

**SBNN STAR SCHOOL PROGRAM IN WEST NYAKACH
DIVISION, KISUMU COUNTY**

**Three Year Report On The Status Of Basic Education
In 28 Primary Schools.**

FEBRUARY 2019

By

Star School Model Program/ SBNN Kenya.

INTRODUCTION

This is a three year report on the star school program in West Nyakach division.

The star school concept is an Edukans Foundation initiative whose aim is to improve quality of basic education. The driving force behind this innovative approach is based on the reviews by the inspectorate of the Dutch Ministry of Foreign Affairs and other evaluations which concluded that there was lack of evidence on outcome, effectiveness and impact of basic education programs financed by the Dutch organizations. This challenge prompted Edukans to go back to the drawing board on addressing these issues hence the STAR School concept. This is an outcome- oriented model that focuses on five dimensions of schooling namely learning environment, Teaching, Learning, School management and Community participation. Edukans starts from the school as the starting point for quality education.

The question is: ‘What makes a school a good (or complete) school’? Edukans focuses specifically on the teaching and learning process and school management. What is actually happening in the classroom, what are the learning outcomes? How competent is the head teacher (and his/her team) in managing the school and teaching and learning? How to get education truly sustainable, owned by the community?

Five dimensions of a STAR-school:

1. an adequate, safe **learning environment** (infrastructure & facilities, accessibility)
2. pupils **learning** in an effective and joyful way (relevant knowledge, skills, attitudes)
3. qualified teachers **teaching** effectively, with high commitment (knowledge, skills, attitudes)
4. Capable **school management**, with vision, monitoring capacities and maintaining good relations with parents, communities and other stakeholders.
5. **parent- and community involvement** in governance of the school (and not incidentally, when work has to be done)

To enable it to achieve the star school goals, Edukans partners with different organization around the globe to work with several schools. Among its partners is SBNN Kenya which supports 28 public primary schools in west Nyakach, Kisumu county.

SBNN- KENYA

SBNN Kenya was started in Kenya in 2011 to strengthen, stimulate and coordinate the SBNN programs in the country. Its main role is to improve basic education in 28 public primary schools in west Nyakach division, Kisumu county. The organization achieves this through school infrastructural improvement, capacity building of teachers especially in ECDE and computer literacy. SBNN Kenya works closely with SBNN Netherlands.

LEC-RD

Local Expertise Centre for Research and Development (LEC-RD) is local organization that acts as a technical backstopping partner and enhances the capacity of Edukans Foundation partners to support education projects in favour of underprivileged children and youths, using a programmatic approach. Program development in the field of basic education includes capacity building and policy influencing activities. Edukans foundation provides local implementing partners the time and resources required to achieve the education for all goals.

OBJECTIVES OF THE STAR SCHOOL PROJECT

The objective of this project is to improve the quality of education in 28 schools in West-Nyakach, Kenya. Within the project period, 2016-2018, improvement and changes are needed in the five areas of

the star school: 1.Environment/ infrastructure, 2.Teaching, 3. Learning, 4. School management, 5.Parent and community and community involvement.

Environment

- All the schools have at least 10 good clean, dust free and completed classrooms. 8 for primary section and 2 for ECDE section.
- Every child in a public primary school in West Nyakach has a chair or seat and desk. In lower primary that means 3 pupils per desk. In upper primary 2 pupils per desk.
- The ratio of pupils to latrines is adequate so hygiene is not causing disease with the children. The target for that is that the ratio is 1 latrine for 25 girls and 1 latrine/ urinal pit for 30 boys.
- The overall impact of this dimension will be that the teachers and pupils can teach and learn in good and healthy conditions.

Learning

- The ratio of learning materials and books/ pupils is adequate to produce qualitative education. The ratio of books/ pupils will be improved by 20% compared to the baseline situation.
- Training of ECDE teachers must continue because the county started the employment of teachers. The trained teachers can first of all serve in West-Nyakach, but also in neighboring divisions. The target is that every year 15 qualified ECDE Teachers will get their certificate in our college so that all the ECDE pupils in west Nyakach receives quality education which improves their opportunities for learning in primary school.
- A good WASH policy with a high awareness on hygiene, with a special focus on the girls. We want to have a working and effective health club with a patron and pupils in all 28 schools.
- Good and qualitative teaching will bring better results in lower classes and class eight (KCPE) .the results in all classes and in KCPE will improve with 10% compared with the baseline situation.

Teaching

- High motivation and work ethic of the teachers, so that the effective teaching time will increase. Teachers in west Nyakach are role models in their communities and examples for the parents and teachers. The attendance of teachers will improve with 20% compared with the baseline situation and the effective teaching time will grow with 20%.
- The syllabi are better covered by the use of child centered teaching methods and techniques. The coverage has improved with 20% compared with the baseline.

Management.

- Complete and adequate statistics about the schools and their enrolments so that the management in the schools (administration, financial, PR) will be professional and where there is no space for corruption. At the end of the project period every school will have a realistic school plan that will be the guideline for the school up to 2030.
- There is good communication and relationship between head teacher, other teachers, parents and pupils. The involvement of the parents will improve in all schools and they will be involved in the

management. The number of meetings and activities in which the parents are involved will grow with 30% compared with the baseline situation.

Community

- Reduction of drop outs. The drop out of girls will be reduced by 50% compared to the baseline situation. The number of candidates in KCPE will grow with 20% compared with the baseline situation.
- Parents see the importance of good education for their children and are involved in the daily management of the school of their child and have a good cooperation with the teachers , the BOM and the children. The number of meetings and activities in which the parents are involved will grow with the baseline situation.

By approaching the quality of education in the holistic way, all the stakeholders will benefit from the program e.g.

- The teachers will become more motivated and better equipped professionally.
- Head teachers and B.O.M will be able to run the schools more effectively.
- Parents will understand the value of education and make an active contribution toward s reaching quality education.
- Finally and most importantly, the pupils will remain in the school longer and gain better learning results, through which they will be able to build their future.

To achieve the objectives of the Star school project;

- The organization incorporated all the educational stakeholders' i.e. the D.E.O's office, DQUASO, Curriculum Support Officers, B.O.M members, teachers and pupils.
- The organization carried out a baseline survey in all 28 public primary schools based on the five dimensions of a star school model. This was conducted between the months of May and June 2016. The survey was conducted by LEC officer from Nairobi in conjunction with the Ministry of Education together with the star coordinator in west Nyakach division.
- The organization carried out teacher training to 84 T.S.C teachers in the 28 public primary schools in conjunction with the ministry of education. This was done in three phases in the months of June, July and September. The trainings were conducted within West Nyakach division.
- The organization carried out monitoring and evaluation to check on the progress they are having in their program.
- The organization trained BOM members on effective ways of running their schools.
- The organization will meet the community through chief barazas to discuss development projects in the schools.
- The organization will have a final report at the end of every year. The report will give guidelines on areas of concern as far as education is concerned.

THREE YEAR PROGRAM RESULTS.

The results are grouped into five main dimensions of the star school model. i.e. school facilities, teaching, learning, school management and parents and the community.

Dimension One: School Facilities

The survey conducted in 2016 established that only 21.4% of the school facilities like furniture, electricity, water provision, educational materials were available and in good condition. It is important to note that this low rating was attributed to most schools not being fenced; having less teaching and learning materials, desks and having dysfunctional water tanks. It was further established that most schools lacked additional provisions like e.g. facilities for learners with special needs, school garden, library and ICT-facilities. Only few schools, about 14% had gardens and ramps to cater for learners with special needs. These facilities are considered luxuries in most of these schools.

However, the situation has changed in the two years, posting both positive and negative results on the school facilities.

Class rooms

indicator	2016	2017	2018
All schools have good quality infrastructure, tidy and well maintained	Most of the schools have good classrooms with some repairs to be done on floors. Two schools have classrooms which were condemned by the ministry of public health. i.e Nyadero and Nyakwere primary school. Considering the population that the schools have and the number of classrooms available, more classrooms are needed.	SBNN in conjunction with the community and national government through NGCDF completed the construction of condemned classrooms in Nyadero primary school and part of Nyakwere primary school. Renovation and maintainance done in most of the schools especially on the floors and walls and roofing to make classrooms more codusive for learning.	Most of the classrooms are in good condition for learning. Renovation done in most of the schools. More schools were condemned by the ministry of public health. i.e Sangoro, Obanda and St. Maired Oriang primary schools. SBNN done reinforcement to Sangoro classrooms and started a structure at Obanda.

Most of the schools were having classrooms which required repair, especially on the floors, verandah and roofing.

By 2017 and 2018, the following projects were done to improve the physical conditions of the classrooms in the schools.

No	School	2017	2018
1	Nyakwere	Completion of classrooms/painting	Construction of classroom
2	Sango Buru	Verandah /painting roof	Construction of administration block in conjunction with CDF

3	Obange	Completion of CDF classroom	
4	Nyawalo	Renovation/ painting	
5	Nyamanyinga	Reinforcement of walls	Completion of hall
6	Bala		Construction of administration
7	Nyongonga		Construction of hall together with CDF
8	Sangoro		Reinforcement of condemned classrooms
9	Nyadina	Renovation of classrooms	
10	Onego	Renovation of floors and pavements	Construction of one classroom (incomplete)
11	Nyadero	Completion of new classrooms	
12	Thurdibuoro		
13	Aomo	Transparent sheets	Construction of ECDE classroom
14	Otho Abwao		
15	Mbora	Renovation of roof	
16	Rachier	Painting of new ECDE classroom	Renovation of roof
17	Mbugra	Painting of new new classroom/ renovation of ECDE classroom	
18	Obanda	Art writing in ECDE classroom	Construction of one new classroom (incomplete)
19	Abwao	Completion of administration block	
20	Kobongo	Roofing of administration block	
21	St Theresas girls Bolo	painting	Construction of one new ECDE classroom.
22	Oriang		
23	Onwango		
24	Kamtudi	Finishing of CDF classroom	
25	Ombugo		Construction of administration block
26	Andingo Opanga	Completion of two classrooms	
27	Andingo Olasi		
28	Apondo Kasaye	Building of ECDE classroom	

Fencing

Indicator	YEAR		
	2016	2017	2018
All schools to have good fencing and gate to	16 schools have good fence with a gate.	20 schools have good fence and a gate	23 schools have a good fence and agate. Only

provide good security			five schools lack good fencing and agate. i.e. Onwango, Ombugo, Olasi, Abwao and Kamtudi.
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Some of the fences were done long time ago and requires some repair. Some schools also need re-fencing.

Desks, Tables and Chairs

Indicator	2016	2017	2018
Each child will sit on on a school desk at a ratio of 1:3 in lower and 1:2 in upper classes. All ECDE learners to sit on a aplastic chair at a artio of 1:1 and shsre a table at a ratio of 1:6	All the pupils have a desk in the ratio of 1:4 in most schools in upper and 1:5 in lower primary. ECDE chairs were available in most of the schools. Ratio not met for both chairs and tables.	All pupils have a desk. There is an improvement in the ratio as most of the schools now have a ratio of 1:2 in upper and 1:3 in lower. Some ECDE learners are still missing chairs in some schools.	Most schools have enough desks meeting the expected ratio both in lower and upper primary. All ECDE centers have both the chairs and tables in the required ratio. County government provided all the schools with the deficit chairs and tables.

Though most of the schools have desks meeting the expected ratio in both lower and upper classes, there are still a good number of old desks in the schools which require repair.

The county government provided all the public primary schools with ECDE chairs and tables. This has improved the ratio in all the ECDE centers in West Nyakach division.

Water tanks

indicator	2016	2017	2018
All schools have enough functional water tanks	All schools have at least the plastic and concrete water tanks.	All schools have at least the plastic and concrete water tanks.	All schools have at least the plastic and concrete water tanks.

All schools have at least 1 water tank.

SBNN provided all the schools with plastic water tanks to help in water harvesting for the young learnes.

Obanda, St Theresa's girls, Nyadero, Otho Abwao and Onego primary schools have boreholes which provides learners with clean water.

Bala, Sangoro, Nyawalo, Nyakwere, Sango Buru, Obange and Nyadina have tapped water water by the county government.

Facilities for special need learners.

Indicators	2016	2017	2018
All schools to have functional facilities for special need learners.	Only Nyadina, Abwao, Rachier and Mbugra primary school have special toilets for learners with special need. Other special facilities for learners with special abilities lacking in most of the schools.	Most special facilities for learners with special needs lacking in the school. The number of schools with few special facilities still remains the same.	The number of schools with special facilities for special needs increased to six. I.e. Nyadina, Abwao, Rachier, Mbugra, Apondo kasaye and Onego primary schools.

Very few schools 21.42% have special facilities for learners with special needs. The facilities available in these schools are also not enough and in bad conditions.

Most of the schools lack ramps on their doors for learners with special need.

Library

Indicator	2016	2017	2018
Each school has a good organized library with relevant books	Most schools have libraries not all that well equipped. Teachers not making good use of the library	Schools like Nyongonga, Sangoro, St. Therasas girls, Obanda and Oriang have improved on their libraries. They placed some readers and old syllabus books in the library for reference and further reading by the learners.	Most of the schools realized the importance of having a library and learned how to make good use of the library in their schools after book workshop by Knowledge for children. The schools which receive training on how to handle and use books included Sangoro, St. Therasas girls, Rachier, Kmtudi, Mbora and Mbora primary.

To boost the reading culture, SBNN provided library books/ story books to all public primary schools in the year 2010. however, the books provided couldn't be traced in the schools due to poor handling of the library properties by the school administration.

Various schools have benefited from SBNN sponsorship as far as library building and library materials are concerned.

In total, 11 schools out of 28 have a well-equipped libraries with full support from SBNN as in infrastructure, furniture, instructional materials (Nyongonga, Nyakwere, Oriang, St. Theresas girls, Rachier, Onego, Nyawalo, Obanda, Aomo, Sango Buru).

Knowledge for children started helping the schools in purchasing books. This will increase book ratio in the schools and also help in equipping libraries with the required course books and readers for schools.

It will also assist in making school libraries active.

Latrines

Indicator	2016	2017	2018
There should be enough latrines for the learners in the school at a ratio of 1:25 for boys and 1:30 for girls.	16 schools out of 30 meet the ratio required. SBNN built toilets in Sngoro, Abwao, Thurdibuoro, Aomo and Kamtudi primary schools	22 schools meet the required ratio. SBNN built toilets in Nyongonga, Sangoro, Onwango, Kamtudi and Apondo kasaye primary schools.	Almost all the schools meet the required ratio.

The ratio could not be reached fully in all the schools in all years since the latrines get filled up regularly.

Most of the schools found in the lower side of the division are situated in the lands which are prone to sinking. This makes most of the latrines to sink and filled with water.

Health clubs.

Indicator	2016	2017	2018
All schools have a functional water and sanitation clubs which is responsible for the sanitation and water in the school. Sanitation and hygiene being part of the school curriculum should be taught and encouraged by teachers.	Available	Available	Available

28 public primary schools have clubs in their schools. The clubs are not fully active as compared to the time when they were formed in 2012.

Dimension Two: Teaching

The Kenyan Government is in the process of reviewing the national curriculum for primary and secondary schools. The current curriculum has more emphasis on examinations and has less focus on promoting learners' competencies and skills. This is the gap that the new curriculum seeks to seal. Further to this, the Teachers Service Commission has developed performance contractual obligations with teachers to ensure that there is quality education in schools. One of the requirements is to have teachers undergo continuous training in their teaching profession hence this offered great opportunity to the Star School Program to remain relevant in its interventions during the three year period. The baseline focused on lesson planning, concept development encouraging learners' confidence, and classroom management.

Lesson Planning

During baseline survey conducted in 2016, it was noted that most teachers do not use lesson plans in their teaching process, some don't keep schemes of work and other records of work relevant in teaching profession. Lack of these important professional records negatively impacts on quality of education. The survey sought to establish the availability of the lesson plans and the appropriateness of the lesson objectives. It was established that 10.7% of teachers went to class without lesson plans while 25% had lesson plans but there was no clear link between the objectives stated and the learning activities and teaching methods.

The lesson observations done in 2017 and 2018 after the refresher courses conducted to West Nyakach teachers shows that a good number of teachers about 80% of teachers has lesson plans and 67.85% went to class with lesson plans

Attention Drawn to Real Life Practice

One of the intended outcomes of learning is to have pupils to be able to apply lessons learned to their own daily lives. However, most of the time, pupils find it difficult to relate what they learn in school with their daily lives. A pupil needs to understand why he/she should wash the hands when coming from the farm, or why leaning of angles is important if he/she will be a carpenter. To achieve this, teachers need to constantly draw learners' attention to real life experiences when teaching. The baseline established that in the 28 lessons observed, about 80% of the teachers were able to occasionally (which is still below standards) connect the lesson to real life while 3.6% did not attempt at all. This means that some learners are not able to see any value in what they learn. This only promotes rote learning.

According to the lesson observations done in 2017 and 2018 in schools after the trainings, majority of the teachers, about 64.55% were able to connectfully connect the lesson to real life situation while 1.83% still did not attempt at all. This shows that most of the pupils are now able to relate what they learned in school with their daily lives.

Encouraging Learners' Confidence

Teachers need to encourage their learners to have on-task behavior meaning that pupils are actively busy with learning task. In this regard it was found out that 35% of the teachers occasionally encouraged their

learners to be on task. This was done through linking the lesson to learners' real life experience, group work and use of teaching learning materials.

There was an improvement on learners confidence in 2017 and 2018, this is seen in the schools visited and the lessons observed. Majority of learners were able to answer most of the questions asked with confidence especially the questions related to what they know back at home. This is because after the teachers' refresher courses, most of the teachers were able now to link fully learners' real life experience and allow learners to freely interact with each other during group discussions.

Classroom Management

Increased enrolment in primary schools has hindered classroom management. In situations where the classrooms are congested, the teacher may be unable to interact with the individual learner and to mark the books on a daily basis. As a result, there is no assessment of pupils understanding hence making it hard for the teacher to offer individualized education plan to the learner. Classroom management involves everything from the time allocation to the tasks in the lesson, to material for record keeping, sitting arrangement as well as space. The general poor learning conditions have prevented teachers from reaching individual learners and encouraging them to have confidence through active participation. In this baseline survey, it was established that 60% of the teachers express moderate degree in managing their classes. For instance, they have learners in groups but have a challenge in ensuring that all learners participate in the discussion. About 36% of the teachers were able to facilitate students' learning at individual or group level.

During the three year period, classroom management still remains a problem in most of the schools, especially the schools with high enrolment. Congestion in the classroom doesn't allow the teacher to move with ease from one place to another during the lesson. This makes the teacher to only check the work of the learners seated in front of the classroom or the teacher samples few learners work to check.

Dimension Three: Learning

The high population of learners in primary schools has discouraged the active participation of all learners. The teacher is unable to identify the pupils by name. This encourages chorus answers among the learners when a teacher poses a question. These chorus answers may mislead the teacher into thinking that all the learners have understood the concept being taught. In addition, there is no good environment to create discussion groups among the learners because of insufficient facilities such as desks and enough space in the classrooms. Most teachers in the schools prefer teaching the whole class than organizing them into discussion groups. The following issues under learning dimension have been discussed

Use of Variety of Learning Activities

Some of the learning activities that enhance learning include reading, writing, and role playing, active listening, discussing, and experimenting among others. The findings in the survey indicate that about 68% of the teachers use only one or two learning activities other than listening and chorus answering. About 32% of the teachers that were observed employed two to three learning activities. This indicates that fewer pupils are on-task in most of the classes.

The lessons observed in 2017 and 2018 shows that there was an increase in the number of teachers using more than four learning activities, about 43% of the teachers observed. This posted an improvement of about 11%. This means that majority of learners are on task during the lessons.

Students work actively with educational materials

The survey further sought to establish how pupils work with educational materials when learning. It was established that only 7% of the lessons used educational materials and textbooks for at least 10 minutes in a lesson. It was observed that most text books were on the desks but were not used by learners. The lessons in lower (grade 1 to 3) classes had more learning materials and activities as compared to upper classes. This could be attributed to the fact that pupils learn well by playing hence teachers are forced to have more learner centred approach as compared to upper classes.

This still remains a challenge in most of the schools since they lack enough teaching and learning materials. Text books are there in schools but not in the required ratio. Furthermore, teachers instruct learners to open text books during the lesson but they don't engage learners fully on the text book usage during the lessons.

KCPE performance and teacher distribution

KCPE performance

No	School	KCPE 2016	Entry	KCPE 2017	Entry	KCPE 2018	Entry
1	Nyadero	324.35	36	299.44	44	304	36
2	St. Agnes Obanda	311.96	27	284.38	29	296	26
3	Aomo	303.35	40	298.81	45	281	53
4	Mbugra	300.77	22	286.00	27	287.5	22
5	Nyongonga	296.68	28	251.01	30	211.48	67
6	Sangoro peace kids	295.5	15	-	-	290.6	10
7	Kamtudi	289.88	17	266.99	17	283.64	29
8	St Therasas girls Bolo	289.68	34	286.86	29	286.26	19
9	Nyamanyinga	286.54	15	247.09	34	246.	43
10	Sangoro	282.96	27	303.13	16	280.89	30
11	Bala	282.55	32	275.32	29	277.08	23
12	Rachier	281.55	31	250.55	38	265.13	39
13	Onwango	275.33	15	272.30	15	287.6	10
14	Thurdibuoro	267.44	18	254.24	23	246.6	18
15	Sango Buru	265.82	39	277.09	35	249.23	55
16	Onego	264.74	34	228.87	27	215.51	41
17	Nyawalo	263.76	21	273.96	22	238.77	43
18	St. Maired Oriang	259.28	25	244.32	25	242.76	43
19	Apondo Kasaye	258.62	21	228.41	23	212.3	48
20	Otho Abwao	258.31	16	238.61	15	266.07	16
21	Nyakwere	253.28	32	224.48	34	225.69	16
22	Nyadina	253.09	33	259.26	27	227.56	57
23	Obange	247.55	32	230.59	38	187.46	58
24	Mbora	245.07	27	244.38	18	235.55	31
25	St. Jeromo Olasi	244.38	17	252.27	15	225.7	16
26	Andingo Opanga	234.15	28	241.16	26	227.39	41
27	Ombugo	230.82	28	206.26	29	188.07	48
28	Abwao	227.52	22	237.25	47	240.21	28
29	Kobongo	208.74	27	240.65	20	236.52	27
30	Shiners Education centre					263.53	15

	Total n	268.59	759	259.52	777	250.9	984
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There has been a drop in the pupils' performance since 2016. This is as a result of the government policy of 100% transition to all classes. The government wants all the learners to be pushed to the next class. This has made the schools to register even the weaker candidates to sit for the final KCPE exams and this has posted an increase in the number of candidates sitting for the KCPE exams hence reducing the mean score of most of the schools as shown in the table above.

Teacher distribution

The number of TSC teachers in the school has increased since 2016 from 234 to 253, however, the number of learners in the schools are still high and don't match the teacher pupil ratio.

SBNN has employed one teacher in all the 28 public primary schools. This has helped reduce the teacher pupil ratio in all the schools

Number of TSC/ government teachers per school

No	School	2016	2017	2018
1	Nyakwere	9	8	8
2	sango buru	9	9	9
3	Obange	8	8	7
4	Nyawalo	9	9	9
5	Nyamanyinga	8	7	9
6	Bala	9	7	9
7	Nyongonga	8	8	8
8	Sangoro	9	9	9
9	Nyadina	7	8	8
10	Onego	10	9	9
11	Nyadero	9	11	10
12	Thurdibuoro	8	8	8
13	Aomo	9	9	9
14	Otho Abwao	8	8	7
15	Mbora	9	8	8
16	Rachier	9	11	11
17	Mbugra	9	9	8
18	Obanda	8	9	9
19	Abwao	7	8	7
20	Kobongo	8	9	9
21	St Therasas girls Bolo	7	8	8
22	Oriang	9	10	10
23	Onwango	8	8	8
24	Kamtudi	6	7	6
25	Ombugo	6	7	7
26	Andingo Opanga	6	7	8
27	Andingo Olasi	6	7	7
28	Apondo Kasaye	8	8	9

	Total	234	243	253
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Interventions by SBNN:

ECDE training college

SBNN Kenya has established a Diploma ECDE training college in West Nyakach (NYABURU ECDE COLLEGE). This has favorably addressed the challenge of lack of teachers in ECDE schools. Some teachers have even been employed outside the 28 schools.

The summaries are in the tables below:

Year	Diploma	Certificate	Proficiency	Total
2014	27	12	10	49
2015	3	13	10	17
2017	9	11	9	29
2018				

Employment of support teachers

SBNN has also employed 28 teachers in various schools. All schools in west Nyakach have an SBNN teacher. SBNN is also encouraging the community to employ atleast one trained support teacher to assist in reducing the teacher pupil ratio in the schools.

Refresher courses for teachers

SBNN Kenya in conjunction with LEC RD through the ministry of education has also offered refresher trainings to 172 TSC teachers in all 28 public primary schools in west Nyakach. The training was based on Active Learning in primary schools. The trained teachers in various schools are doing training to other teachers at the school level.

The teachers are also advised to observe each other's lesson and share the challenges together.

The star coordinator is also doing follow up in schools to see if the teachers are putting in practice what they acquired in the trainings and also observing some lessons in the school.

Provision of books through Nyaburu bookshop.

SBNN has also been providing books to schools through Nyaburu bookshop. This has helped in reducing pupil book ratio.

All the schools do their book purchase in Nyaburu bookshop. This has made most of the schools to purchase more books and other teaching materials as compared to other years when the schools were placing their orders in town.

Knowledge for children is also helping the schools to purchase books and other learning materials. This they are doing through partnering with the local communities.

Dimension Four: School Management

Board of Management and Parents Associations (PAs) can rightly be described as the life blood of a school. They constitute an important component of the school leadership, management and governance structure. They also form an important link between the school and the community. Through such a link

local ownership is enhanced. Through their involvement in the life of the school, local resources are mobilized and also school leadership and management is strengthened. However, their effectiveness has been overshadowed by tensions and role conflicts among themselves due to role overlap and lack of clear guidelines. Some challenges that confront them as they execute their roles/responsibilities include but not limited to lack of adequate funds and parental support, limited control span in schools and some are not conversant with their roles and responsibilities.

School Vision, Mission and Motto

During this baseline, it was established that all 28 schools have Vision, Mission and Motto but the school management boards are yet to internalize and practice it in schools. Most of them are aware it exists but do not know how to relate that to their management and achieving the goals.

The situation however increases in the year 2017 and 2018. The school board of management, parents and pupils could now understand fully the mission and vision of the school in almost all the schools. This is seen in the sharing the school policies together and applying them in the day today running of the school.

Joint Strategic Planning At School Level

On the onset, it's important to observe that at the time of the survey, the BOMs had been in office for only three months. The survey established that 53% of the schools have joint plans while 42% have plans but need to be improved. In general, schools need to be supported.

SBNN through the ministry of Education offers trainings for the school board of management of how to prepare effective strategic plan for their schools, this was followed by a follow up activities to check whether the schools were fully implementing what they were trained on and advised where necessary.

Between the years 2017 and 2018, SBNN board managed to visit and meet the BOM of 16 schools out of 28 schools in west Nyakach division. Out of the 16 schools visited, it was observed that 13 schools have a well stated school strategic plan and are applying the plans in managing their schools; the 3 schools out of 16 visited have plans but needed improvement.

The SBNN board through the star coordinator assisted the 3 schools on how they can improve on and fully implement their joint strategic plans.

This has posted a positive improvement on the use and implementation of the joint strategic plans in the schools by 81% from 42% which was observed during the baseline survey in the year 2016.

SBNN board will visit the remaining 12 schools in the year 2019.

Systematic Monitoring of Pupils' Performance

One of the key responsibilities of the BOMs is to monitor pupils' performance in schools. It was found out that 82% of the school BOMs had performance systems in place but all were manual. There is no school that is at the moment using ICT to monitor the learners' performance. The schools organize for education days where both pupils and teachers who have performed well are rewarded. There are also subject panels that monitor and pupils' performance in schools and report to BOMs. The modeling approach has been used in some schools where former successful pupils come to give motivational talks while some of the former pupils have started development projects in the schools like awarding prizes to well performing teachers and pupils, provision of learning materials and organizing lunch for teachers.

This has been a successful just as it was in the year 2016 though done manually. However, many parents don't check on their learners' book to confirm if the school work in their books are up to date.

In the year 2017 and 2018, most of the schools organized for education days where parents rewarded both the teachers and pupils who have performed well. Some few schools have also received learning materials from the stakeholders.

There is still reluctance on the parents visiting schools regularly checking their children's performance. Most of the parents don't even check on the learners' books after school.

Management of team with shared responsibilities

When the baseline survey was conducted in 2016, BOMs were only 3 months old in office and this needed more support in understanding and executing their responsibilities. Very few leaders could understand and execute their responsibilities effectively.

This has however increased in the year 2017 and 2018 following the training and frequent focus group discussions that SBNN board has been having with the school board.

During the meetings done with the school BOMs in the years 2017 and 2018, it was observed that only 17.61% schools have school leadership working as a team with shared responsibilities and roles. Other schools have a team with limited shared responsibilities and roles and in many cases, only the head teacher speaks.

Interventions by SBNN

BOM training

In the year 2016, SBNN in conjunction with the ministry organized training for the school board members. The training was conducted to five executive board members who were to train other board members in their respective schools.

SBNN Kenya Board visit to schools.

SBNN Kenya board has been visiting the schools and meeting school board members. The aim of the visit is to share with the school the success and the challenges that the school faces and how they can overcome the challenges. So far 16 schools have been visited. 13 schools will be visited this year.

SBNN Kenya board through the star coordinator also assists the school board on how to make realistic strategic plan for their schools and also guiding them on the implementations of the school plans.

Dimension Five: Parents and Community Participation

Generally, research has shown that obligation of parents and their involvement in their children's education in Kenya is weak hence posing a big problem towards quality education promotion and governance. Parents fail to attend school meetings hence causes poor decision making and later on complain about the state of schools in the country. In the worst case situations, the parents sent their house helps or children to schools meetings, yet they know that they cannot make sound decisions. Moreover, parents have neglected the need of PA that is essential for the positive development of schools. Experience shows that PAs have shown less ability to play the oversight role in school financial management.

The contributions of parents and guardians in the local communities towards school development vary depending on the nature of their contributions, school locations and the school management committee. For example, parents mostly provide contribution of cheap learning materials such as pencils, pens, and school uniforms. Those who give voluntary support to mega projects such as classroom and extensive infrastructural projects are very few.

Besides meeting the educational needs of students, schools have been drivers of development within communities. Schools are often the sole community center in villages, providing the space for meetings, social services, and festivities. Through this common space, children and adults are connected, social networks are strengthened, and local communities are empowered.

This survey established that 64% of the parents are supportive and responsible for school's sustainability projects. This provides an opportunity for SBNN to involve the community in its projects to improve ownership and co-fundraise. The findings further show that the schools in the area support community functions. For instance, schools host community functions like weddings, funerals, soccer competitions and political functions. Community members also get water and grass for their families and animals respectively.

With the SBNN policy of co funding of the SBNN project, community participation in the school projects has increased greatly. Parents greatly contributes in school projects and this was seen in the 2017 and 2018 school projects sponsored by SBNN Kenya.

Interventions by SBNN

Community involvement in SBNN projects.

In all the schools projects done in schools by SBNN, the community is expected to contribute 25% of the total cost. This is done by bringing cash or bringing the locally available materials to be used in the project e.g. sand, marram, ballast, water. This has improved the community participation in their schools since they feel that they also own their schools as far as development is concerned.

SBNN community meetings / barazas

Since 2016, SBNN has been having community meetings where community members are sensitized on the importance of educations and their roles in school development.

SBNN community tournament.

In 2018, SBNN organized community tournament where the local football clubs were allowed to participate. This helps in bringing the members of the community together and in the process, community members learn from each other also get to know what is happening in their schools as far as school developments are concerned.

CONCLUSION AND RECOMMENDATIONS

The findings clearly illustrate how SBNN has been supportive in improving the learning environment in the 28 schools it supports. It further indicates how it has supported in improving teaching dimension by

training ECDE teachers and employing teachers in the schools. Based on the findings, the following recommendations are made:

Learning Environment:

That SBNN Kenya continues with its support in this dimension as per the Star School proposal. However, to improve community participation and project sustainability, the schools should develop simple proposals to SBNN Kenya clearly outlining the project they need to be supported in and their contribution to the project. The contribution can even be in kind like construction materials that are easily available in the village (Stones, labour, water, fencing posts). This approach will make the schools and community be more responsible in sustaining projects supported by SBNN and also have hands on skills in project fundraising/ resource mobilization. SBNN to continue funding 75% of the project and 25% by the schools. This will enable SBNN cover more projects in the area. SBNN Kenya should explore opportunities to work in partnership with devolved units like Constituency Development Funds and County governments for co-financing projects.

The schools and SBNN to should look for a lasting solution to continuous floor repairs in the schools. The schools should go for tiles on the floor. This will reduce the cost of repairing floors in the schools yearly.

The schools and the community should take an active role in taking care and maintaining school properties and the projects.

All schools should have active health club and WSH policy to promote hygiene.

Teaching and Learning:

These two dimensions are interrelated hence similar recommendation. Based on the findings, it's recommended that SBNN and Knowledge for children to continue with Active teaching and learning trainings for teachers. The SBNN program officer should continue playing an active role in supporting and coaching teachers in active teaching methods during his monitoring visits.

SBNN Kenya should form strategic partnerships with like-minded organizations like Pamoja in Awasi to enhance and learn from each other best practices in Active Learning. There can be teacher exchange programs in the schools.

School heads to be tasked to strengthen subject panels with an intention of promoting and enhancing active learning in the schools.

SBNN should organize an annual SBNN education day where they reward the best SBNN schools based on the five dimensions of the star school model.

SBNN teachers should also be involved in Active teaching and learning programs through trainings.

School Management:

Based on this finding, SBNN should liaise with the Ministry of Education to do training to the newly elected BOMs. Some of the areas that SBNN may support in trainings are roles and responsibilities as members of BOMs, Conceptualization and internalization of their schools' vision and mission, resource mobilization, their Span of Control, Financial Literacy and principles of Communication. It must be noted that a well empowered BOM that understands the Vision and Mission of SBNN will go a long way in ensuring that SBNN achieves its intervention goals and targets.

Further to this, all school boards should have development plans that will guide their school development initiatives for the 3 year period they will be in the office. The BOM should be empowered to co – fundraise with development partners like SBNN.

Community Participation:

It was noted that most schools have cordial relationship with the communities and parents around them. This relationship ought to be made stronger through regular meetings between parents and community on one hand and the schools on the other. The community needs to be enlightened on their roles in supporting school development plans. In return, schools should empower parents on how to monitor their children’s progress in school.