

Teachers' Training in Environmental Education

Malindi District, KENYA



November 2011 Seminar Report

Sarah Ater



Executive Summary

Teachers' Training in Environmental Education (TTEE) has been carried out annually since 2003 with the aim of building the capacity of teachers to effectively carry out environmental education that addresses local concerns in areas where schools are situated. It is conducted through a seminar followed by implementation of school projects by participants prior to certification.

Initial training targeted actual or potential environmental/ wildlife club patrons and was carried out in the form of a 5-day seminar. Aspects covered in the patrons' seminar include development of a school project by each teacher, guided excursions as well as group sessions and discussions that focus on peer learning and experience sharing.

Since 2009, TTEE seminars with the theme "Leading schools in environmental education" have targeted school administrators. Aspects covered in these seminars include effective leadership and management of change as well as the range of project activities carried out by different patrons and their relevance to the school curriculum and general community.

This is the report of the third school administrators' seminar which was held on 29th and 30th November at Breeze point in Malindi. It presents the proceedings as well as feedback and evaluation from the participating head teachers. In general, the head teachers were pleased with the quality of content covered, effectiveness of the facilitators and choice of venue. They however felt that the duration of the seminar was too short.

Malindi, 2011

Sarah Ater

Acknowledgements

Core funding and support for the 2011 teacher's seminar was provided by ProZim Society and CORDIO East Africa. I am grateful to Madam Kamurua for relaying information to the head teachers and providing her support as the District Education Officer, Malindi.

I am also grateful to the facilitators- Mr. Baya (A Rocha Kenya), Mr. Tunje (Pwani University), Mr. Kathuri and Mr. Mange (both of Kenyatta University) and Mr. Osuka (CORDIO EA). Logistical support for the seminar was provided by Irene Kioi (CORDIO EA).

To all of you – Asante sana!

Table of Contents

Executive Summary	2
Acknowledgements	3
1 Introduction	5
1.1 Background information	5
1.2 Objectives	5
2 Participation	5
2.1 Participating Organizations	6
3 The Proceedings.....	6
4 Evaluation and discussion	7
4.1 Pre seminar evaluation results	7
4.2 Daily evaluation feedback results	7
4.3 Post seminar evaluation results.....	8
5 Monitoring	9
6 Conclusions and recommendations	10
7 Appendices	11
Appendix 1: List of participants	11
Appendix 2: Seminar program	13

1 Introduction

1.1 Background information

The concept of teachers' seminars in Environmental Education (EE) is adapted to meet environmental education needs of Kenyan primary schools in the Coast Province as well as schools from other parts of the country interested in learning more about the marine and coastal environment. Seminars are held annually since 2003 and participating teachers are drawn from different districts in the province. Additionally, different seminars have either focused on participants from a particular district or a range of districts.

Participation in the seminar leads to award of a certificate of participation which is upgraded to one of merit after implementation of EE transfer. Participating teachers develop a school project whose implementation is assessed and teachers are awarded a certificate of merit if deemed successful. Traditionally, the teachers training program has been carried out as a 5-day seminar for 10 – 15 teachers followed by EE transfer to their school communities. This is assessed over one school term after which successful teachers are awarded certificates of merit. From 2003, 57 participants have now been trained, 54 of them teachers and 3 from non governmental organizations.

Since 2009, 2-day seminars are also organized for school administrators (mainly head teachers). The head teacher seminars have the theme "Leading schools in environmental education" and cover aspects of leadership and management in order to promote environmental conscious behavior. 33 administrators have so far been trained and certified with the first seminar held for Mombasa head teachers followed by one for Kwale head teachers. This report focuses on the third head teacher seminar which was held in Malindi, North Coast, in which 17 school administrators and 1 district education office representative participated.

1.2 Objectives

The seminar focused on head teachers in recognition of the crucial role they play in providing an environment for staff and pupils to engage in activities that create environmental consciousness. The objectives were thus to:

1. broaden the teachers' understanding of Environmental Education (EE) and its importance
2. provide an opportunity for the teachers to reconsider their schools, cultures and level of environmental consciousness
3. provide knowledge and skills support to enable the teachers to effectively lead environmental education
4. to provide a forum for teachers to interact and share experiences

2 Participation

The purpose of the seminar was to create environmental awareness among administrative heads in schools and offer some suggestions on how they may support their pupils and teachers in carrying out environmental activities. The participating head teachers were nominated by the District Education Office which also relayed information about the seminar to them. However, the TTEE program recommended two teachers who had previously been trained as patrons and had since been promoted to head teachers.

2.1 Participating Organizations

2.1.1 Malindi District Education Office

The Malindi District Education Office (DEO) oversees and provides guidance to primary schools within the county and is answerable to the Ministry of Education through the Provincial Director of Education (PDE) office. The education office at the local district level is instrumental in providing support for teachers involved in extra curricula activities such as environmental and wildlife clubs.

All invitation letters were sent to the head teachers through the District Education Officer while one of the TAC Tutors (Quality assurance officer) - Madam Tsanzi attended the full seminar and officiated on behalf of the District Education Officer Madam Kamurua.

2.1.2 ProZim Society

The ProZim Society is a Charity Organization involved in capacity building of Kenyan primary school teachers particularly in the area of environmental education (EE) in partnership with local organizations.

ProZim provided full funding to cover the seminar costs.

2.1.3 Coastal Oceans Research and Development Indian Ocean-(CORDIO) East Africa

This is a regional research organization involved particularly in research in the coastal area with respect to ecology, management and socioeconomics. CORDIO-EA also assists in implementation of national and regional coastal conservation initiatives. CORDIO hosts the TTEE programme ensuring that it is effectively carried out handling seminar and follow-up arrangements. During the seminar, CORDIO provided two facilitators.

2.1.4 Other Organizations

Facilitators for the sessions were drawn from collaborating institutions such as A Rocha, Kenyatta University and Pwani University. Wildlife Clubs of Kenya (WCK) also participated and were given a chance to talk about their activities and the benefits of WCK membership to schools.

3 The Proceedings

The sessions were planned to run from 8:30am to 5:00pm daily and there were 18 participants including one from the Malindi Education office on both days. There was some delay in commencing on the first day as some of the teachers arrived late indicating that they had not received full information in good time. However, the session on day two began as scheduled as participants were on time and had completed their assignments. The seminar was carried out through a combination of facilitated sessions, presentations, group work, discussions and individual work during sessions as well as overnight assignments.

A pre-seminar questionnaire was filled out during registration to determine the environmental education activities within the participants' schools while a post seminar questionnaire handed

back on the last day summarized the participants' perceptions on all aspects of the seminar. Daily evaluation covering specific topics also provided insight on the relevance of specific topics and ways in which they could be improved (see evaluation in section 4).

Each of the participants also put down their expectations on the first day which were mainly to gain insight on how schools and communities can manage environmental challenges, gain more knowledge and information on environmental matters such as to be able to identify appropriate trees for planting and other environmental activities to carry out; learn how to use the environment in teaching and get suggestions on livelihood activities apart from burning charcoal.

4 Evaluation and discussion

4.1 Pre seminar evaluation results

All participants indicated that they had some environmental activities in their schools with tree planting being the most common activity. Other activities mentioned were flower planting and garbage management with one of the schools indicating that it was doing water harvesting and another carrying out mosquito control. All participants indicated that they were only averagely effective in carrying out the activities as a result of inadequacies in knowledge and resources. They also mentioned that in some cases some teachers were involved in projects for economic gain and thus discouraged others or time for participation was limited. Some of the participants also said they were grateful to Wildlife Clubs of Kenya (WCK) for facilitating some of the activities.

The participants felt that EE activities influenced pupils by teaching names of trees, how to care for them and their importance as well as provided opportunities for learning outside the classroom. They however felt that the influence was less on the community although some community members were also involved in tree planting as a result of learning from the schools. Examples of ineffectiveness in reaching the community were given in instances where livestock would go into the school compounds and eat tree seedlings.

All the participants indicated that EE was covered in school lessons particularly in the areas of conservation, cleanliness and pollution. 15 of the 18 participants also indicated that clubs such as WCK and 4K had an influence on pupils and teachers by as pupils emulated club members and wanted to join the clubs.

4.2 Daily evaluation feedback results

On the first day, all of the participants indicated that the group activities were very relevant and extremely useful as they enhanced future memory, improved participation and were good for sharing ideas. They also felt that the group activities were well guided. Concerning specific topics covered; 14 of the participants felt that they had a better understanding of „invasive species“ which some participants referred to as „living pollutants“. However one indicated that they did not have a good understanding while 3 were not sure. 11 of the participants thought that the session on „environmental management in schools“ was very relevant while 7 felt that it was only averagely relevant. Participants commented that they realized implementation gaps in their schools, and were therefore willing to involve the community and general school more. However, some felt that they were already playing their part and would thus have a big impact in the future.

The session on „harmonizing values and practice“ was reported as useful by 12 of the participants, of average importance by 4 of the participants, while 2 participants did not rank the session. Some participants commented that the session was somehow confusing and took time to comprehend it, while other participants indicated that the session helped them appreciate the importance of sustainability and involving the community. One participant reported that the session on „sustainable fisheries and resource use“ was not relevant, while 13 indicated that it was very relevant and were happy to learn about fish farming and wished the session was allocated more time.

In general, the participants indicated that day one was very educative, facilitators were knowledgeable and the day was well organized. They were disappointed that the program started late but appreciated that it was well managed and ended well. They were pleased with the use of projector but also said that too much was covered in the day and therefore suggested that the seminar should be given more time with participants arriving on the evening before the start of the seminar and having the duration more than two days.

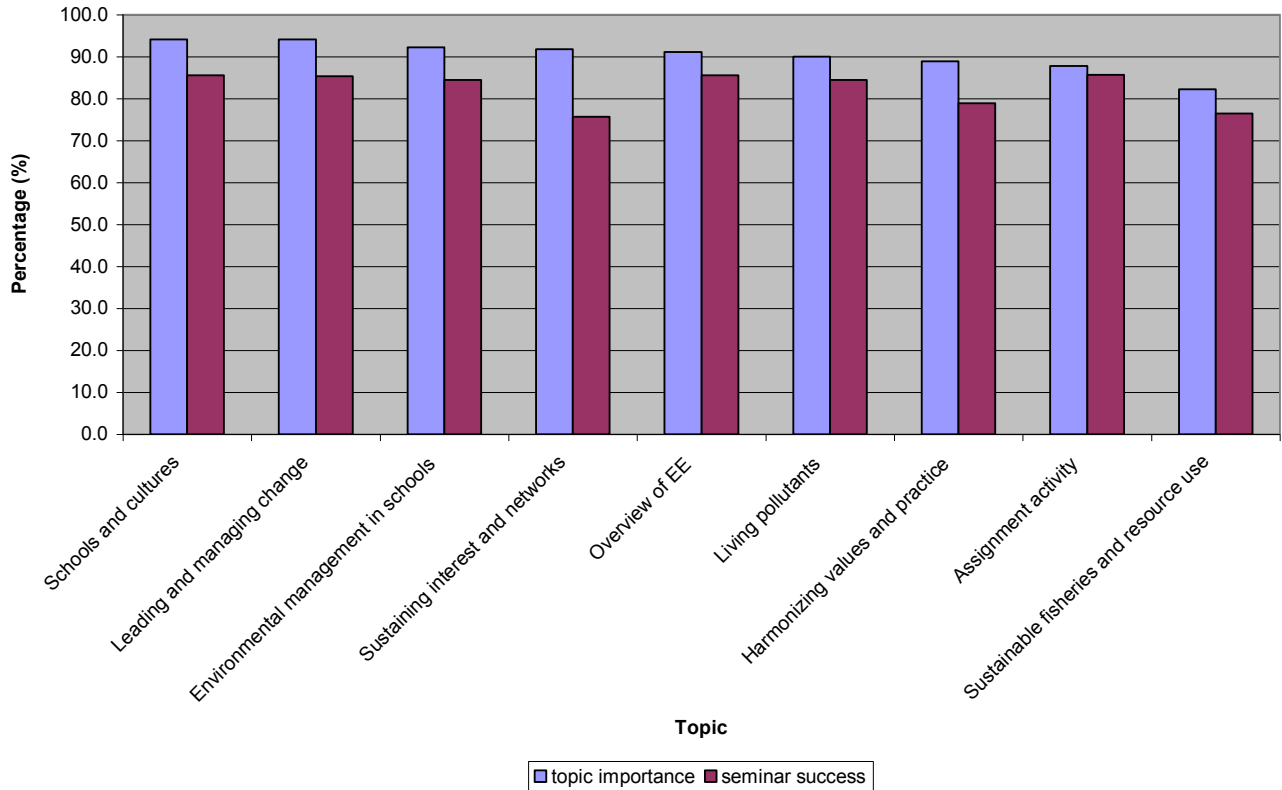
Concerning day two, all the participants indicated that they felt prepared to lead and manage change in their schools and commented that they had been well informed on „what“ and „how“. 17 of the participants felt that the session on „schools and culture“ was well addressed and they had a much better understanding although one of the participants was not sure. 15 of the participants also felt that the „way forward“ activity was very useful, good for networking and would serve as a reminder of activities to be carried out, while 3 of the participants felt that the activity was satisfactory. The participants also felt that the general content covered was good and rich although the time was too short. They suggested that detailed topics such as „conservation of dolphins“ should be covered (probably because there are dolphins that have been sighted in the local area). In addition, participants generally agreed that the facilitators, topics covered, meals and accommodation provided were very good although more time was needed. They indicated that the first day was too congested and they lacked time to relax in the evening and would have liked trips and visits incorporated into the seminar.

4.3 Post seminar evaluation results

The average age of the participants was 47 with all having minimum teaching experience of 17 years while the participant who had been teaching for longest had been practicing for 35 years. Two thirds of the participants had been administrators for less than eight years while the remaining participants had been in positions of leadership for between 12 and 21 years.

Participants listed their favorite session as „invasive species“ followed by „leading and managing change“. Other topics which favored highly by the participants were „schools and cultures“ and environmental management in schools. 16 of the participants felt that the input on leadership covered during the seminar was very important to their work. None of the participants reported that the level of input was too difficult to understand while all indicated that they would immediately be able to apply the new knowledge acquired. All participants also felt that the introduction of environmental goals would influence pupils“ learning and behavior.

Percentage ranking of topic importance and seminar success



With regard to the entire seminar, the participants gave an overall percentage ranking of 88% and ranked specific course aspects as follows:

Course aspect	% Ranking
Facilitators	92.2
Atmosphere	91.1
Location	88.9
Food	86.7
Timetable	83.3

The participants indicated that they benefited by learning more about the environment and types of leadership, felt more enlightened and were happy to receive certificates. Their main dislike was the short duration of the seminar, reporting that much useful information was covered but with very little time for relaxation. One participant also indicated that the beds were too small while another had difficulty climbing the stairs.

5 Monitoring

This aspect was covered in the „way forward, sustaining interest and networks” activity where the head teachers decided to form clusters to support and engage each other. Led by Serah Divisi and David Jali, both of whom are past TTEE participants as club patrons in their previous schools, the teachers discussed how to continue supporting each after the seminar. The teachers divided their schools into clusters based on the zones in which the schools are located. They also committed to meet and plan annual activities and would have their first meeting in February 2012.

The agreed clusters were as follows:

	Central Zone	Watamu Zone
Cluster A	Upweoni Pri, Sirali Pri, Central Pri	Dongo kundu Pri, Dabaso Pri, Gede Pri, Mida Pri, Kakuyuni special school
Cluster B	Ganda Pri, Sabaki Pri, Kibokoni Pri	Msabaha Pri, CRS, Chembe Pri
Cluster C	Gahaleni Pri, Takaye Pri, Karima Pri	

Some of the common activities to be conducted in individual clusters as agreed by the participating teachers were: awareness in the school and community, completion and implementation of individual school environment management plans as well as exchange visits for teachers and pupils.

6 Conclusions and recommendations

The participants at the seminar showed much enthusiasm in environmental matters and appeared to be willing to implement the activities in their schools. The establishment of clusters was done for the first time at the end of the seminar and it will be useful to support the newly formed clusters as well as encourage similar clusters in other areas. This is because the clusters may be an avenue through which peer to peer networks are created and promoted.

The participants in the Malindi seminar were also unique from previous participants given that they were probably the only lot that completed their assignments on time in the course of the seminar. Like the Kwale head teacher seminar, staff from the Malindi Education Office also participated in the full seminar. This probably helps to ensure that participants remain committed and active during the full seminar period.

All the participants started developing a school environment management plan that is to be shared and refined with the involvement of other staff back at school. This may also be a good way of encouraging environmental activity at school level as it is introduced by the school administrator and teachers are given an opportunity to contribute to its development and implementation.

7 Appendices

Appendix 1: List of participants

	Name	School	Address	Phone	Projects at school
1	Jane Simwa	Sir Ali Bin Salim Pri.	Box 110 Malindi		
2	Serah M. Divisi	Mbaraka Chembe Pri.	Box 701 Malindi		serahdivis@yahoo.com
3	Lennox K. Mwangala	Children of rising sun (CRS)	Box 69 Gede		
4	Anderson Mkutano	Dongokundu Pri.	Box 671 Watamu		
5	Baltazar Dzombo	Malindi Central Pri.	Box 5112 Malindi		
6	B. N. Chishenga	Mida Pri.	Box 39 Gee		c.nyale@yahoo.com
7	Florence C. Haro	Takaye Pri.	Box 287 Malindi		
8	Peris Karuga	Upweoni Pri	Box 842 Malindi		
9	Julius Mranja	Ganda Pri	Box 378 Malindi		
10	Sebastian Muye	Sirali Pri	Box 535 Malindi		sebastianmuye@yahoo.com
11	Mary Kenga	Karima Pri	Box 921 Malindi		Mkenga8@gmail.com
12	Athanas Magero Oron	Sabaki Pri	Box 35 Malindi		
13	David Jali	Kakuyuni school for the deaf	Box 40 Gede		
14	Gabriel Nzaro	Msabaha Pri	Box 550 Malindi		

15	Esther Rehema Kutto	Dabaso Pri	Box 140 Watamu		
16	Mheshimiwa T. Kalu	Gahaleni Pri	Box 207 Malindi		
17	Priscillar Tsanzi	TAC Tutor Central	Box 1053 Malindi		Priscillar.furaha@gmail.com
18	Mramba K. Mweni	Gede Pri	Box 49 Gede		kellianmweni@gmail.com

Appendix 2: Seminar program

HEAD TEACHERS' TRAINING IN ENVIRONMENTAL EDUCATION

Malindi 2011 Seminar program

“Leading Schools in Environmental Education”

Tuesday 29th November 2011

Time	Title	Name
8:30 – 9:10	Registration Pre-seminar questionnaire	Irene
9:15 - 9:45	Introduction and overview	Sarah
9:45 – 10:15	Welcome address	Md. Kamurua
<i>10:15 – 10:35</i>	<i>Tea break</i>	
10:35 – 11:45	Invasive species	Mr. Baya
11.50 – 12.55	Sustainable fisheries and resource use	Mr. Osuka
<i>13:00 – 14:00</i>	<i>Lunch break</i>	
14:00 – 15:15	Environmental management in schools, Issues at school/ society level	Mr. Tunje
15:20 – 16:00	Harmonizing values and practice	Sarah
<i>16:00 – 16:20</i>	<i>Tea break</i>	
16:20 – 16:40	WCK activities	Md. Jenneby
16:40 – 17:40	Moving forward, day 1 assignment	Sarah
17:15 – 17:40	Daily feedback	Sarah

Wednesday 30th November 2011

Time	Title	Name
8:30 – 9:00	Recap	Teachers
9:00 – 10:00	Assignment issues- school policy	Sarah
<i>10:00 – 10:20</i>	<i>Tea break</i>	
10:20 – 11:35	Schools and cultures	Mr. Kathuri
11:40 – 13:00	Leading and managing change	Mr. Mange
<i>13:00 – 14:00</i>	<i>Lunch break</i>	
14:00 – 15:00	Way forward, sustaining interest and networks	Serah/ David
15:05 – 15:45	Daily feedback and final questionnaire	Irene
15:45 – 16:15	Presentation of certificates Closing remarks	Md. Kamurua
<i>16:15</i>	<i>Tea and leave at pleasure</i>	