

Grant Reporting Form (Page 1 /5)

Report Type
Interim Report

Reporting Period
01/09/23 - 29/02/24

Project Title
The project is called I KNOW I DECIDE(IKID)

Organisation
Federation of Deaf Women Empowerment Network Kenya(FEDWEN-KENYA)

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Progress (Page 2 /5)

What progress (by individual outcome/ qualitative and quantitative indicators and associated activities) have you made during the reporting period – Disaggregated by gender, age, disability, etc.

AWDF Outcome

1.0 More women and girls are aware of and can exercise their rights

AWDF Indicator

1.1 Individuals (disaggregated by type, age, and gender) with improved attitudes and practices

Category	Target	Actual
Women (above 18)	0	24

AWDF Outcome

1.0 More women and girls are aware of and can exercise their rights

AWDF Indicator

1.1 Individuals (disaggregated by type, age, and gender) with improved attitudes and practices

Category	Target	Actual
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Girls	150	38
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AWDF Outcome

1.0 More women and girls are aware of and can exercise their rights

AWDF Indicator

1.1 Individuals (disaggregated by type, age, and gender) with improved attitudes and practices

Category	Target	Actual
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Men (above 18)	0	17
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AWDF Outcome

1.0 More women and girls are aware of and can exercise their rights

AWDF Indicator

1.1 Individuals (disaggregated by type, age, and gender) with improved attitudes and practices

Category	Target	Actual
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Boys	150	30
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AWDF Outcome

1.0 More women and girls are aware of and can exercise their rights

AWDF Indicator

1.1 Individuals (disaggregated by type, age, and gender) with improved attitudes and practices

Category	Target	Actual
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Disabled	300	109
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AWDF Outcome

1.0 More women and girls are aware of and can exercise their rights

AWDF Indicator

1.1 Individuals (disaggregated by type, age, and gender) with improved attitudes and practices

Category Target Actual

LBTQI 0 0

AWDF Outcome

1.0 More women and girls are aware of and can exercise their rights

AWDF Indicator

1.3 Women and girls access necessary support and services that respect their diverse needs and identities

Category Target Actual

Adolescents 300 68

AWDF Outcome

2.0 Improved capacity of Women's Rights Organisations and movements

AWDF Indicator

2.2 Joint actions undertaken by women's rights organizations, women movements, networks, and alliances

Category Target Actual

Civil Society Organisation 10 2

AWDF Outcome

3.0 Increased Public support to promote women's and girl's rights

AWDF Indicator

3.1 Key influencers of public opinion engagement (e.g., traditional and religious leaders, celebrities, local authorities, etc....)

Category Target Actual

Women Right Organisations 3 1

AWDF Outcome

AWDF Indicator

Category Target Actual

Your Outcome

Grantee Outcome

Improved access to ASRH services and information for Deaf girls.

Grantee Indicator

Increase in Deaf centred and adolescent friendly sexual/reproductive health resources: literary materials, signed videos, ASRH games.

For any variance please add a comment

N/A

Are there any notes you want to add?

There has been a noticeable surge in confidence among adolescents in seeking services. We have had 9 Deaf adolescents come for counselling with us from the schools we have engaged in the project and disclosing struggles they experience.

What have been the project's three key successes and/or contributions by and/or for your target group(s) during the reporting period?

1. Engagement for Parents of Deaf children. Through awareness raising on Deaf culture and Kenyan sign language. We have mobilized parents of Deaf children to begin training in basic sign language to support communication

in the household. Next steps include parents of Deaf children organizing themselves into formal groups to strengthen their capacity, share experiences, network and learn to support their children. 2. Project buy-in by schools for the Deaf. Besides the 4 schools targeted for project implementation, we have received interest from 3 more schools for the Deaf that have expressed interest to be onboarded in the same project. One school particularly invited FEDWEN to support them mitigate the challenge of early pregnancies that have been rampant, they are ready to allocate time each month for capacity strengthening programs for Deaf learners. We have also mobilized 5 teachers as our ambassadors, in schools for the Deaf. 3. Increased organization visibility and collaboration. We have received interest from key stakeholders to collaborate on accessibility issues for Deaf communities around sexual reproductive health rights for example the Makadara law courts in Nairobi have recommended FEDWEN join the committee reviewing accessibility needs for special needs cases received by the court.

Please tell us about an achievement (what it was, when it was and where it was) of the project during the reporting period that you are really proud of (your most significant change story)

1. Engagement for Parents of Deaf children. On 10th February 2024, FEDWEN attended parent's day at Murang'a school for the Deaf, we engaged with parents of Deaf students and provided basic sign language training. The primary goal was to enhance the involvement and support of parents in the education and well-being of their Deaf children. We took the opportunity to also provide mentorship for the students, fostering a supportive and inclusive learning environment. Commitment was made by a group of 10 parents to formally organize themselves to support parents of Deaf children strengthen their capacity to build relationships with their children. This is a great achievement that sees parents of Deaf children taking up community organizing themselves.

Approaches and Learning (Page 3 /5)

Have you used any of the following approaches in your project during the reporting period to achieve your project results?

- **Awareness raising**
- **Community mobilisation**
- **Advocacy and influencing**

Any learning and any other notes about your approaches that you want to include?

When working with adolescents it is crucial to empower support systems around them just as much. Project design should lay equal emphasis on strengthening the ecosystems around adolescents to achieve holistic change. Working with adolescents only, creates silos and propagates an environment where existing barriers continue to marginalize the adolescent.

Have you used any of the following methodologies during the reporting period to achieve your project results.

- **Arts and Culture**
- **Technology**

Any learning and any other notes about your methodology you want to include?
Art as a tool for Deaf inclusion and mainstreaming proves very effective. The Deaf community relies heavily on visual communication, integrating images, visual aids, drama and role play, keeps their interest piqued and promotes learning. It is also a great tool for youth and adolescent engagement.

Anything else you have learned from your work, project, target groups, stakeholders, communities, during the reporting period?

Cross movement organizing, we have worked with the actors in the youth movement to develop our materials to ensure the approach we apply in our work is youth centered and adolescent friendly. This also boosts the capacity of the youth to engage meaningfully in disability justice work.

Please provide links to any reports, publications, newsletters, products about your project or organisation during the reporting period

https://drive.google.com/drive/folders/1gs0tzQQsC6LI9NenNIkurCCqa6n5eYYm?usp=drive_link

Adaptive Management (Page 4 /5)

Have there been any unintended outcomes in your work (any result that was not included in your Results Monitoring Framework)?

Yes

Please provide more info

Through our school engagement program, we were able to secure a commitment for partnership with the Makadara law courts, to sit in the committee reviewing court cases of special groups. This came after we were referred by a partner on the project to a probation officer to support a case.

What have been the project/your organisation's three key challenges during the reporting period?

1. Underbudgeting/ contingency costs on key project activities such as development of IEC materials and travel costs. 2. Government bureaucracy when pushing for school visit permits and other legal documentations. 3. Qualified personnel or Consultants involved in the project have minimal or no knowledge on Deaf communities.

What actions did or will you need to take to address these challenges?

1. Reviewing of targeted geographical locations to adhere with travel costs budgeted. Co-funding the development of IEC materials with costs from other funders. 2. Regular follow up and check in with government to get required documentations and permits. 3. Deaf mainstreaming trainings for personnel/consultants involved in implementation.

Have you had to adapt/adjust your plans and activities in response to any major crises (e.g. COVID 19, conflict, natural or other disaster)?

No

Based on your progress to date, will the project and results be completed and achieved as planned?

Yes

Financial Reporting (Page 5 /5)

Please specify the following:

Amount Received to date

3221460

Actual spend for this reporting period only

1292395

Cumulative Expenses to date

1306793

Planned expenses for the next 6 months if applicable

1425160

What were the two most significant financial challenges during the period and how do you plan to address them? (Financial challenges may include but are not limited to over or under utilisation of budget, misuse or loss of funds, loss of a major donor etc)

1. Underbudgeting of some budget lines. The cost for development of IEC materials and videos was much higher than had been budgeted for. We have sourced for other partners to support the remaining costs that we were unable to meet with the project's budget. 2. Lack of budget lines to cover contingency costs during implementation. We experienced some challenges like raised taxes, introduction of new customary deductions, rising costs of travel where cost of fuel had gone up by almost double from the time of budgeting to the time of implementation. The budget did not anticipate such challenges. We had to revise downwards the number of staff who were to go for school visits to fit the budget line. We also revised the location of some of the targeted schools in preference for those that were geographically easier to reach with the cost budgeted for. For example one of the targeted schools was in the Kenyan coast which we could not have done with the budget line costs, we replaced this with another Deaf school that is in Kajiado which we were able to visit with the cost allocated.

Are there any anticipated revisions to the budget exceeding 20% of a specific budget category by the next reporting period?

No

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