1. Thank you for your interest in applying for the Zero Project Impact Transfer program. This short application form will help the selection team choose 10 projects from the Zero Project shortlist to be part of this year's Impact Transfer program. Please answer the questions as fully as you can to help us with this process.

Before you apply, please read our briefing document and make sure you can demonstrate how you meet the following criteria:
- You have sufficient evidence that your innovation works and can be replicated (inter)nationally;
- Replication is a strategic priority for your organization, with buy-in at a senior level of the organisation;
- At least one senior person (with decision-making power) from your organization can commit approximately 1 day a week to the programme for webinars, assignments etc. from Oct 2019 to March 2020;
- You are open to learn, share and be challenged, and have a proactive attitude;
- You are able to participate in webinars and assignments in English.

Please note you can save your progress and return to the survey at any time, as long as you use the same computer and browser to complete the survey. Also be aware that question numbers may appear out of order as certain questions depend on your previous answers.

If you have any queries about the program, or have any trouble accessing this survey, please contact Paula Reid at p.reid@zeroproject.org. An accessible Word version is available on request.

2. Name

Maria Omare

3. Email address (please note that by entering your email address, you are giving the selection team permission to contact you regarding your application)

maria@theactionfoundationkenya.org

4. Name of your organisation

The Action Foundation

5. Name of your project shortlisted for the Zero Project Awards

Promoting Early Childhood Care and Education for Children with Disabilities in Low cost Private Schools in Kenya
6. What is your experience of replicating or transferring your innovation?

- We have already replicated our innovation
- We have not replicated our innovation yet, but we have a clear idea about what to replicate, where and with which partners
- Replication is a new topic for us, but it is the right time to start working on it

7. Please provide us more information on your replication strategy and experience so far (Where did you replicate this innovation? How did you replicate? Which partners did you work with to replicate this innovation? How did you finance the replication? Achievements and results so far?)

This question was not displayed to the respondent.

8. Please explain your initial ideas on replicating your innovation (what you wish to replicate, in which geographies, which type of partners will you need, or any other relevant information). If you do not know yet, please write 'Don't know'

Anchored on lessons learnt and best practices from our current project in low cost schools, we would like to replicate the ECD inclusive education teachers toolkit, the peer education dialogue groups approach, an android application dubbed Somesha, volunteer teacher assistant initiative and the child friendly school concept. These models and approaches have realized a great deal of success and can be replicated in urban low income areas of Nairobi County in partnerships with the County Education Department Education Assessment and Resource Centres and local community schools.

9. What is your motivation for applying to join the Zero Project Impact Transfer program? (max 3000 characters)

Low income areas in Nairobi County are areas characterized by extreme poverty, high dense population, poor housing, poor sanitation and high dropout rates of school going children. The situation is more dire for families of children with disabilities as they experience additional economic and emotional constraints. Consequently, they are stigmatized, neglected and face exclusion from education and development programs, as evidenced by low enrollment, retention and transition rates for those attending school. Further, parents of CWDs have low expectations of their children including their enrollment and learning outcomes in schools. 13.5% of children and young people in Kenya have a disability and among these 31% of the children have multiple disabilities. Majority of out-of-school children in Kenya have a disability (VSO International 2016). Our research has revealed that low cost private community schools are at the center of providing education and care services since there are few public schools. While they fill an important gap left by the inadequacy of public schools, these community schools provide early childhood education that is often characterized as in-comprehensive and substandard with limited knowledge on disability inclusion. The schools are crowded and with limited resources and few teachers most of who are untrained. These factors combine to produce relatively low levels of learning outcomes for children with disabilities enrolled in the schools. Kenya's Competency Based Curriculum has provisions to meet the needs of learners with disabilities and those with additional educational needs. However, community Schools have largely been left behind in teacher preparedness and parent involvement in implementing the new curriculum. There is need for cost effective and innovative models that will help address these issues. TAF would like to learn from others in orders to upscale and replicate its inclusive education project that have demonstrated great success in two informal settlements namely Kibera and Kawangware. This is what has motivated us to apply for the program.

10. Please describe the main questions or challenges you hope to address by participating in the Impact Transfer program.

Through this program, we would like to learn how to best realize increased school enrollment, retention and transition of early years children with disabilities. Currently, the enrollment rates are dismal especially in low income neighborhoods. Additionally, the few children who are enrolled usually drop out due to the poor capacity of local community schools to offer quality education. Finally, transition rates to upper primary education and other levels for the majority of CWDs is very low as evidenced in low numbers of youth with disabilities in tertiary levels of education. Secondly, there is very little involvement of parents and teachers in care giving and protection issues for their children. They see these children as a burden and this leaves most of the children neglected and unable to develop basic daily living skills. We would like to learn from others how to address this challenge. Lastly, we would like to learn how to best replicate community schools child friendly as most of them have few resources and poor infrastructure. Using the child friendly schools concept, we would like to address this issue.
11. Is replication a strategic priority for your organisation, supported by staff, your board and external stakeholders?

- Yes
- No
- I don't know

12. Please explain how replication fits into your strategy, is supported by your Board and leadership team, and if specific human or financial resources are already available for replication. If you are not sure, please write 'Not sure yet'.

We focus on strengthening existing systems and structures based on tried and tested models rather than reinventing the wheel. This way, the work and strategy of TAF, its partners and its stakeholders is complemented and strengthened. Our capacity building interventions have also designed over time to integrate lessons learnt and best practices that transfer quality and practical knowledge and skills on inclusive development education. We have upscaled our programs over the years using the replication strategy for instance; peer education approaches as well as the teacher assistant volunteers initiative which have been tested and reviewed over time. The child friendly school approach is a concept that we are piloting to help make schools safe and responsive to the needs of CWDs. It also lays the foundation for long term and systematic school development. Once reviewed we will replicate it to other schools. The board and senior management team are in full support of upsaling through replication as evidenced through their approval of our new strategic plan that has laid a lot of emphasis on replication as the most cost effective strategy. As we finalize on the strategic plan, we shall make deliberate efforts to allocate and direct substantial human and financial resources to replicating our best practices.

13. Is there a clear project owner in your team who has the capacity, skillset, and decision-making power to participate fully in our program (approx. 1 day per week between October 2019 and March 2020) and support the replication of your innovation?

- Yes, we have a project owner for this program, with the necessary skills and seniority
- Not yet, but we have enough capacity and can easily assign a project owner for this program
- No, we do not have enough internal capacity for this program at the moment

14. Please provide more information on the profile of the person who will serve as project owner for the Impact Transfer program (background, experience, …). You can also add a link to the person’s profile (on LinkedIn or on your website), if you wish.

Maria Omare, Executive Director: Maria is a disability rights advocate, nutritionist and team leader at The Action Foundation; passionate about social change. With over 7 years experience of Non Profit Organization Management, she has received national and global recognition for her work at The Action Foundation. She has widely featured in local and international media such as Huffington Post, Institute of War and Peace Reporting, Up Magazine, Parents Magazine and the local dailies (Nation, Standard and The Star). These along with TV appearances such as in NTV and Family TV have not only raised the profile of The Action Foundation but also ignited conversations about inclusion and respect for the dignity and rights for persons with disabilities. She has received awards and fellowships that continue to create opportunities and build partnerships for the organization. In 2017, she was selected as a ADA International Fellow in Inclusive Education where she was hosted by the Institute of Community Inclusion at the University of Massachusetts, Boston. She has also been named Top 40 Under 40 most influential women in Kenya in 2016. She holds a Bachelors Degree in Foods, Nutrition and Dietetics.

15. We are interested to understand your impact model (also called Theory of Change): who are your main target groups, which key activities do you offer to these target groups, and what impact (change) do you want to achieve for your target groups.
Please fill in the table below focusing on your main target groups, activities and expected impact.

<table>
<thead>
<tr>
<th>Insert your TARGET GROUP (one target group per box, maximum 3)</th>
<th>Insert your key ACTIVITY for this target group</th>
<th>Insert the main IMPACT (CHANGE) that your activity is supposed to achieve for this target group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children with disabilities</td>
<td>Capacity building and advocacy for support services including occupational therapy, assistive devices, referrals for medical care, safeguarding and nutritional support.</td>
<td>195 Children reached through direct health and nutrition services, 350 reached with inclusive education support and 2036 nutritious meals provided to CWDs</td>
</tr>
<tr>
<td>2. Girls and women with disabilities</td>
<td>Empowerment through training on digital technology skills, sexual &amp; reproductive health and life skills</td>
<td>95 Girls with disabilities mentored and trained in life skills</td>
</tr>
<tr>
<td>3. Care givers of children with disabilities</td>
<td>Economic Empowerment through financial education/literacy, micro enterprise development and linkages to formal financial institutions</td>
<td>105 care givers reached through financial literacy skills training and linked to micro-financing institutions</td>
</tr>
</tbody>
</table>

16. Does your current funding model allow you to take repayable investment i.e. not grants, but equity or loans that you will have to pay back?

- Yes, and we have already received a repayable investment
- Yes, and this is something we want to explore
- No

17. As part of the selection process for the Impact Transfer programme, we will be putting together a short video on each shortlisted project for our selection panel. We would be grateful if you could send us:
   - Any video material you currently have about the project (via YouTube, DropBox etc.) that you did not already submit as part of your Zero Project application.
   - A short video (maximum 20 seconds), explaining why you wish to join the Impact Transfer programme. This video can simply be filmed on a mobile phone.
If you have weblinks to these videos, please include them below. Otherwise you can send them to p.reid@zeroproject.org.


18. If you have any other supporting documents (such as your impact model or business model) that you have not already included in your original Zero Project application, please include the web links below. Alternatively, you can email documents to p.reid@zeroproject.org, including your name and project title.
These will not be shared with the selection panel and will only be reviewed by the Zero Project Impact Transfer team.

The Action foundation has documented the program models and impacts in the organizational profile. It is our pleasure to email the same to you through the email address provided above.

19. There are no further questions in the survey. Please use the 'Next' button below to submit your application.

By submitting your application you are giving the Zero Project Impact Transfer team permission to share your responses with members of our selection panel.

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<thead>
<tr>
<th>Location Data</th>
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<tbody>
<tr>
<td><strong>Location:</strong> (-1.2841033935547, 36.815505981445)</td>
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<tr>
<td><strong>Source:</strong> GeoIP Estimation</td>
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![Map of Nairobi showing location coordinates](image)