

**SBNN STAR SCHOOL PROGRAM IN WEST NYAKACH DIVISION,
KISUMU COUNTY**

**Annual Report On The Status Of Basic Education In 28
Primary Schools.**



November 2016

By

Star School Model Program/ SBNN Kenya.

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ACKNOWLEDGEMENTS

I wish to acknowledge and thank all those who ensured that the star school program was a successful. In particular, I wish to thank Dirk Van Bunder of SBNN Netherlands and Antoinette Mass of Edukans Foundation for both the financial and technical support. I wish to recognize Mr. Buluma Michael Edwin, Head of Programs and Research, LEC RD. for his support and coordination during the baseline survey and teacher training periods. I wish to acknowledge the Sub- County Director of Education , Quality Assurance Officer and the Curriculum Support Officers from both Bolo and Kodingo Zones for their support and guidelines during the baseline survey and teacher trainings. I wish to thank the head teachers and the school management for their welcome and hospitality and the time they accorded us for interviews and Focus Group Discussions in their schools during the baseline survey. I also thank all teachers who allowed us to observe their lessons without prior knowledge and also those who attended the active learning trainings; I say you handled those 'emergencies' as true professionals. Thank you for the good work. Finally to the SBNN Kenya staff who allowed us to use their facilities during the trainings.

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ACRONYMS AND ABBREVIATIONS

AIDS	-Acquired Immune Deficiency Syndrome
BOM	-Board of Management
CSO	-Curriculum Support Officer
DEO	-District Education Officer
ECDE	-Early Childhood Development Education
FGD	-Focused Group Discussion
FPE	-Free Primary Education
HIV	-Human Immunodeficiency Syndrome
ICT	-Information Communication and Technology
KCPE	-Kenya Certificate of Primary Education
LECRD	-Local Expertise Centre for Research and Development
MDG	-Millennium Development Goals
OVC	-Orphans and Vulnerable Children
PA	-Parents Association
SBNN	-Stitching Buru Nyakwere Nederland
TSC	-Teachers Service Commission
UN	-United Nations
WASH	-Water Sanitation and Hygiene

1.0 INTRODUCTION

The star school concept is an Edukans Foundation initiative whose aim is to improve quality of basic education. The driving force behind this innovative approach is based on the reviews by the inspectorate of the Dutch Ministry of Foreign Affairs and other evaluations which concluded that there was lack of evidence on outcome, effectiveness and impact of basic education programs financed by the Dutch organizations. This challenge prompted Edukans to go back to the drawing board on addressing these issues hence the STAR School concept. This is an outcome- oriented model that focuses on five dimensions of schooling namely learning environment, Teaching, Learning, School management and Community participation. Edukans starts from the school as the starting point for quality education.

The question is: ‘What makes a school a good (or complete) school’? Edukans focuses specifically on the teaching and learning process and school management. What is actually happening in the classroom, what are the learning outcomes? How competent is the head teacher (and his/her team) in managing the school and teaching and learning? How to get education truly sustainable, owned by the community?

Five dimensions of a STAR-school:

1. an adequate, safe **learning environment** (infrastructure & facilities, accessibility)
2. pupils **learning** in an effective and joyful way (relevant knowledge, skills, attitudes)
3. qualified teachers **teaching** effectively, with high commitment (knowledge, skills, attitudes)
4. Capable **school management**, with vision, monitoring capacities and maintaining good relations with parents, communities and other stakeholders.
5. **parent- and community involvement** in governance of the school (and not incidentally, when work has to be done)

To enable it to achieve the star school goals, Edukans partners with different organization around the globe to work with several schools. Among its partners is SBNN Kenya which supports 28 public primary schools in west Nyakach, Kisumu county.

SBNN- KENYA

SBNN Kenya was started in Kenya in 2011 to strengthen, stimulate and coordinate the SBNN programs in the country. Its main role is to improve basic education in 28 public primary schools in west Nyakach division, Kisumu county. The organization achieves this through school infrastructural improvement, capacity building of teachers especially in ECDE and computer literacy. SBNN Kenya works closely with SBNN Netherlands.

LEC-RD

Local Expertise Centre for Research and Development (LEC-RD) is local organization that acts as a technical backstopping partner and enhances the capacity of Edukans Foundation partners to support education projects in favour of underprivileged children and youths, using a programmatic approach. Program development in the field of basic education includes capacity building and policy influencing

activities. Edukans foundation provides local implementing partners the time and resources required to achieve the education for all goals.

1.1 BACKGROUND OF THE STAR SCHOOL PROJECT.

The introduction of free primary education in Kenya in 2003 gave rise to more challenges than the benefits to the Kenyan child. The high rise in enrollment led to overcrowding in classes, inadequate teachers, desks, books and learning materials. The introduction of FPE put a high pressure on the quality of education because there was enough money allocated for it. At the end of 2003 school year, the school results in public primary schools dramatically decreased by 30%. This has been bolstered by the findings of UWEZO studies that have shown that Kenyan children exhibit low basic skills in literacy and numeracy with 9 out of 100 standard eight pupils are unable to solve a simple standard two maths.

1.2 OBJECTIVES OF THE STAR SCHOOL PROJECT

The objective of this project is to improve the quality of education in 28 schools in West-Nyakach, Kenya. Within the project period, 2016-2018, improvement and changes are needed in the five areas of the star school: 1.Environment/ infrastructure, 2.Teaching, 3. Learning, 4. School management, 5.Parent and community and community involvement.

Environment

- All the schools have at least 10 good clean, dust free and completed classrooms. 8 for primary section and 2 for ECDE section.
- Every child in a public primary school in West Nyakach has a chair or seat and desk. In lower primary that means 3 pupils per desk. In upper primary 2 pupils per desk.
- The ratio of pupils to latrines is adequate so hygiene is not causing disease with the children. The target for that is that the ratio is 1 latrine for 25 girls and 1 latrine/ urinal pit for 30 boys.
- The overall impact of this dimension will be that the teachers and pupils can teach and learn in good and healthy conditions.

Learning

- The ratio of learning materials and books/ pupils is adequate to produce qualitative education. The ratio of books/ pupils will be improved by 20% compared to the baseline situation.
- Training of ECDE teachers must continue because the county started the employment of teachers. The trained teachers can first of all serve in West-Nyakach, but also in neighboring divisions. The target is that every year 15 qualified ECDE Teachers will get their certificate in our college so that all the ECDE pupils in west Nyakach receives quality education which improves their opportunities for learning in primary school.
- A good WASH policy with a high awareness on hygiene, with a special focus on the girls. We want to have a working and effective health club with a patron and pupils in all 28 schools.

- Good and qualitative teaching will bring better results in lower classes and class eight (KCPE) .the results in all classes and in KCPE will improve with 10% compared with the baseline situation.

Teaching

- High motivation and work ethic of the teachers, so that the effective teaching time will increase. Teachers in west Nyakach are role models in their communities and examples for the parents and teachers. The attendance of teachers will improve with 20% compared with the baseline situation and the effective teaching time will grow with 20%.
- The syllabi are better covered by the use of child centered teaching methods and techniques. The coverage has improved with 20% compared with the baseline.

Management.

- Complete and adequate statistics about the schools and their enrolments so that the management in the schools (administration, financial, PR) will be professional and where there is no space for corruption. At the end of the project period every school will have a realistic school plan that will be the guideline for the school up to 2030.
- There is good communication and relationship between head teacher, other teachers, parents and pupils. The involvement of the parents will improve in all schools and they will be involved in the management. The number of meetings and activities in which the parents are involved will grow with 30% compared with the baseline situation.

Community

- Reduction of drop outs. The drop out of girls will be reduced by 50% compared to the baseline situation. The number of candidates in KCPE will grow with 20% compared with the baseline situation.
- Parents see the importance of good education for their children and are involved in the daily management of the school of their child and have a good cooperation with the teachers , the BOM and the children. The number of meetings and activities in which the parents are involved will grow with the baseline situation.

By approaching the quality of education in the holistic way, all the stakeholders will benefit from the program e.g.

- The teachers will become more motivated and better equipped professionally.
- Head teachers and B.O.M will be able to run the schools more effectively.
- Parents will understand the value of education and make an active contribution toward s reaching quality education.
- Finally and most importantly, the pupils will remain in the school longer and gain better learning results, through which they will be able to build their future.

To achieve the objectives of the Star school project;

- The organization incorporated all the educational stakeholders' i.e. the D.E.O's office, DQUASO, Curriculum Support Officers, B.O.M members, teachers and pupils.
- The organization carried out a baseline survey in all 28 public primary schools based on the five dimensions of a star school model. This was conducted between the months of May and June 2016. The survey was conducted by LEC officer from Nairobi in conjunction with the Ministry of Education together with the star coordinator in west Nyakach division.
- The organization carried out teacher training to 84 T.S.C teachers in the 28 public primary schools in conjunction with the ministry of education. This was done in three phases in the months of June, July and September. The trainings were conducted within West Nyakach division.
- The organization carried out monitoring and evaluation to check on the progress they are having in their program.
- The organization will train BOM members on effective ways of running their schools.
- The organization will meet the community through chief barazas to discuss development projects in the schools.
- The organization will have a final report at the end of every year. The report will give guidelines on areas of concern as far as education is concerned.

Why is the project needed at this time and in this location?

This project is needed because of the effect of the introduction of the free primary education (FPE) in 2003 with the support from international donors.

Payment of school fees was banned and banned and the huge growth of pupils had a direct and a big impact on the schools. Classes are overcrowded and lack of teachers, desks, books and learning materials are major problems. The introduction of FPE has put a high pressure on the quality of education because there was not enough money allocated for it. At the end of the year 2003 school year, the school results in public primary school dramatically decreased by 30%. In 2015 the situation was still alarming, showing a drop in the performance in public primary schools as compared to private schools according to KNEC statistics.

Although the fees are banned, many other costs remained or come back for the parents or the caretakers: uniforms, exam fee, tuition fee, music and education days and employment of support teachers.

The project has to be done in this location because schools in rural areas like west Nyakach are facing greatest problems. The extreme increment of students in these areas, and the shortage of financial governmental support are giving these schools hard and difficult times.

Since 2008, SBNN has moved from investing in the infrastructure of schools towards the quality of education. With the participation in the Edukans STAR-school method, the work can become more structured and the results more effective and evidence-based. SBNN hopes that the project will make

his local partner independent so that in the future they can run the program themselves, both financially and managerially.

The quality of education is under high pressure in west Nyakach. The schools are facing a lot of problems. We have grouped these problems within the five dimensions of the STAR school model.

1. Environment.

All 28 schools are official schools and are built on public land. The schools are in central places within the local communities. SBNN is going for a good condition in these schools. The minimum is clean and appropriate learning environment. Because of financial reasons most of the schools are lacking good and dust free classrooms, desks and have shortage of latrines and clean water

2. Learning

Not enough interest and money for ECDE. The young children do not get proper foundation to prepare them well for primary education. These years are crucial and vital when children need concepts and start socializing. Children who have followed ECDE education often do better in primary and secondary education. The good news is that in 2015 the county started employing ECDE teachers.

Lack of learning materials and books. The total number of books in primary school is low. i.e. 3 up to 6 children sharing 1 book. Teaching materials are rare and most of the time not available.

Lack of WSH policy/ lack of awareness on hygiene. Schools are still girl unfriendly especially when hygiene is concerned.

Exam oriented education with high concentration on class 7 and 8 and too many test exams. There is a big pressure for pupils and teachers to deliver.

3. Teachers

High pupil teacher ratio because of lack of teachers.(deficit of 61,000 in Kenya and 75 in west Nyakach.)

A lot of syllabi are not covered completely because of poor motivation of the teachers and the poor teaching methods. Motivation and work ethic of the teachers are low. Social behavior/indiscipline/bad example/role model. The effect is that the effective teaching time is low. They are absent, or come late. When they are in school, a lot of time are spent in the staffroom and leave their class behind with work.

Poor teaching techniques/ methods are used.(not child centered) lack of interaction and canning are still dominating the teaching habits.

Not all schools have trained and qualified ECDE teachers.

Poor communication/ relationships between the head teacher, other teachers, parents and pupils.

4. Management

Lack of management in the schools (administration, finance, PR are not the same as teaching) enforced sometimes by late disbursement of the FPE money.

Poor inspection.

Poor statistics about the schools and their enrolments. Most of the time the real figures are much lower than the figures given by the schools. This can give possibility of corruption.

5. Community

Absenteeism especially with the girls caused by child labour, financial problems of parents and irresponsible parents. (a lot of parents are not seeing the importance of education. Forced promotion because of financial reasons. Parents are forcing their child to promote although the child is not ready for it and have lack of competency to move to the next class.

Relaxed and unskilled BOM members. Low involvement of parents.

Poor parent/ teacher's relations

1.3 BASELINE SURVEY

In the months of May and June 2016, SBNN Kenya supported by LEC-RD carried out a baseline survey in all the 28 public primary schools in west Nyakach whose intention was to establish the current status of star school indicators. In their survey they used focused group discussion where they met BOM members and also observed some teachers in their lessons.

Bellow is a star school indicator used during the survey



- Five pillars
of a good school
- * Learning environment
 - * Learning
 - * Teaching
 - * School management
 - * Parent & community involvement

KEY INDICATORS OF THE STAR SCHOOL APPROACH

School/teacher:

Class, subject, topic:

Observer

Date:

	Weak	Moderate	Good	Excellent
i. Learning environment	0	1	2	3
1. Physical infrastructure (quality of school buildings, classrooms, sanitary blocks/toilets)	Dilapidated structure, below standard	Basic infrastructure, ok but broken or unfinished items.	Buildings, classrooms and teacher housing match formal minimum standards.	Good quality infrastructure, tidy and well maintained.
2. Facilities (furniture, electricity, water provision, educational materials)	No or insufficient basic facilities. problematic	Some facilities (3 out of 5) are there, but bad quality.	5 out of 5 facilities are there and functioning	All facilities there, good capacity, well maintained.
3. Additional provisions (e.g. special needs, school garden, library, ICT facilities, fence)	No provisions there or 1 out of 4 very basic or insufficient.	One provision out of 4 well in place and functioning. No ICT, or not operational.	At least 2 out of 4 provisions are there; ICT facilities installed and functioning.	All provision there and functioning for all students. Working internet connection.
ii. Teaching	0	1	2	3
1. Lesson planning <i>The objective should indicate what the students at the end of the lesson know, can, do etc.</i>	No lesson plan available	Objectives stated, but no clear link with the activities and methods.	Objectives stated and clear link with activities, methods and evaluation.	Objective clear and SMART. Activities, methods and evaluation performed according to lesson plan.
2. Attention drawn to real life practice <i>Student able to apply lessons learned to their own life</i>	No connection to real life experiences of students	Occasional connection	Frequent connection	Frequent connection with real life and linked to the objective of the lesson.

3. Encouraging learners confidence <i>On-task behavior=student is actively busy with learning task</i>	Discouraging	No specific encouragement or discouragement observed	Occasionally encouraging students to <u>on task</u> behavior, no discouraging	Encouraging students on a regular basis to <u>participate actively</u> .
4. Classroom management <i>Organizing the classroom to facilitate learning</i>	Poor management. Low student engagement	Moderate degree of managing students and their learning.(<i>e.g. group work without assignments</i>)	Classroom management facilitates students learning at individual or group level	Responsibility for learning is delegated to students. Well managed classrooms and on-task students
iii. Learning of students	0	1	2	3
1. Use of variety of learning activities. <i>e.g. discussing, writing, role play, experimenting</i>	No variation. Only listening and chorus answering	One or two learning observed(on top of listening and chorus answering)	Two or three learning activities observed(on top of listening and chorus answering)	Variety of learning activities observed.
2. Students work actively with educational materials. <i>e.g. Pictures, worksheets, real life material.</i>	Not observed	Observed occasionally(less than 5 minutes)	Observed frequently(for 5 to 10 minutes)	Actively used for more than 10 minutes
3. Working in groups, <i>Focus on active participation of all learners</i>	Not observed	There is discussion in groups, but only some are doing work	Most of the learners are actively involved	All learners are actively involved in the given task.
4. Average 'Time on task' during the lesson: % of students actively busy with a learning task	Less than 50% of the students	50-70% of the students	70-90% of the students	90-100% of the students
5. WSH policy with high awareness on hygiene. (water container and litter bins) <i>Working and effective heath club with patron and pupils</i>	No or insufficient basic facilities. problematic	Some facilities (3 out of 5) are there, but bad quality.	5 out of 5 facilities there and functioning	All facilities there, good capacity, well maintained.
iv. School management	0	1	2	3
1. Pedagogical and didactical vision on education (vision and mission of the school) Does the BOM, teachers, parents and pupil understand the mission and vision of the school?	Not there	Only implicit(in words) but not shared with team	Policy present, but not shared with the team.	Policy present shared with team and applied.

2. Joint strategic planning at school level (e.g. organizational,HRM, financial, capacity building etc)	No planning(no school plans)	Some joint planning there, to be improved.	Joint planning done.	Good planning and applied
3. Systematic monitoring of student performance (how the child progress) How is it done? 1-8 or 8 alone?	Below standard	Done but not systematically	Good but records on paper	Good, using ICT as a monitoring and analysis management tool.
4. Management of team with shared responsibilities (school leadership)	Not operating as a team; only head teacher speaks	Team with limited shared responsibilities and roles.	Team with shared responsibilities and roles.	Strong management, learning team. Capacity building policies applied
v. Parents and community	0	1	2	3
School Board of Management (BOM) and or Parent-teacher Association(PTA) (roles and responsibilities, bylaws, minutes of meetings, achievement plans)	No BOM/PTA present or only theoretically.	Formally a BOM/PTA is present, but not functioning properly.	BOM/PTA functions according to constitution and bylaws.	(in addition to 2): High awareness of 'claim making power'
2. Co-responsibility/ sustainability (ownership and support community, local leadership, other actors) play in supporting the project-whether in cash or kind)	No clear support from community for school education matters.	Some support(in money or in kind) though very casual.	Clear and conscious support(in money, in kind, services)	(in addition to 2): clear resource mobilization for education matters is practiced(plans)
3. Role of school in community (use for other community purposes and services; added value)	School not accessible for other community purposes.	School occasionally used for community meetings.	School open beyond regular hours, for literacy sources, awareness raising, training activities etc	(in addition to 2): School operates as multi-purpose community centre,incl ICT services.

Remark:

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1.4 KEY BASELINE FINDINGS:

Enrolment, Teacher Distribution and KCPE Performance

There are a total of 9,638 pupils in the 28 schools of which boys are 4,718 and girls are 4,920 showing that more girls are enrolled in schools as compared to boys. In total, the schools have 234 government teachers.

Dimension One: Learning Environment

Physical Infrastructure

This survey sought to establish the availability and quality of physical infrastructure like school buildings, classrooms and sanitary blocks. During this survey, it was noted that SBNN has done a lot of work in supporting and improving school infrastructure. Out of the 28 schools that were visited, about 71% of the respondents find the physical infrastructure to be good and 29% found them to be moderate. The 71% indicated that the infrastructure match formal minimum standards.

School Facilities

The survey further established that only 21.4% of the school facilities like furniture, electricity, water provision, educational materials were available and in good condition. It is important to note that this low rating was attributed to most schools not being fenced; having less teaching and learning materials, desks and having dysfunctional water tanks. It was further established that most schools lacked additional provisions like e.g. facilities for learners with special needs, school garden, library and ICT-facilities. Only few schools, about 14% had gardens and ramps to cater for learners with special needs. These facilities are considered luxuries in most of these schools.

Dimension Two: Teaching

Lesson Planning

It was established that 10.7% of teachers went to class without lesson plans while 25% had lesson plans but there was no clear link between the objectives stated and the learning activities and teaching methods. A teacher who does not have lesson plans means he/she did not prepare for the lesson hence this compromises quality of learning. Effective teaching means more preparation by the teacher before the lesson delivery.

Classroom Management

The general poor learning conditions have prevented teachers from reaching individual learners and encouraging them to have confidence through active participation. In this baseline survey, it was established that 60% of the teachers express moderate degree in managing their classes. For instance, they have learners in groups but have a challenge in ensuring that all learners participate in the discussion. About 36% of the teachers were able to facilitate students' learning at individual or group level.

Interventions by SBNN:

SBNN Kenya has established a Diploma ECDE training college in West Nyakach. This has favorably addressed the challenge of lack of teachers in ECDE schools. Some teachers have even been employed outside the 28 schools. Further to this, SBNN has also employed 26 teachers in various schools. All schools in West Nyakach except St. Maidred Oriang and St. Theresa's Girls Bolo have an SBNN teacher.

Dimension Three: Learning

Use of Variety of Learning Activities

Some of the learning activities that enhance learning include reading, writing, and role playing, active listening, discussing, and experimenting among others. The findings in the survey indicate that about 68% of the teachers use only one or two learning activities other than listening and chorus answering. About 32% of the teachers that were observed employed two to three learning activities. This indicates that fewer pupils are on-task in most of the classes.

Dimension Four: School Management

Joint Strategic Planning At School Level

On the onset, it's important to observe that at the time of the survey, the BOMs had been in office for only three months. The survey established that 53% of the schools have joint plans while 42% have plans but need to be improved. In general, schools need to be supported to review their development plans and be assisted in how (strategies) to implement them.

Dimension Five: Parents and Community Participation

This survey established that 64% of the parents are supportive and responsible for school's sustainability projects. This provides an opportunity for SBNN to involve the community in its projects to improve ownership and co-fundraise. The findings further show that the schools in the area support community functions. For instance, schools host community functions like weddings, funerals, soccer competitions and political functions. Community members also get water and grass for their families and animals respectively.

Orphans and Vulnerable Children

During the school visits, it was established that each school has orphans and vulnerable children. These are children who have been adversely affected by the HIV and AIDS scourge by either losing parents or are infected. These children have educational challenges that range from lack of time to study at home (many live with guardians and are busy with home chores after school), being sole providers to their aging grandparents, not having meals at home to entirely dropping out of school.

1.5 CONCLUSION AND RECOMMENDATIONS

1. Learning Environment:

That SBNN Kenya continues with its support in this dimension as per the Star School proposal. However, to improve community participation and project sustainability, the schools should develop simple proposals to SBNN Kenya clearly outlining the project they need to be supported in and their contribution to the project. The contribution can even be in kind like construction materials that are easily available in the village (Stones, labour, water, fencing posts). This approach will make the schools

and community be more responsible in sustaining projects supported by SBNN and also have hands on skills in project fundraising/ resource mobilization.

2. Teaching and Learning:

These two dimensions are interrelated hence similar recommendation. Based on the findings, it's recommended that all TSC teachers in the 28 schools, including head teachers, are trained in Active Learning methods. Most of the lessons observed (about 70%) were mainly teacher centered which denies learners an opportunity to be fully involved in their learning. SBNN can support teachers in having joint schemes of work of which teachers will be able to develop individual lesson plans. The SBNN program officer should be capacitated to play an active role in supporting and coaching teachers in active teaching methods during his monitoring visits.

3. School Management:

During the survey, it was noted that the schools' Board of Management had only been in office for three months. Based on this finding, SBNN should liaise with the Ministry of Education to know which areas the ministry will be training the BOMs in so that the former can build their capacity without duplication. Some of the areas that SBNN may support in are trainings in their roles and responsibilities as members of BOMs, Conceptualization and internalization of their schools' vision and mission, resource mobilization, their Span of Control, Financial Literacy and principles of Communication.

4. Community Participation:

The high number of Orphans and Vulnerable Children in the 28 schools due to high prevalence rate of HIV and AIDS is worrying. Most of these children live with their guardians who are mostly grandparents. This situation has precipitated high levels of drop out cases in the schools. It's therefore recommended that SBNN and other likeminded partners start engaging the communities and families to establish ways of alleviating the situation. This should be a joint venture involving the community, schools, National Government, MoE, County Government and other stakeholders in the area.

2.0 LITERATURE REVIEW

2.1 Introduction

In 2000, the international community promised to provide every child with a primary education by 2015. Unfortunately this goal hasn't been met. In the United Nations Millennium Development Goals report of 2013, it is reported that a good number of children, most of whom are in sub-Saharan Africa are still denied their right to primary education. For instance, inasmuch as the number of children out of school declined by almost half—from 102 million to 57 million between 2000-2011, the progress seen at the start of the decade has slowed considerably. Between 2008 and 2011, the number of out-of-school children of primary school age fell by only 3 million. The net effect of this stalled progress made it impossible for the target of universal primary education to be realized by 2015. It is projected that one in four children who join primary school will probably drop out of school before reaching the last grade.

2.2 Progress of Education in Kenya

In Kenya, significant progress has been made towards expanding access to both primary and secondary education. The recognition of the noble role of education in society has for years informed the developments and reforms in the education sector in Kenya. Since independence, the sector has undergone major transformations with more than 10 reviews by Special Commissions established by the Government. Notably, these reviews were necessitated by the quest to address the pertinent issues of access, relevance, quality and efficiency of the education system in the country.

In 1981, the education system was changed from the initial 7-4-3-1 to the 8-4-4 system. Under the 8-4-4 system, one of the main objectives was to provide learning opportunities that enable pupils to acquire basic knowledge and skills for the world in the context of economic and human resource needs of the nation. Recently, there has been debate concerning the cost, relevance, efficiency of this system. Notably, the Koech Commission was established to investigate the appropriateness of the 8-4-4 system but the government reneged on its implementation citing cost, structural, and institutional limitations. There is currently a sustained debate that seeks to overhaul the education system and review the curriculum from the current one that is more focused on examinations to the one that will enhance the child's competences and skills.

2.3 Challenges Facing Education in Kenya

The Kenyan education system faces significant challenges related to school access and quality of learning. 25% of children do not transit from primary to secondary school. Gender, place of birth and family income remain strong predictors of school enrollment at all levels. Even in areas with high enrollment, learning is not guaranteed. For example, upon reaching 8th grade, 11% of children cannot complete 2nd grade level mathematics and 7% cannot read a simple English or Kiswahili story.

Statistics indicate that in 2010 about 746,000 pupils completed primary school but 260,000 did not get a place in secondary schools and in 2011 over 775,000 pupils completed primary schools and 205,000 missed secondary placements. The impact of this capacity gap is that every year the primary education sector alone is churning out about 200,000 unskilled workers into the labour market. Whereas the Free Day secondary education is one strategy that was aimed at enabling continuity in schooling, it is not

adequate since it faces similar capacity constraints. The net effect of these gaps in the education system is that they are contributing towards widening the social economic inequalities among Kenyans and increasing stress on an already saturated non-expanding labour market. The government acknowledges that the education sector faces management problems that are occasioned by centralized bureaucratic structures and politicization of education at national, provincial and school levels.

Satisfying the greater public demand for quality education and training both as a human right and as an essential investment in the strive to attain the status of a newly industrialized country remains a challenge. The surge population has caused a strain on the few educational institutions. Besides, issues such as infrastructural inequities, dilapidated facilities in most public schools, mushrooming of private schools and mismanagement of funds are commonplace. There is an acute shortage of teachers in the country. It is estimated that the country lacks over 100,000 teachers in both primary and secondary schools. The teacher to student ratio stands at 1:60-90 in most public primary schools. This shortage has been largely attributed to the government's lack of prioritization of teacher recruitment in 2003 when the FPE was introduced. The government's ban on employing additional teachers further compounds the situation.

The teachers' welfare has also been a concern. Recently, the country witnessed another industrial action instigated by the grievances over the delayed implementation of the deal signed in 1997.

Though the task force on FPE recommended the abolition of all costs, there are reports that an only school fee was abolished. Other charges such as enrolment and tuition were replaced by governmental subsidies. Schools do not observe the fees guidelines set by the Ministry of Education as they continue to levy unregulated charges for interviews, test papers, teacher motivation, monitoring and evaluation and remedial classes which in effect negate the free aspect of education. To this end, scholars have argued that the narrow focus on the abolition of school fees has not only undermined the universalization of education but also its quality.

2.4 Education in Kisumu County

Kisumu County is one of the 47 counties in Kenya and is located in Western Kenya on the shores of Lake Victoria. It consists of six sub-counties; Nyakach, Muhoroni, Nyando, Kisumu West, Kisumu East and Kisumu North.

Primary schooling in Kisumu county, as in other parts of Kenya, officially starts when a child is six and runs for eight years. Thus in most cases a child completes class eight when is 14 years old. The main purpose of primary education is to prepare children to participate fully in the social, political and economic developments of the nation. Children receive instructions in languages, mathematics, history, science, geography and religion. At the end of primary school cycle, students take K.C.P.E examinations.

Achieving quality education has become a difficult task in Kisumu County since the introduction of the Free Primary Education. This is due to increment in enrollment and few resources available. Some of the challenges slowing down progress in education include; high poverty levels, high HIV/AIDS prevalence ratio and inadequate learning and teaching resources, less motivated teachers and rapidly growing

urban population. In addition to HIV/AIDS, malaria, cholera, typhoid and diarrhea are also a major health threats and this has affected enrolment in schools within the county.

Nyakach is one of the 6 sub-counties found in Kisumu County. In education sector, Nyakach sub-county is divided in to 8 zones; Nyabondo, Pap-Onditi, Oboch, Sigoti, Lisana, Katito , Kodingo and Bolo zones. In Nyakach, the main economic activities are fishing, subsistence farming, rice farming, and sugarcane farming and trading on a small scale. The increase in population, HIV/AIDS, and environmental degradation has further compounded the educational problem. There are more public primary schools than private primary schools in Nyakach Sub County. This is because majority of residents are poor and cannot afford to pay huge fees in private schools. Based on the performance, private schools perform better than public schools. This is due to adequate teaching and learning facilities found in private schools. The performance in both private and public schools in the sub county is average according to last year's KCPE performance as shown in the table below.

Table 2.1: 2015 KCPE Performances per Zone

Zone	Mean score in KCPE
Nyabondo	278.79
Pap-Onditi	270.11
Bolo	267.02
Oboch	266.70
Sigoti	262.92
Kodingo	256.65
Lisana	249.00
Katito	245.31

Table 2.2 *KCPE Range of Marks Scored per Gender*

Marks	Boys	Girls	Total
400-500	3	7	10
350-399	90	92	182
300-349	390	304	694
250-299	652	571	1223
249-200	496	600	1046
Below 200	209	199	408

The performance shows that girls are just as competitive as boys in the exams.

3.0 METHODOLOGY

3.1 Data Collection Methods

During the baseline survey, triangulation methodology was employed. This is the use of both quantitative and qualitative methods of data collection. The Edukans Star School indicator tool was used to collect quantitative information while group interviews and Focus Group Discussions were used to seek information from Board of Management, head teachers and parents. Observation matrices were completed during lesson observations and observing learning environment.

3.2 Areas of Focus in Data Collection

These research tools sought to find out information on the 5 dimension of star schools namely:

- | Learning Environment
- | Teaching
- | Learning
- | School management and administration and
- | Community involvement and participation

3.3 Data Analysis

The collected data was cleaned, organized and analyzed using Statistical Package for the Social Sciences. The analyzed data was presented in figures and tables and each dimension was discussed in details.

4.0 BASELINE FINDINGS AND DISCUSSIONS

The findings are analyzed and presented as per the 5 Star School Dimensions namely Learning Environment, Teaching, Learning, School Management and community/Parents Involvement. The report further indicates the interventions by SBNN that are already underway. The survey covered all the 28 schools that SBNN supports in West Nyakach.

4.1 Enrolment, Teacher Distribution and KCPE Performance

There are a total of 9,638 pupils in the 28 primary schools of which 4,718 are boys and girls are 4,920 showing that more girls are enrolled in schools as compared to boys. In total, the schools have 234 government teachers as shown in the table below:

Table 4.1: No. of TSC/Government Teachers per School.

No.	Name Of The School	No. Of TSC Teachers
1	St Therasas Girls Bolo	7
2	Kobongo	8
3	St Agnes Obanda	8
4	St Mildred Oriang	9
5	Andingo Opanga	6
6	Abwao	7
7	St Jeromo Andingo Olasi	6
8	Apondo Kasaye	8
9	Ombugo	6
10	Mbugra	9
11	Rachier	9
12	Kamtudi	6
13	Nyongonga	8
14	Onwango	8
15	Nyakwere	9
16	St Patricks Obange	8
17	Nyadina	7
18	Otho Abwao	8
19	Thurdibuoro	8
20	Bala	9
21	Nyadero	9
22	Onego	10
23	Nyawalo	9
24	Sango Buru	9
25	Mbora	9
26	Aomo	9
27	Sangoro	9
28	Nyamanyinga	8

	TOTAL	234
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2015 KCPE Performance

Majority of the 28 primary schools (18 or 64%) registered a mean score of 250 marks and above out of the total of 500 marks. Nyadero primary was the best with 309.91 mean score while the school with the least marks was Otho Obwao with a mean score of 200.93 marks. This is presented in the table below:

Table 4.2: 2015 KCPE Performances per School

No	Name of School	Boys' Mean score	Girls' Meanscore	Total
1	Nyadero	316.70	304.04	309.91
2	Aomo	315.07	295.64	305.36
3	St Therasas girls Bolo	00	298.72	298.72
4	Mbugra	298.18	275.50	292.60
5	Sangoro	298.46	262.18	281.83
6	Onwango	301.50	267.00	280.80
7	Sango Buru	294.81	265.56	279.32
8	Obanda	285.10	271.59	277.65
9	Oriang	288.17	268.44	277.12
10	Rachier	275.95	274.90	275.67
11	Thurdibuoro	285.80	265.90	274.95
12	Nyongonga	263.45	285.00	274.23
13	Bala	283.10	263.90	273.50
14	Mbora	267.20	266.10	266.47
15	Abwao	272.79	256.23	263.88
16	Andingo Opanga	264.66	255.10	260.21
17	Nyamanyinga	277.58	231.56	254.57
18	Onego	249.56	258.23	253.93
19	Kamtudi	251.00	246.80	248.90
20	Apondo Kasaye	253.07	231.57	242.32
21	Nyadina	261.50	213.50	241.25
22	Kobongo	249.86	227.85	238.33
23	Nyawalo	226.90	224.01	225.63
24	Nyakwere	142.31	214.43	210.71
25	Ombugo	215.94	174.00	207.00
26	St Jeromo	210.60	197.50	204.25
27	Obange	223.08	182.11	202.84
28	Otho Abwao	200.67	201.40	200.93
Total		252.52	249.24	251.88

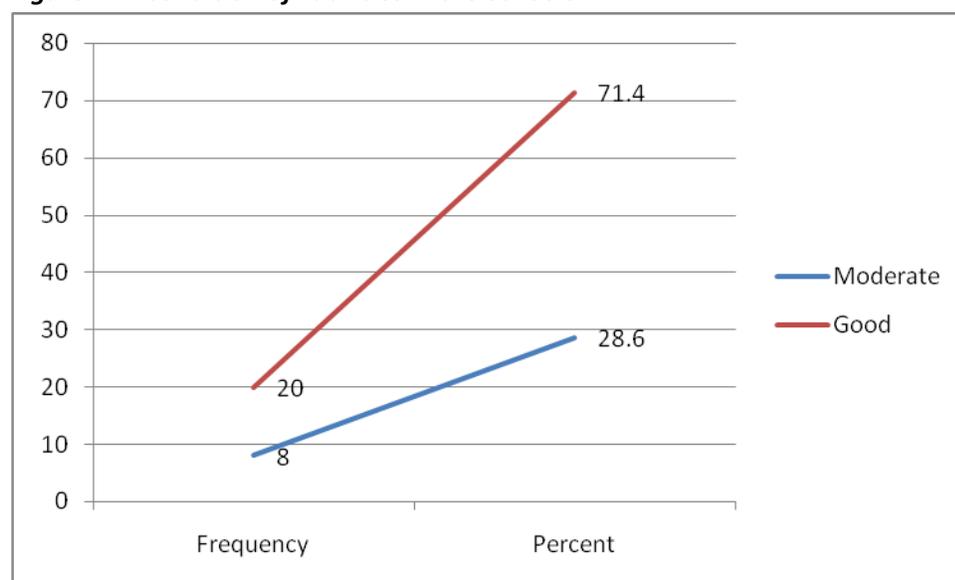
4.2 Dimension One: Learning Environment

An enabling environment with good infrastructure, sufficient resources and favorable conditions of working promotes effective learning in schools. Research in Nyakach has shown that schools still lack facilities like furniture and classrooms in the primary schools hence affecting the academic standards in the region. Nyakach is an area that is prone to floods hence classes submerge; toilets get destroyed exposing both teachers and pupils to health risks like water-borne diseases, typhoid, bilharzias and other diseases. Various aspects of learning environment have been discussed in the proceeding subtitles.

4.2.1 Physical Infrastructure

This survey sought to establish the availability and quality of physical infrastructure like school buildings, classrooms and sanitary blocks. During this survey, it was noted that SBNN has done a lot of work in supporting and improving school infrastructure. Out of the 28 schools that were visited, about 71% of the respondents find the physical infrastructure to be good and 29% found them to be moderate. The 71% indicated that the infrastructure match formal minimum standards.

Figure 4.1: Condition of Facilities in the Schools



The table below shows the actual number of permanent classes and toilets in the schools.

Table 4.3: Current Status of Infrastructure in Schools:

No	School	Number Of Permanent Classes		Number Of Permanent Toilets
		PRIMARY	ECDE	
1	St Therasas girls Bolo	8	3	15
2	Kobongo	8	2	10
3	St Agnes Obanda	10	3	15
4	St Maired Oriang	8	2	14

5	Andingo Opanga	8	3	15
6	Abwao	8	2	11
7	St Jeromo Andingo Olasi	8	2	13
8	Apondo Kasaye	8	0	4
9	Ombugo	8	2	12
10	Mbugra	8	3	11
11	Rachier	9	3	12
12	Kamtudi	8	2	10
13	Onwango	8	2	7
14	Nyongonga	8	2	12
15	Nyakwere	7	2	8
16	St Patricks Obange	9	3	16
17	Nyadina	8	2	20
18	Otho Abwao	8	2	8
19	Thurdibuoro	8	2	10
20	Bala	8	2	9
21	Nyadero	8	2	20
22	Onego	8	3	10
23	Nyawalo	8	2	12
24	Sango Buru	8	2	17
25	Mbora	8	2	10
26	Aomo	9	3	18
27	Sangoro	8	2	7
28	Nyamanyinga	8	2	9

Considering the populations these schools have and the number of classrooms in existence, there is need to have more classrooms. Some of the classrooms have already been condemned by the government and await demolition.

4.2.2 School Facilities

The survey further established that only 21.4% of the school facilities like furniture, electricity, water provision, educational materials were available and in good condition. It is important to note that this low rating was attributed to most schools not being fenced; having less teaching and learning materials, desks and having dysfunctional water tanks. It was further established that most schools lacked additional provisions like e.g. facilities for learners with special needs, school garden, library and ICT-facilities. Only few schools, about 14% had gardens and ramps to cater for learners with special needs. These facilities are considered luxuries in most of these schools.

4.2.3 Hygiene

Insufficient sanitary facilities such as water and toilets are some of the major challenges facing most schools in Kenya in general and Nyakach in particular. Most primary schools share toilets with the ECD centres. All the toilets are pit latrines, and 7% are the flush toilets. About 1% is the improved pit latrine in the whole county.

The WASH policy provides that all schools should have water tanks to provide clean water for washing hands. It was found out that all schools except Abwao primary have water tanks but some need repair. The affected schools where water tanks need repair are Kobongo, Obanda, St Jeromo Olasi, Mbugra, Rachier, Onwango, Nyakwere, Nyadero, Onego and Nyawalo. It is important to note that all schools lack small water containers for washing hands and storing water for drinking. Water containers which are available are in poor conditions since they were given out 2012.

4.2.4 Ongoing Interventions by SBNN Kenya in Learning Environment

In the interview with the SBNN Kenya staff, it was established that the following projects are ongoing in several schools:

- Finishing of E.C.D.E classroom at Rachier Primary school.
- Building of one classroom at Nyadero Primary school.
- Building of one classroom at Nyakwere Primary school.
- Renovation of the entire roof at Mbora Primary school.
- Building of ECDE classroom at Obanda primary school (complete)
- Fencing at Kobongo Primary school (complete)
- Building of pavements in all classrooms at Onego Primary school.(complete)
- Building of kitchen and washrooms at Abwao small home.
- Building of toilets at Kamtudi primary school.
- Painting at St Theresas Bolo girls primary school.
- Building of pavements at Nyamanyinga Primary school.
- Building of toilets at Aomo primary school.
- Building of toilets at Thurdibuoro primary school.
- Building of toilet at Abwao primary school.
- Building of toilet at Sangoro primary school. (complete)

4.2.5: Priority Intervention as Per Schools' Intentions

During the baseline, school management and the head teachers were asked to come up with priority projects they would like to partner with SBNN in supporting the learning environment dimension of the star school. This prioritization gives SBNN a clue on the schools priorities and therefore can engage the schools depending on the availability of resources. The school managers further indicated that they were willing to co-finance with SBNN in making these projects become a reality. One of the strategies they proposed was to request the community and County devolved units to be funding a percentage of the total cost of the projects. These can be done by bringing some construction materials like hard core, sand, ballast, fencing posts among others. The following list shows the priority projects per school:

Table 4.4: Priority Projects for Joint development between Schools and SBNN

No.	Name of School	Project Priority
1.	St. Theresa's Girls Bolo	Provision of teaching and learning materials; hire new teachers or improve the terms of the PA teachers and train BOM in roles and responsibilities
2.	Onego	2 extra classrooms for class 6 and 7 since these two classes are crowded as they have more than 60 pupils per class
3.	Nyadero	Rebuild the condemned classrooms, complete the two classrooms and fencing of the school
4.	Bala	Renovation of classrooms, fencing of the school and provision of desks and lockers to the learners.
5.	Sangoro	Building of latrines since they do not meet the required ratio. Teachers share latrines with the pupils
6.	St Jeromo	Desks, water tank and building capacity of parents and B.O.M.
7.	Andingo Opanga	Desks and finishing of the two classes, class 7 and 8 which are in bad condition.
8.	Otho Abwao Primary school	Fencing, motivation of learners and teachers and instructional materials.
9.	Nyadina	Finishing of classrooms, renovation of classrooms and training the new board of their roles and responsibilities.
10.	St Agnes Obanda	Construction of new classrooms to replace the condemned ones, sponsor for ECDE teachers.
11.	Abwao Primary School.	2 extra classrooms for class 6 and 7 since the classes are crowded, build the capacity of parents and the BOM
12.	Obange Primary School	Priority: library, desks and capacity building to the community.
13.	Sango Buru primary school	Renovation of classes,
14.	Thurdibuoro Primary School	Priorities: additional toilets, fencing, library and building capacity to parents and BOM.
15.	Mbora Primary School	Construct the library; provide teaching/ learning materials, re-fencing/gate and playing ground.
16.	Oriang Primary School	Building of an ECDE classroom, hire new teachers and construction of new classrooms to replace condemned ones.
17.	Nyakwere Primary School	Building of new classrooms to replace the condemned ones, capacity building to parents and the community.
18.	Nyongonga Primary School.	Priority: latrines, reinforcement of walls and hall.
19.	Ombugo Primary School.	Desks, fencing and building of administration block.

No.	Name of School	Project Priority
20.	Nyawalo Primary School.	Renovation of classes 6, 7, ECDE and library. Build the capacity of parents and the community.
21.	Onwango primary school	Desks and building of additional toilets.
22.	Kobongo Primary School	Additional desks, toilets and finishing administration block.
23.	Nyamanyinga Primary School	Additional desks, building of 4 new toilets and ECDE chairs.
24.	Kamtudi Primary School	Finishing incomplete classroom, fencing and provision of teaching and learning materials.toilets for girls.
25.	Rachier Primary school	Training the new BOM in roles, responsibilities and leadership and reviewing and developing the strategic plan
26.	Mbugra primary:	Desks, renovation of classrooms, capacity building of parents and the community.construction of ECDE classroom.
27.	Apondo kasaye	Construction of classrooms, capacity building to BOM and the community.
28.	Aomo	Teaching and learning materials, capacity building to the BOM.

(Please note that these areas applies to all the 5 dimensions of Star school)

4.3 Dimension Two: Teaching

The Kenyan Government is in the process of reviewing the national curriculum for primary and secondary schools. The current curriculum has more emphasis on examinations and has less focus on promoting learners' competencies and skills. This is the gap that the new curriculum seeks to seal. Further to this, the Teachers Service Commission (TSC) has developed performance contractual obligations with teachers to ensure that there is quality education in schools. One of the requirements is to have teachers undergo continuous training in their teaching profession hence this offers great opportunity to the Star School Program to remain relevant in its interventions. The baseline focused on lesson planning, concept development encouraging learners' confidence, and classroom management. The survey further established the interventions by SBNN in this particular dimension.

4.3.1 Lesson Planning

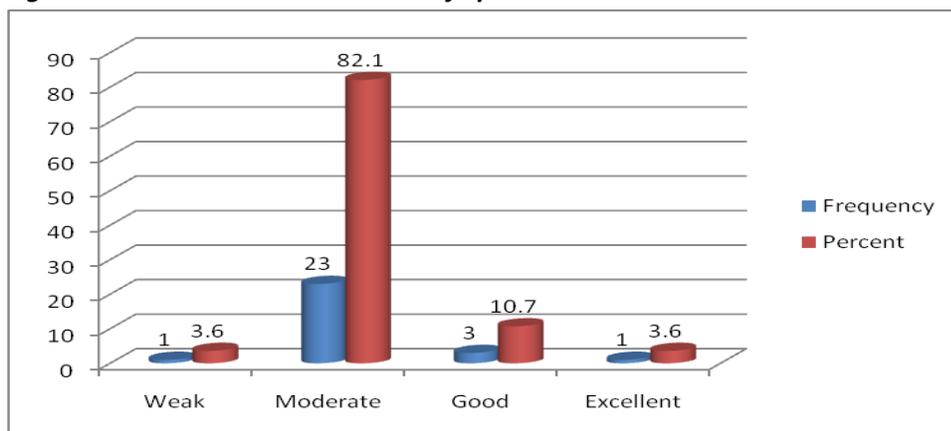
Previous studies of schools in Kenya especially those in rural areas where curriculum support officers do not visit regularly indicate that most teachers do not use lesson plans in their teaching process. Additionally, some don't keep schemes of work and other records of work relevant in teaching profession. Lack of these important professional records negatively impacts on quality of education. This survey sought to establish the availability of the lesson plans and the appropriateness of the lesson objectives. It was established that 10.7% of teachers went to class without lesson plans while 25% had lesson plans but there was no clear link between the objectives stated and the learning activities and teaching methods. A teacher who does not have lesson plans means he/she did not prepare for the lesson hence this compromises quality of learning. Effective teaching means more preparation by the

teacher before the lesson delivery. For example, a teacher will want to know what teaching/learning aids will be required in the lesson, the sequence of learning activities and what role will tea pupils have in making sure that they are at the centre of learning. Will they need to get some learning materials from the school compound? Will they sing some wedding songs? Will there be a role play towards the end of the lesson? This allows the teacher to guide learners in his/her lesson with less difficulty and will make learning more interesting and effective. The teacher is able to look through the lesson from the beginning to the end and can decide the appropriate teaching/learning activities in good time.

4.3.2 Attention Drawn to Real Life Practice

One of the intended outcomes of learning is to have pupils to be able to apply lessons learned to their own daily lives. However, most of the time, pupils find it difficult to relate what they learn in school with their daily lives. A pupil needs to understand why he/she should wash the hands when coming from the farm, or why leaning of angles is important if he/she will be a carpenter. To achieve this, teachers need to constantly draw learners’ attention to real life experiences when teaching. The baseline established that in the 28 lessons observed, about 80% of the teachers were able to occasionally (which is still below standards) connect the lesson to real life while 3.6% did not attempt at all. This means that some learners are not able to see any value in what they learn. This only promotes rote learning. The figure below shows the summary of how teachers link their lessons to pupils’ real life practice.

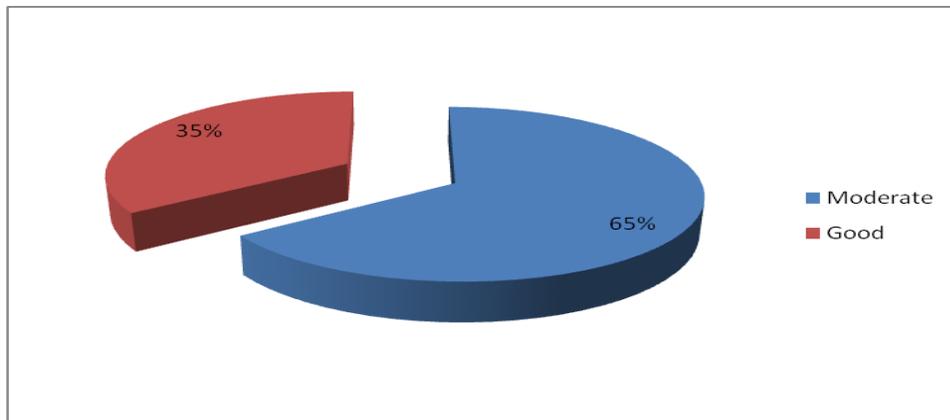
Figure 4.2: Attention drawn to real life practice



4.3.3 Encouraging Learners’ Confidence

Teachers need to encourage their learners to have on-task behavior meaning that pupils are actively busy with learning task. In this regard it was found out that 35% of the teachers occasionally encouraged their learners to be on task. This was done through linking the lesson to learners’ real life experience, group work and use of teaching learning materials. This is summarized in the figure below.

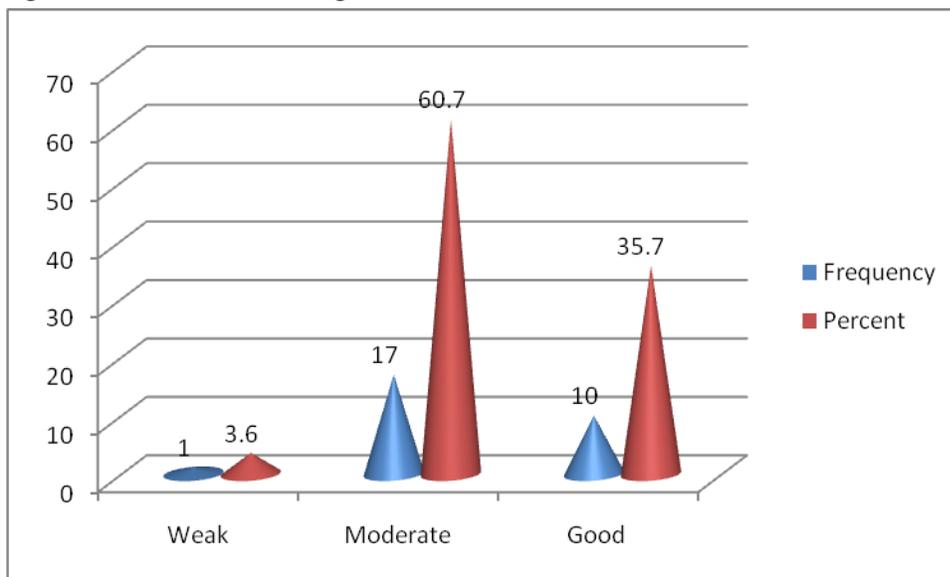
Figure 4.3: Encouraging learners’ confidence



4.3.4 Classroom Management

Increased enrolment in primary schools has hindered classroom management. In situations where the classrooms are congested, the teacher may be unable to interact with the individual learner and to mark the books on a daily basis. As a result, there is no assessment of pupils understanding hence making it hard for the teacher to offer individualized education plan to the learner. Classroom management involves everything from the time allocation to the tasks in the lesson, to material for record keeping, sitting arrangement as well as space. The general poor learning conditions have prevented teachers from reaching individual learners and encouraging them to have confidence through active participation. In this baseline survey, it was established that 60% of the teachers express moderate degree in managing their classes. For instance, they have learners in groups but have a challenge in ensuring that all learners participate in the discussion. About 36% of the teachers were able to facilitate students' learning at individual or group level. This is summarized in the figure below.

Figure 4.4 Classroom Management



4.3.5 Interventions by SBNN:

ECDE training college

SBNN Kenya has established a Diploma ECDE training college in West Nyakach (NYABURU ECDE COLLEGE). This has favorably addressed the challenge of lack of teachers in ECDE schools. Some teachers have even been employed outside the 28 schools.

The summaries are in the tables below:

Table 4.5: Trained ECDE Teachers So 2014 – 2015

YEAR	DIPLOMA	CERTIFICATE	PROFICIENCY	TOTAL
2014	27	12	10	49
2015	3	4	10	17

Employment of support teachers

SBNN has also employed 26 teachers in various schools. All schools in west Nyakach except St Maidred Oriang and St Therasas girls Bolo primary schools have an SBNN teacher.

Refresher courses for teachers

SBNN Kenya in conjunction with LEC RD through the ministry of education has also offered refresher trainings to 84 TSC teachers in all 28 public primary schools in west Nyakach. The training was based on Active Learning in primary schools. The training outcomes are discussed bellow.

Active Learning

Active learning is generally defined as any instructional method that engages learners in the learning process, i.e. it requires learners to do meaningful learning activities and think about what they are doing. It involves participating in discussion, giving a talk, doing dramatic presentation, simulating the real experience and doing the real thing.

To promote active learning,

- Teachers should provide a conducive learning environment to the learners.
- Teachers should use relevant reference materials while teaching.
- Teachers should use relevant and simple language within the learner's ability.
- Teachers should use different teaching and learning methods e.g. role play, experiments, nature walk.
- Teachers should involve the learners throughout the lesson in any learning activity.
- Teachers should activate prior knowledge while introducing a new concept to the learners.
- Teachers should use groupings or pairing methods in teaching as this will encourage learners to learn from their peers. Teachers should use different teaching and learning aids like pictures, text books, realia etc.
- Teachers should have proper time management.
- Teachers should have good teacher pupil relationship.

- Teachers should use spiral method of syllabus coverage.
- Teachers should cater for individual differences while teaching.
- Teachers should accept answers given by the pupil, whether wrong or right and correct wrong answers in a friendly manner.
- Teachers should reward learners where necessary.
- Teachers should provide special attention to learners with special needs.

Support required for Active Learning in the 28 schools.

- Frequent assessment.
- Frequent refresher courses.
- Transfer of teachers be limited towards the end of the year.
- Community sensitization and involvement.
- Motivation to teachers-upgrading and awarding of certificates.
- Manageable class capacity.
- Talking walls-SBNN to provide charts, manila papers, felt pens.
- Outdoor activities to be encouraged.
- Strengthening of subject panels.
- Education days organized by SBNN to all STAR schools.
- SBNN exams to be done in all STAR schools.

Passive learning

Passive learning is a method of learning/ instruction where learners receive information from the teacher and internalize it often through some form of memorization or rote learning and where the learner receives no feedback from the teacher. It involves reading, hearing words, looking at the pictures, watching a movie, looking at an exhibit and watching demonstration..

Through discussions, most of the teachers argued that they engage learners in passive learning due to the following reasons;

- Syllabus coverage and limited resources in the schools.
- Attitudes of the teacher and the pupils towards practical work.
- Less motivation- teachers not motivated by the government and the community.
- Teacher pupil ratio- attention not drawn to individual pupil.
- Teacher transfer at the middle of the term bringing overloading to the remaining teachers.

On task and Off task behavior in learning

Teachers were also trained on the off-task and on task behavior of learners while in class. On task behavior is seen when the learners are actively involved in the activities going on in the lesson while off task behavior is seen when the learners are not actively involved in the activities going on in the lesson.

Table 4.6: Strategies of on task and off task behavior

Off task	On task
<ul style="list-style-type: none"> ▪ Not enough teaching learning materials ▪ Using lecture methods ▪ Inadequate learning activities. ▪ Starting a lesson in a very abstract way. ▪ No link to learners real life experience ▪ Not catering for fast and slow learners ▪ Poor preparation for the lesson by the teacher. 	<ul style="list-style-type: none"> ▪ Link introduction of the lesson to learners real life experience. ▪ Proper classroom management for on task behavior e.g. for group work discussion. ▪ Enough task to learners. ▪ A variety of learning activities. ▪ Work to do for slow and fast learners. ▪ Enough teaching and learning materials to make learners actively on task.

Table 4.7: Challenges facing active learning and possible solutions.

challenge	Possible solution
<i>Pressure on syllabus coverage</i>	<ul style="list-style-type: none"> ▪ Employment of BOM teachers. ▪ Introduction and creation of extra time by teachers. ▪ Providing enough teaching and learning resources ▪ Encouraging peer teaching
<i>Inadequate teaching/ learning materials</i>	<ul style="list-style-type: none"> ▪ Improvisation of teaching learning materials. ▪ Involving pupils in sourcing the materials. ▪ Advising administration to buy teaching/ learning materials ▪ Maintenance of the already existing teaching learning materials. ▪ Involving parents in sourcing materials. ▪ Involving stake players in providing materials.
<i>Large number of pupils in the classroom</i>	<ul style="list-style-type: none"> ▪ Employment of BOM teacher. ▪ Sub-divide class into streams
<i>Truancy / chronic absents</i>	<ul style="list-style-type: none"> ▪ Encouraging guidance and counseling ▪ Development of rapport between teacher and pupils. ▪ Motivation of both the teachers and the pupils. ▪ Development and encouragement of specialization based on the interest of the learners. ▪ Creating a school for all
<i>Understaffing in schools</i>	<ul style="list-style-type: none"> ▪ Organizing for remedial lessons. ▪ Encouraging peer teaching

	<ul style="list-style-type: none"> ▪ B.OM to employ teachers ▪ Overlapping on teaching subjects in lower/ upper classes. ▪ Multi-grade teaching i.e. having two classes under one roof. ▪ Multi-shift teaching i.e. learners come to school at different times of the day.
<i>Incompetency among teachers.</i>	<ul style="list-style-type: none"> ▪ Organizing refresher courses. ▪ Subject allocation on interests ▪ Proper preparation by the teachers ▪ Proper staffing of teachers. ▪ Inviting a resource person ▪ Encouraging consultations
<i>Inadequate preparation by the teachers</i>	<ul style="list-style-type: none"> ▪ Laying emphasis on the preparations ▪ Provision of adequate T / L materials ▪ Allocating manageable lessons to teachers ▪ Involving learners in preparation process ▪ Proper time management. ▪ Lesson observation and feedback.
<i>Lack of the support from the parents</i>	<ul style="list-style-type: none"> ▪ Involve parents in decision making ▪ Creating a awareness on the role of parents. ▪ Organizing academic clinics/ educational days ▪ Rewarding successful pupils, teachers and parents
<i>Mean score pressure</i>	<ul style="list-style-type: none"> ▪ More emphasis to be put on knowledge acquisition rather than concentrating on the mean score ▪ Ranking to be abolished
<i>Child labour</i>	<ul style="list-style-type: none"> ▪ Frequent meetings with parents to sensitize them on disadvantages of child labour. ▪ School should employ/ hire workers
<i>Domestic violence</i>	<ul style="list-style-type: none"> ▪ Guidance and counseling ▪ Reporting extreme cases to the responsible authorities
<i>Orphan hood</i>	<ul style="list-style-type: none"> ▪ Identify and support orphaned children ▪ Advising the government to put up more orphanages
<i>Uncondusive environment at school and home</i>	<ul style="list-style-type: none"> ▪ Creating a awareness on the effects of child labour to parents during parents meeting ▪ Teachers and parents should not be hostile to the learners. i.e. both should practice the ethics of love and care. ▪ Parents to ensure that their children are safe at home and teachers to ensure pupils security at school. ▪ The guidance and counseling panel should

	carry out effective measures to curb negative peer influence.
Poor relationship between teachers and parents.	<ul style="list-style-type: none"> ▪ General parents meeting to harmonize the differences ▪ Teachers to work hard to improve the performance as the parents motivate them accordingly. ▪ School BOM elections should be done according to the basic education act. ▪ Opinion leaders to give advise to the school where necessary.
Poverty at home caused by death of bread winner, lack of employment and natural disasters eg floods, fire outbreak	<ul style="list-style-type: none"> ▪ Responsible relatives of bereaved/ affected child take up responsibilities. ▪ Special forums e.g. education days should be used to shed light on alternative income sources e.g. KOSALO- micro finance institutions ▪ Government and NGO's to assist where necessary
Inclusive learning/ education	<ul style="list-style-type: none"> ✚ BOM to employ trained teachers to take up duties of special teachers so that the latter handle special need cases. ✚ Induction should be done to all teachers on ways of handling special needs education. ✚ Infrastructure that suits special need learners should be constructed

4.4 Dimension Three: Learning

The high population of learners in primary schools has discouraged the active participation of all learners. The teacher is unable to identify the pupils by name. This encourages chorus answers among the learners when a teacher poses a question. These chorus answers may mislead the teacher into thinking that all the learners have understood the concept being taught. In addition, there is no good environment to create discussion groups among the learners because of insufficient facilities such as desks and enough space in the classrooms. Most teachers in the schools prefer teaching the whole class than organizing them into discussion groups. The following issues under learning dimension have been discussed

4.4.1 Use of Variety of Learning Activities

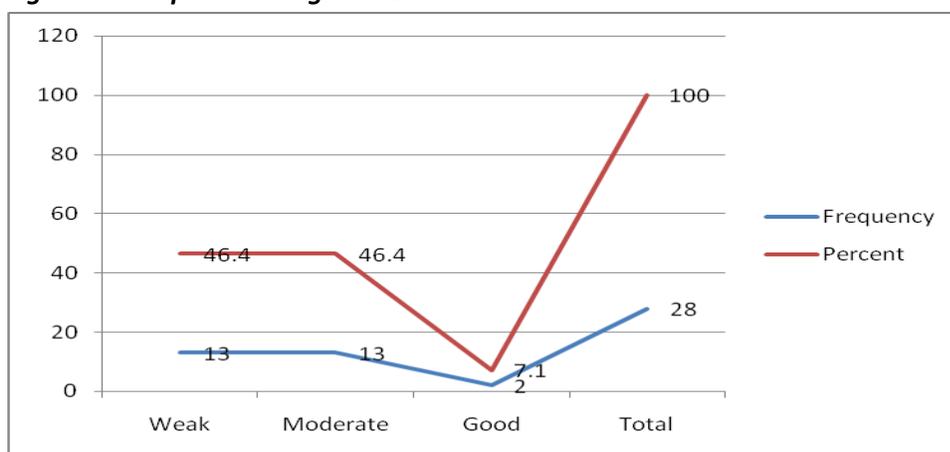
Some of the learning activities that enhance learning include reading, writing, and role playing, active listening, discussing, and experimenting among others. The findings in the survey indicate that about 68% of the teachers use only one or two learning activities other than listening and chorus answering.

About 32% of the teachers that were observed employed two to three learning activities. This indicates that fewer pupils are on-task in most of the classes.

4.4.2 Students work actively with educational materials

The survey further sought to establish how pupils work with educational materials when learning. It was established that only 7% of the lessons used educational materials and textbooks for at least 10 minutes in a lesson. It was observed that most text books were on the desks but were not used by learners. The lessons in lower (grade 1 to 3) classes had more learning materials and activities as compared to upper classes. This could be attributed to the fact that pupils learn well by playing hence teachers are forced to have more learner centred approach as compared to upper classes. The figure below summarizes the usage of teaching and learning materials in school.

Figure 4.5: Pupils Working with Educational Materials



4.5 Dimension Four: School Management

Board of Management and Parents Associations (PAs) can rightly be described as the life blood of a school. They constitute an important component of the school leadership, management and governance structure. They also form an important link between the school and the community. Through such a link local ownership is enhanced. Through their involvement in the life of the school, local resources are mobilized and also school leadership and management is strengthened. However, their effectiveness has been overshadowed by tensions and role conflicts among themselves due to role overlap and lack of clear guidelines. Some challenges that confront them as they execute their roles/responsibilities include but not limited to lack of adequate funds and parental support, limited control span in schools and some are not conversant with their roles and responsibilities.

4.5.1 School Vision, Mission and Motto

During this baseline, it was established that all 28 schools have Vision, Mission and Motto but the school management boards are yet to internalize and practice it in schools. Most of them are aware it exists but do not know how to relate that to their management and achieving the goals.

4.5.2 Joint Strategic Planning At School Level

On the onset, it's important to observe that at the time of the survey, the BOMs had been in office for only three months. The survey established that 53% of the schools have joint plans while 42% have plans but need to be improved. In general, schools need to be supported to review their development plans and be assisted in how (strategies) to implement them.

4.5.3 Systematic Monitoring of Pupils' Performance

One of the key responsibilities of the BOMs is to monitor pupils' performance in schools. It was found out that 82% of the school BOMs had performance systems in place but all were manual. There is no school that is at the moment using ICT to monitor the learners' performance. The schools organize for education days where both pupils and teachers who have performed well are rewarded. There are also subject panels that monitor and pupils' performance in schools and report to BOMs. The modeling approach has been used in some schools where former successful pupils come to give motivational talks while some of the former pupils have started development projects in the schools like awarding prizes to well performing teachers and pupils, provision of learning materials and organizing lunch for teachers.

4.5.4 Management of team with shared responsibilities

As earlier mentioned the BOMs are only 3 months old in office and will need more support in understanding and executing their responsibilities.

4.6 Dimension Five: Parents and Community Participation

Generally, research has shown that obligation of parents and their involvement in their children's education in Kenya is weak hence posing a big problem towards quality education promotion and governance. Parents fail to attend school meetings hence causes poor decision making and later on complain about the state of schools in the country. In the worst case situations, the parents sent their house helps or children to schools meetings, yet they know that they cannot make sound decisions. Moreover, parents have neglected the need of PA that is essential for the positive development of schools. Experience shows that PAs have shown less ability to play the oversight role in school financial management.

The contributions of parents and guardians in the local communities towards school development vary depending on the nature of their contributions, school locations and the school management committee. For example, parents mostly provide contribution of cheap learning materials such as pencils, pens, and school uniforms. Those who give voluntary support to mega projects such as classroom and extensive infrastructural projects are very few.

Besides meeting the educational needs of students, schools have been drivers of development within communities. Schools are often the sole community center in villages, providing the space for meetings, social services, and festivities. Through this common space, children and adults are connected, social net-works are strengthened, and local communities are empowered.

This survey established that 64% of the parents are supportive and responsible for school's sustainability projects. This provides an opportunity for SBNN to involve the community in its projects to improve ownership and co-fundraise. The findings further show that the schools in the area support community functions. For instance, schools host community functions like weddings, funerals, soccer competitions and political functions. Community members also get water and grass for their families and animals respectively.

4.6.1 Orphans and Vulnerable Children

During the school visits, it was established that each school has orphans and vulnerable children. These are children who have been adversely affected by the HIV and AIDS scourge by either losing parents or are infected. These children have educational challenges that range from lack of time to study at home (many live with guardians and are busy with home chores after school), being sole providers to their aging grandparents, not having meals at home to entirely dropping out of school.

One guardian living with a total orphan in one of the schools had this to say:

"When my granddaughter comes from school, she has to prepare supper for the whole family because her grandmother is away on the market doing small business for us to survive...I hope she finishes primary education and she can learn tailoring or get married...I have done enough already since the death of her parents." This case applies to many of these OVCs in the 28 schools".

5.0 CONCLUSION AND RECOMMENDATIONS

The findings of the survey clearly illustrate how SBNN has been supportive in improving the learning environment in the 28 schools it supports. It further indicates how it has supported in improving teaching dimension by training ECDE teachers and employing teachers in the schools. Based on the findings, the following recommendations are made:

5.1 Learning Environment:

That SBNN Kenya continues with its support in this dimension as per the Star School proposal. However, to improve community participation and project sustainability, the schools should develop simple proposals to SBNN Kenya clearly outlining the project they need to be supported in and their contribution to the project. The contribution can even be in kind like construction materials that are easily available in the village (Stones, labour, water, fencing posts). This approach will make the schools and community be more responsible in sustaining projects supported by SBNN and also have hands on skills in project fundraising/ resource mobilization. SBNN can fund 70% of the project and 30% by the schools. This will enable SBNN cover more projects in the area. SBNN Kenya should explore opportunities to work in partnership with devolved units like Constituency Development Funds for co-financing projects. Most of the non state actors are co – financing school infrastructural projects.

5.2 Teaching and Learning:

These two dimensions are interrelated hence similar recommendation. Based on the findings, it's recommended that all TSC teachers in the 28 schools, including head teachers, are trained in Active Learning methods. Most of the lessons observed (about 70%) were mainly teacher centered which denies learners an opportunity to be fully involved in their learning. SBNN can support teachers in having joint schemes of work of which teachers will be able to develop individual lesson plans. The SBNN program officer should be capacitated to play an active role in supporting and coaching teachers in active teaching methods during his monitoring visits.

SBNN Kenya and Edukans should form strategic partnerships with likeminded organizations like Pamoja in Awasi to enhance and learn from each other best practices in Active Learning. There can be teacher exchange programmes in the schools.

School heads to be tasked to strengthen subject panels with an intention of promoting and enhancing active learning in the schools. The Curriculum Support officers from the Sub County be given a more role in coaching and monitoring active learning plans in schools.

5.3 School Management:

During the survey, it was noted that the schools' Board of Management had only been in office for three months. Based on this finding, SBNN should liaise with the Ministry of Education to know which areas the ministry will be training the BOMs in so that the former can build their capacity without duplication. Some of the areas that SBNN may support in trainings are roles and responsibilities as members of

BOMs, Conceptualization and internalization of their schools' vision and mission, resource mobilization, their Span of Control, Financial Literacy and principles of Communication. It must be noted that a well empowered BOM that understands the Vision and Mission of SBNN will go a long way in ensuring that SBNN achieves its intervention goals and targets.

Further to this, all school boards should have development plans that will guide their school development initiatives for the 3 year period they will be in the office. The BOM should be empowered to co – fundraise with development partners like SBNN.

5.4 Community Participation:

It was noted that most schools have cordial relationship with the communities and parents around them. This relationship ought to be made stronger through regular meetings between parents and community on one hand and the schools on the other. The community needs to be enlightened on their roles in supporting school development plans. In return, schools should empower parents on how to monitor their children's progress in school.

The high number of Orphans and Vulnerable Children in the 28 schools due to high prevalence rate of HIV and AIDS is worrying. Most of these children live with their guardians who are mostly grandparents. This situation has precipitated high levels of drop out cases in the schools. It's therefore recommended that SBNN and other likeminded partners start engaging the communities and families to establish ways of alleviating the situation. This should be a joint venture involving the community, schools, National Government, MoE, County Government and other stakeholders in the area.

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