Teachers4Teachers

Strategic Policy Plan

2018-2022

PREFACE

Teachers for Teachers Foundation started in 2006. We are known under the name Teachers4Teachers, also called T4T. Teachers4Teachers believes in education: Education is Future. Since the foundation we focus on supporting the development of education in both Kenya and The Netherlands. We encourage head teachers, head of departments, team managers and teachers of primary, special needs and secondary school teachers, together with trainees and facilitators in early childhood development centres to invest in education. We do this by bringing people together and challenging them to work on the development of their professionalism: professional competences, leadership and personal development. We work together to improve the school management and learning performance of the children at the Kenyan schools. The mission and vision are described in this strategic policy plan. We would like to include you in this document in our vision and our ambitions. Teachers4Teachers operates on the basis of the motto:

to meet, to connect, to learn

education is future

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MISSION

More than ever, we need each other to grow in worldwide harmony. Selfless, we want to follow our passion across borders to develop education of global significance in a way.

VISION

In our vision we explain what the core values of the Mission mean for us in practice. This vision forms the framework for the strategic policy plan and for possible questions, which come our way.

HARMONY, UNSELFISHNESS, PASSION AND CONNECTEDNESS

To us harmony means to find space to contribute in an equivalent way from different cultural backgrounds, provided that it aimed at a stronger joint result.

We do this selflessly

Passion is shown in enthusiasm for education and love for people, who devote themselves to this worldwide. With enthusiasm and conviction, we are looking to connect with one another on all levels from our motto, ' to meet, to connect, to learn '. After all, where would we be without the other?

SUSTAINABLE DEVELOPMENT

For us, sustainable development adds value to the opportunities for children. We deal carefully with people and possibilities. Our involvement remains as long as we can contribute to the progress of the developments that have been initiated.

ACROSS BORDERS

We have an open mind for educational developments across geographical boundaries. We do this on the basis of equality. We thereby give space to the responsible shift of personal boundaries.

STRATEGIC POLICY PLAN 2018-2022

In this Strategic Policy Plan we describe the present situation of 2018 and we add our ambitions for the coming 4 years.

PROJECTS

The objective of the T4T projects is the professional growth of Kenyan and Dutch educationalists. Sustainability and the transfer of ownership of our projects, in content, financial and organizational, are important goals. Currently, in Kenya T4T is engaged in the following projects:

- School leaders course Primary Schools
- Workshops head teachers Primary Schools
- Workshops teachers Primary and Secondary Schools
- Workshops team leaders Secondary Schools
- Workshops teachers Early Childhood Education
- Workshops teachers, specialists and head teachers Special Needs Education
- Scholarships trainees Early Childhood Education
- Workshops Curriculum Support Officers
- Pilot school support at 8 Primary schools (Professional Friends)

The projects as well as the ambitions are described in the annex to this Strategic Policy Plan.

Individual board members may be project owner. They are accountable to the entire Board. All our projects are prepared and evaluated both in Kenya (with the Director of T4T) as in The Netherlands (with Board members and participants).

For their participation in a workshop the Kenyan colleagues receive a T4T-certificate of participation.

AMBITIONS

- In the context of sustainability Kenyan colleagues become increasingly owners of the projects. T4T provides monitoring in the same context.

- The School Leadership Programme already entered the last phase of transfer of ownership. In 2022, one or more programs will be entirely provided by Kenyan trainers and on the work floor coaching by Kenyan trained coaches will take place.

- The Curriculum Support Officers already have ownership, regarding content and organization. The group has a coordinating chairman. Once or twice a year there will be a coordination meeting, in which progress and the learning questions of the CSOs will be leading. The aim is that the CSOs also take financial responsibility for their meetings.

- At the Pre-school education project some Kenyan professionals have already been trained to give workshops. They will be monitored once or twice a year and they will take care of the training of new workshop leaders. In this period it is our ambition that the workshops for head teachers and teachers will increasingly be provided by the trained Kenyan colleagues.

-T4T is willing to investigate projects in other regions and/or countries, to monitor these or to support them with guidance. Also, T4T will support other organizations with the same vision as T4T.

- Some Kenyan professionals have already been trained to perform workshops. Once or twice a year they will be monitored and they will participate in the training of new workshop leaders. In this period it is our ambition that the workshops for head teachers and teachers will increasingly be provided by the trained Kenyan colleagues.

- Because T4T is supports mutual growth of professional conduct, for the Dutch participants the programmes will be recommended for the Dutch Lerarenregister, respectively the Schoolleidersregister. Additionally, T4T will be supportive to apply for re-registration in the Scholleiderregisters.

-In the years to come we will increasingly transfer the responsibilities of our projects in County Kwale to the Kenyan County Government.

GOVERNANCE ORGANISATION

T4T is composed of:
- a Dutch policy making board with executive with executive responsibilities
- a Kenyan board with supervisory responsibilities
- a Kenyan-Dutch delegation of the two boards
- an executive Kenyan director and a part time assistant
- Dutch partners to support the projects

The Dutch board is composed of 7 volunteers, all having an executive task (see: division of tasks). During the year the board meets 8 times.
The Kenyan board has a supervisory role on the director and serves as a sparring partner for him.

The Kenyan-Dutch delegation is composed of the three Kenyan board members and a delegation of 4 Dutch board members. This composition was chosen for reasons of balance. The delegation meets two times a year to look at the progress and to consider potential possibilities for future projects.

The Kenyan director is responsible for the course of events in Kenya, for organizing various projects, monitoring them and for establishing contacts with government officials and with potential new partners. He is accountable for the finances and his functioning to the board.

Dutch partners (school boards) commit themselves, preferably for at least 4 years, to T4T to make it financially possible for their employees to participate in the projects.

AMBITION KENYAN BOARD

The ambitions of the administrative organization are:

- Increasing the number of partners and sponsors in The Netherlands and in Kenya.

- Partly in the context of sustainability, to realize the shift of responsibilities to the Kenyan part of the board. In addition to the role of supervisor, this also requires that of representative of T4T in Kenya, functioning as the ambassador of T4T and being the sparring partner for the director.

- A shift from executive to monitoring for the Dutch part of the board.

- To perpetuate the solidarity of Dutch (ex) participants in T4T through social media, reunions, symposiums among others.

AMBITION DUTCH BOARD

- Promote that the responsibilities for most of the work are gradually transferred to the Kenyan government and the Kenyan government.

- Promote that the activities carried out by the Dutch participants will be transferred as much as possible transfer by training and coaching to Kenyan colleagues.

- Investigate whether the approach developed in county Kwale can be applied in other counties.

APPENDIX EXPLANATION OF PROJECTS

SCHOOL LEADERSHIP COURSE

Based on the motto 'If you want to change, be the change', fourteen Kenyan head teachers with a high potential started in 2007 at the first school leadership course. The duration of training is two years. Three Dutch trainers developed the curriculum based on the Dutch school leadership training and the Kenyan manual for managing directors. The training days are twice a year on weekends. The course consisted of three parts. Kenyan teachers give the parts Administration and ICT. Dutch coaches guide the head teachers in carrying out the assignments on the work floor.

In the meantime, three training courses have been provided and forty-five Kenyan head teachers have successfully followed and completed the program. From this group of "graduate" head ten teachers have been selected and trained as coach. Since February 2017, the fourth school leader training has been running and the next five graduated head teachers are being trained as coach. We now also train five Kenyans as a trainer / teacher. Presently, the entire program is now running without Dutch coaches and with only three Dutch trainers. The five Kenyan trainee-trainers / teachers take on more responsibility in every block of the course from the Dutch trainers / teachers. The fourth program started early 2017.

AMBITION SCHOOL LEADERSHIP COURSE

It is our intention to achieve the following:

- In 2020 four Kenyan coaches / head teachers have been trained to become a trainer.

- That the fifth school leader training is entirely executed by Kenyan coaches and trainers.

- T4T supports, monitors and finances the fifth school leadership course from a supervising role.

- In 2022 the Kenyan board have found sufficient resources to finance the next course.

- Eventually, the Kenyan authorities will take responsibility of the entire training course and that T4T will only support and guide the trainers / teachers from a distance. In the first instance, T4T will guide and support the further development of the course curriculum, but gradually the responsibility will be transferred to the proper owners.

- All costs related to transport and services fees for trained school leaders, coaches, facilitators and teachers of the school leadership course will be phased out over the next three years. The aim is to have these costs covered by the government of Kwale.

In the next 4 years refresher courses for certified school leaders will take place once a year.

WORKSHOPS HEAD TEACHERS

Because a head teacher forms the pivot of changes at a school, T4T also started workshops for head teachers in 2003. Together with their Dutch colleagues they made school improvement plans, tailored to the possibilities on the spot. With these plan, many head teachers have significantly improved their school results. For some of them, the intentions seemed to be blurred during the period that T4T was not in Kenya. Since the education zone officers were not or barely aware of the T4T method, they could not play a stimulating role either. In 2012 the theme of the workshops was 'analysis of the revenue' and since 2013 T4T has chosen to focus even more on educational leadership, more specifically on the primary process of teaching. The focal themes are 'class observation' and 'positive feedback by the Kenyan head teachers'. Since 2017 this approach is linked to the Kenyan TPAD system. During two preparatory days the Dutch head teachers are trained in practising these observations and giving motivational feedback.

AMBITION WORKSHOPS HEAD TEACHERS

During the coming policy period, T4T will continue to promote educational leadership by offering integrated, that is to say that all programs are connected, with the coaching approach, active learning and the implementation of the new curriculum form the core themes.

T4T will continue to ensure that graduated Kenyan school leaders, after the completion of a refresher course, will take care of parts of the workshops for non-trained school leaders, in which Dutch head teachers will play a supervising role, as long as this involvement proves necessary.

We will support Dutch head teachers who wish to register the T4T program at the Dutch 'Schoolleiders Register'.

WORKSHOPS TEACHERS PRIMARY EDUCATION

Based on the slogan 'Let children learn', T4T started on a small scale in 2003 with the exchange of knowledge and experience between Dutch and Kenyan teachers. Together, they looked for opportunities to improve education to the very large groups of pupils with a minimum of material. These workshops could be expanded considerably in the coming years due to the increase in the number of participating teachers. From inventories

of the bottlenecks, it was discovered that Mathematics and English play an important role in improving performance. In the lower grades, in the first years the theme of the workshops was 'Mathematics' and since 2013 this has been 'active learning'. Initially, the workshops took place during weekdays. However, this meant that two teachers per school could not attend to their classes on these days. When the new government took office, this was no longer permitted, which T4T fully supports. The workshops are now being given in the weekend, whilst the teachers are going to do class consultations at the schools during the weekdays. In this process the Kenyan teachers remain the owner of their own learning process. To this end they are trained on two preparation days in The Netherlands. We expect a lot of effect from this working method and we already see that in the classrooms. From 2018 we are also focussing on the new Kenyan curriculum. Since 2017, the teacher program for Dutch participants has been validated for the 'Lerarenregister'.

AMBITION WORKSHOPS TEACHERS PRIMARY EDUCATION

In the coming period, two teachers from each primary school in Kwale have participated in the T4T program aimed at promoting 'active learning'.

In the coming policy period, teachers from The Netherlands will also provide the workshops, but Kenyan teachers with potential for giving workshops will be invited more often to play an active role in substantive parts of the workshops. It is our aim that at the end of this period, two zones will take ownership of their zonal development, meaning they organize the workshops and coaching independently. T4T only has a supervising role.

T4T is going to continue coaching on-the-job. It is important that, together with the Kenyan stakeholders, a solution is found to allow teachers to visit each other for collegial consultations during the school year.

We examine whether we can simulate practical situations in the coming period, so that teachers can practice aspects of active learning with a group of pupils under observation of colleagues who will give feedback.

WORKSHOPS TEACHERS SECONDARY EDUCATION

Since 2011 T4T also visits schools for secondary education in Kenya. Dutch teachers organize a two-day teacher training during a weekend. Kenyan teachers are very motivated to attend such a training session. As a result, they do not have to miss any lessons and, moreover, they can immediately put the proceeds of the training into practice on the next day. During the training two Dutch teachers meet a team of one of the schools. Sufficient time is taken to meeting and to connect, before they jointly go into the depth of the educational content. The training by the Dutch teachers is prepared during the two preparatory days prior to each trip. The theme of 'differentiated learning' is central. By means of an inventory among the Kenyan Heads of Department (HoDs) T4T is acquainted with the targeted learning questions of the participating school teams that will be considered during the training sessions. Later in the week, Dutch teachers visit their Kenyan colleagues in teaching practice. During the training, intentions have been expressed to try out in the lessons. The Dutch teachers, together with the Kenyans, will look back on the training: what can you use in your lessons and what will be your approach in practice. Time is taken for lesson observation, but in particular for reflection and giving specific feedback. Dutch teachers are asked to appeal to their colleagues to use their creativity, resolution and improvisational talent. Talking to each other and exchanging experiences in a playful, interactive way can achieve substantial better results. ‘Lerarenregister’ has validated the teacher program.

AMBITION WORKSHOPS TEACHERS SECONDARY EDUCATION

In the period of 2018 to 2020 all secondary schools will have at least two teachers who did participate in the program of T4T, with focus on 'active learning' as defined in TPAD.

In 2020 the ‘HoD’s’ play an active role in the teachers program of T4T, as a coach for the teachers of their own team and as co-organizer of the workshops.

WORKSHOPS HEADS OF DEPARTMENT SECONDARY EDUCATION (HOD)

Since 2017 we have been organizing a program at school level in the secondary education of Kwale. After an exploration, we started in September 2017 with a program involving team leaders from The Netherlands. T4T now has, after the start with the SE teacher program in 2012, a network of about twenty schools in Kwale. During our autumn trips, workshops are given to the 'Heads of Department in charge of academics (HoD)', one of every secondary school. They are responsible for educational development in the school and for managing and coaching the group of teachers at their school on a daily basis. Where we focused first on the school principal, after research in the field we found that we should actually have the HoDs in this role. In 2016, the HoD was given the task to introduce TPAD and to coach the teaching team with this instrument. There are still many questions about the how the TPAD should be applied and interpreted. In September 2017, three Dutch team leaders started working with this target group for the first time. After a workshop on leadership and the application of TPAD for various HODs, they started to cooperate intensively through coaching and feedback with three schools.

AMBITION WORKSHOPS HEAD OF DEPARTMENT

In the period 2018 to 2020, the head of department of each secondary school has participated in the program with the Dutch team leaders.

In 2020, there will be an active network of HoDs that meet at least three times apart from the regular T4T programs: before both trips and in between once more.

In 2020, this network of HODs will also do collegial consultations at the schools in the same zone. The three forerunners of this project, already working with us since 2017, take the responsibility and coordination of these activities.

WORKSHOPS ECD TEACHERS

There are about 600 men and women in Early Child Development working with young children as volunteers without formal training. When volunteers start their training for ECD-teachers, the difference is quickly visible on the work floor. However, it takes a while before all volunteers have received training. This is why County Kwale and Teachers4Teachers have joined forces. Workshops are given for ECD-teachers and the large group of volunteers. Dutch specialists in educating the young child give workshops together with ECD officers. The voluntary kindergarten trainees follow the workshops so that they are inspired to work with young children in a different way. In this way we hope to reach as many volunteers as possible and to take a step towards the training. Because graduated and unqualified kindergarten volunteers take part in the workshops, there is a high yield in learning from and with each other. After 2 days of workshops the ECD centres are visited for coaching on the job.

AMBITION WORKSHOPS ECD TEACHERS

In the autumn, workshops will be held for managers of ECD centres. Educational leadership will be a subject and this is linked to the new curriculum.

In the spring, workshops take place with ECD teachers and volunteers in a mixed composition, that is volunteers and teachers with a certificate or a diploma. Learning with and from each other is important here. Coaching on the job is one of the aspects in combination with an elaboration in the form of class visits. The workshops will be provided in the future by one Dutchman and two Kenyan officers / ECD teachers.

In addition, in the context of capacity building for ECD officers and talented graduated ECD teachers, training takes place, so that in the context of sustainability as part of T4T's exit strategy, they can give workshops in the field together with teachers with potential for giving workshops.

It is important to expand the cooperation with County Kwale, on content, but also financially to cover the local costs.

WORKSHOPS SPECIAL NEEDS EDUCATION

In 2012, two Dutch teachers in special needs education (SNE) took part in a pilot for Special Education in Kenya for the first time. Since 2015, the cooperation to improve special needs education has been intensified. From 2017 we will invest actively in this project at the level of the teachers and of the head teachers, by exchanging specific expertise during workshops and by coaching the SNE-teachers in the classroom situation.

AMBITION WORKSHOPS SPECIAL NEEDS EDUCATION

In the autumn there will be workshops for head teachers of the SNE-schools. Because special needs education requires a specific approach, different from primary education, initially educational leadership will not be the central theme, but increasing and broadening skills and expertise among SNE-teachers, in workshops both for head teachers of SNE-schools or with a SNE-department and for their teachers. A strict separation between the spring and autumn programs is not necessary in the coming years.

In our efforts to collaborate with local partners, discussions have been opened with in relation to contributing to the development of special needs education.

TRAINING COACHING

When the first group of Kenyan head teachers was certified at the Teachers Training Centre in Mombasa in 2009, T4T selected five potential coaches from the group. The other nine continued to participate as support trainers in the workshops for teachers and directors. The coaches received a specific training and did their 'internship' with the Dutch coaches during the next school leader training. So far, ten coaches are now being deployed independently and five new coaches are still being trained. The graduated coaches have chosen a leader from their group. This leader coordinates especially the commitment of the coaches to 'guarantee' the continuity in the development of the school leaders.

AMBITION TRAINING COACHING

In the coming policy period, we also like to hand over the training of coaching to Kenyan talented head teachers. For this we will train one or two Kenyan coaches by means of a practical internship with the Dutch trainer, in which they will follow the T4T curriculum. From 2022 onwards, T4T will only play a supervising role.

WORKSHOPS CURRICULUM SUPPORT OFFICERS

In 2008 the T4T project expanded to more than 400 primary schools in Kwale County, an area that is one fifth of The Netherlands. The area is divided into 3 districts and 14 zones with an average of almost 30 schools. During the annual contact with the regional government, T4T received a request in 2010 to also involve the 14 zone education officers in the project. This is how the network of zone education officers, now called curriculum support officers, and two permanent T4T trainers developed, meeting twice a year. As the relationship grew stronger and the yield became more concrete, after some time all officers visited the workshops that T4T organized with and for them. In the workshop in March 2014, the 14 inspectors put into practice a self-developed quality monitor KRIPT based on a coaching approach for their supervising school visits

to improve the quality of education. The network has now elected a chairman from its midst, it organizes meetings during the year to exchange knowledge and experiences. The director of T4T is calling the meetings between the six-monthly visits of the Dutch educators. Since 2016 these inspectors have a new function as Curriculum Support Officers. In this capacity they play a role in assessing the functioning and development of teachers and school leaders, referred to as TPAD. To support the introduction and development of TPAD, T4T cooperates with the government of the County. T4T analyses the results of the KCPE and KCSE in Kwale once a year and compares them with previous results and those of the other primary and secondary schools in order to analyse and show the school results and stimulate the efforts of the CSOs.

AMBITION WORKSHOPS CURRICULUM SUPPORT OFFICERS

At the request of the CSOs, we organize meetings in which we share experiences with them and look ahead to developments in education, especially in relation to national policy measures. On this basis, we draw up a demand-driven program.

Because we believe that the CSO's own network meetings are part of their regular work, we strive to transfer the costs of these meetings, which are still borne by T4T, to the county, but in any case T4T will terminate the financial support in the short term.

SPONSORING TRAINING ECD

One of the ambitions of the newly elected parliament of Kwale County is to train as many ECD teachers as possible and then offer them a job in the pre-primary schools, the ECD-centres.

ECD teachers are usually volunteers without training who often take care of large classes with 70 to 90 children. In Kenya, there is a growing awareness that education to pre-school children provides a solid foundation for education in the primary school. T4T offers ECD teachers the opportunity to take a course and pay half of the training. The course lasts 4 years. After 2 years, the first part is concluded with a certificate. After 4 years the training can be completed and the ECD trainees receive a diploma as ECD-teacher. The training costs are € 240 per year. T4T submits scholarship to 50% of the training costs, after the trainee has provided the first 50%. In April 2010, the first 60 ECD teachers started their training. In the years that followed, 25 nursery teachers were added each year and a lot of them graduated. Our director in Kenya selects these ECD trainees in consultation with the Kenyan county government.

AMBITION SPONSORING SCHOLARSHIPS FOR ECD TRAINEES

We intend to reduce the scholarships and leave the responsibility for training ECD volunteers to the proper authorities. We derive this reduction from the available data from the County Kwale. This data include the number of graduated ECD teachers and unqualified volunteers and the need for ECD teachers for the next 4 years. Based on the efforts of the Kwale government, we trust that T4T can end the scholarship program.