

Kenya Play Project (KPLAY)

The latest news, views, and announcements

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Image 1: My Dream Classroom activity during the July Workshop - St. Mercy Academy, Kwale County

Director's Letter

The goal of the KPLAY Program is to equip teachers as Learning Through Play and Technology (LTPT) experts and champions, and to create a Kenyan-owned LTPT scaling model for coastal Kenya. In the past few months, we have invested in building the relationship with the Ministry of Education (MoE), Kenya Institute of Curriculum Development (KICD) and the Teacher Service Commission (TSC) in recognition of their significance to our success.

We are, therefore, pleased to announce that IREX is now working in partnership with the Ministry of Education to implement the Kenya Play Project (KPLAY) in Kilifi and Kwale counties over a 4 - year period (2021 – 2024) and funded by the LEGO Foundation! I was honored to receive the Partnership Letter from the Principal Secretary, State Department of Early Learning and Basic Education, Ministry of Education, Dr. Julius Jwan, on the 3rd of September 2021.

This marks the beginning of a new collaboration between IREX and the Ministry of Education in Kenya. It also demonstrates the Kenya Government's commitment to ensuring quality and inclusive education in through the new competency-based curriculum (CBC). We appreciate the demonstrated support we have received from national and county level education officials. This goes a long way towards making the aspirations of the KPLAY Project a reality.

I would like to appreciate the KPLAY team for their commitment to advancing the concept of Playful learning to our government stakeholders with their high quality work products, presentations and data analysis leading to a shared KPLAY vision with the county governments and the national level Ministry of Education: To Sarah Bever, our Senior Technical Advisor in Washington DC, Diana Kwamboka, our Program Coordinator, Purity Kiguatha, our MEL Officer, Joseph Nyabwari, our Training Lead and Loise Wambui, our Program Administrator - THANK YOU and keep on leading!

Over the next 3 months our focus will be on securing county ownership of the program through collaboration with County Steering Committees and fostering sustainability by working closely with the Kenya Institute of Curriculum Development (KICD) and the Teachers Service Commission (TSC) at the national level. We look forward to closing out the year 2021 with training and coaching sessions for our beneficiaries from 11 pilot schools.

Caroline Amollo,



KPLAY Program Director, Kenya.

Teacher Professional Development in July

In July, KPLAY hosted a 3-Day Teacher Professional Development Workshop. The workshop was attended by 5 schools from Kilifi County and St. Mercy Academy from Kwale County.

The workshop was conducted using a hybrid approach. The teachers gathered in person in their schools and connected to the workshop virtually on Zoom on their KPLAY laptops. The project provided stationery and materials required for the activities in the training as well as refreshments, sanitizers and masks. The Project also provided each school with computer speakers in response to the audio challenges faced in the first TPD in May. Further St. Mercy Academy was supported with a projector.

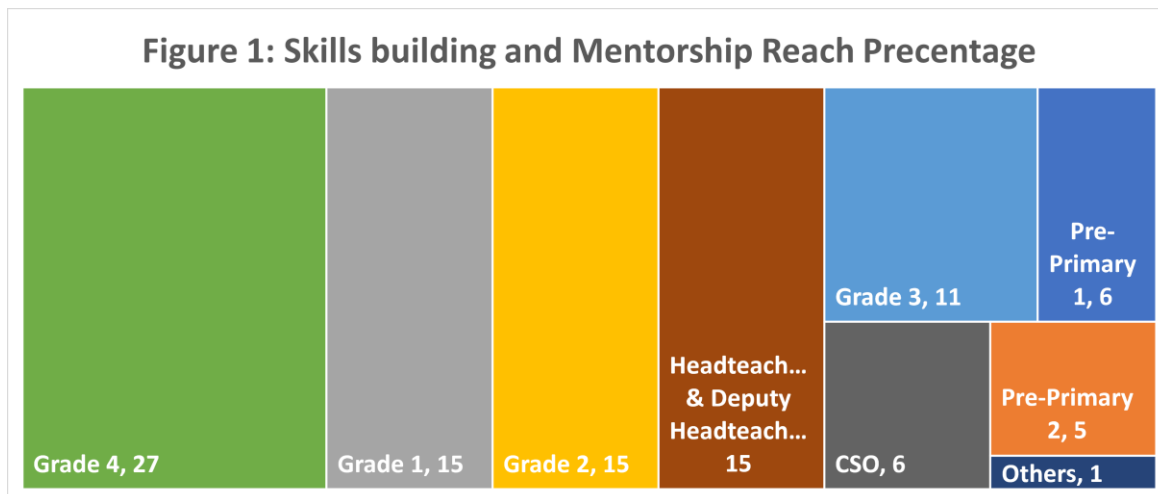
During the training the project introduced teachers to two pedagogies, the 4Ps (Project, Peers, Passion, Play) and the Learning Spiral as well as four low tech activities for testing in the classroom. This content was designed in collaboration with our partners Human Who Play (HWP) The training was well received with teachers appreciating the creative activities especially envisioning their Dream Classroom.

“I am always excited about KPLAY and curious of the next creative activities you will bring us” Teacher, Kilifi County

Among the concerns raised is the anticipation of additional work in lesson planning and classroom management when integrating LtPT in the classroom. The project intends to roll out a coaching approach from October that will support teachers in lesson planning and development of creative activities and materials.

Data Insights

A total of 82 Teachers and School Leaders participated in the Teacher Professional Development (TPD) workshop and mentorship in July and August 2021. Of these 82, 65 were teachers (primarily PP1 to Grade 4) 10 Headteachers and 5 CSOs. The distribution of the representation of these participants is further summarized in the figure below.



Mentorship Session in Kwale County

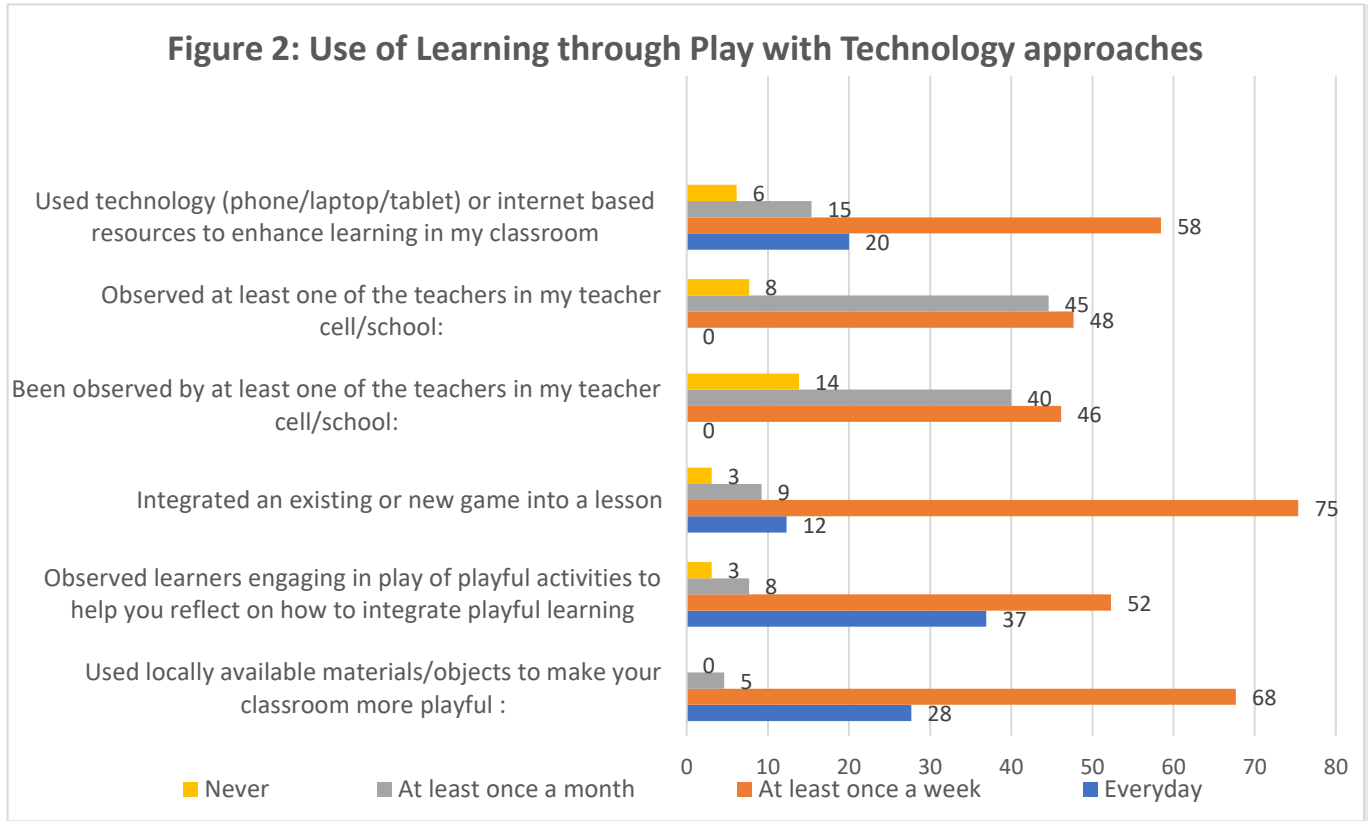
In August, the project hosted a one-day Mentorship session for five Kwale Schools on the invitation from the Headteachers of the schools. The one-day session was held using the same hybrid approach to ensure the adherence to Covid 19 Prevention Protocols. To facilitate this, the Project also provided computer speakers to all schools and a projector for Ndohivyo Primary School. This is in addition to stationery, training materials and refreshments for each school for the one-day activity.

During this session the project oriented the teachers on the 4 Ps and Learning Spiral as well as the four low tech activities introduced in July. In their feedback, the teachers shared that the activities were very good especially the Magic Paper and the introduction to the 4Ps.

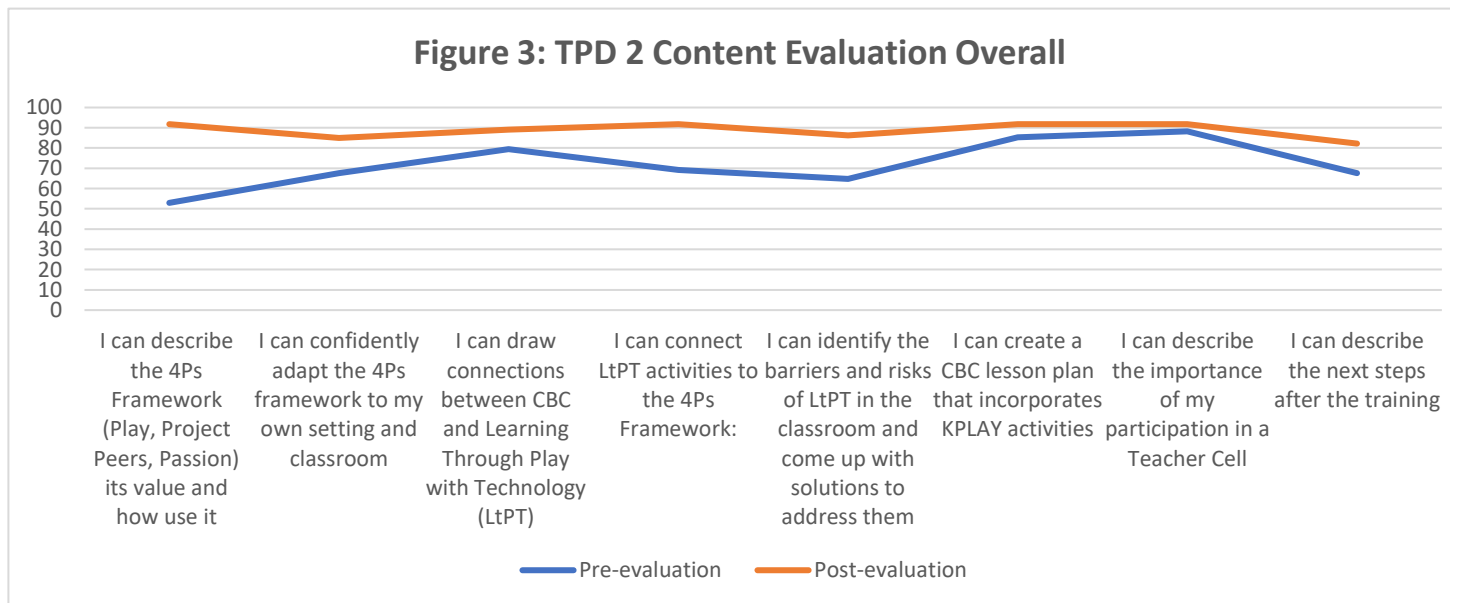
“The 4Ps very interesting and involving. The magic paper activity arose my creativity. Learning spiral added value to my lesson planning and presentation” Teacher, Kwale County

The project intends to carry out some additional follow up and support in the form of coaching which will be rolled out in October. This will ensure the schools are fully caught up on all the areas covered in the July TPD due to the brief nature of the mentorship session.

In our pre-workshop evaluation prior to the TPD, we sought to establish the rate at which the teachers and school leaders had been able to make use of the skills and content covered in May. The evaluation showed that majority of the teachers are making use of the materials and approaches proposed in May at least once a week as demonstrated by the image below.



Further, regarding the content covered in the TPD and Mentorship session the post evaluation shows that there was varying change in knowledge in the areas covered. Significant changes were realized in understanding what the 4Ps are and in identifying, risk and barriers in using LtPT and identifying solutions for these. Some marginal changes were realized in the connection between CBC and LtPT and in creating CBC lesson plans using the 4 activities proposed (Draw with Me, Paper Circuit, Magic Paper and Game Remix).



Consequently, key among the next steps is to provide support to the schools to deepen understanding of LtPT. The support will be provided through coaching and mentoring of especially the Headteacher and CSOs who will in turn be better equipped to provide support to the Teacher Cells in the schools they lead.

Conclusion and Next Steps

In September and October 2021, the Project will focus on the following:

- Steering committee meetings on the 22nd of September for Kilifi and 28th of September for Kwale.
- School Selection for upscaling in Kilifi and Kwale Counties
- TOT with Headteachers Play Ambassadors and CSOs- The focus of the next TOT is skills building for Creative Coding
- School visits for mentoring and coaching to check on progress on implementation of LtPT. These visits will focus on conversations with the Headteacher and CSOs.
- Classroom observations by CSOs and Headteachers.
- Testing of a coaching model and the Play Lab Model

You can get in touch with us through Loise Wambui, lwambui@irex.org, +254 0799 513 067 for additional support or further inquiries.

Thank you



Image 2: Chanagande Primary School Teachers in the July Workshop

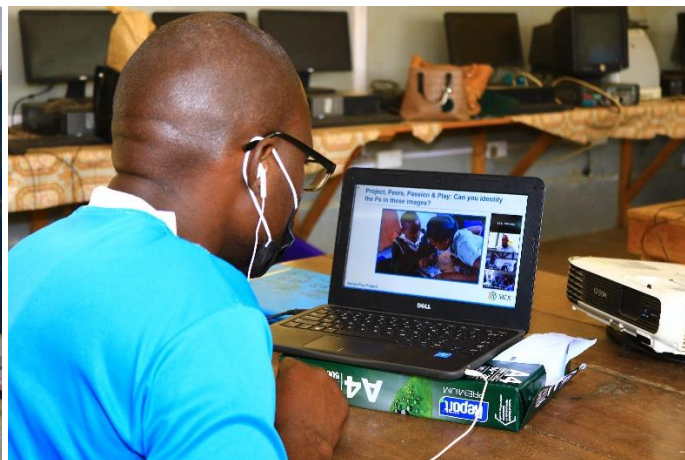


Image 3: Sir-Ali Primary School Teachers listen in on the 4 Ps