

**SPECIAL
EDUCATION
PROFESSIONALS**

ANNUAL REPORT

2022



*If you would like to have more information on SEP and its activities,
or if you would like to make a contribution to support SEP, please contact:*

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FOREWORD FROM DIRECTOR

In 2022 SEP consolidated its activities with various partners in 9 counties in Kenya. This year was characterized by the **long lasting drought** in most of our work areas which exacerbated poverty at community level.

After a long wait SEP **received a mini-van in April 2022** through Miva Switzerland and the province of West Flanders in Belgium. Consultations, follow up visits, and evaluation moments were organised in 10 communities where 325 children and their families received intervention and advice. Each visit was accompanied by the distribution of basic food.

Follow-up training and class visits were organised for teachers for further advice and support. Children were assessed to evaluate progress and adjust the treatment plan. During these visits, a large number of **children with learning difficulties** were detected and the lack of knowledge to address these was identified. Workshops on strategies to deal with learning problems were conducted. A total of **10 schools** are now being mentored to promote inclusion.

SEP made **adaptations** to classrooms, work materials, toilets and playground to promote accessibility for children with disabilities in five schools this year.

The **exciting interactive peer workshops** to enhance understanding and acceptance towards better social inclusion continued in 2022 with a focus on Down syndrome, learning disabilities and visual impairments. These workshops zoomed in on the specific characteristics, strengths, and how classroom adaptations are important so that children with disabilities can have a full education.

New booklets "This is Me" on children with disabilities were created after it was clear that children could easily identify with the characters in the first booklets on cerebral palsy, Down syndrome and autism.

190 children in 4 therapy centres received regular therapy intervention with the parents/caregivers as partners. SEP facilitated a total of 41 workshops for parents and caregivers around basic interventions and mental health.

SEP went to Turkana in northern Kenya for the fifth year to conduct a week's training for staff and caregivers from John Paul II centre in Lokichar, Ewoi centre in Lodwar, and the communities they cater for. The training later in the year was postponed because of **insecurity along the road**. We hope that the insecurity issues will soon be solved so that we can continue capacity building in both centres and communities.

SEP organized the trans-disciplinary intern training in April with 21 interns joining. The 9 SEP members who finished the Training of Trainers were **co-trainers during the trans-disciplinary intern training** which seemed to be a nice experience for all parties. A number of them have already been active in training parents, caregivers and SEP members.

We were happy to have two **"Dance for youth with disabilities"** this year! The youth attending were so excited to resume and gave their all on the dance floor. We had **two sibling workshops** that ended in awareness events in cooperation with Smiles for Change. One more awareness event took place at Kikuyu where the SEP team addressed the crowd on disabilities and inclusion.

Our proposal to the city of Kortrijk was approved and resulted in the training of staff and members in designing and **manufacturing splints** for children with physical disabilities.

The workshop where **assistive devices** are made (adapted chairs, standing frames, therapy equipment, etc.) is running at full capacity. An occupational therapist was hired half-time as coordinator of the workshop activities.

A total of 3,116 parents, carers, teachers, therapists, siblings and peers participated in our workshops.

SEP, in collaboration with the Comundo donor, launched another **customized database system** to better map all activities and beneficiaries.

I wish you a nice read.

Keep safe,

Karolien
Director

SUMMARY AT A GLANCE...

- 3116** Our wide range of workshops has attracted over **3,116** parents, caregivers, teachers, siblings, and therapists.
- 2394** We successfully trained **2,394** peers from 6 schools to foster acceptance and positive social interactions between children with disabilities and their peers.
- 325** Our 'Early Intervention Consultations' and 'Assessment days' have reached **325** children with disabilities. Each family received advice, support and empowerment from our dedicated multi-disciplinary team.
- 316** We have assisted **316** children with disabilities through regular therapy interventions conducted by our dedicated members in collaboration with our valued partner organisations.
- 66** We have a team **66** dedicated SEP members, comprising Occupational Therapists, Special Needs Teachers, Physiotherapists, Speech and Language Therapists, and Psychologists: mainly volunteers who dedicate their time and expertise to support the Kenyan community.
- 9** We had a team of **9** skilled and committed staff members, consisting of 3 occupational therapists, 2 physiotherapists, 2 special needs teachers & speech therapists, 1 speech and language therapist and 1 dedicated administrative and finance personnel.
- 1** Team SEP stands strong as **1** united, diverse, multidisciplinary and international force, resolute in our mission to empower children with disabilities.

INTRODUCTION TO SEP

Special Education Professionals (SEP) is an organization of therapists and special needs teachers who work in a multi-disciplinary team, applying a trans-disciplinary approach. SEP focuses on the family, with parents being key partners in the intervention for their child. SEP operates in Nairobi and selected rural areas. SEP is a non-profitable body. It was founded in 1990 and registered as a society in Kenya in 2000.

SEP is unique, as its members work with education and healthcare professionals from all over the world, learning from other views and approaches, while striving for a common goal.

SEP's core competencies are:

- trans-disciplinary approach practiced by a multi-disciplinary team to provide a holistic service
- high quality performance and initiative to improve the lives of children with disabilities and their families
- empowerment of communities
- tailoring and delivering high-level training to diverse audiences
- deep commitment to work across organizational boundaries
- emphasis on teamwork and encouragement of cooperation, collaboration and partnership
- existing trust and shared values among staff and volunteers
- dynamism and flexibility to adjust to changing environments

SEP's programmes and activities are run in collaboration with various actors. Such stakeholders include amongst others beneficiaries, non-governmental organizations (NGO's), faith based organizations (FBO's), community based organizations (CBO's), peer institutions, the Government of Kenya, as well as various development partners.

SEP is driven by the aspiration of a holistic approach in improving the life of children with disabilities and their families. The main thrust of SEP's work in this regard concerns ongoing capacity building of families, caregivers, community health volunteers (CHV) and professionals, using a trans-disciplinary approach.

Vision Statement

An inclusive society where children with disabilities are actively participating in their families and communities, providing them equal opportunities to reach their fullest potential and living a quality life.

Mission Statement

SEP promotes early intervention and inclusion through trans-disciplinary approach and skills development. Using the diverse expertise, SEP provides sustainable intervention that supports children with disabilities, empowers their families, caregivers, and professionals, in collaboration with other stakeholders.

Values statement

Integrity: *We value truthfulness, fairness, honesty and transparency in our internal and external relationships and communications.*

Excellence: *We pursue professionalism and timeliness and seek credibility in all we do. We are committed to the highest professional standards.*

Collaboration: *We value the combined wisdom that emerges when individuals work together as a team.*

Equity: *We believe everyone deserves a dignified life, and fair access to social justice, health services, education and opportunities.*

Innovation: *We embrace and support innovation that holds the promises of enhancing organizational learning.*



TRAINING OF PROFESSIONALS: THERAPISTS & SPECIAL NEEDS TEACHERS

1. TRANS-DISCIPLINARY TRAINING

Goal

- Build confidence in all members to practice trans-disciplinary intervention, aligning with the SEP mission. To achieve professionalism among SEP members, SEP organizes trans-disciplinary trainings that enhance knowledge, skills, and abilities across different professional skills. These trainings also provide access to essential resources that are a requisite when working with children with disabilities.

In 2022, SEP conducted 2 trainings for therapists and special needs teachers, intern members of SEP. First Steps Intervention School in Karen, generously hosted the trans-disciplinary training at no cost. A total of 21 interns participated in the 2-week training. Following the training, these interns continued to receive practical guidance and supervision from the SEP training team while working in the SEP projects.

The members who went through the Training of Trainers were co-trainers during this intern training. They all had a topic to elaborate on under the supervision from the facilitator.

Impact:

- Enhanced trans-disciplinary skills: members gain confidence in practicing trans-disciplinary intervention, promoting a holistic approach to care.
- Strengthened collaboration: confidence in trans-disciplinary intervention fosters effective teamwork and communication among members.
- Consistent approach: practicing trans-disciplinary intervention ensures a unified approach to service delivery within SEP.

Topics in Trans-disciplinary Approach:

1. Classification of CP
2. Therapy equipment design
3. Handling & positioning
4. Passive techniques
5. Stretching
6. Assessments
7. Adaptations for ADLs
8. Functional goal setting & therapy plan
9. Feeding
10. Play
11. Autism
12. Communication
13. Behaviour modification
14. Sensory integration
15. Case studies

INTERN TRAINING		
Date	Title	Attendance
4 – 15.04.22	Trans-disciplinary Training	21
28 – 29.04.22	Splinting training	10

2. PROFESSIONAL DEVELOPMENT FOR SEP MEMBERS

2.1 Presentations during monthly meetings

Goal

- Enhance professional development of SEP members and provide opportunities for growth and learning, while also establishing a platform for members and interns to facilitate trainings.

Impact:

- Professional growth: members gain valuable experience and expertise by facilitating trainings, promoting their professional development.
- Knowledge sharing: the platform encourages the exchange of ideas and best practices, fostering a collective growth of knowledge and skills.
- Mentorship opportunities: facilitators can serve as mentors, providing guidance and support to participants.
- Organisational growth: investing in professional development fosters a culture of continuous improvement, contributing to the organisations success.

TRAINING DURING MONTHLY MEETINGS	
Date	Topic
27.01.22	Occupational Therapy in Early Intervention
25.03.22	Understanding Autism Diagnosis
6.05.22	Dyslexia
25.08.22	Transition to adulthood
16.12.22	Autism: Gilliam Autism Rating Scale (GARS)

2.2 Training of SEP intern physiotherapists, occupational therapists and special needs teachers

Goal

- Enhance the professional development of SEP physiotherapists, occupational therapists and special needs teachers to ensure their ongoing competence in their profession.

Impact:

- Enhanced competence: ongoing professional development ensures the ongoing competence of professionals.
- Increased confidence: professional development enhances the confidence of SEP professionals in their abilities and interactions.
- Lifelong learning: ongoing development fosters a culture of continuous learning and adaptability to upcoming developments.

SEP therapists attended a 2-day training on splinting, a therapeutic technique that involves the design and fabrication of custom-made splints to support, protect or immobilize specific body parts. The training was very practical with the 2nd day of training having the participants making splints for children from SCOM.

PHYSIOTHERAPISTS & OCCUPATIONAL THERAPISTS TRAINING		
Date	Topic	Attendance
25.01.22	Case study	7
28 & 29.4.22	Splinting training	10
23.05.22	Case study	8
24.05.22	Case Study	9
27.06.22	Intern commitment discussion	10
2.08.22	Therapy routines	5

2.3 Training of Speech and Language Therapists

Goal

- To enhance professional development of SEP speech and language therapists, ensuring they continue to be competent in their profession.

Impact:

- Improved therapeutic outcomes for children with communication challenges.
- Empowered and motivated therapists.
- Enhanced assessment quality achieved through the implementation of a newly developed assessment form.
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SPEECH AND LANGUAGE THERAPISTS TRAINING		
Date	Topic	Attendance
10.01.22	Formulating the SEP assessment form	3
17.01.22	Meeting with SLTs on holding an International Q&A session with students from the UK who would like to come to Africa	5
20.01.22	Q&A session with International students SLTs	75
21.01.22	Formulating the SEP assessment form	3
28.01.22	Formulating the SEP assessment form	3

2.4 Training of Trainers

Goal

- Empower participants by equipping them with comprehensive facilitation skills for training programs, and enabling them to design effective session plans.

The training of trainers offers SEP members the opportunity to enhance their abilities in delivering workshops. Led by experienced instructors, this program covers a wide range of topics, including course design and interpersonal skills, providing participants with valuable knowledge and practical training.

Impact:

- Enhanced training quality: our skilled trainers will deliver high-quality programs, ensuring that participants receive valuable and impactful learning experience.
- Improved training efficiency: with a team of professional trainers, we can efficiently deliver training initiatives, effectively utilizing resources and meeting organizational goals.
- Sustainability: By conducting regular Training of Trainers course, we establish a long-term strategy for developing a pool of competent trainers who can lead future training initiatives effectively.

TRAINING OF TRAINERS		
Date	Title	Attendance
22.01.22	Training of trainers II	8
19.02.22	Training of trainers III	7

2.5 Training for the SEP Team

Goal

- To give an opportunity of skills transfer to the core staff team.

Impact:

- Enhanced team performance: new skills contribute to improved team dynamics and productivity.

TRAINING FOR THE SEP TEAM		
Date	Title	Attendance
15.02.22	SEP database training	3
16.02.22	SEP database training	9
12.10.22	SEP database training	9

WORKSHOPS FOR PARENTS, CAREGIVERS, SIBLINGS, PEERS, THERAPISTS & TEACHERS

1. WORKSHOPS FOR PARENTS AND CAREGIVERS

Goal

- Provide parents and caregivers with knowledge, understanding and skills to effectively manage and support their children's development.

The workshops covered various aspects of child development, empowering parents and caregivers to acquire practical knowledge and skills applicable in their homes. By equipping parents and caregivers, the children received ongoing and quality therapy intervention while cultivating positive attitudes at home, school, centre, and within their communities.

Impact:

- Empowered parenting: parents and caregivers gain the knowledge, understanding, and skills needed to effectively support their children's development.
- Positive child development: children benefit from parents and caregivers who are equipped with the tools to promote their growth and well-being.
- Nurturing home environment: acquired skills contribute to a supportive and nurturing home environment for children's development.
- Community impact: empowered parents and caregivers can inspire and educate others within their communities.

In 2022, SEP also organised a forum specifically for fathers of children with disabilities. This forum aimed to create a supportive and inclusive space where fathers could come together to share their experiences, challenges, and successes in raising children with disabilities.

SEP conducted a total of 44 workshop topics for parents and caregivers.

WORKSHOPS IN PROJECTS 2022			
Date	Title	Venue	Number
3.02.22	Toy making	Njeri Maria Foundation	14
4.02.22	Mental health	Muranga	31

	Introduction to disability		
8.02.22	Toy making	Ujiachilie Project - St Joseph	23
11.02.22	Handling and positioning Activities of Daily Living	Muranga	26
18.02.22	Chest therapy Feeding	Stella Cometa	13
24.02.22	Behaviour Modification	Njeri Maria Foundation	15
7.03.22	Communication Activities of Daily Living Feeding	Jawa	18
8.03.22	Alternative communication Feeding Toy making	Jawa	15
8.03.22	Behaviour modification	Ujiachilie Project - St Joseph	23
11.03.22	Mental health	Jawa	15
16.03.22	Feeding workshop	Edmund Rice Centre	17
24.03.22	Behaviour modification	Edmund Rice Centre	18
21-24.03.22	Siblings workshops	Edmund Rice Centre	75
28 - 31.03.22	Siblings workshops	Ujiachilie Project - St Joseph	30
15.4.22	Mental health	Njeri Maria Foundation	12
11.05.22	Types of disabilities; Identification of disabilities; Developmental milestones Passive stretches	Muranga	9chv 1field officer
12.05.22	Handling and positioning Community involvement	Muranga	9chv 1field officer
14.06.22	Communication Activities of Daily Living	John Paul II centre	9
16.06.22	Communication Passive stretches Activities of Daily Living Handling and positioning	Ewoi centre	11 caregivers 17 parents
26.09.22	Handling and positioning	Edmund Rice Centre	10
27.09.22	Handling and positioning Equipment fabrication	Ujiachilie Project - St Joseph	24
6.10.22	First aid	Njeri Maria Foundation	20
21.10.22	Toy making	Stella Cometa	17
12.11.22	Fathers forum	Njeri Maria Foundation	10
21.11.22	Autism	Edmund Rice Centre	12
29.11.22	Nutrition workshop	Ujiachilie Project - St Joseph	36
5-6.12.22	Handling and positioning Activities of Daily Living	Muranga	26

2. TEACHER TRAINING ON INCLUSIVE EDUCATION

Goal

- Support realistic inclusion by providing teacher training workshops in regular schools to enable the effective inclusion of children with disabilities in a mainstream classroom.

SEP collaborates with schools in various locations to provide training and workshops for teachers. The training focuses on enhancing teachers' skills in assessments, designing individual educational plans (IEPs), and adapting teaching strategies to meet the unique needs of children with disabilities. By equipping teachers with the necessary skills and interventions, SEP aims to facilitate the successful inclusion of children with disabilities in regular classrooms. This approach aligns with SEP's belief that every child has the right to learn, regardless of their disability.

By supporting teachers in building their capacities, SEP strives to foster a learning environment where every child can thrive and reach their full potential.

Impact:

- Inclusive classrooms: teacher training workshops enable effective inclusion of children with disabilities in mainstream classrooms, creating a more inclusive learning environment.
- Improved educational outcomes: learners with disabilities benefit from enhanced support and tailored educational plans, leading to improved educational outcomes.
- Enhance teacher competence: teachers acquire skills and knowledge to effectively meet the diverse needs of students with disabilities, promoting their professional growth.
- Community awareness: the inclusion of children with disabilities in mainstream classrooms promotes awareness and acceptance within the community, fostering a more inclusive society.

SEP held 38 workshops for teachers.

TEACHER TRAINING IN SCHOOLS 2022			
Date	Title	School	Number
21.01.22	Transition to adulthood	Jofreshia	10
12.02.22	Toy making	Cradles to Crayons	7
21.02.22	Inclusion Classroom modification	ECDC'S	31
22.02.22	Behaviour Management Learning Disabilities	ECDC'S	31
10.03.22	Practical sessions on working with CWD	Marvin Primary	6
11.03.22	Practical sessions on working with CWD	Marvin Primary	7
14.03.22	Building Sensory Foundation for Learners I.E.P Practical Aspects Modified Approaches to Numeracy Skills	Thirime, Shalom, Gicharani, Fairview	11
15.03.22	Handwriting Differentiation/Adaptations/Modification for Learners with Severe Disabilities	Thirime, Shalom, Gicharani, Fairview	11
16.03.22	Dyslexia and Practical Skills Classroom Adaptations Psycho Educational Assessment	Thirime, Shalom, Gicharani, Fairview	11
28.03.22	Building Sensory Foundation for Learners Dyslexia and Practical Skills I.E.P Practical Aspects	Thirime, Shalom, Gicharani, Fairview	14

29.03.22	Handwriting Basic Communication Skills Classroom Adaptations	Thirime, Shalom, Gicharani, Fairview	14
30.03.22	Modified Approaches to Numeracy Skills Differentiation/Adaptations/Modification for Learners with Severe Disabilities	Thirime, Shalom, Gicharani, Fairview	14
6-7.07.22	Assessment Individualized Education Plan (IEP) Autism Classroom Management	Paulos home (different schools)	33
30.09.22	Disabilities and Inclusion	Oloolua Primary School	17
1.10.22	Autism Learning Styles	Oloolua Primary School	17
7.10.22	Learning Difficulties and interventions	Oloolua Primary School	17
8.10.22	Sensory Integration	Oloolua Primary School	16
10.10.22	Early Intervention & Special Education	Oloolua Primary School	16
15.10.22	Building Foundations	Oloolua Primary School	17
20.10.22	Building Foundations Literacy	Oloolua Primary School	17
3.11.22	Toy making	Oloolua Primary School	8

3. WEZESHA TRAINING

Goal

- To train the participants to become peer educators for other families in their communities with whom they share similar social backgrounds and life experiences.
- The trained peer educators to identify other families in their community and transfer skills to them.

In 2021 participants were selected from Ngong and Machakos diocese to attend a one-week practical training in Nairobi, where the participants became knowledgeable co-therapists for their own child.

In 2022 SEP conducted follow up visits to the Wezesha groups to

- evaluate whether the selected peer educators who attended the one-week training were transferring the skills learnt to other families who have children with disabilities in their home areas
- understand the challenges they were facing
- offer further training support to the peer educators.

We also collaborated with National Council for Persons with Disabilities NCPWD where participants from Nziu and Kalemwani got assessed and registered by the council.

Impact

- Empowering participants to become peer educators creates a network of support and knowledge-sharing within communities. By leveraging shared experiences, participants provide valuable insights and guidance to other families.
- By equipping peer educators with the necessary skills, they can actively identify families in their community who would benefit from their knowledge and expertise. Through skill transfer, these educators empower other families, enhancing their abilities, confidence and overall well-being. This ripple effect fosters community development and encourages self-sufficiency among members.

WEZESHA FOLLOW UP VISITS		
Date	Venue	Number
11.01.22	Nziu	16
13.01.22	Oloika	25
1.02.22	Shompole West	26
10.02.22	Kaewa	26
15.02.22	Kalembwani	25
13.05.22	Nziu	25
27.05.22	Kalembwani	33
21.06.22	Kaewa	23
20.07.22	Lenkopei	21
14.10.22	Machakos catholic diocese	Partner visit
1.11.22	Nziu	19
6.12.22	Shompole	32

4. SEP IN LOKICHAR

Goal

- To build capacities within the team of John Paul II Rehab Centre and Ewoi Centre on management of children living with disability.
- To provide knowledge, understanding and skills in parents and caregivers on the management of their children as parents and caregivers play a big role in their development.

SEP conducted 1 visit to John Paul II Rehab Centre, Lokichar and 1 visit to Ewoi Centre, Lodwar both in Turkana County.

VISIT TO LOKICHAR & LODWAR	
12 – 17.06.2022	Lokichar & Lodwar

So far SEP had 8 visits to the centre in Lokichar and 2 visits to the centre in Lodwar. The aim of the follow up visits was to continue with capacity building of the staff at the centres, evaluate the level of implementation and gaps from the previous training, assessments and therapy advice for the children who come to the centre, training for parents and community health workers, classroom input, and outreach to the community.

Impact

- Strengthening the team's capacities at John Paul and Ewoi in managing children with disabilities enhances the quality of care and support provided at the centres. This leads to improved outcomes for the children, including enhanced physical and emotional well-being, increased independence, and better overall quality of life.
- Empowering parents and caregivers with knowledge, understanding, and skills enables them to actively participate in their children's development. By gaining practical tools and strategies, they can provide appropriate care and support for their children.

5. SIBLINGS WORKSHOPS

Goal

- Create a platform for siblings of children with disability to share experiences, nurture talent and have fun with their peers.

The siblings workshop took place in partnership with Edmund Rice Centre, Ujiachile Project St Joseph Catholic Church, and Smiles for Change. Smiles for Change took the siblings through an expressive art workshop.

The workshop also aimed at:

- Strengthening the social and emotional support system for the siblings.
- Highlighting the challenges faced while having a sibling living with disabilities using different expressive arts.
- Enhancing the level of self-esteem and confidence of the siblings.
- Ensuring parents, institutional staff and the community are aware of the talents of siblings.

Impact

- Strengthened social and emotional support: the sibling's workshops enhance the social and emotional support system for the siblings of children with disabilities, leading to increased resilience, and a sense of belonging within a supportive community.
- Increased awareness of siblings' talents: by ensuring parents and the community are aware of the talents of siblings, the workshop promote a shift in perception. This recognition fosters a more inclusive environment where the unique abilities and strengths of siblings are acknowledged and celebrated, boosting their self-esteem and confidence.

SIBLINGS WORKSHOPS 2022			
Date	Title	Venue	Number
21-24.03.22	Siblings workshop	Edmund Rice Centre	75
28 - 31.03.22	Siblings workshop	Ujiachilie Project - St Joseph	30

6. PEER WORKSHOPS

Goal

- To enhance acceptance and social interaction between children with disabilities and their peers.

SEP facilitated peer workshops in 5 schools located in Kibra and Kikuyu. The peer workshops covered cerebral palsy, autism, Down syndrome, learning difficulties, and visual impairment for children from Pre-Primary1 up to grade 3, where they learnt more about the conditions and how they can assist with respect for the feelings of the child with disability.

PEER WORKSHOPS 2022			
Date	Title	Venue	Number
24.01.22	Peer workshop on Down Syndrome	Thirime Primary School	298
25.01.22	Peer workshop on Down Syndrome	Shalom Primary School	400

27.01.22	Peer workshop on Down Syndrome	Gicharani Primary School	356
27.01.22	Peer workshop on Down Syndrome	Marvin Primary School	150
28.01.22	Peer workshop on Down Syndrome	Fairview Primary School	166
25.02.22	Recap of all the Books	Marvin Primary School	150
2.06.22	Learning Difficulties	Gicharani Primary School	238
3.06.22	Learning Difficulties	Thirime Primary School	209
9.06.22	Learning Difficulties	Shalom Primary School	334
10.06.22	Learning Difficulties	Fairview Children Centre	152
19.10.22	Visual Impairment	Gicharani Primary School	313
25.10.22	Visual Impairment	Thirime Primary School	199
2.11.22	Visual Impairment	Shalom Primary School	357
4.11.22	Visual Impairment	Fairview Children Centre	165

Impact

- The peer workshops promote acceptance and understanding among peers by providing them with valuable knowledge about various special needs conditions. This increases awareness, breaking misconceptions and fosters a more inclusive environment where children with disabilities are accepted and valued.
- The peer workshops equip peers with the necessary information and tools to interact with children with disabilities respectfully and empathetically. This leads to increased social interaction between children with disabilities and their peers.
- Overall, the peer workshops have a profound impact on the acceptance, understanding, and social interaction between children with disabilities and their peers, promoting inclusivity and fostering a supportive school environment.

SUMMARY OF TRAINING

In 2022, SEP made significant advancements in data collection and recording processes, aiming for greater accuracy and minimizing double counting. To achieve this, SEP implemented a custom-designed online database software specifically tailored to their needs. This new software streamlines data management, ensuring efficient and reliable data storage and analysis for SEP.

Total number of workshops and attendance 2017 - 2022 comparison

	2017	2018	2019	2020	2021	2022
Total workshops	106	91	49	54	142	134
Total participants	1632	820	351	382	1459	3116

THERAPY & EDUCATIONAL INTERVENTION IN SEP PROJECTS

Goal:

- To ensure that children living with a disability from low income areas receive quality therapy services.
- To enrol children living with a disability in inclusive education in mainstream schools, as education is one of the fundamental basic human rights.

SEP allocated intern occupational therapists, physiotherapists and special needs teachers, who had completed a comprehensive two-week trans-disciplinary training, to provide therapy and educational intervention in 6 centres and 4 schools located in Nairobi. The interns were under the supervision of one senior occupational therapist, one senior physiotherapist, one senior special needs teacher and one senior speech and language therapist. The team ensured consistent delivery of therapy and educational support to the children. They also offered regular training sessions for parents and caregivers, equipping them with the necessary knowledge and skills to continue supporting their children's development beyond the therapy sessions.

The projects and schools that were engaged in this reporting period include:

CENTRES	TOTAL CHILDREN
Njeri Maria Foundation in Kikuyu	50
Ujiachilie Project - St Joseph in Kahawa Sukari	69
Edmund Rice Centre in Langata	54
Stella Cometa in Machakos	17
Total	190

SCHOOLS
PCEA – Thirime Primary - Kikuyu
Cradles to Crayon Kindergarten - Kikuyu
Marvin Primary - Kikuyu
Oloolua Primary School (mainstream and special unit) - Kajiado

Evaluation was carried out in the partner organisations to improve the effectiveness of the collaboration and service provision by keeping track of the activities and outcomes and making adjustments in areas that are challenging.

EVALUATIONS	
Date	Venue
18.02.22	Stella Cometa Machakos
28.02.22	Jofreshia Ngong
28.02.22	Edmund Rice Centre Langata
1.03.22	SCOM Rongata Rongai
3.03.22	Njeri Maria Foundation Kikuyu
16.03.22	Ujiachilie Project - St Joseph in Kahawa Sukari
29.3.22	Lokichar online questionnaire
22.9.22	Njeri Maria Foundation Kikuyu
23.9.22	Stella Cometa Machakos
26.9.22	Edmund Rice Centre Langata
11.10.22	Ujiachilie Project - St Joseph in Kahawa Sukari

Additionally, SEP conducted comprehensive assessments and reassessments in selected schools to develop tailored individualized plans for the children under their care. These assessments aimed to gather a comprehensive understanding of each child's unique needs, strengths, and challenges. Based on the collected data, SEP created personalized plans that catered to the specific requirements of each child. By implementing these individualized plans, SEP ensured that every child received the necessary support and interventions to maximize their educational progress and overall well-being.

ASSESSMENT AND REASSESSMENTS			
Date	Event	Venue	Number
28.09.22	Assessment	Oloolua Primary (Special Unit)	17
29.09.22	Assessment	Oloolua Primary (Special Unit)	17
30.9.22	Assessment	Oloolua Primary (Mainstream)	24
7.10.22	Assessment	Oloolua Primary (Mainstream)	30
17.11.22	Reassessment	Marvins School	28
18.11.22	Reassessment	Marvins School	10

ADAPTATIONS IN SCHOOLS

Goal:

- To introduce necessary adaptations in targeted schools to promote inclusive education

The SEP team made **adaptations to school compounds and classrooms** to facilitate a better learning environment for inclusive education. Adaptations included toilet adaptations, ramps, playground adaptations, hooks to hang the bags in the classroom to create space and tabletop wedges. **5 schools** have benefitted so far.

SCHOOLS
Thirime Primary School
Shalom Primary School
Gicharani Primary School
Fairview Children Centre
Oloolua Primary School

Impact

- The adaptations improve accessibility in the school compounds and classrooms
- The adaptations help create a more organized and spacious learning environment

STAKEHOLDER MEETING

SEP held 4 stakeholder meetings in the 4 schools during May 2022 to evaluate the inclusive education project and plan the next steps. On **December 13, 2022**, SEP organized a significant stakeholder meeting. The purpose of the meeting was to engage in a comprehensive discussion on the valuable lessons and opportunities that have arisen from the inclusive education projects implemented over the last six years. Key stakeholders were invited including representatives from schools, government officials, and the Comundo donor.

By bringing together the stakeholders, SEP aimed to foster collaboration, share insights, and collectively chart a path forward towards further advancement and success in inclusive education.

42 participants attended the event on 13 December

DISABILITY & INCLUSION AWARENESS DAYS

Goal

- Create awareness to parents and the community on the challenges siblings of children with disabilities face.
- Create awareness to the community on the different special needs conditions and where parents can go for assistance.
- Increased level of acceptance of children with disabilities in their communities.

SEP in partnership with Smiles for Change organized 3 awareness days for the community in Kibera, Langata and Kahawa.

AWARENESS DAYS			
Date	Event	Venue	Partner
2.03.22	Awareness day	Fairview Children Centre	Sanaa Ponyezi
25.03.22	Awareness day siblings	Edmund Rice Centre	Smiles for Change
1.04.22	Awareness day siblings	Ujiachilie Project - St Joseph	Smiles for Change
3.12.22	Awareness day	Kikuyu	Njeri Maria Foundation

Impact:

- Parents and the community develop a deeper understanding of the challenges faced by siblings of children with disabilities, fostering empathy and support.
- Increased community awareness about different special needs conditions enables early identification and intervention.
- Creating awareness about disabilities fosters a sense of inclusivity within communities.

APPROPRIATE PAPER BASED TECHNOLOGY (APBT)

SEP has successfully continued its efforts in the production of adapted furniture and therapy equipment using Appropriate Paper Based Technology (APBT) at the Edmund Rice Centre in Langata.

Through APBT, SEP utilizes cardboards and recycled waste paper to create affordable adapted equipment. This innovative approach not only contributes to sustainability but also provides cost-effective solutions for individuals with special needs.

To support the APBT project, SEP has employed an Occupational Therapist on a part-time basis. This ensures that the equipment produced are specifically tailored to meet the unique needs and requirements of children with special needs.

The range of equipment produced by SEP includes adapted chairs, standing frames, wedges, staircases, scooter boards, balance boards amongst others. Each item is carefully designed and crafted to provide optimal support and facilitate therapeutic interventions.

In order to expand the reach, SEP proactively shared out a catalogue of all the available equipment, along with their corresponding costs.

APBT EQUIPMENT MADE	
Client	Equipment
JAWA	Seating aids, standing aids, wedges
Jofreshia	Seating aids
Ujiachilie Project St. Jozzeph	Wedges, side lying boards
Matuu	Standing aids
COTRR	Side lying board, elbow conformers, wedges, corner seat, adapted seats, standing aid
Daughters of Charity	Wedge, adapted seat, standing aid, Velcro and screw board
Kawangware	Standing aids, corner seat, wedge and roller
Private clients	Standing aids, seating aids, wedges

CONSULTATIONS

Since 1998, SEP organizes “Consultations”.

SEP strongly supports early intervention, which is crucial for helping children with special needs. However, during our consultations in the communities, we often meet older children who still require our assistance despite missing the ideal intervention time. During the consultations, parents or caregivers receive information that helps them to better understand the condition of their child, and to obtain advice on how to deal with the challenges at home.

On March 16th 2022, SEP celebrated the 24th birthday of the consultations.

In 2022, the consultations were mainly held in the communities where the Wezesha trained peer educators have been reaching other families of children with disabilities. The SEP trans-disciplinary team gave home programmes and in some cases referrals. During the consultations the SEP team provided technical support for the support groups and filled identified gaps to provide strategies to effectively respond to challenges faced by peer educators in the communities.

CONSULTATIONS 2022		
Date	Venue	Number
27.01.22	Ewuaso	34
28.01.22	Stella Cometa	17
17.02.22	Ekalakala	33
24.02.22	Itangini	9
25.02.22	Muranga	19
9.03.22	Jawa Meru	8
13.05.22	Stella Cometa	25
25.06.22	Nakuru	27
8.07.22	Ewuaso	46
23.09.22	Stella Cometa	17
28.09.22	Ololua primary	17
6.10.22	Ekalalala	30
7.10.22	Muranga	21
11.11.22	Itangini	25
19.11.22	Muranga	34
26.11.22	Nyanduma	21

2.12.22	Ewaso	56
9.12.22	Stella Cometa	25
14.12.22	Matuu	95

DANCE FOR YOUTH WITH DISABILITIES

SEP, in partnership with Sarakasi Trust, successfully organized two Dance for Youth with Disabilities events after a two-year hiatus due to COVID-19 restrictions. This special event serves as an opportunity for teenagers with disabilities to come together, have fun, and socialize. It brings youth from different schools and centres, providing them with a friendly morning filled with music, dance, entertainment, and enjoyment.

The Dance for Youth with Disabilities events have consistently demonstrated great success providing valuable opportunities for youth with disabilities to engage in recreational activities with their peers.

DANCE FOR YOUTH 2022		
Date	Venue	Number
24.06.22	Sarakasi Dome	69
14.10.22	Sarakasi Dome	108

Quote from 1 youth from KAIH ***"Am so happy we can come back to Sarakasi to dance again, we had really missed this!"***

So far SEP has organised **22 dance for youth events** which have seen a total of **1,385 youth** attending.

PARTNERSHIPS

1. COMUNDO FROM SWITZERLAND

In 2022, SEP made significant progress in the implementation of the project funded by Comundo, focused on Capacity Building for Inclusive Education. The project aimed at enhancing the quality of services provided to children with disabilities in 4 selected schools. This was achieved through various measures, including empowering teachers to deliver effective educational and basic therapeutic interventions that enable each child to reach their full potential. Additionally, SEP organised interactive peer workshops and awareness events to promote a better understanding of disabilities and foster peer acceptance within the wider community.

Gregory Yegon, special needs teacher & speech and language therapist, continued to lead the project's implementation.

Wanda Mainka, speech and language pathologist, continued working in SEP. Her primary role within the organization was to enhance capacity in the field of paediatric speech and language therapy. She specialized in addressing swallowing and feeding disorders.

Schwarz Lorenz, a communication officer, supported SEP by developing a new database system – tailor-made specifically for SEP.

3 members attended 2 partner meetings organized by Comundo.

2. DKA / CHRISTIAN CHILDREN COMMUNITIES MOVEMENT – ERKO FROM SLOVAKIA

eRko funded a capacity building project in Nairobi and its outskirts, focusing on training parents and caregivers of children with disabilities, professionals and teachers to enhance inclusion efforts for children with disabilities.

Mary Musyoki, an occupational therapist, continued to work in the projects, as part of the training team and at the early intervention consultations. She also facilitated a number of workshops for parents, caregivers and teachers, and was involved in organizing the siblings workshop and disability and inclusion awareness days.

The special needs teacher Mrs. Emmi Gielen continued her work on inclusion. She was involved in conducting assessments, creating individual educational plans, identifying children to benefit from inclusion, identifying schools for inclusion programmes, teacher training, and organising the disability and inclusion awareness days.

Isaac Makori, physiotherapist, continued to work in the projects as part of the training team, and at the early intervention consultations. His knowledge and skills in physiotherapy proved valuable in supporting children with disabilities.

3. MISEREOR FROM GERMANY

Misereor provided funding for a project focused on promoting functional development in children with disabilities and facilitating their progressive inclusion within rural communities in Kenya.

Mrs. Irene Owino, occupational therapist, and Mr John Areba, physiotherapist, continued to play key roles in coordinating and facilitating various aspects of the project. They took charge of organizing and delivering Wezesha trainings, early intervention consultations, and follow-up visits.

2 members attended 1 partner meeting organized by Misereor.

4. DIOCESE OF NGONG AND MACHAKOS

SEP partnered with the the departments of health of the Catholic Diocese of Ngong and the Catholic Diocese of Machakos. The dioceses support identification and selection of participants for the Wezesha programme, mobilization of communities, and monitoring and evaluation of the programme.

5. RAINBOW THERAPIES IN KITISURU

The SEP office has been located at Rainbow Therapies in Kitisuru for five years now. The management generously offers subsidized office space and amenities.

6. SMILES FOR CHANGE

SEP partnered with Smiles for Change from Sarakasi Trust and organized and implemented 2 disability awareness events. Smiles for Change were also the main facilitators at the sibling's workshops.

7. JUST AS WE ARE (JAWA)

SEP partnered with JAWA to facilitate essential training sessions for parents and caregivers in Meru county. The trainings aimed to equip them with the necessary knowledge and skills to provide effective care and support for children with special needs. Additionally, SEP conducted consultations for children with special needs.

8. PCEA KIKUYU HOSPITAL

PCEA Kikuyu, Guest House hosted the follow up teacher training workshops.

9. FIRST STEPS SCHOOL KAREN

First Steps School in Karen hosted the 2-week intern training at no cost.

10. COMMUNITY ORGANIZATION FOR TRAINING AND RISK REDUCTION (COTRR)

SEP partnered with COTRR to train parents and peer educators from Nyanduma and Muranga as well as conduct consultations. Through this partnership, SEP and COTRR worked together to make a positive impact in these communities.

11. SARAKASI TRUST

SEP partnered with Sarakasi Trust and organized 2 impactful Dance for Youth with Disabilities events. Sarakasi Trust graciously hosted the events at the Sarakasi Dome, offering a vibrant and inclusive venue for the participants. In addition to the venue, Sarakasi Trust also provided the DJ, music, dancers and acrobats for entertainment, creating an engaging, enjoyable and memorable experience.

12. ACTION FOR CHILDREN WITH DISABILITIES – ACD

SEP is a member of ACD, which is a diverse coalition of civil society, NGO and government institutions, working in the areas of disability and inclusion in Kenya. The 3 pillars are health, education and social inclusion.

13. WALKING AUTISM

SEP actively participated in planning meetings for an awareness walk organised by Abby Brookes of Walking Autism. The walk is planned to take place from Nanyuki to Mombasa and back. The initiative is aimed to raise awareness a cause that aligns with SEP's mission.

14. KOLABO BELGIUM

Kolabo, a Belgian non-profit organization established in October 2020, is dedicated to supporting SEP and its impactful work. Their main focus lies in raising awareness and organizing fundraising activities to generate

support for SEP's initiatives. This partnership enables SEP to expand its reach and make a lasting difference in the lives of children with disabilities.

15. OOST VLAANDEREN BELGIUM

SEP received funds from Province Oost-Vlaanderen in Belgium towards facilitating inclusion in one school. Through this funding SEP conducted teacher training workshops, peer workshops, assessment of children with disabilities and adaptations in the school.

16. MIVA SWITZERLAND

MIVA Switzerland played a significant role in co-funding the purchase of a van for SEP. The acquisition of the van proved invaluable in facilitating the transportation of SEP members to various outreach programmes and initiatives.

17. WEST-VLAANDEREN BELGIUM

SEP received co-funding from West Vlaanderen, Belgium, for the purchase of a van. Additionally, West Vlaanderen also provided support for conducting 10 consultations and 10 workshops in various communities.

18. STAD KORTRIJK

SEP received funding from Kortrijk to facilitate training on splinting. 1 therapist underwent in-depth training on splinting and then taught the splinting technique to 10 more therapists.

19. NOORD-ZUID ZWEVEGEM

SEP received funding to facilitate the annual intern training. A total of 21 interns participated in the 2-week training. Following the training, these interns continued to receive practical guidance and supervision from the SEP training team while working in the SEP projects.

20. LEVERT FOUNDATION

SEP received funding to facilitate consultations and workshops in the rural areas. 3 consultations and 2 workshops were conducted.

21. DYSLEXIA KENYA

Dyslexia Kenya extended an invitation to SEP for the inauguration of their new school, and a representative from SEP was present at the event. Additionally, during the Dyslexia Awareness Month, Dyslexia Kenya arranged an awareness event termed "Light it Blue", which was attended by a SEP representative.

NETWORKING

1. KENYA MEDICAL TRAINING COLLEGE (KMTC)

SEP gave 3 talks to the graduating class occupational therapists and physiotherapists from KMTC to inform them about SEP and encourage them to become members of SEP after graduation where they would benefit from a 2 weeks trans-disciplinary training as well as 6 months practical training in the SEP projects.

2. NATIONAL COUNCIL OF PERSONS WITH DISABILITIES (NCPWD)

SEP collaborated with NCPWD to register children with disabilities with the council.

3. MINISTRY OF EDUCATION

SEP attended a 2-day stakeholder validation workshop organized to come up with a plan for combating school violence and bullying against learners with disabilities in Kenya.

SEP involved the Curriculum Support Officers from the Ministry of Education during the stakeholder's meetings. Their valuable insights and expertise were sought and incorporated into the discussions, fostering a collaborative environment where their input contributed to the overall decision-making process.

4. KENYA INSTITUTE OF SPECIAL EDUCATION (KISE)

3 members attended a conference organized by KISE, whose theme was Parental Empowerment and Engagement: nurturing potential in Children with Disabilities. 2 SEP therapists presented a paper on this theme being close to our hearts.

5. AFRICA SPECIAL NEEDS NETWORK

SEP was well represented and featured in 4 panel discussions at the Africa Special Needs Network 3-day conference on the Ubuntu philosophy: "I am because you are" with the focus on demystifying disabilities.

ORGANIZATIONAL DEVELOPMENT

1. MEMBERSHIPS

SEP recruited and trained 21 therapists and special needs teachers.

Occupational Therapists	10
Physiotherapists	5
Special Needs Teachers	5
Special Needs Teachers & Speech Therapist	1

8 interns graduated to full members.

Occupational Therapists	6
Special Needs Teachers	2

SEP members list is in annex 1.

2. SEP OFFICE BEARERS

The following SEP office bearers (board members) were *elected* and re-elected during the SEP AGM in 2021:

Office bearers	
Director	Karolien Remmerie (non-elective post)
Chairperson	Esther Muriuki
Vice Chairperson	Dennis Omari
Secretary	Juma Victor
Assistant Secretary	Jaini Shah
Treasurer	Lilian Agesa
Assistant Treasurer	Kelvin Kahianyu
Representatives	
2 full SEP members	Perpetua Omondi and John Githinji
2 Intern SEP members	Alice Isendi and Ngina Muthusi
1 Associate SEP member	Kavita Vaid

3 office bearer meetings were held in 2022.

4. STRATEGIC PLANNING

SEP strategic planning days took place in Naromoro from 4th – 6th March 2022. The planning days were to create the groundwork for the SEP strategic plan 2023 – 2027. 15 members participated in the process.

SEP's exciting new direction now involves finding land and building a training centre, a pivotal decision that emerged from a court case exercise conducted during the strategic planning weekend. Over time, SEP has evolved into a dynamic training institution, catering to diverse audiences and operating across various levels. We believe it is an opportune moment to showcase our contributions and impact to a broader community.

It will provide a framework and a guide for SEP's work in improving the lives of persons with disabilities.

FUNDING

1. PROPOSALS

Throughout the year, SEP proactively pursued various funding opportunities by submitting proposals. 5 proposals were successfully approved. The successful proposals encompassed funding for a diverse range of projects, including: splinting, APBT, consultations, intern training and inclusive education.

2. FUNDRAISING EVENTS

In addition to proposal writing, SEP organized 2 local fundraising events: a band performance and a theatre performance.

KOLABO, a partner of SEP located in Belgium also organized 6 fundraising events in both West and Oost Vlaanderen.

The events served as vibrant platforms to engage our stakeholders, create awareness about our organization's work, and raise unrestricted funds.

3. EXTERNAL DONATIONS

SEP received external funding for several programmes run by SEP.

The donations were received from:

- a) eRko in Slovakia – funds for payment of salaries and training
- b) West-Vlaanderen Belgium – consultations and training
- c) Misereor Germany– funding payment of salaries and training
- d) Comundo Switzerland– funding salaries and training, and indirect funding that provided professional staff
- e) Belgium individual donors/Kolabo – funding training, APBT, splinting, etc.
- f) Oost-Vlaanderen Belgium - funding inclusive education project
- g) DOK Germany - funding siblings programme
- h) Levert Foundation Netherlands - funding consultations
- i) Noord-Zuid Zwevegem – funding the intern training
- j) Stad Kortrijk – funding training on splinting and fabrication of splints
- k) Consolidation of donors and well wishers

4. INCOME & EXPENDITURE

Extract from Audited Report 2022 - Profit and Loss Statement 2022

INCOME	KSH
Donations- restricted	16,561,969
Donations- unrestricted	916,730
TOTAL	17,478,699

EXPENDITURE	
Project expenses	2,369,603
Workshop & Training expenses	2,429,383
Printing and stationery	859,662
Bank charges	52,583
Salaries & wages	7,074,070
Office expenses	209,613
Office rent	300,000
Audit & professional fees	196,560
Transport, meals & accommodation	1,416,315
Dance for youth	74,000
Communication and internet	144,569
Equipment supplies	189,650
Fundraising expenses	50,000
Disability awareness	66,376
Website costs	10,500

Motor insurance	175,401
TOTAL EXPENSES	15,618,285
Surplus / (deficit) for the year	1,860,414

In 2022 our operating surplus was Kshs. 1,860,414/=. This is mainly from the restricted donor income. The surplus amount will be used towards planned SEP activities according to already set donor budgets in 2023 and will not benefit any individuals.

Auditors Opinion

"In our opinion the organization financial statements give a true and fair view of the state of the financial affairs of the organization as at 31 December 2022 and of its statement of comprehensive income, cash flows for the year ended in accordance with International Financial Reporting Standards."

DANIEL & DANIELS B.C

CERTIFIED PUBLIC ACCOUNTANTS

SEP ACTION PLAN FOR 2023

1. WEZESHA PROGRAMME

Since 2016, SEP has partnered with the Catholic Diocese of Ngong, Catholic Diocese of Machakos and Catholic Diocese of Nakuru (until 2019) to conduct Wezesha training for parents and community workers building their capacities to become peer educators in the community. In 2023 SEP will continue offering the training in the partnership with the Catholic Diocese of Ngong and Catholic Diocese of Machakos. There will be a selection of new groups of parents for the Wezesha training and M&E visits will be conducted to monitor their progress. SEP will also **set up 2 therapy intervention centres in rural areas** under the Wezesha programme.

2. TRAINING OF TRAINERS

SEP will organise training of trainers workshops, to provide participants with the opportunity to acquire and practice skills in facilitating training and to enhance their abilities to design session plans. The goal is that the participants will in the future be part of the SEP training team.

3. INTERN TRAINING

SEP will offer practical training to all the intern members who have undergone the trans-disciplinary training in April 2022. The practical training will take place at the SEP projects under the supervision of a training team comprising of an occupational therapist, a physiotherapist, a speech and language therapist and a special needs teacher. More training sessions will be scheduled in areas of request, such as sensory integration, splinting, etc.

SEP will organize two week trans-disciplinary training for new members who will be recruited in 2023.

4. WORKSHOPS FOR PARENTS & CAREGIVERS

SEP will continue to facilitate workshops for different homes, centres and schools. These include: *Edmund Rice, Stella Cometa Centre, Njeri Maria Foundation*, amongst others. These workshops will be on topics relevant to the different groups and will include:

- Toy making
- Handling and Positioning
- Communication
- Mental health
- Feeding
- Chest therapy
- Transition to adulthood
- Acceptance, among others

2. EARLY INTERVENTION OUTREACH CONSULTATIONS

SEP will continue to offer early intervention consultations in communities, schools, and centres in Nairobi and in the communities where the Wezesha peer educators come from.

3. THERAPY INTERVENTION AND TRAINING IN PROJECTS

SEP will continue allocating intern therapists to offer therapy intervention in the centres and schools we will partner with in 2023. The therapists will ensure that therapy intervention and training of the parents and caregivers is offered regularly.

The projects will include:

PROJECT	PROJECT DAYS
Edmund Rice Centre in Langata	Every Monday
Kawangware Project in Kawangware	Every Tuesday
Njeri Maria Foundation	Every Thursday
Stella Cometa in Machakos	Once a month
John Paul II home in Lokichar	Twice a year
Ewoi Centre in Lodwar	Twice a year

The SEP team consisting of one occupational therapist, one physiotherapist, and one special needs teacher will also continue to offer therapy support, training and supervision for intern members and training for the parents and caregivers in those centres.

SEP will hold bi-annual evaluation meetings at the centres to review the programmes and evaluate impact.

SEP will select 1 new therapy centre/school for regular therapy and training sessions.

4. INCLUSION

SEP will continue in its efforts as a pace setter and a model of developing best practices in inclusive education by developing diversified teaching and learning strategies through our teacher training programme. SEP will continue capacity building initiatives in schools hence improving the skills of teachers to cater for the individual needs of children with disabilities. Furthermore, SEP will collaborate with the schools to improve accessibility to ensure that the classroom, playground, and other amenities are accessible for the learners.

SEP will support teachers in selected regular schools and follow-up of children exited from SEP projects to those schools.

SEP will seek extension of the partner agreement with the Ministry of Education.

5. SIBLINGS WORKSHOPS

SEP will organise sibling workshops. Having a child with disability in the family affects every family member, including the siblings. Due to this reason SEP continues to organise sibling's workshops in partnership with the management of the projects we work with and with Smiles for Change with the aim of creating more awareness and helping the siblings understand the condition of their sibling with disability. The siblings will get a chance to share their experiences about their own situation, and the young teenagers will be trained on how to be peer educators in the community.

6. PEER WORKSHOPS

SEP will organise more peer workshops to enhance acceptance and social interaction between children with disabilities and their peers. The peer workshops will cover Cerebral Palsy, Down syndrome, Autism, Learning Disabilities, ADHD, and Visual and Hearing Impairment.

7. DANCE FOR YOUTH WITH DISABILITIES

In partnership with Sarakasi Trust, SEP will organise one "Dance Event for Youth with Disabilities". The dance party is a special event for the teenagers and young adults with disabilities to socialize in a safe environment.

8. TRAINING MANUALS

SEP will publish 2 teacher training manuals, 1 Wezesha manual and a physiotherapy training manual. The training manuals will formalise our training programmes. They will ensure consistency in presentation of content.

9. THIS IS ME BOOKS

SEP will reprint 3 This is me books: My name is Gloria – I have Down Syndrome; My name is Peter – I have Cerebral Palsy; My name is Samuel – I have Autism. SEP will also produce and print 4 new This is Me books: My name is Joy – I have Dyslexia; My name is Anne – I have Albinism & Low vision; My name is Ken – I have Hearing Impairment and My name is Tom – I have ADHD.

10. APPROPRIATE PAPER BASED TECHNOLOGY (APBT) PROJECT

SEP will continue production of equipment using APBT. The project will produce affordable adapted furniture and therapy equipment such as sitting aids, wedges, stair cases, rollers, standing aids and rocking boards. This equipment will be made from card boards and recycled waste papers for children with disabilities from low income families.

11. AWARENESS CREATION

SEP will organise more disability and inclusion awareness days aimed at sensitizing the community on various disabilities, available interventions and inclusion; and enabling parents by providing a forum for them to seek clarification on the condition of their child.

12. SEP MEETINGS

SEP will hold the Annual General Meeting, Board meetings, team meetings, and monthly meetings for the SEP members where activities are evaluated and planned. Lectures and case studies will be scheduled during the monthly meetings to work on professional development.

13. PROFESSIONAL DEVELOPMENT

SEP members and staff will attend various courses for professional development on different topics. Workshops and case studies will be scheduled during the monthly meetings to engage members in brainstorming, sharing experiences and best practice. The mentorship programme targets young professionals and gives them the opportunity to learn from their mentors.

14. NETWORKING

SEP will actively be involved in networking with key organizations working in the field of disabilities. SEP will continue being part of the networking platforms and create new opportunities for partnerships.

SEP will work closely together with KOLABO Belgium in writing proposals and organizing awareness and fundraising activities.

15. FUNDRAISING

SEP will continue its fundraising activities by making different presentations to different organizations, writing proposals and also by organizing different activities and events.

16. SEP DATABASE

SEP will continue working on the tailor-made SEP database system, ensuring regular updates for improved accuracy in generating reports.

17. RECRUIT A FUNDRAISING AND SUSTAINABILITY COORDINATOR

SEP recognizes the importance of sustainable funding to ensure the continuous success and expansion of SEP initiatives. To achieve this goal, SEP will recruit a Fundraising and Sustainability Coordinator.

18. TEAM BUILDING

SEP will organise a team building event for the staff and board members. The team building will go a long way to improve professional relations, understanding and cooperation, thereby ensuring productivity.

SEP will continue striving for a better world for children with disabilities and their families.

ANNEX 1

List of full members 2022	
NAME	PROFESSION
Karolien Remmerie	Occupational Therapist
Irene Owino	Occupational Therapist
Esther Muriuki	Occupational Therapist
Kelvin Kaihanyu	Occupational Therapist
Mary Musyoki	Occupational Therapist
Victor Juma	Occupational Therapist/Psychologist
Perpetua Omondi	Occupational Therapist
Celine Achieng	Occupational Therapist
Bonface Kaimenyi	Occupational Therapist
Tabitha Mwangi	Occupational Therapist
Charles Ragui	Occupational Therapist
Bradley Mutamba	Occupational Therapist
Joyce Mbindyo	Occupational Therapist
Elizabeth Andere	Occupational Therapist
Thomas Wanyonyi	Occupational Therapist
Michael Katifaru	Occupational Therapist
Joyce Wanjiru	Occupational Therapist
Mikie Baron	Occupational Therapist
Dr John Onala	Special Needs Consultant
Emmi Gielen	Special Needs Teacher & SLT
Dennis Omari	Special Needs Teacher & SLT
Lilian Agesa	Special Needs Teacher
Kavita Vaid	Special Needs Teacher
Eva Nyoike	Special Needs Consultant
John Githinji	Special Needs Teacher
Nancy Munyi	Special Needs Teacher
Gregory Yegon	Special Needs Teacher & SLT
Sheillah Lutta	Special Needs Teacher
Hellen Musau	Special Needs Teacher
Luke Omolloh	Special Needs Teacher
Priscah Askue	Special Needs Teacher
John Areba	Physiotherapist
Isaac Makori	Physiotherapist
Mark Wanyama	Physiotherapist
Conceptor Bala	Physiotherapist
Jaini Shah	Speech & Language Therapist
Wanda Mainka	Speech & Language Therapist

List of intern members 2022	
Alice Isendi	Occupational Therapist
Peter Ngala	Occupational Therapist
Geoffrey Kiprop	Occupational Therapist
Isaac Wanjala	Occupational Therapist
Kiyondi Cleophas	Occupational Therapist
Mary Ndirangu	Occupational Therapist
Caroline Njeri	Occupational Therapist
Lincoln Okoth	Occupational Therapist
Ernest Zoka	Occupational Therapist
Darmick Amwoka	Occupational Therapist
Eucabeth Chepngeno	Occupational Therapist
Jonah Wekesa	Physiotherapist
Stanley Kiptoo	Physiotherapist
Ngina Muthusi	Physiotherapist
Audry Tele	Physiotherapist
Lavender Andwati	Physiotherapist
Lenny Ojiambo	Special Needs Teacher
Mercy Malaba	Special Needs Teacher
Gladys Kambua	Special Needs Teacher
Anne Kamau	Special Needs Teacher
Vera Ochiel	Special Needs Teacher
Sammy Nyakeriga	Special Needs Teacher
Alice Mwangi	Special Needs Teacher
Gideon Mawere	Special Needs Teacher
Loyce Nekesa	Special Needs Teacher
Mercy Moseti	Special Needs Teacher
Winnie Cheptanui	Special Needs Teacher
Perez Okumu	Special Needs Teacher
Sr. Magdalen Mukena	Special Needs Teacher & SLT
Pooja Hiira	Psychologist