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Annual Report

Teachers' Training in Environmental Education

2012

Table of Contents

Table of Contents 2

Executive Summary 3

Acknowledgment 3

1 Vision for the program 4

1.1 Background information 4

1.2 Equipping teachers in education for sustainability 4

1.3 Objectives and justification 4

1.4 Analysis of the annual activities related to the programs' vision 5

2 Annual Activities 6

2.1 Seminar with teachers 6

2.2 Seminar with head teachers 6

2.3 Monitoring (assessment) of teachers and head teachers 6

2.4 Follow up activities 6

2.5 Network meetings 6

2.6 Institutional building 6

2.7 Sponsoring 6

2.8 Scientific discourse 7

2.9 Facts and figures 7

2.10 Conclusions and recommendations from the annual activities 8

3 Quality management 2012 9

3.1 Lessons learnt 9

3.2 Required expansions and developments 9

3.3 Actions needed 9

3.4 Implementation plan 9

4 Appendices 10

4.1 Appendix 1: Budget and Accounting 2012 10

4.2 Appendix 2: Proposed work plan 2013 10

4.3 Appendix 3: Photos 10

Executive Summary

This report highlights the activities carried out in 2012 and their relevance to the program. The main activity during the year was an evaluation of the program in addition to regular follow up and support provided to trained teachers. Results from the evaluation show that majority of the trained teachers continue to carry out projects even when transferred to other schools and in spite of challenges faced. They also show that support from the head teachers in promoting a whole school approach where all students and teachers are involved ensures a greater success with projects. The report recommends continued training for head teachers in environmental leadership; follow up support for primary school patrons and consideration for training targeting secondary school teachers.

Acknowledgment

ProZim Society and CORDIO East Africa have continued to provide funding and in-kind support to facilitate activities of the Teachers' Training in Environmental Education program. We are grateful to head teachers and club patrons who were cooperative during the evaluation process therefore instrumental in ensuring its success. It is also worth acknowledging students and teachers who continued to carry out different projects to improve their school environments.

1 Vision for the program

1.1 Background information

The goal of the Teachers' Training in Environmental Education (TTEE) program is to promote environmental education with a focus on the marine and coastal environment, in primary schools in the counties on the Kenyan coast. Implementation of this program has been adaptive drawing financial, in-kind and/or technical support from various stakeholders at different times. The range of activities which initially focused on club patrons has now been expanded to include head teacher seminars and network meetings that bring together clusters of trained teachers based on their schools' localities.

Teachers' seminars were held annually between 2003 and 2008 targeting club patrons. In 2009 and 2011, one and two head teacher seminars respectively were carried out. In 2012, follow up and support to previously trained teachers was provided. However, the focus was an evaluation in order to get a sense of what the program has achieved and challenges faced, so as to identify the best way to move forward.

1.2 Equipping teachers in education for sustainability

Since 2003, seminars have targeted individual teachers in anticipation that they would share knowledge; skills and experiences gained with fellow teachers and transfer the same to their students and communities. The program has thus promoted the sharing of knowledge, skills and experiences by encouraging peer- to-peer learning among teachers as well as students, exchange visits, cluster groups and network meetings in addition to school projects that teachers are expected to design and implement with students. Support is provided in the form of follow-up and monitoring that includes telephone support, actual school visits and facilitation of meetings and other activities involving more than one school.

1.3 Objectives and justification

The teachers' training program introduces and provides insight into various environmental concepts that enable the teachers to develop home-grown solutions to environmental challenges in their respective communities. The objectives of program are thus:

1. To broaden the teachers' understanding of Environmental Education (EE) and its importance.
2. To provide an opportunity for the teachers to critically reflect on their schools, cultures and level of environmental consciousness.

3. To provide knowledge and skills support to enable the teachers to effectively implement environmental education.
4. To provide a medium for teachers to interact and share experiences.

1.4 Analysis of the annual activities related to the programs' vision

The program vision is to empower teachers with knowledge and skills in environmental education and support them in creating environmentally aware and conscious communities. Activities such as the network meeting carried out in 2012 were significant in achieving the vision by providing an opportunity for sharing among participants while the program continued to provide follow-up support to trained teachers. Additionally, an evaluation of the training program provided information about the projects currently being implemented, number of students and teachers involved as well as challenges faced and achievements that have been made so far.

2 Annual Activities

2.1 Seminar with teachers

In 2012, no seminar was carried out for club patrons as the main focus for the year was to carry out an evaluation in order to find out the impact of training club patrons between 2003 and 2008.

2.2 Seminar with head teachers

There was no seminar carried out for head teachers as the focus was to determine the impact of the 3 head teacher seminars held between 2009 and 2011.

2.3 Monitoring (assessment) of teachers and head teachers

Assessment of the patrons and head teacher who had been trained earlier was carried out during the evaluation process. During the evaluation, the patrons and head teachers filled out brief questionnaires while the project team interacted with club members to find out activities that they had been carrying out and documented the activities using photos.

2.4 Follow up activities

Follow-up activities involved providing telephone support, participating with the schools in public awareness events such as World Environment Day or visiting the schools and participating in club activities.

2.5 Network meetings

During the year, one well attended network meeting was held in Watamu for the Malindi head teachers who had been trained in November 2011.

2.6 Institutional building

The program has continued to collaborate with the Ministry of Education (MoE) officials particularly at the district and divisional levels. For example, the project team worked closely with the MoE officials in Malindi to organize and ensure a well attended network meeting.

2.7 Sponsoring

Funding for all program activities was provided by ProZim and CORDIO.

2.8 Scientific discourse

The evaluation provided useful figures that show the possible numbers of students and teachers impacted as a result of activities carried out by teachers in their schools after training. As the numbers point to a significant volume of youth reached, they put emphasis on the importance of the teacher training program and the awareness possibilities that it opens up. Such training and outreach that targets the youth through their teachers shows that it is possible to have a spill-over effect into the community from the activities that are carried out by students through projects implemented in their schools. For example; some head teachers reported that parents are involved in tree planting in school, provide seedlings for planting and take responsibility to ensure that their livestock do not destroy school seedlings.

The evaluation focused on current club members and schools where trained patrons are presently teaching. Many of the club members that worked with the patrons trained between 2003 and 2008 have already completed primary school therefore proceeding to secondary school and possibly tertiary institutions or could be engaging in some form of employment or livelihood activities. That means that the evaluation did not capture the impact of the program on such former club members who could still be engaging in environmental activities as a result of the inspiration received while participating in their primary school club activities. Additionally, in some cases where patrons had been transferred from initial schools, the evaluation did not cover the past schools. This would have been useful in determining whether club patrons set solid foundations which were sustained even after their departure from those schools.

2.9 Facts and figures

17 out of 18 participants trained at Malindi head teachers' seminar participated in network meeting.

Summary of patrons' evaluation

Description	Figure
Patrons evaluated	33
Average projects per school	2
Total number of students in clubs	1359

Summary of head teachers' evaluation

Description	Figure
Head teachers' evaluated	22
Head teachers adopting a whole school approach	5
On-going projects in whole school approach schools	3 to 5

2.10 Conclusions and recommendations from the annual activities

The network meeting provided a good opportunity for the head teachers to confirm their clusters and plan for activities to implement with neighbouring schools. It was also very useful in experience sharing and finding solutions to the challenges the schools face. For example, one head teacher shared how she successfully sought funding from a local bank and inspired the other head teachers to prepare proposals and approach suitable organizations to support their school projects.

The evaluation process also provided a good opportunity to assess the impact of the program and its continued relevance. 60% of patrons and 45% of head teachers trained so far were evaluated and results showed that most are either continuing with the projects they started on initially or may have added new projects. That demonstrates that teachers trained have been successful in sharing and transferring knowledge to different extents and points to some success of the program. Some gaps in the evaluation process have also been highlighted and these could be addressed in future evaluations.

3 Quality management 2012

3.1 Lessons learnt

The evaluation results showed that many of the teachers trained continue to implement and initiate project activities with students. They however face different challenges some of which could be addressed by building their capacity to seek support and seek innovative solutions.

It was also clear that schools which adopted a whole school approach led by the head teachers recorded participation of more teachers and implementation of more projects compared to schools where project activities were carried out only by club members.

3.2 Required expansions and developments

There appears to be greater success and sustainability where a whole school approach is adopted in project implementation. That shows that it is important to continue investing in training of head teachers with a focus on how to lead environmental activities as well as marshal resources to support activities.

There is also need to consider expanding the program to provide appropriate training to secondary school teachers. This can be done in addition to providing follow-up support to trained primary school teachers.

3.3 Actions needed

- Completion of 2012 activities i.e. Kwale network meeting and follow up support for Kwale head teachers
- A decision on the way forward for the program
- A plan that incorporates monitoring and evaluation into future project activity

3.4 Implementation plan

To be prepared in consultation after a decision is made. It is proposed that outstanding 2012 activities are carried out during April – June as consultations and planning for the way forward continue

4 Appendices

4.1 Appendix 1: Budget and Accounting 2012

See attached financial report

4.2 Appendix 2: Proposed work plan 2013

See attached work plan

4.3 Appendix 3: Photos

Planting one tree in Mombasa Town



Planting trees in rural area

