



June 2009

# Observation report on the For Ever Dago School Kabondo, Kenya

By Els Salembier



## Content

- Timetable of mission – Thanks to
- Understanding education quality
- Observations and recommendations on context
- Observations and recommendations on learner characteristics
- Observations and recommendations on outcomes
- Observations and recommendations on enabling inputs
- Observations and recommendations according The Swallow framework

## Timetable of mission

Friday 19/6/09	Morning	Departure to Kenia, Nairobi with Brussels Airlines
	Afternoon	
	Evening	Arrival in Bujunbura
Saturday 20/6	Morning	Day in Bujunbura, due to airplane problems
	Afternoon	
	Evening	Departure to Nairobi with Brussels Airlines
Sunday 21/6	Morning	Arrival in Nairobi
	Afternoon	Departure to Kisumu with Kenyan Airways
	Evening	Arrival in Kabondo, exchange with Achieng
Monday 22/6	Morning	Training for staff For Ever Dago School on The Swallow pedagogical framework
	Afternoon	Continuation of training
	Evening	Visit to Hope for Kabondo orphanage
Tuesday 23/6	Morning	Observation & participation in For Ever Dago School
	Afternoon	Observation & participation in For Ever Dago School
	Evening	Exchange with Achieng
Wednesday 24/6	Morning	Visit to government school in Kabondo
	Afternoon	Observation & participation in For Ever Dago School
	Evening	Exchange with Achieng
Thursday 25/6	Morning	Discussion on 5 proposals for the For Ever Dago School
	Afternoon	Departure to Kisumu with Achieng & Boniface
	Evening	Departure to Nairobi with Kenyan Airways
Friday 26/6	Morning	Preparing departure to Brussels
	Afternoon	Writing report (part 1)
	Evening	Waiting time in Nairobi: flight to Brussels is cancelled
Saturday 27/6	Morning	Departure to Londen with Kenyan Airways
	Afternoon	
	Evening	Arrival in Londen
Sunday 28/6	Morning	Arrival in Brussels

## Thanks to

This mission and advise report would not have been possible without the kind help of Achieng, Boniface, the teachers of the For Ever Dago School, Gina Peeters, Kris Mertens, Lieve Ruys. Thanks to all!

# Understanding education quality

## Why focus on quality?

The goal of achieving universal primary education (UPE) has been on the international agenda since the Universal Declaration of the Human Rights affirmed, in 1948, that elementary education was to be made free and compulsory for all children. This objective has been restated many times in international treaties and United Nations conference declarations. Many of these instruments, however, remain focused upon the quantitative aspects of education policy. Most recently, the United Nations Millennium Declaration set out the commitment to achieve UPE by 2015, without specific reference to its quality.<sup>1</sup> In many countries striving to guarantee all children the right to education, focus on access often overshadows the issue of quality. Other important instruments do emphasize the importance of quality, however. Goal 2 of the Dakar Framework for Action (2000) commits nations to the provision of primary education 'of good quality', and goal 6 includes commitments to improve all aspects of education quality 'so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.'

A new consensus is building up round the imperative to improve the quality of education. How well students are taught and how much they learn are likely to have a crucial impact upon the length and value of their schooling experience. Quality can influence parents' choice to invest in their children's education. The range of intrinsic and social benefits associated with education, from better protection against disease to higher personal income, is strongly dependent on the quality of the teaching-learning process.<sup>2</sup>

## Quality in the critical tradition

While the critical approaches encompass a vast array of philosophies, they share a concern that education tends to reproduce the structures and inequalities of the wider society. Though many retain the founding humanist principle that human development is the ultimate end of thought and action, they question the belief that universal schooling will result automatically in equal development of learners' potential. As a reaction against this, advocates of an 'emancipatory pedagogy' suggested that 'critical intellectuals' should work to empower marginalized students by helping them analyze their experience – and thus redress social inequality and injustice.<sup>3</sup> Especially as progress towards Education for All results in enrolment of children from communities that were formerly socially distant from the school system, we are convinced about this critical approach.

In brief, critical pedagogues tend to equate good quality with:

- education that prompts social change;
- a curriculum and teaching methods that encourage critical analysis of social power relations and of ways in which formal knowledge is produced and transmitted;
- active participation by learners in the design of their own learning experience.<sup>4</sup>

---

<sup>1</sup> EFA Global Monitoring Report 2005: Education for All, the Quality Imperative, p 19.

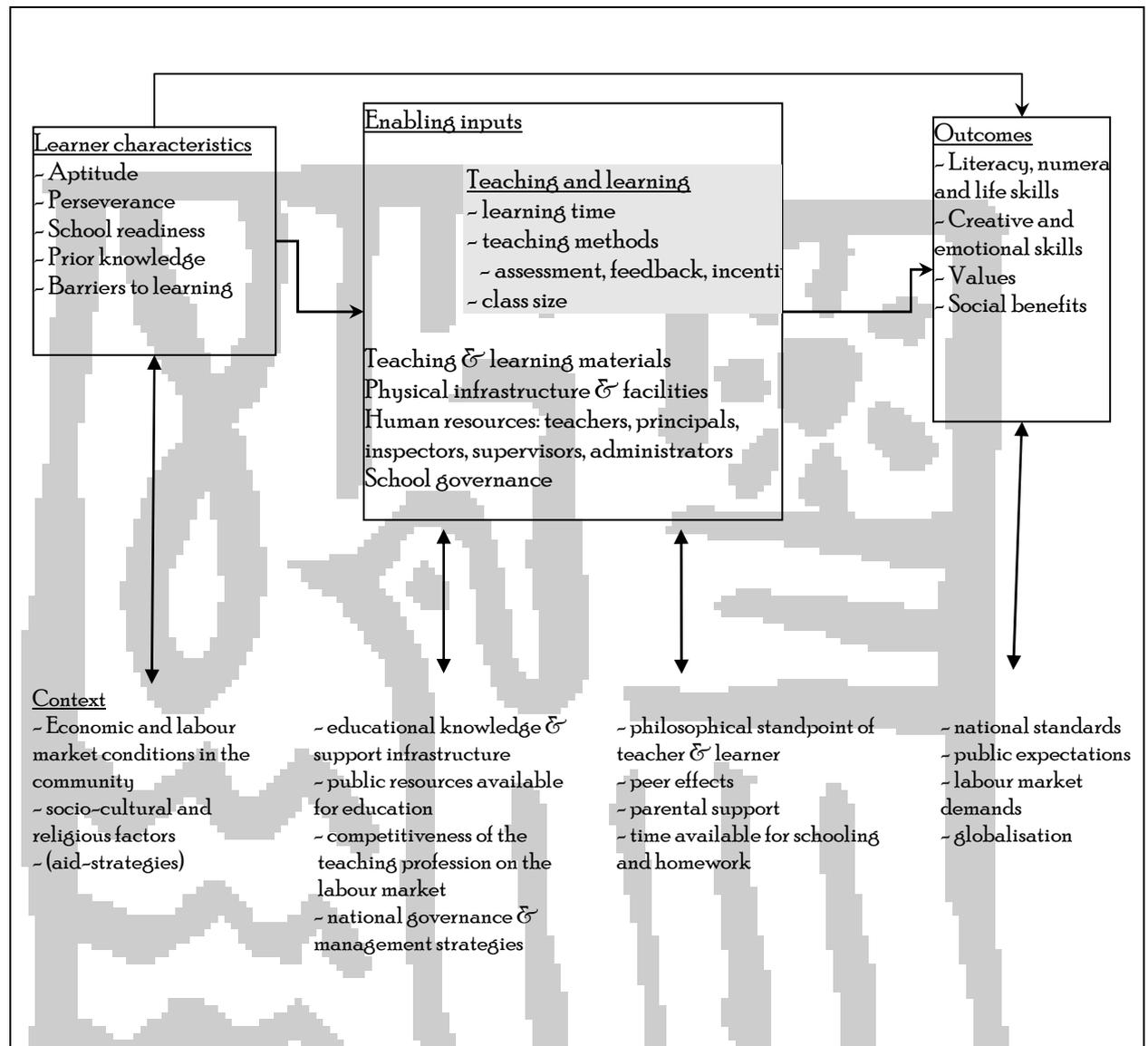
<sup>2</sup> id. p 19.

<sup>3</sup> id. p 33.

<sup>4</sup> id. p 34.

A framework for understanding education quality

The number of factors that can affect educational outcomes is so vast that straightforward relationships between the conditions of education and its products are not easy to determine. In the EFA report on quality they characterize the central dimensions influencing the core processes of teaching and learning through a framework<sup>5</sup>:



While the framework is by no means the only one available or possible, it does provide a broad structure which can be used for the purpose of analysing policy choices for its improvement. The program of Kalikèn is using this structure to develop a framework for improvement that comprehensively covers the interrelated components of the education system and allows opportunities for change and reforms to be identified.

<sup>5</sup> EFA Global Monitoring Report 2005: Education for All, the Quality Imperative, p.36.

## Observations and recommendations on context

Links between education and society are strong, and each influences the other. Education can help change society by improving and strengthening skills, values, communications, mobility, personal prosperity and freedom. However, education usually reflects society rather strongly: the values and attitudes that inform it are those of society at large. Equally important is whether education takes place in the context of an affluent society or one where poverty is widespread. In the latter case, opportunities to increase resources for education are likely to be constrained. More directly, national policies for education also provide an influential context. For example, goals and standards, curricula and teacher policies set the enabling conditions within which educational practice occurs. These contextual circumstances have an important potential influence upon education quality. International aid strategies are also influential in most developing countries.<sup>6</sup>

To see the context of educational facilities, I visited the 'Abuoye' governmental school and the Hope for Kabondo orphanage, I have interviewed Achieng and the staff of the schools. Kabondo, in the West of Kenya, is a mainly poor area. People living here are Luo people, who are traditionally fishermen. Due to the problems with fishing in the Victoria Lake, they have to change to farming, which they are not used to. There are some income generating groups in the village to upgrade the situation. Lot of men are working outside (Nairobi) and come home every 2 or 3 months.

The government school has nursery, primary and secondary level (up to grade 8), with about 200 students in total. Conditions here are different than in For Ever Dago: infrastructure is less developed, although new classrooms are being built; more students in one class (sometimes even up to 60); more class groups in one room (all nursery and grade 3 together); no feeding program; not enough tables and chairs for every body. Vision and pedagogical approach is different: I observed a grade 3 student beating a nursery child, students were shy to answer my questions, they are not educated to stand up and speak for themselves. As observed, well being and self-esteem are no high priorities in this education. Priorities are the cognitive skills for literacy and numeracy. Teachers' commitment and approach is different: I saw only one teacher in the school, observing students who were on exam; other teachers did not even show up that day.

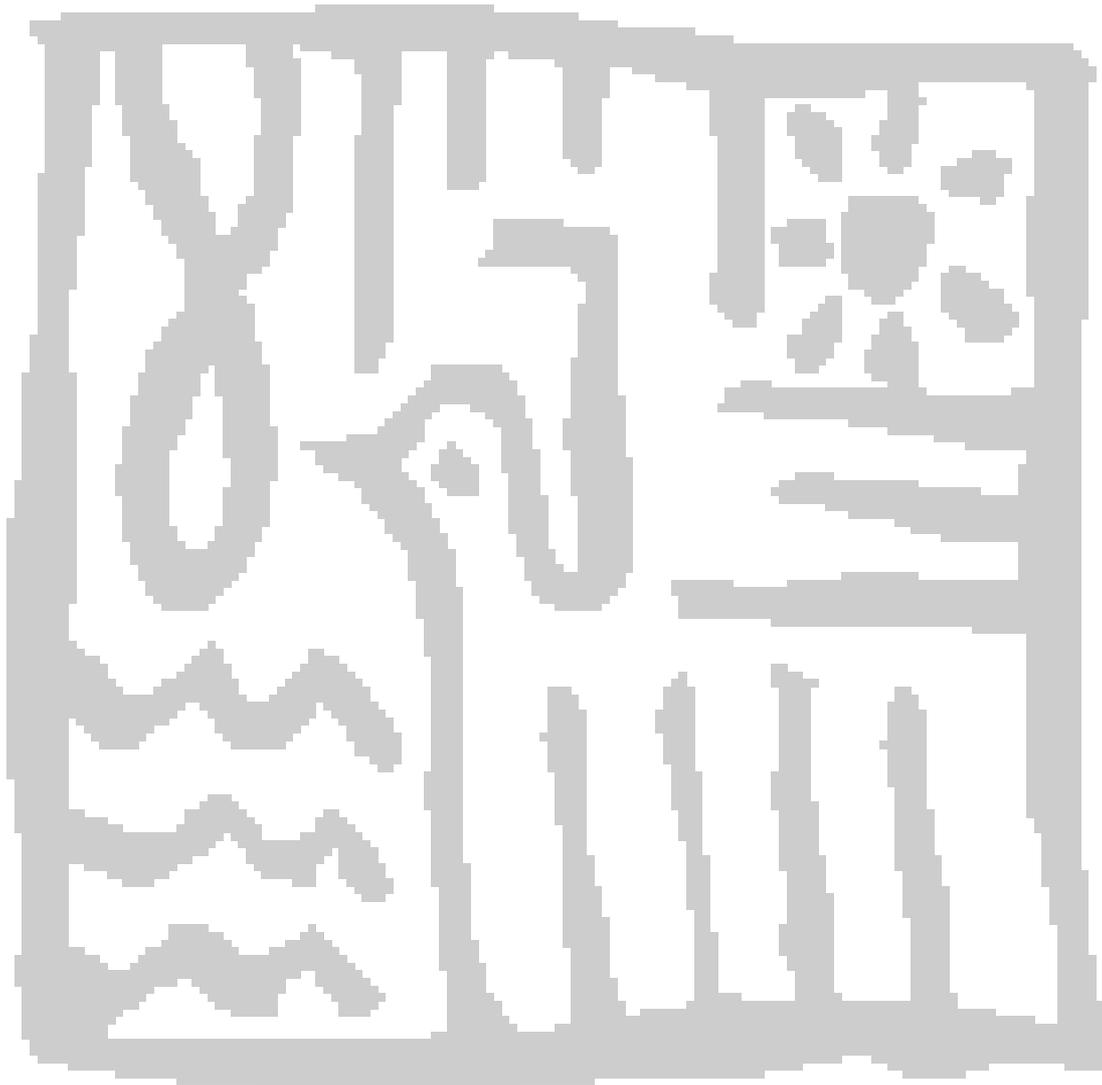
There is some governmental support for the schools by means of follow-up of quality. There is no financial support for nursery/primary if private schools. Only government schools receive financial support. National standards are existing for both nursery and primary education. There is no official exam until grade 8. The teaching profession on the labour market is not the most interesting: people join as a contribution to society. People who only see it as a job, leave after some time. This makes it more difficult for schools to have trained and motivated staff.

Parental support in schools is very limited. In government schools parents are not to pay fees, but they are of less quality. In For Ever Dago they used to pay €2 by month, now they pay €5 by month. It reduced the amount of children, because others couldn't handle/refused the higher payment. People who cannot pay at all, are asked to contribute in goods (firewood) or labour (carry water), although not a lot of people are willing to do this. Support for the children on their education is limited as well, as many of the parents are illiterate. There are a lot of children without parents, either staying in the orphanage or with family members, due to the high HIV/aids mortality.

---

<sup>6</sup> EFA Global Monitoring Report 2005: Education for All, the Quality Imperative, p 36

There are some good initiatives and ideas on income generating projects for the school. I can strongly recommend this, as being depending on external financing is a complicated situation. Education is always depending on external founding: schools in poor communities are not able to ask parents the full contribution of the costs. Finding funds is an energy-taking duty: sponsors, income generating activities, etc. The For Ever Dago School would benefit from a basic budget for functioning and properly payment for the staff, extra investment to build up the income generating activities and the completion of the infrastructure (up to grade 8).



## Observations and recommendations on learner characteristics

How people learn –and how quickly– is strongly influenced by their capacities and experience. Assessments of the quality of education outputs that ignore initial differences among learners are likely to be misleading. Important determining characteristics can include socio-economic background, health, place of residence, cultural and religious background and the amount and nature of prior learning. It is therefore important that potential inequalities among students, deriving from gender, disability, ethnicity, HIV/AIDS status and situations of emergency are recognized. These differences in learner characteristics often require special responses if quality is to be improved.

A great deal of the children in the For Ever Dago School are from poor background, if not all. Health program is therefore considered as one of the most important issues at school. Feeding program, follow-up of health are no luxuries.

In the baby class most of the children are from the Hope Home orphanage. They know each other, are used to different people caring for them and used to live in a group. They have less of individual attention in their home situation, as one carer is responsible for various children of the same age. It is therefore wishful for the teacher to give extra focus on individual attention for the children. There is good cooperation and understanding between the home and the school, as the management is in the same hands. This is positive for the children, as the supervision is well done! Young ones are leaving the school before lunch time. They eat lunch at Hope Home, and rest there. This gives the teachers of the baby class extra time in the afternoon. I would like to advise them to be using this extra time in a useful way to the school, like studying, organising the class room, making educational materials, preparing activities for the following day, etc.

Other children are all from the village, from various families. This village is in a rural environment, mainly farmers. There are more girls than boys at the school. Most of the children, if not all, are from a Christian background. Health situation is critical: some are very seriously malnourished, some are HIV positive, others are in weak conditions. I did not see a child with disabilities while I was there.

For children in these conditions it is extremely difficult to learn. Health care comes in the first place here: a healthy child has more chance to develop in a normal way, and learn according the national standards. A child in weak, sick or malnourished conditions is likely to have slower or incomplete development of the body and the brains. This will harm the physical and cognitive possibilities of the children, educational standards will be more difficult or impossible to be reached.

## Observations and recommendations on outcomes

The outcomes of education should be assessed in the context of its agreed objectives. They are most easily expressed in terms of academic achievement (test grades or examination performance), though ways of assessing creative and emotional development as well as changes in values, attitudes and behaviour have also been devised. Other proxies for learner achievement and for broader social or economics gains can be used; an example is labour market success. It is useful to distinguish between achievement, attainment and other outcome measures - which can include broader benefits to society. In The Swallow pedagogies, the main outcomes are to be related with basic needs: all people should be able to fulfil the basic needs of themselves and their families.

Teachers in the For Ever Dago School are working with the official textbooks and guidelines, in order to follow the national curriculum: English, Swahili, science, social studies, etc. There is a national examination at the end of grade 8. In order to see the level of the school comparing other schools, they should continue building up the school till this grade 8. But they can introduce some self made tests as well, to see their own progress and that of the children.

Outcomes and objectives are not only expressed in terms of academic achievement in the For Ever Dago School. I heard staff on various objectives according emotional development, attitudes, etc. Madam Achieng has more ideas on life skills and creative skills. So this school has more ideas on outcomes. I would recommend to keep on thinking and discussing on these issues, and later to put it down in some documents. It will help to upgrade the general pedagogical approach of the school.

Outcomes are to be considered on:

- literacy, numeracy and life skills
- creative and emotional skills
- values
- social benefits



## Observations and recommendations on enabling inputs

Other things being equal, the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways which these resources are managed. It is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective job. In that sense, resources are important for education quality – although how and to what extent this is so has not yet been fully determined. Inputs are *enabling* in that they underpin and are intrinsically interrelated to teaching and learning processes, which in turn affects the range and the type of inputs used and how effectively they are employed. The main input variables are material and human resources, with the governance of these resources as an important additional dimension:

- Material resources, provided both by governments and households, include textbooks and other learning materials and the availability of classrooms, libraries, school facilities and other infrastructure.
- Human resource inputs include managers, administrators, other support staff, supervisors, inspectors and, most importantly, teachers. Teachers are vital to the education process. They are both affected by the macro context in which it takes place and central to its successful outcomes. Useful proxies here are pupil/teacher ratio, average teacher salaries and the proportion of education spending allocated to various items. Materials and human resources together are often measured by expenditure indicators, including public current expenditure per pupil and the proportion of GDP spent on education.
- Enabling school-level governance concerns the ways in which the school is organized and managed. Examples of potentially important factors having an indirect impact on teaching and learning are strong leadership, a safe and welcoming school environment, good community involvement and incentives for achieving good results.

I have made some more recommendations here, as with this factor where chances are possible on the basic level.

The name of a school is something important:

It should be positive, so people will like to be part of it. The name should be chosen carefully, so children will be proud to share it with others. As 'Dago' means swampy, the name of the school is 'for ever swampy'. I think it is wishful to change it into a more positive name.

Infrastructure:

- 6 classrooms are build. There is space for nursery, and primary up to grade 3. The classrooms are well constructed and very neat! As it is advisable to organise a full cycle of schooling (other schools in the environment have a different, weaker system), still at least 3 classrooms should be added.
- The kitchen is well constructed. Latrines as well. There is no water yet at school, a pipe from the bore hole up to the school is planned. The drinking system for the children is well organised. They can drink clean water at any time.
- There is a lot of space for playing outside. The playfield next to contains a few toys that have to be repaired or removed. You could be adding trees for more shadow during break, nice colourful places to sit outside, some simple play items. Upgrading of the playfield could be a question towards a creative sponsors, who is willing to come and work for some weeks as well.
- It would be nice to have a special area outside for school gatherings, where all children can sit.

Class size:

It was told to me class size went up to 60. But due to asking a contribution (of about 5€ monthly) for the feeding program, lot of children left. Now classes are about 15 children each. It is good to keep smaller classes, so individual approach and follow up is possible. Classes have still potential

to grow. I would advise to expand the amount of children but not to pass the amount of 30 per class.

#### Learning time:

The school calendar has three terms: 1st term starts in January (13 weeks), 2nd term in May (14 weeks), 3rd term in September (12 weeks). School goes from Monday to Friday, weekend is off. Teaching hours: officially from 8h00 till 15h00. In reality, lot of children are arriving late, with full attention at around 8h30? There are three break times: 15' to 20' for playing, 20' to 30' for tea, 1h30 for lunch. After lunch primary classes are concentrating on giving home work, so no new lesson are taught any more at this time. Nursery have longer breaks than primary. During class teaching there are more 'lost' times: waiting for materials to be distributed, waiting for the teacher to correct the exercises, etc. These waiting times should be avoided as much as possible, to use the best out of the teaching times! Some teachers do not have a watch, so it is hard this way to follow a time table. Reducing 'empty' time is reducing anger problems as well. Children who don't have nothing to do, start to disturb each other! When they have challenging activities to be done, they don't have time to fight.

#### Language of instruction:

Majority of the children, if not all, have Luo as mother tongue, as well as the teachers. Though speaking this language is not allowed in school. Teachers and children have to speak Swahili or English, as those are the languages to be used for reading and writing. Although I can understand this rule, I would like to recommend to allow Luo under some circumstances, for the well being and the self-esteem of the children. Your own language being forbidden, is not encouraging self-esteem, as it will show you your language is less valued. It could be possible, for example, to allow speaking in any language, during a talking round at the beginning of each day. In this way every child can express herself, even the less strong ones in Swahili or English. For the baby class I would recommend that one of the teacher is always speaking Swahili, and the other one always Luo. English can be thought as a subject in songs and rhymes. For this age of children it is important not to mix languages too much. If one language is related to one person, it makes much more sense to them. It is also very important they can learn a lot aside from language: feeling home at school, understanding rules and structures, understanding learning activities on health, etc. They cannot understand all this if the teachers only speak Swahili. If one teacher could speak Luo, they will have both advantages: understand all, and still learn Swahili.

#### Time tables and lesson plans:

In most of the classes there is a time table. I noticed in primary they are following this: the children also insist on it, this meaning they are used to it. I did not see any lesson plan. I think teachers are only following the books, but not making any preparation? I would suggest for all teachers to have an exercise book or big agenda, where they can write all their preparations, even in a very short way. It will help to promote quality! If this is done, a regular check by the head teacher and the management can be done, and the teachers will find it more easy to cover all the curriculum.

#### Textbooks:

Books are available at school, although not for all children. From some books there is only one at school, others are even borrowed from another school. It is advisable to have some more books, at least a set for each class, owned by the school:

- English

- Kiswahili

- Social studies 1: 1. Our home; 2. Our family; 3. Our family needs and child rights; 4. Our family possessions; 5. Our school; 6. Safety on the way; 7. Things we see on the way to school

- Social studies 2: 1. Our home; 2. Our school environment; 3. The things we do in our school; 4. Our

needs at school; 5. Safe travel to and from school; 6. The people of our school; 7. Protecting children; 8. Our school neighbourhood; 9. Resources in our location

- Creative arts 1: 1. picture making; 2. singing; 3. pattern making; 4. rhythm; 5. block printing; 6. modelling; 7. pitch (sounds)

- Science 1: 1. your body; 2. cleaning your body; 3. plants around us; 4. weather around us; 5. animals around us; 6. water around us; 7. soil around us; 8. food around us; 9. light around us; 10. the sound around us; 11. air around us; 12. making work easier (wheels)

- Science 2: 1. your body; 2. health education; 3. plants; 4. weather; 5. animals; 6. water; 7. soil; 8. foods; 9. energy; 10. properties of matter (wind); 11. making work easier (wheels, rollers)

- Christian Religious Education 1: 1. myself; 2. My family; 3. the Holy Bible; 4. God's love for us (gifts, Christmas); 5. Thank you; 6. Prayer (respect, forgive, needs); 7. Obedience (duties at home and school); 8. Work; 9. Jesus Christ the Son of God (his life); 10. Acceptance and trust; 11. concern and sharing; 12. friendship; 13. Jesus Christ the Son of God (Easter)

- Christian Religious Education 2: 1. the home community; 2. the school community; 3. the environment; 4. the Books of the Bible; 5. Jesus' Love and Care; 6. thankfulness; 7. Prayer and worship; 8. Trust and obedience; 9. helpfulness; 10. Knowing Jesus Christ; 11. Christian virtues (keeping promises, acceptance); 12. concern and sharing; 13. Jesus Christ cares for the needy.

#### Learning materials:

- Exercise books and pencils are provided by the school for all children. This is another positive aspect in the school.

- There is some use of local materials: stones for building and counting, wood for construction, etc. I appreciated this very much! Some active corners are organised, possible activities and challenges there are however small. It would be useful to organise classes (specially nursery) with more corners, more materials, so more activities. It is therefore first advisable to find a safe system on keeping materials in school. Caring for materials is something teachers and children still have to learn. Maybe every class can have a cupboard with a lock? Children (and teachers) could be checked before leaving school?

- In the baby class children were playing with some pieces of puzzles: they were not complete and too difficult for the young ones. I did not see the use of giving these materials to the children.

#### Reading:

Learning how to read is very difficult! Learning it in another language than mother tongue is proven to be not very interesting. In Kenya people have to learn reading in 2 languages that are not their own... this makes literacy a very complicated job for the teacher and the children. I would strongly advise to focus as much as possible on a good reading system. It is advisable not to use the alphabet in nursery classes, as this is much to complicate to understand. Understanding the system of reading is more important than memorising. If they can understand, they will be able to transfer the knowledge to other words. If they memorise, they can only reproduce what they learned already. The best way of learning reading at the starting point (nursery and primary 1) is through phonics.

#### Health education:

Due to the condition and background of the children, health care should be the most important topic. High priority has to be given to health care and health education at the school level and at the class level. the feeding program is an important aspect, which I strongly appreciate!

I brought to the school various items on health education (posters and books), so all teachers can gain ideas and activities. Health education is every where: in practice at the school, in stories, in social studies, in science, in religion, etc.

In all nursery classes more attention should be given to the use of toilets! Maybe latrines or potties have to be added, especially for the baby class? (I saw a lot of wet pants...) Using toilets in time and

25 augustus 2009

Pagina 12

in a correct way is essential for hygiene. As there are two teachers in the youngest class, I think they have the possibility to do this.

Integration of various subjects:

Some subjects have a lot of topics in common. For example the topic of 'my body' appears in social studies, science, religion, English, Kiswahili and maybe even in creative arts! To combine those will make more sense for the children to capture the topics. It is always advisable to teach in projects or topics. I will include a list of possible topics in this report. I was told that a voluntary teacher has already been working with this system? It is possible to relate a lot of activities to one topic: creative arts, singing, rhymes, sport and games, stories, and a lot more. It will help the slow learners to understand more, it will make class activities more enjoyable, it will give more ideas for motivating activities.





The educational approach from The Swallow towards children and youths is assembled in one framework. This contains three circles:

- In the *centre* of the education are the children and youths themselves. The focus is not mainly on cognitive skills, but on all aspects of the human in general. We like to focus on basic needs of people: children have basic needs while they are in school, but still will have these needs when adult.

- The *external* circle is the link to society. The Swallow is called Centre for *Emancipating* Education. The Swallow agrees with others that children and youths have to take up their own life and responsibilities and develop solidarity with the society. If we want the children and youths to have this spirit, they will need certain skills. This circle in the framework therefore contains all life skills we think youths should have in order to contribute towards a more emancipated society, where basic needs of people can be fulfilled.

- The circle *in between* is therefore the educational way to reach from the individual needs up to skills to acquire. This is the program, or better: the various programs, adapted by The Swallow and executed as such in the pedagogical work towards the children and youths. These programs are still under constant changes, as practical research requires. But certain areas are more developed, others are adapted from existing programs elsewhere. There is a lot of experience to be shared already. And this is exactly what The Swallow likes to do: as far as the frame of its education is based on universal human needs, and the educational programs are referring to a wide variety of emancipating ideas all over the world, we hope to contribute towards a more emancipating education not only in The Gambia, but any where else they are interested in the change of education as well

### **Encouragements towards the For Ever Dago School**

There are a lot of opportunities in the school! Teachers are concentrated on needs of the children, safety and well being. I saw a lot of activities, and children are happy to learn. This is encouraging, and I am sure this school can be developing in a good direction!

I have been advising the staff to choose one item for progress: when this is integrated after some time, you can choose a next item. I listened to Madam Achieng and the teachers, I observed the school and the activities, I had a meeting with the staff on the pedagogical approach we are developing in The Gambia.

Out of all this, I suggest to choose one of the following proposals, towards more quality education. They are not in order of importance: you have to choose which one is most interesting for you at this time:

#### **PROPOSAL 1: PROJECTS**

-Work with topics, each 2 weeks another one, and relate as much as possible activities to this topic: songs and rhymes, creative arts, storytelling, games, science, CRE, new English words, new Swahili words, social studies. Each class has the same topic, but each at their own level!

-Infrastructure/ materials needed: a list of all these projects for each class (so you will not forget topics out of the curriculum).

- Would be helpful: a file in every class, where you can keep ideas on the projects.

#### **PROPOSAL 2: HEALTH**

-Focus on health education and health care as a very important issue through:

\*organising class-crossed teams on caring and cleaning. This would be a help for the baby class, would be teaching elder children to care for the environment and for little ones.

\*at least once a week a lesson on health care in each class.

\*introduce "teachers' theatre" at the beginning of the week, about health topics.

\*at least once a week storytelling in each class on health issues.

\*each primary class its own little vegetable garden to take care of, or a contribution from all classes in the school garden.

\*Extra attention for toilet visits and toilet hygiene in nursery classes!

-Infrastructure/ materials needed: information on health, including stories and designs (I brought them along, so they are with you!). More latrines or use of potties for the baby class.

-Would be helpful: paintings on the wall about health (outside the classes, so every body can see them, this includes plastering of the walls outside).

#### **PROPOSAL 3: READING ENGLISH**

-Focus on phonics, not on the alphabet, by using the Fat Cat Reading System (of The Swallow):

\*nursery classes: learning 1 word each 2 weeks (fat, cat, bin,...) with phonics, through different activities.

\*nursery classes: development of motorical skills (big and fine) for better writing skills (for example through writing dance).

\*introducing exercises on phonics (from the phonic books I brought)

\*primary 1: use of phonics to start reading.

\*all primary: support for slow learners, follow up of results

-Infrastructure/ materials needed: info on reading system (part is in the book, the rest I can send)

-Would be helpful: paintings of the reading words in the nursery classes.

#### PROPOSAL 4: LIFE SKILLS

-Introduction of workshop day at school. For example, each Friday:

\*9h00, school gathering: introduction song for workshop day; introduction of all workshops for that day; choice and division of children (mixed ages).

\*9h30, workshops: health worker (active on health); gardener (contributions in the garden and active learning on nature); sport girl/boy (various sports and games); musician (music and dance); artist (creative arts); cooking queen (helping in the kitchen).

\*11h00, school gathering: each workshop explains what they did; songs for the children with birthday this week; promotion of the 'student of the week'; promotion of the best team of the week; some songs to close the week with good feeling and team spirit.

-Infrastructure/ materials needed: list of ideas for workshops; some sport items, music player and/or music instruments, art materials, garden materials,... and a safe place and system to keep all those materials at school.

#### PROPOSAL 5: CORNERS

-Development of corners in classes, with special focus on nursery classes:

\*nursery: shop corner, market corner, kitchen corner, sleeping corner, pottie corner, English corner, puzzle corner, arts corner, toys corner, writing corner, dolls corner,... Keep one a bit bigger space where all can sit with a chair for storytelling...

\*primary: hang posters and make paintings by topic (so not mixed up): maths, language, social studies,... Make an art corner, world corner,...

-Infrastructure/ materials needed: various items for the corners (what is locally available in nature, market, shops), paintings at the wall to give impression of corners, and a safe place and system to keep all those materials at school.



.....

Proposal for working with projects

SUBJECT	General topic	Baby class	Nursery 1	Nursery 2	Primary 1	Primary 2
<b>1<sup>st</sup> term</b>						
Science	Colours	Red	Blue	Red-yellow-blue	light	Mixing colours
Nature	Animals	Birds & chickens	Domestic animals	insects	Wild animals	Mammals
Human	Body	Hands & feet	Body parts	5 senses	Needs of my body	Disabled people
Art	Visual arts	clay	paint	Natural elements	Printing	Self portraits
Health	Hygiene	Use of toilets	Personal hygiene	Personal hygiene	Community hygiene	Infectious diseases
Society	Communities & religion	My home – where do I live?	Buildings in the community	Prayers & ceremonies	Books & the Bible	Our school & our village
<b>2<sup>nd</sup> term</b>						
Science	Shapes & time	Circle & round	Long & short time	Shapes	Ways of measuring time	Watch: reading time
Society	Economy	Professions	Shop & buying	Money	Leaders in the community	Work & professions
Art	Language	(Puppet)theatre	Talk	Various languages	Theatre	Media: tv, radio, newspapers
Health	Nutrition	Fruits	Vegetables	Cereals	Food pyramid	Food pyramid
Human	Movement	Ball games	Running games	Sport is good for me	Wheels	Athletics
Nature	Habitats	Water	Forest	River & lake	Soil	Water
<b>3<sup>rd</sup> term</b>						
Nature	Flora	Flowers	Trees	Growing fruits	Plants	Growing vegetables
Human	Behaviour	Being angry	Being afraid	Feelings	Thankfulness	Team spirit
Society	People	My parents	My family	Birth & babies	People of our school	Protecting children
Health	Safe life styles	Waste	Fire	Medicines	Accidents: home & road	First aid: wounds & burns
Science	Non-living nature	Sand	Sun & shadow	Weather	Air	Energy
Art	Sound & music	Dance	Noise	Music	Sounds	Music in Kenya

.....