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2010 Annual Report

Teachers' Training in Environmental Education

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Table of Contents

Table of Contents 2

Executive Summary 3

Acknowledgments 3

1 Vision for the program 4

1.1 Background information 4

1.2 Equipping teachers in education for sustainability 4

1.3 Objectives and justification 4

1.4 Analysis of the annual activities related to the programs' vision..... 4

2 Annual Activites 5

2.1 Seminar with teachers 5

2.2 Seminar with headmasters..... 5

2.3 Monitoring (assessment) of teachers and headmasters 5

2.4 Follow up activities 5

2.5 Network meetings 5

2.6 Institutional building 5

2.7 Sponsoring 5

2.8 Scientific discourse 5

2.9 Facts and figures 6

2.10 Conclusions and recommendations from the annual activities 6

3 Quality management 2011 7

3.1 Lessons learnt..... 7

3.2 Required expansions and developments..... 7

3.3 Actions needed 7

3.4 Implementation plan 7

4 Appendices 8

4.1 Appendix 1: Budget and Accounting 2010 8

4.2 Appendix 2: Proposed work plan 2011 8

4.3 Appendix 3: Certificates (Examples) 8

4.4 Appendix 4: Photos 9

Executive Summary

This report provides a synopsis of the teacher training activities in the past two years, a period that saw the expansion of the program to provide training for head teachers in environmental leadership. As a result, club Patrons have registered increased support from the school administrators while carrying out environmental projects and activities with the pupils.

The report recommends continued seminars for head teachers in addition to support for network meetings that bring together trained teachers to share their experiences. It is also noted that strategic collaboration with like-minded organizations in different localities could help in providing useful regular contact for trained teachers and support for schools in implementing their activities.

Acknowledgments

We appreciate all teachers and pupils who have been involved in the program and have shared their experiences with each other. We are also grateful to different organizations that have supported different aspects of the program. These include the Municipal Education Office, Mombasa that has worked with us in planning previous seminars, International Fund for Animal Welfare (IFAW) and Professional Association of Diving Instructors (PADI) that have supported guided excursions and exchange visits for pupils and teachers. Additionally, World Wildlife Fund (WWF) supported the re-printing of various education and awareness materials that were distributed to schools, while Western Indian Ocean Marine Scientists Association (WIOMSA) supported aspects of monitoring and assessment.

List of acronyms

CORDIO EA	Coastal Oceans Research and Development Indian Ocean East Africa (www.cordioea.org)
IFAW	International Fund for Animal Welfare (www.ifaw.org)
PADI	Professional Association of Diving Instructors (www.padi.org)
ProZim	Non-profit society located in Switzerland (www.prozim.ch)
WIOMSA	Western Indian Ocean Marine Scientists Association (www.wiomsa.org)
WWF	World Wildlife Fund (www.wwf.org)

1 Vision for the program

1.1 Background information

The concept of teachers' seminars in Environmental Education 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.

The seventh annual seminar held on 30th November and 1st December 2009 targeted head teachers of various primary schools in Mombasa. The theme of the seminar was 'Leading schools in environmental education' and training covered various aspects of leading and managing change, school culture and the role of environmental education. Special emphasis was made on the need to promote a school culture that promotes environmental consciousness. Already, some of the head teachers are supporting the implementation of various projects in their schools

1.2 Equipping teachers in education for sustainability

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. As at 2009, 70 participants had been trained, 67 of them teachers and 3 from organizations that work with us. In the same year, another 14 teachers were trained in the first series of seminars held for head teachers in which two Ministry of education staff and one KWS staff also participated.

1.3 Objectives and justification

The 2009 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. Provide a forum for teachers to interact and share experiences

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

In order to fully equip the teachers, training is combined with follow-up and assessment during which teachers receive support in putting to practise what they have learnt from the seminars. Monitoring and assessment of head teachers trained in 2009 was carried out through school visits and regular telephone contact to provide technical advice in implementing school projects. Additionally, the teachers' schools were incorporated into other education and awareness projects such as Schools to the sea.

2 Annual Activities

2.1 Seminar with teachers

No teacher seminars were carried out in 2010. These were rescheduled to be carried out in 2011, in addition to the seminars already planned for 2011

2.2 Seminar with head teachers

The seminar for head teachers had been planned for November 2010. This too was rescheduled to April 2011. The postponement of the seminars was due to some delay in the process of having the TTEE program certified.

2.3 Monitoring (assessment) of teachers and head teachers

Monitoring and assessment of head teachers trained in 2009 was carried out. School visits and telephone follow-up was conducted in addition to an evaluation through the use of questionnaires/ interviews for head teachers in mid 2010. Out of the 13 participating schools 11 school teachers reported that they were able to share the knowledge gained with other teachers in their schools. 10 of the schools had wildlife and/ or environment clubs while 8 were actively implementing various projects. These were Mtwapa Special unit, Florist Academy, Kengeleni Primary, Mlaleo Special Unit, Utange primary, Pwani School for the mentally challenged, Sacred Heart Primary and Ganjoni primary. Additionally, four of these schools were incorporated into Schools to the Sea activities providing an opportunity for the TTEE team to continue engaging directly with both the pupils and teachers.

Most of the teachers delegated the environmental responsibilities to an environmental Patron to lead through either Wildlife or an Environmental club. However, having received training; the administrators provided necessary support for Patrons in implementing project activities. Certification of the head teachers trained was done in March 2011 and graced by the Mombasa Education Officer and Provincial Quality Assurance Officer.

2.4 Follow up activities

With the guidance of the club Patrons, some of the schools also set up new clubs and went on to carry out projects including waste management, tree planting and school beautification. Other schools were also nominated to be involved in the 'Schools to the sea' project activities which allowed the pupils and teachers to participate in education and awareness activities about the ocean and its environs.

Network meetings bringing together past seminar participants are planned to be carried out in 2011.

2.5 Institutional building

The program received certification from the Ministry of Education according it more status. National Environment Management Authority (NEMA) is also considered a potential partner and initial meetings discussing collaboration were held with the District Environment Officer.

2.6 Sponsoring

Follow-up activities involving schools in 'Schools to the sea' project activities were supported with funding from PADI and IFAW which covered costs of transport and lunch during guided excursions and exchange visits. Through a grant from WWF, education materials were re-printed and distributed to schools while another grant from WIOMSA has covered some of the transport and communication costs incurred during follow-up activities. All these have been useful in continuing engagement with the teachers trained in earlier years and providing a variety of learning experiences for the pupils.

2.7 Scientific discourse

After training of head teachers in 2009, participating Patrons have indicated that they are receiving greater support from the head teachers during implementation of activities with the pupils. This is because the trained head teachers have a better understanding of the importance of environmental education and recognize its relevance to the pupils' mainstream school subjects. This has also made it easier for the pupils and teachers to participate in learning activities away from schools such as exchange visits and guided excursions.

In order to increase the sustainability of the program, the support of the school administration is critical. Hence, there is need to plan for head teachers' training, as their understanding and appreciation of the project activities helps to secure the participation of both teachers and pupils.

Teacher Training in Environmental Education

2.8 Facts and figures

Training and output activities

	2003	2004	2005	2006	2007	2008	2009	Totals
Teachers trained	5	13	10	13	14	12	-	67
Teachers certified	4	11	10	10	12	-	-	47
Head teachers and deputies trained	-	-	-	-	-	-	14	14
Head teachers and deputies certified	-	-	-	-	-	-	11	11
Schools represented	2	8	8	13	13	13	13	70
Other staff trained		1	2				3	6

2.9 Conclusions and recommendations from the annual activities

Piloting of head teachers' training was successfully done in the previous year. There is need to organize more of such trainings as well as additional network meetings for club Patrons so that there is increased support in carrying out environmental activities. The incorporation of special schools was enriching to the pupils with special needs and they showed much enthusiasm in the activities. As they are often overlooked, there is need to continue to work with them in promoting environmental awareness.

3 Quality management 2011

3.1 Lessons learnt

The most important lesson learnt was that support for Patrons increases tremendously when Head teachers have a good understanding of the environmental program and its importance. There is therefore need to ensure that head teachers have a chance to familiarize themselves with some of the activities that the pupils and teachers engage in. Additionally, opportunities where head teachers can share their experiences would also be beneficial.

3.2 Required expansions and developments

Regular meetings of the trained teachers are needed in order to assist with follow-up and to keep teachers that were trained in earlier years committed to continue with environmental activities in their schools. There is also need to explore the possibility of expanding the program to include teachers at secondary school level as well as adult education teachers.

3.3 Actions needed

There is need to identify organizations to partner with in different districts in order for them to provide support to trained teachers in their localities. This will help in strengthening the teacher networks in different localities.

3.4 Implementation plan

Action	Aim	Resources
Head teacher seminars	<ul style="list-style-type: none"> To expose them to the curriculum covered in our EE project activities 	<ul style="list-style-type: none"> Facilitators Venue and seminar materials Logistical support
Teacher seminars	<ul style="list-style-type: none"> To help club Patrons gain a deeper understanding of marine and coastal issues 	<ul style="list-style-type: none"> Facilitators Venue and seminar materials Logistical support
Teacher network meetings	<ul style="list-style-type: none"> To provide opportunity for teachers to share their experiences of EE in their schools 	<ul style="list-style-type: none"> Venue and seminar materials Logistical support
Monitoring and assessment	<ul style="list-style-type: none"> To provide follow-up support to teachers during EE project implementation 	<ul style="list-style-type: none"> Logistical support
Certification	<ul style="list-style-type: none"> To complete the training program cycle for teachers 	<ul style="list-style-type: none"> Venue and logistical support



4 Appendices

4.1 Appendix 1: Budget and Accounting 2010

See attached file

4.2 Appendix 2: Partner contact details



PADI
www.padi.com

WIOMSA
www.wiomsa.org

Municipal Education Office, P. O. Box 90381 Mombasa, Kenya

4.3 Appendix 3: Proposed work plan 2011

ProZim Grant		jan	feb	mar	apr	may	jun	jul	aug	sep	oct	nov	dec
Annual planning													
Financial reporting													
Follow-up and assessment													
Peer network meetings for ToT													
	Malindi												
	Kwale												
	Mombasa												
2008 teachers' certification													
2009 teachers' certification													
2010 postponed seminar													
	Kwale H/Ts seminar												
2011 first seminar													
	Malindi H/Ts seminar												
2011 second seminar	EE teachers' seminar												

4.4 Appendix 4: Certificates (Examples)

See attached file

4.5 Appendix 5: Photos



Head teachers on guided excursion

Art work by pupils after a guided excursion



Pupils exchange visit activities



A light moment (L) and group work (R) at the teacher seminars