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Teachers4Teachers



Strategic Policy Plan

2022-2026

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, the formal supervision 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 2022-2026

In this Strategic Policy Plan we describe the present situation of 2022 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. Strengthening this ownership is also known as 'shift the power'. Ultimately, the aim is to achieve full ownership of the projects in all areas. Our focus is on primary and secondary education, education for children with special needs and early childhood education.

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 Heads of Department Secondary Schools
- Workshops teachers Early Childhood Education
- Workshops teachers, specialists and head teachers Special Needs Education
- Workshops Curriculum Support Officers and Ward Officers

We are always open to new ideas for small-scale pilots if the situation calls for it.

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 Program already entered the last phase of transfer of ownership. In 2022, the course will be entirely provided by Kenyan trainers and on the work floor coaching by Kenyan trained coaches will take place.
It is our ambition to determine the program, the organization and its further development together with Kenyan trainers and to agree on how this development can be monitored.
- The Curriculum Support Officers and the ECD Ward Officers already have ownership, regarding content and organization. Each 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 they also take financial responsibility for their meetings.
- Pre-primary education in Kwale has become considerably more professional in recent years. T4T has been able to support many unqualified nursery teachers through its financial contributions to the scholarships. Graduates are now guaranteed a job. The new competency-based curriculum (CBC) has also been introduced and it is our ambition to support its development in practice together with the local government, the Ward Officers and the Kenyan workshop leaders.
- The education of children with special needs requires the necessary attention in Kenya. Over the past period, expert T4T professionals, together with Kenyan colleagues, have investigated where the bottlenecks and opportunities for development may lie. This has led to the core 'From disability to possibility'. It is our ambition to further strengthen the search for opportunities for these children and their application by teachers.
- In primary education, the emphasis has mainly been on the coaching application of the 'Teachers Performance Appraisal and Development' (TPAD) instrument and the start of the Competency Based Curriculum (CBC). It is our ambition to further support the teachers and school leaders in the implementation.
- Due to the Covid pandemic, the Dutch contribution has been limited to mainly digital ones in the past two years. As a result, potential workshop leaders, some recently trained and others untrained at all, have jointly prepared and delivered workshops for primary, secondary, early childhood and special needs education. It is our ambition to have these workshops increasingly provided by Kenyan trained colleagues in the coming period.
- T4T is open to substantively support projects in other regions and/or countries, or from other organizations based on T4T's vision. We are happy to share our knowledge and experience.
- In the context of mutual professionalisation, T4T takes Dutch teachers to another world, where they step out of their 'box', learn to improvise again, collaborate with unknown Dutch and Kenyan colleagues and learn to look at their own work with 'new' eyes. T4T wants to give participants an unforgettable experience, which benefits both Kenyan and Dutch education. In this regard, it has successfully submitted its programs for validation to the Dutch Register of Teachers, respectively of Head teachers. The teachers' register has now been abolished, but T4T will, if desired, offer support in applying for re-registration in the School Leaders' Register.
- 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 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 5 volunteers, all having an executive task (in a 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 AND DUTCH BOARD

- The ambitions of the administrative organization are:
 - Strengthening the Kenyan board with a board member from the education administrators sector.
 - Increasing the number of partners and sponsors in the Netherlands and Kenya. In the Netherlands, the T4T board now has a sponsorship agreement with Wilde Ganzen for the next three years and, in addition to the website, uses Instagram, Facebook, LinkedIn and WhatsApp groups of participants to increase its awareness in the Netherlands. In addition, we want to set up a special promotion group of, for example, school administrators and educational advisers. To raise awareness of T4T in Kwale, we want to create a similar group, which includes a board member and some other influential people from the community. We are more active in the use of social media in Kenya (sharing content within WhatsApp groups, more active use of the website www.t4tkenya.org)
 - For both boards we will focus on rejuvenation.
 - An increasing shift of responsibilities to the Kenyan part of the board, partly in the context of sustainability. In addition to the role of supervisor and supporter, this also requires that of the 'face' of T4T in Kenya, ambassador and sparring partner for the director.
 - A shift from executive to monitoring management for the Dutch part. We will jointly look for possibilities (instruments) to monitor content and process. We will intensify substantive contacts with the director, the Kenyan board and the team leaders between our visits
 - 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.

OTHER AMBITIONS DUTCH BOARD

- Promote a gradual transfer of responsibilities for most activities to the Kenyan administration and government.
- Promote the transfer of work carried out by Dutch participants through training and coaching to Kenyan colleagues as much as possible.

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 2020, the sixth school leader training has been running and the next five graduated head teachers are being trained as coach. Five Kenyans are graduated as a trainer / teacher. Two of them are recently transferred to other counties. Presently, the entire program is running without Dutch coaches and with only three supporting Dutch trainers. The five Kenyan 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:

- four Kenyan coaches/directors are trained and available as trainers in 2026
- the following school leader courses are provided entirely by Kenyans (coaches and trainers).
- T4T supports, guides and finances school leadership training from a monitoring role.
- In 2026 the Kenyans will have found means to (partly) finance the training themselves.
- The Kenyans will eventually take over the entire course and that T4T will only support and guide these trainers/teachers remotely. Initially, T4T will guide and support the (further) development of the curriculum, but ownership will be transferred responsibly in steps.
- All costs associated with fees for transport and services of trained school leaders, coaches, facilitators and teachers of the school leadership training will be phased out over the next three years. The aim is to have these costs covered by Kenyan resources.

WORKSHOPS HEAD TEACHERS

Because the head teacher is the pivot of change in a school, T4T also started workshops for head teachers in 2003. Together with their Dutch colleagues, they drew up school improvement plans, tailored to the possibilities on site. Many head teachers have significantly improved their revenues, partly with the help of

these plans. For some of them, the intentions appeared to fade during the period that T4T was not in Kenya. Since the zone officers at the time were not or hardly aware of the working methods of T4T, they could not play a stimulating role either. In 2012, the theme was analysis of the results and from 2013, T4T has opted to focus the tools in the workshops for head teachers even more on educational leadership, namely the primary process. In the workshops, classroom observations and motivational, effective feedback by the Kenyan head teachers are the themes. Since 2016, this has been linked to the competencies of the Kenyan TPAD system and the implementation of the competency-based curriculum (CBC). The Dutch head teachers are trained on two preparation days in keeping these observations and giving motivational feedback.

AMBITION WORKSHOPS HEAD TEACHERS

In the coming policy period, we will continue to promote educational leadership. The T4T offer is integrated, which means that all programs are connected with each other, with the coaching approach, active learning and the implementation of the new curriculum as the core themes. Individual educational school development points form the basis of the workshops and the coaching.

We aim to have Kenyan school leaders, who have followed the school leaders' course, provide parts of the workshops for untrained school leaders after a refresher course.

We will support Dutch head teachers who wish to re-register the T4T program with the School Leaders Register

WORKSHOPS PRIMARY EDUCATION TEACHERS

Based on the motto 'Let children learn', T4T started in 2003 on a small scale with the exchange of knowledge and experience between Dutch and Kenyan teachers. Together they looked for possibilities to improve the education of the very large groups with a minimum of material. These workshops could be expanded considerably in the following 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 early years, math in the lower years was the theme of the workshops, since 2013 that has been active learning. Initially, the workshops took place during the week. However, this meant that two teachers per school could not teach on these days. When the then new government took office, this was no longer allowed, which T4T fully supports. The workshops are now held on weekends and the teachers will conduct class consultations in the schools during the week, with the Kenyan teachers retaining ownership of their own learning process. Since 2015, the workshops have been based in part on the competence 'creativity in teaching' from the TPAD, in which active learning plays the leading role. To this end, the Dutch colleagues are trained on two preparation days in the Netherlands. We expect a lot of effect from this working method and we can already see that in the workplace. From 2018, we support also the new Kenyan curriculum and train the skills required within it. In 2018 we started a pilot to train Kenyan workshop leaders. In 2020 and 2021, this development accelerated under the influence of the Corona pandemic. Kenyan colleagues have given a number of workshops with remote guidance. Since 2017, the teacher program for Dutch participants has been validated for the Teachers Register. This register has now been abolished and no alternative has been introduced yet. The validation is a recognition of the quality of our program.

AMBITION WORKSHOPS TEACHERS PRIMARY EDUCATION

In the coming period we will have a comprehensive zone offering of our workshops, aimed at active learning in Kwale.

In the coming policy period, the workshops will also be provided by teachers from the Netherlands, but also by trained Kenyan teachers. More and more of these workshop leaders will be trained. They receive a certificate if they are found to be sufficiently suitable in an assessment. Our aim is that at the end of this period two zones

will have full ownership of their own development, which means that they independently organize the workshops/coaching and that T4T only has a monitoring role.

Teacher skills within TPAD (creativity in teaching) and CBC (active learning) will continue to play a key role.

T4T will continue to coach on the job and will investigate with Kenyan managers how teachers can visit each other for peer consultations during the school year.

We will examine whether we can simulate practice situations in the coming period, so that teachers can practice forms of active learning to a group of children and where colleagues provide feedback.

WORKSHOPS TEACHERS SECONDARY EDUCATION

Since 2011, T4T also visits secondary schools in Kenya. Dutch teachers organize a two-day teacher training during the weekend. Kenyan teachers are highly motivated to attend a training course on weekends. As a result, they do not have to miss any lessons and, moreover, they can immediately put the results of the training into practice on Monday. During this training, two Dutch teachers meet a team from one of the schools. A lot of time is taken for the meeting and introduction, before they go into depth together. The training is prepared during the preparation days prior to the trip. The theme of 'differentiation' is central. In addition, attention has recently been paid to the CBC, which will reach secondary education from 2024. By making an inventory among the Kenyan school directors, we are also familiar with the specific learning questions from the school team, so that these can also be addressed during the training sessions. Later in the week, the Dutch teachers visit their colleagues in the classroom. During the training, intentions were expressed to try them out in the lessons. The Dutch teachers will look back on the training together with the Kenyans: what can you use in your lesson and how are you going to approach it. Time is taken for lesson observation, but in particular for reflection and giving targeted feedback in a coaching way. Dutch teachers are asked to call on their creativity, problem-solving ability and talent for improvisation. Great results can be achieved by talking to each other and exchanging experiences in a playful, interactive way. The teacher program has been validated by the Teachers Register.

AMBITION WORKSHOPS TEACHERS SECONDARY EDUCATION

In the period 2022-2026 we have a comprehensive range of our programs in Kwale, with a focus on creativity in teaching (active learning) according to the TPAD and the skills required within the CBC.

In 2020, the Heads of Department in charge of academics (HODs) will have an active role in the T4T teacher program, as a coach for colleagues from their own team and as a co-organizer of the workshops. After two team leaders (HODs) have taken the first tentative steps in giving workshops from 2020, we want to strengthen and expand this in the coming period.

WORKSHOPS HEADS OF DEPARTMENT SECONDARY EDUCATION (HOD)

Since 2017, we have been organizing a school leader-level program in Kwale secondary education. After an exploration, in September 2017 we started a program involving team leaders from the Netherlands. After the start of the secondary education teacher program in 2012, T4T now has a network of approximately 20 schools in Kwale. During our autumn trips, workshops are given to the team leaders, "Heads of department in charge of academics (HOD)", of each secondary school that is one person. They are responsible for educational development in the school and are involved on a daily basis with leading and coaching the group of teachers of their school. While we initially focused on the school leader, research in the field revealed that we actually need the people with this role. In 2016, the "HOD" was given the task of introducing TPAD and coaching the teaching team with this instrument. There are still many development questions. 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 working intensively with three schools through coaching and feedback.

AMBITION WORKSHOPS HEAD OF DEPARTMENT

In the period 2022-2026 there is a comprehensive range of our programs for team leaders (HODs).

In 2026 there will be an active network of HODs from Kwale that will meet at least twice a year prior to the T4T programs. For continuity and connection, we want to coordinate the programs for teachers and those for team leaders. The HODs are actively involved in the content of both workshops.

In 2026, this network of HODs will also conduct peer consultation at schools in the same zone. The three predecessors of this project, which we have had since 2017, bear the responsibility and coordination of these activities.

In the coming period we will investigate the wishes and possibilities for training for HODs and how they are currently being prepared for their position. In this training we can use our knowledge of educational and coaching leadership from the school leaders course.

WORKSHOPS ECD TEACHERS

Initially, there were about 600 men and women volunteering without training with young children, the Early Child Development (ECD). After volunteers started training for kindergarten teachers, the difference quickly became visible in the workplace. However, it will take a while before all volunteers have completed training. This is why County Kwale and Teachers4teachers have joined forces. Workshops have been given for kindergarten teachers and the large group of volunteers without training. Dutch specialists “in the young child” gave workshops together with ECD officers. The volunteer kindergarten teachers attended the workshops so that they are inspired to work with young children in a different way. With this we hoped to reach as many volunteers as possible and to take a step towards the training. Because qualified and uncertified kindergarten teachers participate in the workshops, there was a high yield in learning from and with each other. After 2 days of workshops, the ECD centers (kindergartens) were visited for coaching on the job.

In the meantime, the training for pre-school teachers has been considerably professionalized by the (local) government and all graduates are assured of a job. The financial contribution from T4T for participants has partly contributed to an increase in the number of nursery teachers. This contribution for these 'scholarships' was phased out in 2018.

In recent years, the workshops for preschool teachers have mainly focused on the design and application of materials. Shortly before the Corona pandemic, the Ward officers developed student competences and observation rubrics under the guidance of T4T from the CBC. During the pandemic, some Ward officers provided workshops on this to teachers and executives.

AMBITION WORKSHOPS ECD TEACHERS

Workshops will be held in the autumn for managers of ECD centers . Educational leadership will be a topic linked to the new curriculum.

In the spring there are workshops for preschool teachers in a mixed composition. These are volunteers, teachers with a certificate and diploma. Learning with and from each other is important here. Coaching on the

job is one of the components and in the afternoons there will be an in-depth study with teachers who are involved in the class visits. From 2022, the workshops will increasingly be provided by trained Ward Officers.

To this end, in the context of capacity building for ECD Ward Officers and talented qualified nursery teachers, training takes place so that they can give T4T workshops in the field in the context of sustainability after departure, together with teachers with potential for giving workshops.

The theme for the coming period is the design of consumables and their application in practice with the aim of allowing children to take the next step in their development.

It is important to expand the cooperation with the County Kwale in terms of content but also financially. To this end, we want to strengthen cooperation with the Minister of Education

WORKSHOPS SPECIAL NEEDS EDUCATION

In 2012, two Dutch special education teachers went on a special education pilot in Kenya for the first time. In 2015, the collaboration to improve special education was intensified. From 2017, we will actively invest in this project at the level of the teachers and the directors, by exchanging approaches during workshops and by class observation and coaching .

The ambition from 2018 to opt for increasing and broadening skills and substantive expertise in the approach of both teachers and directors has partly been achieved. By choosing to put the approach 'from disability to possibility' into practice and using an instrument for action-oriented process diagnostics (AOPD), a start has been made on strengthening teacher skills. Unfortunately, the Corona pandemic has caused a delay in this.

AMBITION WORKSHOPS SPECIAL NEEDS EDUCATION

We will continue to strengthen teacher skills in the coming period and will do so again in the workshops for teachers and in those for directors. The focus will be on possibilities for the child in practice.

We will also involve local partners and investigate what they could mean. We also want to explore the possibilities for these students in the community.

To promote sustainable development, we want to connect Dutch and Kenyan specialists.

TRAINING COACHING

When the first batch of Kenyan directors was certified at the Teachers Training Center in Mombasa in 2009, T4T selected five potential coaches from the group. The other nine started participating as supporting trainers in the workshops for teachers and directors. The coaches received training and did their 'internship' with the Dutch coaches during the next school leader training. 15 coaches are now being deployed independently and another 5 new coaches are ready for their assessment. The graduated coaches have chosen a leader from their group. This leader mainly coordinates the efforts of the coaches to 'guarantee' continuity in the development of the school leaders.

The ambition to place the training coaching entirely in the hands of a Kenyan trainer from 2022 was well underway until she was transferred to another position in another County. In 2022, a new trainer coaching will be in training.

AMBITION TRAINING COACHING

In the coming policy period we want to once again place training coaching in the hands of Kenyan talents. For this we will train a Kenyan coach with trainer potential by means of a practical internship with the Dutch trainer, in which he will make use of the T4T curriculum. From 2026, T4T will only have a monitoring role.

WORKSHOPS CURRICULUM SUPPORT OFFICERS AND WARD OFFICERS

In 2008, the T4T project expanded to all more than 400 primary schools in Kwale County, an area that is one-fifth of the Netherlands in terms of area. 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 was asked in 2010 to also involve the education inspectors (one per zone) in the project. This is how the network of education inspectors (Zone Education Officers) and two permanent T4T trainers developed, which met twice a year. At first hesitant (7 out of 14 inspectors), but as the relationship grew stronger and the yield more concrete, after some time all inspectors visited the workshops that T4T organized with and for them. In the workshop in March 2014, the 14 inspectors put into practice a quality monitor they developed themselves, based on a coaching method for supporting school directors in improving quality. The network has meanwhile elected a chairman from among its members and organizes meetings throughout the year to exchange knowledge and experiences. The director of T4T is the convener of these meetings between the six-monthly visits of the Dutch. Since 2016, these inspectors have a new position as Curriculum Support Officers. In this capacity, they play a role in assessing the performance and development of teachers and school leaders, referred to as TPAD. To support the implementation and development of TPAD, T4T works together with the County government. Once a year, T4T broadly analyzes the results of the KCPE and KCSE in Kwale and compares them with previous results in order to visualize development and stimulate the efforts of the CSOs.

Limited work has been done on the ambition to exchange experiences on the basis of demand-driven meetings in the previous period. Fewer meetings were organized due to, among other things, fewer opportunities, a shortage of CSOs and other priorities during the Corona period. No steps have yet been taken in a financial shift of power.

In the meantime, a need for meetings supervised by T4T from the ECD Ward officers has also been shown, which we have been happy to meet since 2019. An assessment instrument for pupils has been jointly developed, which is in line with the competence-oriented curriculum for pre-primary schools. The Ward officers followed up on this during our absence during the Corona pandemic.

AMBITION WORKSHOPS CURRICULUM SUPPORT OFFICERS AND WARD OFFICERS

At the express wish of the CSOs, we will pick up the thread again in the coming period to organize demand-driven meetings and exchange experiences. We also want to do this for Ward officers. We consider both bodies of great importance for educational development in Kwale.

Once again we will strive to transfer the costs for these meetings to Kenyan officials. For Ward officers, for which the County is responsible, we could rely on the latter.

SPONSORING TRAINING ECD

One of the ambitions of Kwale County's newly elected parliament is to train as many ECD teachers as possible and then offer them jobs in pre-primary schools.

Kindergarten teachers are typically untrained volunteers who often care for large classes of 70 to 90 preschoolers. In Kenya, the realization is breaking that education for preschoolers provides a foundation for education in primary school. T4T offers kindergarten teachers the opportunity to follow training and pays 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 is completed and the kindergarten teachers receive a diploma. The training costs € 240 per year. T4T subsidizes 50% of this. In April 2010, the first 60 kindergarten teachers started this training. In the years that followed, 25 kindergarten teachers were added every year and many qualified. Our director in Kenya selects these kindergarten teachers in consultation with the Kenyan government.

The ambition to reduce sponsorship has been achieved. The County Kwale is now committed to professionalization and guarantees graduates a job.

AMBITION SPONSORING SCHOLARSHIPS FOR ECD TRAINEES

In this context, no new ambitions are required.

The boards of Teacher4teachers