile Money
- 4= Equity Mobile Money
- 5= Other

B) What is the registered mobile money line/contact? \_\_\_\_\_

1.6.5. Does this line/contact registered with the indicated national ID number and captured names? 1=Yes  
2=No

1.6.6. If no, enter the National ID for the registered mobile money line/contact \_\_\_\_\_

1.6.7. If no, enter the captured names for the registered mobile money line/contact \_\_\_\_\_

1.6.8. If no, are you able get a mobile money registered line/contact within the next one week? 1=Yes  
2=No

1.6.9. If you were to receive the transfer of XXX amount, how do you think your household would utilize it? (tick all that apply)

- 1=Pay school fees
- 2=Daily Subsistence
- 3= Capital injection for Business
- 4=Purchase of learning materials
- 5=Clothing
- 6=Purchase of Household Furniture
- 7=Medical-related expenses
- 00=Other (specify)

## 1.7. OTHER HOUSEHOLD CHARACTERISTICS

1.7.1. Total Number of children in family \_\_\_\_\_

1.7.2. Does anyone else in the family have a disability? 1=Yes. 2=No

1.7.3. If yes, what type of disability? \_\_\_\_\_

- 1=upper body mobility impairment
- 2=lower body mobility impairment
- 3=intellectual impairment
- 4=psychosocial impairment
- 5=hearing impairment
  - 1=hard of hearing
  - 2=deafness
- 6=visual impairment
  - 1=low vision
  - 2=total blindness
- 7=deafblindness
- 8=speech impairment
- 9=short stature
- 10=epilepsy
- 11=albinism
- 12=autism
- 13=Down syndrome
- 14=cerebral palsy
- 15=chronic health impairment

00Other..... If other specify\_\_\_\_\_

## SECTION 2: CHILD'S FUNCTIONING INFORMATION

### SUB-SECTION A: Child Functioning Module – Ages 2-4 years

"I would like to ask you some questions about difficulties your child may have."

#### 2.3. VISION

2.1.1	<b>CF1.</b>	Does (name) wear glasses? 1=Yes 2=No (Skip to <b>CF3</b> )
2.1.2	<b>CF2</b>	When wearing his/her glasses, does (name) have difficulty seeing? Would you say...[Read response categories] 1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00= Don't know(Skip to <b>CF4</b> )
2.1.3.	<b>CF3.</b>	Does (name) have difficulty seeing? Would you say... [Read response categories] 1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00=Don't know

#### 2.4. HEARING

2.2.1	<b>CF3.</b>	Does (name) use a hearing aid? 1=Yes 2=No (Skip to <b>CF6</b> )
2.2.2	<b>CF4</b>	When using his/her hearing aid, does (name) have difficulty hearing sounds like peoples' voices or music? Would you say... [Read response categories] 1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00=Don't know (Skip to <b>CF7</b> )
2.2.3.	<b>CF5.</b>	Does (name) have difficulty hearing? Would you say... [Read response categories] 1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all

		<p>5=Refused 00=Don't know</p>
2.2.4	<b>CF6</b>	<p>Does (name) have difficulty hearing sounds like peoples' voices or music? Would you say... [Read response categories]</p> <p>1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00=Don't know</p>

## 2.5. MOBILITY

2.3.1	<b>CF7</b>	<p>Does (name) use any equipment or receive assistance for walking?</p> <p>1=Yes 2=No (Skip to <b>CF10</b>)</p>
2.3.2	<b>CF8</b>	<p>Without his/her equipment or assistance, does (name) have difficulty walking? Would you say... [Read response categories]</p> <p>1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00= Don't know</p>
2.3.3.	<b>CF9</b>	<p>With his/her equipment or assistance, does (name) have difficulty walking? Would you say... [Read response categories]</p> <p>1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00=Don't know (Skip to <b>CF11</b>)</p>
2.3.4	<b>CF10</b>	<p>Compared with children of the same age, does (name) have difficulty walking? Would you say... [Read response categories]</p> <p>1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00=Don't know</p>

## 2.6. DEXTERITY

2.4.1	<b>CF11</b>	<p>Compared with children of the same age, does (name) have difficulty picking up small objects with his/her hand? Would you say... [Read response categories]</p> <p>1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00=Don't know</p>
-------	-------------	--

## 2.7. COMMUNICATION

2.5.1	<b>CF12</b>	Does <i>(name)</i> have difficulty understanding you? Would you say... [Read response categories] 1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5= <i>Refused</i> 00= <i>Don't know</i>
2.5.2	<b>CF13</b>	When <i>(name)</i> speaks, do you have difficulty understanding him/her? Would you say...[Read response categories]  1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5= <i>Refused</i> 00= <i>Don't know</i>

## 2.8. LEARNING

2.6.1	<b>CF14</b>	Compared with children of the same age, does <i>(name)</i> have difficulty learning things? Would you say... [Read response categories] 1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5= <i>Refused</i> 00= <i>Don't know</i>
-------	-------------	--

## 2.9. PLAYING

2.7.1	<b>CF15</b>	Compared with children of the same age, does <i>(name)</i> have difficulty playing? Would you say... [Read response categories] 1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5= <i>Refused</i> 00= <i>Don't know</i>
-------	-------------	--

## 2.10. CONTROLLING BEHAVIOR

2.8.1	<b>CF16</b>	Compared with children of the same age, how much does <i>(name)</i> kick, bite or hit other children or adults? Would you say... [Read response categories] 1=Not at all 2=The same or less 3=More 4=A lot more 5= <i>Refused</i> 00= <i>Don't know</i>
-------	-------------	---

**SUB-SECTION B: Child Functioning Module Ages 5-17years (to be used for children upto the age of 24)**

**2.11. VISION**

2.1.1	<b>CF1.</b>	Does (name) wear glasses? 1=Yes 2=No (Skip to <b>CF3</b> )
2.1.2	<b>CF2</b>	When wearing his/her glasses, does (name) have difficulty seeing? Would you say... [Read response categories] 1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00= Don't know(Skip to <b>CF4</b> )
2.1.3.	<b>CF3.</b>	Does (name) have difficulty seeing? Would you say... [Read response categories] 1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00=Don't know

**2.12. HEARING**

2.10.1	<b>CF3.</b>	Does (name) use a hearing aid? 1=Yes 2=No (Skip to <b>CF6</b> )
2.10.2	<b>CF4</b>	When using his/her hearing aid, does (name) have difficulty hearing sounds like peoples' voices or music? Would you say... [Read response categories] 1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00=Don't know (Skip to <b>CF7</b> )
2.10.3.	<b>CF5.</b>	Does (name) have difficulty hearing? Would you say... [Read response categories] 1=No difficulty 2=Some difficulty 3=A lot of difficulty 4=Cannot do at all 5=Refused 00=Don't know
2.10.4	<b>CF6</b>	Does (name) have difficulty hearing sounds like peoples' voices or music? Would you say... [Read response categories] 1=No difficulty

		<p>2=Some difficulty  3=A lot of difficulty  4=Cannot do at all  5=Refused  00=Don't know</p>
--	--	---

## 2.13. MOBILITY

2.11.1	<b>CF7</b>	<p>Does (name) use any equipment or receive assistance for walking?  1=Yes  2=No (Skip to <b>CF10</b>)</p>
2.11.2	<b>CF8</b>	<p>Without his/her equipment or assistance, does (name) have difficulty walking 100 yards/meters on level ground? That would be about the length of 1 football field. [Or insert country specific example]. Would you say... [Read response categories]  1=No difficulty  2=Some difficulty  3=A lot of difficulty (Skip to <b>CF10</b>)  4=Cannot do at all (Skip to <b>CF10</b>)  5=Refused  00=Don't know</p>
2.11.3.	<b>CF9</b>	<p>Without his/her equipment or assistance, does (name) have difficulty walking 500 yards/meters on level ground? That would be about the length of 5 football fields. [Or insert country specific example]. Would you say... [Read response categories]  1=No difficulty  2=Some difficulty  3=A lot of difficulty  4=Cannot do at all  5=Refused  00=Don't know</p>
2.11.4	<b>CF10</b>	<p>With his/her equipment or assistance, does (name) have difficulty walking 100 yards/meters on level ground? That would be about the length of 1 football field. [Or insert country specific example]. Would you say... [Read response categories]  1=No difficulty  2=Some difficulty  3=A lot of difficulty (Skip to <b>CF14</b>)  4=Cannot do at all (Skip to <b>CF14</b>)  5=Refused  00=Don't know</p>
2.11.5	<b>CF11</b>	<p>With his/her equipment or assistance, does (name) have difficulty walking 500 yards/meters on level ground? That would be about the length of 5 football fields. [Or insert country specific example]. Would you say... [Read response categories]  1=No difficulty  2=Some difficulty  3=A lot of difficulty  4=Cannot do at all  5=Refused  00=Don't know (Skip to <b>CF14</b>)</p>
2.11.6	<b>CF12</b>	<p>Compared with children of the same age, does (name) have difficulty walking 100 yards/meters on level ground? That would be about the length</p>

		<p>of 1 football field. [Or insert country specific example]. Would you say...                      [Read response categories]                      1=No difficulty                      2=Some difficulty                      3=A lot of difficulty (Skip to <b>CF14</b>)                      4=Cannot do at all (Skip to <b>CF14</b>)                      5=Refused                      00=Don't know</p>
2.11.7	<b>CF13</b>	<p>Compared with children of the same age, does (name) have difficulty walking 500 yards/meters on level ground? That would be about the length of 5 football fields. [Or insert country specific example]. Would you say...                      [Read response categories]                      1=No difficulty                      2=Some difficulty                      3=A lot of difficulty                      4=Cannot do at all                      5=Refused                      00=Don't know</p>

## 2.14. SELF-CARE

2.12.1	<b>CF14</b>	<p>Does (name) have difficulty with self-care such as feeding or dressing him/herself? Would you say... [Read response categories]                      1=No difficulty                      2=Some difficulty                      3=A lot of difficulty                      4=Cannot do at all                      5=Refused                      00=Don't know</p>
--------	-------------	---

## 2.15. COMMUNICATION

2.13.1	<b>CF15</b>	<p>When (name) speaks, does he/she have difficulty being understood by people inside of this household? Would you say... [Read response categories]                      1=No difficulty                      2=Some difficulty                      3=A lot of difficulty                      4=Cannot do at all                      5=Refused                      00= Don't know(Skip to <b>CF4</b>)</p>
2.13.2.	<b>CF16.</b>	<p>When (name) speaks, does he/she have difficulty being understood by people outside of this household? Would you say... [Read response categories]                      1=No difficulty                      2=Some difficulty                      3=A lot of difficulty                      4=Cannot do at all                      5=Refused                      00=Don't know</p>



## 2.16. LEARNING

2.14.1	<b>CF17</b>	<p>Compared with children of the same age, does (name) have difficulty learning things? Would you say... [Read response categories]</p> <p>1=No difficulty                  2=Some difficulty                  3=A lot of difficulty                  4=Cannot do at all                  5=Refused                  00=Don't know</p>
--------	-------------	--

## 2.17. REMEMBERING

2.15.1	<b>CF18</b>	<p>Compared with children of the same age, does (name) have difficulty remembering things? Would you say... [Read response categories]</p> <p>1=No difficulty                  2=Some difficulty                  3=A lot of difficulty                  4=Cannot do at all                  5=Refused                  00=Don't know</p>
--------	-------------	---

## 2.18. CONCENTRATING

2.16.1	<b>CF19</b>	<p>Does (name) have difficulty concentrating on an activity that he/she enjoys doing? Would you say... [Read response categories]</p> <p>1=No difficulty                  2=Some difficulty                  3=A lot of difficulty                  4=Cannot do at all                  5=Refused                  00=Don't know</p>
--------	-------------	--

## 2.19. ACCEPTING CHANGE

2.17.1	<b>CF20</b>	<p>Does (name) have difficulty accepting changes in his/her routine? Would you say... [Read response categories]</p> <p>1=No difficulty                  2=Some difficulty                  3=A lot of difficulty                  4=Cannot do at all                  5=Refused                  00=Don't know</p>
--------	-------------	---

## 2.20. CONTROLLING BEHAVIOR

2.18.1	<b>CF21</b>	<p>Compared with children of the same age, does (name) have difficulty controlling his/her behaviour? Would you say... [Read response categories]</p> <p>1=No difficulty                  2=Some difficulty                  3=A lot of difficulty                  4=Cannot do at all                  5=Refused                  00=Don't know</p>
--------	-------------	--

## 2.21. MAKING FRIENDS

2.19.1	<b>CF22</b>	<p>Does (name) have difficulty making friends? Would you say... [Read response categories]</p> <p>1=No difficulty                  2=Some difficulty                  3=A lot of difficulty                  4=Cannot do at all                  5=Refused                  00=Don't know</p>
--------	-------------	---

## 2.22. ANXIETY

2.20.1	<b>CF23</b>	<p>How often does (name) seem very anxious, nervous or worried? Would you say... [Read response categories]</p> <p>1=Daily                  2=Weekly                  3=Monthly                  4=A few times a year                  5=Never                  6=Refused                  00=Don't know</p>
--------	-------------	--

## 2.23. DEPRESSION

2.20.1	<b>CF23</b>	<p>How often does (name) seem very sad or depressed? Would you say... [Read response categories]</p> <p>1=Daily                  2=Weekly                  3=Monthly                  4=A few times a year                  5=Never                  6=Refused                  00=Don't know</p>
--------	-------------	---

# SECTION 3: EDUCATION FUNCTIONAL ASSESSMENT

3.1. Has the child undergone EARC assessment ? 1=Yes \_\_\_\_\_  
2=No \_\_\_\_\_

3.2. For a child not attending school, does the child have a school placement and referral letter?  
1=Yes \_\_\_\_\_ 2=No \_\_\_\_\_

a) If yes, which school was the child referred to? \_\_\_\_\_

b) If no for 3.1 and 3.2, please proceed to EARC educational assessment

3.3. Summary of relevant educational information including educational strengths and difficulties  
– (2-3 sentences)

---

---

---

---

---

---

---

---

---

---

3.4. Recommendation for school placement and referral

Name of School \_\_\_\_\_

3.5 County of recommended school

1= Mombasa County

2= Other County. Specify

3.5 If Mombasa County, Sub-County of recommended school

1=Mvita.

2=Likoni

3=Changamwe

4=Kisauni.

5=Jomvu.

6=Nyali

## SECTION 4: CHILD'S DISABILITY MEDICAL ASSESSMENT AND NCPWD REGISTRATION

---

4.1. Does the Child have a NCPWD disability registration card? 1=Yes 2=No (If No, then please proceed with medical assessment)

4.1.1. If yes, please indicate the registration number \_\_\_\_\_

**4.2. CONCLUSION (from the NCPWD card or the medical assessment just undertaken)**

4.2.1. Type of disability \_\_\_\_\_

- 1=upper body mobility impairment
- 2=lower body mobility impairment
- 3=intellectual impairment
- 4=psychosocial impairment
- 5=hearing impairment
  - 1=hard of hearing
  - 2=deafness
- 6=visual impairment
  - 1=low vision
  - 2=total blindness
- 7=deafblindness
- 8=speech impairment
- 9=short stature
- 10=epilepsy
- 11=albinism
- 12=autism
- 13=Down syndrome
- 14=cerebral palsy
- 15=chronic health impairment
- 00Other..... If other specify \_\_\_\_\_

4.2.2. Permanent disability  Temporary disability

4.2.3. Major cause of disability \_\_\_\_\_

4.2.4. Eligible for Registration as a person with disability; 1= Yes 2=No 3= Referred for further examination/investigation

4.2.5. Supportive/assistive/accessibility device/requirements recommended (insert Dropdown Options) \_\_\_\_\_

- 1=Mobility aids
  - 1=Wheelchair
  - 2=Walker
  - 3=Crutches
  - 4=Other please specify
- 2=Hearing aid
- 3=Communication board
- 4=White cane
- 5=Computer assisted technology
- 6=Support person e.g sight guide or personal aide
- 7=Sign language

8= Large print

00=Others please specify

Name of the medical assessor(s): \_\_\_\_\_ Date: \_\_\_\_\_

**ANNEX 5: LIST OF ENUMERATORS**

<b>NAME</b>	<b>ROLE</b>
ALI MOHAMED JATANI	NCPWD ENUMERATOR
DAVID CHARO	NCPWD ENUMERATOR
MOHAMED ALIYAN	ENUMERATOR 1
KEPHA NYACHWAYA NYAMAMBA	ENUMERATOR 1
TABITHA WARUNGURU NDUNYU	NCPWD ENUMERATOR
GETRUDE K. KIMIYA	ENUMERATOR 1
MWITA THOMAS KOROSO	ENUMERATOR 1
AMBANI JANET MELISA	ENUMERATOR 1
ROSABELL PRETTY	ENUMERATOR 1
KARISA NYALE SAMUEL	NCPWD ENUMERATOR
NANCY VIDZO JEFWA	NCPWD ENUMERATOR
FLORAH MBALA MCHARO	ENUMERATOR 1
NANCY M MAGHANGA	ENUMERATOR 1
DEBORAH NZISA	NCPWD ENUMERATOR
CHARITY KATHINI MBITI	NCPWD ENUMERATOR
JENNIFER AKINYI	ENUMERATOR 1
MWANGI GICHUHI JOB	ENUMERATOR 1
NWANI CHISANO	ENUMERATOR 1
ESTHER WANJIKU	NCPWD ENUMERATOR
MARY NDUNGU	NCPWD ENUMERATOR
EMMA ACHIENG NGERE	ENUMERATOR 1
CATHERINE NYABOKE MORANGA	ENUMERATOR 1
SHARON MACHUKO	NCPWD ENUMERATOR
SHARRIFA ATHMAN	NCPWD ENUMERATOR
OMOTE CRISPUS MOMANYI	ENUMERATOR 1
SARAH WEGESA JUMA	ENUMERATOR 1
STEVE OKOTH	NCPWD ENUMERATOR
SARAH NYAMBURA	NCPWD ENUMERATOR
SAMUEL OBAGA	ENUMERATOR 1
HASSINA RAMADHAN	ENUMERATOR 1
HUSSEIN AHMED	ENUMERATOR 1
IBRAHIM NGOME	ENUMERATOR 1
REBECCA CHANYA	ENUMERATOR 1
CYNTHIA OMINA	NCPWD ENUMERATOR
MOHAMMED MZEE	ENUMERATOR 1
VERONICAH ARADI	ENUMERATOR 1

**ANNEX 6: LIST OF EARC OFFICERS**

<b>NAME</b>	<b>ROLE</b>
BWANAIDDI UMURU	ASSESOR
JOHN CHIZI	TEAM LEADER
AMINA NDUNGU	ENUMERATOR
GRACE MASHA	TEAM LEADER
HAWAYU JILLO	ENUMERATOR
SIKUDAN ABEID	ASSESOR
NAOMI NZOMO	TEAM LEADER
JOYCE NYEVU	ENUMERATOR
RIMBA WASHER	ASSESOR
HELLEN MAITEKA	TEAM LEADER
MOHAMED MWARAENYE	ENUMERATOR
ATHMAN RASHID	ASSESOR
AISHA ABDALLA	TEAM LEADER
NORBERT THUO	ENUMERATOR
MARTHA KENGA	ASSESOR
MWANASITI SALIM	ENUMERATOR
JOYCE WANGECHI	ASSESOR
RICHARD MRAMBA	TEAM LEADER
ANN GITHAIGA	TEAM LEADER
REBECCA KIMANZI	ENUMERATOR
EUNICE KAIMITI	ASSESOR

**ANNEX 7: LIST OF MEDICAL DOCTORS**

<b>NAME</b>	<b>CENTER</b>
GEORGE KIMATHI	JOMVU &KADZANDANI
NASIBO SARBO	JOMVU &KADZANDANI
JULIA NJOKI	MIKINDANI & KHADIJA
GRACE WILLIS	MIKINDANI & KHADIJA
KAMANZA MWATELA	BOMU & MAJENGO
NASIRA YASSIN	BOMU & MAJENGO
RAYSON GALUGALU	CHAANI & TONONOKA
KAHDIJA KASSIM	CHAANI & TONONOKA
KISOMBE	MARIMANI
FRIDAH	MARIMANI
ZAINAB ALI	LIKONI & UTANGE
MWANAKOMBO BAKARI	LIKONI & UTANGE
HYLINE MEMBA	LONGO & MTOPANGA
KIPLAGAT BETT	LONGO & MTOPANGA